Biltmore Elementary School

2014-15 School Improvement Plan

Biltmore Elementary School

2101 W PALM AVE, Jacksonville, FL 32254

http://www.duvalschools.org/biltmore

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Elementary	Yes	82%

Alternative/ESE Center	Charter School	Minority
No	No	93%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	C	B	A	A

School Board Approval

This plan was approved by the Duval County School Board on 11/4/2014.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at https://www.floridaCIMS.org.

Table of Contents

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school's Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., "SMART goals") for the coming school year in context of the school's greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
    - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
    - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
    - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
    - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	Wayne Green

Former F	Turnaround Status
No	

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The Biltmore Family will be responsible and committed to providing a safe and nurturing academic environment. Together, with all stakeholders, we will work as a team utilizing data, interventions, and standards to promote the engagement and empowerment of our students.

Provide the school's vision statement

The Biltmore Family is committed to achieving academic and social excellence, through collaboration with all stakeholders, to inspire all students to reach their highest potential in a global society.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

The teacher gives an inventory survey to the students to obtain academic and information about the students learning styles as well as the personal information about the students. Teachers are concerned first and foremost about building relationships.
Biltmore builds relationships with a mindset of teaching the whole child. Several activities and strategies are used to institute this endeavor such as Kagan Strategies and team building activities as well as morning meeting to create a caring environment.

Describe how the school creates an environment where students feel safe and respected before, during and after school

During pre-planning we ensured that all staff members were properly trained on school safety and precautionary procedures. The district has installed panic gates which means that outsiders cannot gain entry to our campus. All classroom doors remained locked throughout the day with the expectation that only adults will answer the door. We have two way communicator to enable all staff to remain abreast of pertinent information. Biltmore has color coded visitor badges for each day changing periodically so as not to have a pattern. All visitors can only gain entry through a secure buzzer at the front door.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Biltmore has a comprehensive positive behavior plan, implemented school-wide, to help limit distractions and increase engagement of all students in the classroom environment. Our school has chosen to adopt the Covey's 7 Habits of Highly Effective Students to help develop personal responsibility for behavior.
Each of the classrooms has implemented a positive behavior system to address student behavior. A chart, closely correlated to the 7 habits, is hung in each room. Students begin each day with a clothespin with their name clipped to the "Ready to Lead." When students have broken a rule or expectation the student's pin is moved down to a different section of the chart, labeled with reminders such as to "Don't Give Up: Don't get hung up on silly mistakes. Put first things first. You got what it takes." As students correct their behavior, or begin to meet expectations again, or if students are

observed making appropriate choices, their clip can be moved be moved up the chart to indicate their good choices, to sections such as "Hip Hip Hooray, You found the leader in you today." Each day student's conduct from the chart is recorded in the student's agenda to take home to parents. Intermediate classes and those who switch classes during the day, have modified the chart onto a paper recording system, easily traveling with students to each class as well as resource classes. Parents are contacted about student discipline issues through notes in the agenda, phone calls, or emails with the classroom teachers. Conferences with parents may be scheduled to address additional concerns.

Tier 1 behavior referrals may be utilized by teachers to address ongoing issues after being addressed at the classroom level. These referrals aid teachers, administrators, and students to discuss possible causes and solutions to distracting behavior. Severe disciplinary incidents and Code of Conduct infractions are recorded on the district referrals and reviewed by the principal or assistant principal. Appropriate disciplinary consequences, as described by the Code of Conduct, will be assigned as necessary.

The school discipline team, named the SWAG (Safely Working for the Advancement of Growth) Leadership Team meets the first Thursday of each month to address discipline trends noticed throughout the school. This team, comprised of teachers and administrators, have developed a plan for school expectations called the PRIDE plan. This plan provides a detailed description of student behavior expectations for classrooms, hallways, cafeteria, restrooms, playground, and bus loading areas. PRIDE behavior plans are displayed in each classroom; behaviors are discussed and modeled at the beginning of the school year and as needed as the year progresses.

All teachers and support staff are trained on the PRIDE expectations at pre-planning. In addition to SWAG Leadership Team meetings, issues are addressed, as needed, during early release day trainings. Severe behavior issues can be discussed with the Navigation RtI team. The team can discuss issues specific to an individual and assist in development of behavior plan and other interventions needed to address these issues.

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

Teachers teach the students Steven Covey's 7 Habits of Highly Effective People to empower all of them to care about themselves, their classmates and their learning environments. Every day teachers incorporate the seven habits into their daily instruction. Teachers capitalize on the seven habits when conferencing with students and their parents. Our guidance counselor provides individual counseling as well as group counseling. She utilizes role play based on real life scenarios to help them apply the seven habits to their daily interactions with their peers. Our guidance counselor also refers families to outside agencies if needed.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

Biltmore has established a plan to identify early warning systems within our study body. Our plan encompasses the whole child from attendance to academics. The following are indicators in which we monitor:
Attendance
District Baseline Assessments
Progress Monitoring
Response to Intervention
Student Achievement results from state assessments
Promotion and Retention Rate

Provide the following data related to the school's early warning system

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	0	0	0	0	2	10	12
One or more suspensions	3	2	1	10	2	28	46
Course failure in ELA or Math	2	1	1	3	0	0	7
Level 1 on statewide assessment	0	0	0	19	6	13	38

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level				Total
	1	3	4	5	
Students exhibiting two or more indicators	1	4	12	2	19

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

Mentors have been assigned to students
School Guidance meets regularly with students
Recommend students for after school program-TEAM UP
Students work with Reading Interventionist

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?
Yes

PIP Link
The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/205263.

Description
A PIP has been uploaded for this school or district - see the link above.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Our Parent Liaison canvasses the community to solicit partnerships with local business and community institutions, such as neighborhood churches, community centers, and nursing homes. Once the partnerships are established, the stakeholders are invited to all school-based events. Biltmore shows our appreciation by recognizing each supporter in our monthly news letters, official thank you letters, as well as sharing their contributions to our school with community members at appreciation ceremonies.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

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

Name	Title
Dunbar, Helen	Principal
Wright, Angela	Assistant Principal
Bridges, Arica	Instructional Coach
Rosario, Nikki	Instructional Coach

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

Principal: Provides a shared vision for the use of data driven decision making, ensures that the school team is implementing RTI effectively, Teachers are receiving support from the RTI Liaison, ensures adequate professional development in facilitated to support the implementation process, and monitors all documentation.
General Education Teachers (Primary and Intermediate): Provide information about instruction and effective instructional practices, deliver Tier I instruction/intervention, collaborate with other staff to implement Tier 2 interventions.
Exceptional Student Education Resource Teachers: Consult with General Education Teachers to provide additional strategies and interventions to support various Tiers.
School Instructional Coaches: Provide and facilitate professional development to assist in problem solving-solving. In addition, the coaches share research based supplemental resources to instruct, they provide assistance of problem solving through data collection, data analysis, and coaching learning cycles.
ESE Liasion/School Counselor: Meet with teachers to progress monitor students in the RtI process. Research based supplemental resources are shared to help teachers provide effective instruction. In addition, they provide assistance of problem solving through data collection, and data analysis.
Instructional Support//District Personnel: Observe behaviors in the classroom and provide instructional/behavior strategies to teachers to implement.

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's instructional coaches meet regularly with classroom teachers to address students who have been identified as functioning below grade level and/or in need to additional support. Research based interventions are used with the students for over a period four to six weeks. During this time data is analyzed and compared to the class average. If the data does not show a student progressing to levels of proficiency, the students are then referred to MRT for discussion. In addition, Instructional Support/District personnel will provide additional support as needed.
Biltmore Elementary is a Title 1 school who receives local, state and federal allocations. All entities are integrated throughout the school making positive impact within various organizations and safety nets. We use Title 1 to (1) technology in the classroom (2) purchase research based supplemental

materials (3) full time reading interventionists (4) 50% of the reading specialists salary (5) parent liaison position for 20 hours per week

School Improvement Funds are allocated to provide resources to support Supplemental Academic Instruction to the identified bottom quartile subgroups of students in ELA, math, and science. In addition to using resources for academic improvement, we use SAI funds to purchase materials to promote safety and increase character development for our student population that is used by our school guidance counselor.

The Fresh Fruit and Vegetable Grant program, funded by federal funds in conjunction with our school improvement plan and daily instruction is developing the whole child. Students receive fresh fruit/vegetable three times a week. This is a school wide program educating students and parents on increasing healthy lifestyle choices.

All federal and local funds are used to help improve student achievement and social growth.

School Advisory Council (SAC)

Membership
Identify the name and stakeholder group for each member of the SAC.**:**

Name	Stakeholder Group
Helen Dunbar	Principal
Freddie Isreal	Business/Community
Eve Harm	Business/Community
Vicki Gray	Teacher
Ron Hargett	Education Support Employee
Jim Clendenen	Business/Community
Michael Willis	Business/Community

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

During the initial meeting, the principal presents the end year state assessment data to the school advisory council and shares strategic goals for school wide performance and improvements for each content area. Throughout the year, the team progress monitors the goals and activities that are mentioned in the school improvement plan to evaluate its effectiveness and implementation phases. At mid-year, at the stakeholders meeting, the principal shares school-wide data with the team looking at the school improvement plan, the team evaluates and determines the effectiveness of the goals and objectives.

Development of this school improvement plan

The SAC Committee meets the third Thursday of each month. During our initial meeting for the 2014-2015 school year, the school's data was shared with all stakeholders (CGA Baseline Assessment, IFLKERS, 2014 FCAT 2.0 and FAA data). It was explained where we were as a school compared to the district and the state, and where we need to be. This was done using a PowerPoint showing the data desegregated by grade level and standard. The committee discussed instructional needs and strategies to meet those needs and possible barriers. This information is included in the SIP.

Preparation of the school's annual budget and plan

The school's annual budget is prepared during the spring of each school year. Spring FTE determines the amount in which each school will receive for FTE and WFTE. In addition, the number of staff positions is determined from the spring FTE. The principal and staff collectively propose how Title 1 funds will be allocated. After reaching a consensus, the principal presents the proposed school budget to the school advisory council for input and vote of approval.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

Biltmore received $3,500.00 for school improvement funds for the 2013-2014 school year. For student improvement, we increased technology in classrooms by purchasing additional document cameras and two SMART boards. As an inquiry project with 4th grade students, we purchased kindles for them to use for reading novels.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC
Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership
Identify the name, email address and position title for each member of the school-based LLT.**:**

Name	Title
Dunbar, Helen	Principal
Bridges, Arica	Instructional Coach
Wright, Angela	Assistant Principal

Duties

Describe how the LLT promotes literacy within the school

The Literacy Leadership Team will immerse with understanding the Florida State Standards with a focus on text complexity and extended responses. The team will study research based learning that will help identify complex text and translate the learning to the classroom to provide rich, rigorous and authentic work in a diverse classroom setting. The team will also support the district's initiative with data based literacy centers and meeting annual reading goals. Teachers will become familiar with the writing rubric as determined by the state to ensure the quality of writing aligns with the state requirements. Novel studies will be implemented with fidelity in grades 2-5.

Public and Collaborative Teaching
The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Coaches act as liaisons between district and teachers to disseminate information and discuss implementation procedures at each grade level through PLCs, vertical articulation,and other professional development opportunities. Additionally, the teachers' schedules allows them to share best practices, discuss student work, and collaborate with their grade level colleagues through common planning. Positive synergy created from the leadership team, faculty, and staff creates a student-centered environment and provides for an encouraging and interactive culture. Social committee gatherings,

faculty socials, and faculty team building retreats provide opportunities for teachers and staff member to connect, strengthen, and maintain a positive culture. To further support our unison, primary classes adopt intermediate classes for support during high-stakes testing.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

1. Pre-planning Training (Principal, Assistant Principal, School-Based Instructional Coaches)
2. District Teacher Academy (District Language Arts, Math & Science Directors and Specialists)
3. Regular meetings of new teachers with principal and PDF. (Principal, Assistant Principal, Mentors and PDF)
4. Partnering new teachers with veteran highly effective and highly qualified teachers. (Principal, Assistant Principal, and PDF)
5. Weekly participation in Professional Learning Communities with grade levels to plan instruction, analyze student work and use data to drive instruction. (Principal, School-Based Instructional Coaches, PDF)
6. Individualized Professional Development to strengthen teacher content knowledge. (Principal, Assistant Principal, School-Based Instructional Coaches, District Language Arts, Math & Science Specialists)
7. Provide Coaching Learning Cycles to support teachers (School- Based Instructional Coaches)
8. Recruitment Strategy - Market Biltmore by sharing our successes that we have in place and focus on our school's positive practices (Principal, Assistant Principal, School-Based Instructional Coaches)

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

To increase understanding of effective academic practices the mentors and mentees are meeting weekly in formal and informal sessions as well as professional learning communities conducted by school based and district coaches, to discuss instructional strategies that will meet individual needs. Also, to foster a continuous quality improvement process and alleviate the pitfalls that new teachers may encounter, we have assigned highly effective and highly qualified teachers with an extensive backgrounds in multiple subject ares to mentor novice teachers. Additionally, teachers serve as positive role models throughout the school. To build a positive and welcoming school culture that incorporates all staff members into Biltmore's family, we enlist the strengths of all staff members and recognize their special talents to sustain building capacity.
Activities include:
* Instructional Coaches conducting CLC's and PLC's
* Mentors will plan, model and co-teach lessons using gradual release
* Principal and Assistant Principal will provide opportunities for observation of master teachers
* Principal, Assistant Principal, Instructional Coaches, and Mentors will meet with Mentees to clarify school operational procedures.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

The district determines the core instructional program to use. At the school level, we look at the Florida Standards Item Specifications to add research based supplements and additional resources to fill in gaps that may exists in the core instructional programs.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Much professional development continues to occur on differentiated instruction. We use data to guide our lesson planning and daily instruction. We provide tiered instruction from independent learners to those in need of daily guided intense instruction. All grade levels have embedded student data base centers in reading, mathematics and science that will help reinforce skill/standards that have been previously taught.
We implement RtI instruction with students who have been identified in areas of weakness. The students are given other resources (computer base iReady, Barton Reading & Spelling System, Intervention math from Envisions) to supplement standards.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day
Minutes added to school year: 9,000

Biltmore has been identified as one of the lowest 300 performing school based on reading data. Therefore, our school day has been extended by one hour to improve reading among all students. Within the one hour of intensive reading instruction, students will rotate in three centers/groups. These centers are technology, skill/comprehension based, and teacher led guided groups. Biltmore has a Team Up program funded through the Jacksonville Children's Commission by Wayman Community Development Cooperation. The Team Up program runs for thirty weeks during the school year. Certified classroom teachers are hired to provide Common Core and Standard Base instruction four days a week for an hour and fifteen minutes to the kindergarten - 5th grade students. During this time, teachers use research based strategies and best practices based on students' needs. Student then work with enrichment staff doing various activities that contribute to the development of the whole child and a well rounded education.

Strategy Rationale

At the beginning of the year, the majority of kindergarteners start school with limited knowledge of letter names and sounds. Kindergarten's primary focus is to cement the foundation of letter names and sounds so student can begin learning sight words and ultimately begin reading. These skills will be taught through the Early Reading Tutor. Students' comprehension skills will be remediated and accelerated through the Comprehension Toolkit. In addition to differentiating during the teacher led and student led center, iReady will be completely differentiated for each student.
DAR data and baseline data indicate the specific weakness in reading, i-ready data and Achieve level set data to the teacher of the extended hour. Barton Reading & Spelling system should be incorporated throughout the extended hour based on student need.
Students will participate in a computer rotation (Achieve), a skill rotation based on i-ready, and a teacher led rotation. In addition to students working on Achieve 3000 to complete 1 lesson a week every other day in the classroom students in grade 5 will work for two days a week their designated classroom on Write to Learn.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Bridges, Arica, bridgesa@duvalschools.org

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Data is collected and analyzed by the Team Up teachers and the lead teacher weekly. The Jacksonville Children's Commission collects data twice during the school year (mid and end). They look at the overall data from the daily attendance record to ensure the program is in compliance with 95% or higher daily attendance. The leadership team and the TEAM UP lead teacher, progress monitor student data through out the year to evaluate the effectiveness of the after school program.

Student Transition and Readiness

PreK-12 Transition
The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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. This provides an opportunity for students to meet the kindergarten teachers and become familiar with some of the kindergarten instructional routines.

Biltmore hosts parent orientation and informational sessions with families and community members to share our mission and vision. Kindergarten teachers attend the Pre-K meeting to answer questions and provide an overview of expectations for the next grade level.

Teachers are supplied with class lists as early as possible before the start of school. Teachers contact families prior to the first day in an effort to build relationships and open communication early.

PreK teachers participate in cross grade level articulation with our kindergarten teachers to learn what their students are expected to know upon entering kindergarten.

With the support of the District Pre-school specialist, teachers will plan effective lessons to transfer into the teaching practice.

College and Career Readiness

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

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](), as required by section 1008.37(4), Florida Statutes

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

`1` = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   By an increase with the minimum of 10%, non-proficient students will show gains and perform at proficient levels in reading, mathematics, science, and writing as evidenced by the 2015 Florida Standards Assessment through data base differentiated instruction, and students showing ownership of their work through teacher-student conferences.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. By an increase with the minimum of 10%, non-proficient students will show gains and perform at proficient levels in reading, mathematics, science, and writing as evidenced by the 2015 Florida Standards Assessment through data base differentiated instruction, and students showing ownership of their work through teacher-student conferences. `1a`

🔍 G040052

Targets Supported `1b`

Indicator	Annual Target
AMO Reading - African American	67.0
AMO Reading - ED	66.0
AMO Reading - SWD	67.0
AMO Math - African American	69.0
AMO Math - ED	69.0
AMO Math - SWD	59.0

Resources Available to Support the Goal `2`

- Full time Reading Coach Full time Math Coach Full time Media Specialist Partnership with AmeriCorp Partnership with Foster GrandParent Full time ESE Lead Teacher/Liaison Full time School Counselor Weekly support from ESE Instructional Support Professional 2 Full time Varying Exceptional Resource Teachers who works with primary (Kg-2nd) and intermediate (3rd-5th) grade students with disabilities. District Specialists for ELA, Mathematics and Science available to provide support as needed An active Literacy Team that will develop and implement school wide reading initiatives Extended Reading Hour Team-Up after school enrichment program Embedded daily common planning to provide allotted time for daily planning and Professional Learning Communities (PLC)

Targeted Barriers to Achieving the Goal `3`

- Teachers may not have the foundation knowledge of pedagogy to effectively plan for facilitation of rigorous instruction that meet the level of complexity needed for students to be grade level proficient

Plan to Monitor Progress Toward G1. `8`

To determine the effectiveness of student progress, data will be collected, analyzed, and discussed with teachers, coaches and administration. We will disaggregate data to determine classroom average which will determine if standards are mastered, small groups need remediation, or if the teacher needs reteach the lesson using a different instructional approach.

Person Responsible

Angela Wright

Schedule

Biweekly, from 9/15/2014 to 6/1/2015

Evidence of Completion

Classroom walk throughs and Informal/formal observations from CAST with feedback will serve as the monitoring piece to determine if resources are being implemented. In addition, looking at student work to determine if performance tasks are aligned with standards will be used to progress monitor.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

 1 = Problem Solving Step   🔍 S123456 = Quick Key

G1. By an increase with the minimum of 10%, non-proficient students will show gains and perform at proficient levels in reading, mathematics, science, and writing as evidenced by the 2015 Florida Standards Assessment through data base differentiated instruction, and students showing ownership of their work through teacher-student conferences. 1

🔍 G040052

G1.B1 Teachers may not have the foundation knowledge of pedagogy to effectively plan for facilitation of rigorous instruction that meet the level of complexity needed for students to be grade level proficient 2

🔍 B096753

G1.B1.S1 Provide professional development on unpacking the Florida State Standards and deconstructing Common Core Standards. 4

🔍 S107962

Strategy Rationale

This is the first year of the whole district implementation of the Florida State Standards. Teachers need to build background knowledge of the standards before fully understanding its content.

Action Step 1 5

Professional development will be provided to teachers to focus on understanding the Florida State Standards and deconstructing the Common Core standards. Teams will work collaboratively to unpack standards with the purpose of ensuring they are teaching what students will need to know by the end of the year as well as preparing students for the next grade level (the trajectory of vertical alignment).

Person Responsible

Nikki Rosario

Schedule

Weekly, from 9/15/2014 to 6/1/2015

Evidence of Completion

Exit tickets from each professional development will be collected and analyzed for next steps. Evidence of understanding of the standards will be seen through lesson planning and creating effective performance tasks.

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

To monitor effective implementation of the Florida State Standards and Common Core standards, leadership team will conduct focus walks to every classroom. The team will look for effective implementation of delivery of lessons and evidence of lesson planning that match grade level expectations. Following the initial focus walk, the principal and assistant principal will provide feedback and tier teachers for levels of support.

Person Responsible

Helen Dunbar

Schedule

Biweekly, from 9/2/2014 to 6/1/2015

Evidence of Completion

Effective and Highly Effective rating on CAST from informal and formal observations.

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

Person Responsible

Schedule

Evidence of Completion

G1.B1.S2 Teachers will develop and implement lesson plans that are aligned to the item specifications and provide students with opportunities to engage in instruction that aligns with the complexity of the grade-level Standards and state assessment. `4`

Strategy Rationale

🔑 S107963

Developing lesson plans that are aligned to the state standards and item specifications, will lead to rigorous instruction and valid progress monitoring of assessments.

Action Step 1 `5`

Through effective professional development, teachers will develop lessons that provide opportunities to engage in instruction that aligns with the complexity of the grade-level Standards and state assessment Item Specifications, including purposeful, integrated student tasks/activities which may go beyond the foundational resources provided.

Person Responsible

Helen Dunbar

Schedule

Weekly, from 9/15/2014 to 6/1/2015

Evidence of Completion

Teacher lesson planning will reflect clear alignment to the standards. Teachers participating in the coaching learning cycle will reflect effective lesson facilitation which will show evidence of the gradual release model and lend itself to active student conversations and engagement. Students will justify their thinking orally and in writing on a daily basis in all content areas using evidence/reasoning to support their responses with teachers providing specific constructive feedback.

Plan to Monitor Fidelity of Implementation of G1.B1.S2 `6`

Principal and Assistant Principal will monitor the fidelity of implementation rigorous lessons aligned with the Florida State Standards; along with carefully analyzing student work to assess if it meets the standards.

Person Responsible

Helen Dunbar

Schedule

Biweekly, from 9/15/2014 to 6/1/2015

Evidence of Completion

Principal and Assistant Principal will conduct quarterly data chats to progress monitor student performance from CGAs, iReady performance, Achieve 300 progress, Checks for Understanding, and Teacher-made Assessments.

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 `7`

Monitor the development of lesson plans and provide specific feedback with questions or recommendations to teachers each week.

Person Responsible

Angela Wright

Schedule

Weekly, from 9/15/2014 to 6/1/2015

Evidence of Completion

Through classroom walk-through, informal/formal observations the Principal and Assistant Principal will determine if lesson plans are developed to the depth of knowledge of standards that are aligned with state standards through lesson facilitation and the student work (performance task).

G1.B1.S3 Work with teachers to dis-aggregate student data and develop data base centers for small group instruction. `4`

🔑 S107964

Strategy Rationale

Data base centers for small group instruction allots for providing students with guided and remedial practices.

Action Step 1 `5`

Use current data to develop effective data base centers

Person Responsible

Arica Bridges

Schedule

Biweekly, from 9/15/2014 to 6/1/2015

Evidence of Completion

Data base center activities will be implemented in classrooms. Students will be able to communicate as to why they are working on these center activities. There will be an accountable task aligned with each activity.

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

Leadership team will conduct focus walks

Person Responsible

Helen Dunbar

Schedule

Quarterly, from 9/15/2014 to 6/1/2015

Evidence of Completion

Using a rubric for data base centers, the team will analyze the stages of implementation and alignment to the standard

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7

To determine all center activities are data driven.

Person Responsible

Angela Wright

Schedule

Biweekly, from 9/2/2014 to 6/1/2015

Evidence of Completion

Through informal and formal observations, we will see students participating in daily data-driven differentiated instruction including small group rotations and teacher-led instruction throughout the content areas with tasks that are appropriately scaffold to the complexity of the standard in order for students to reach mastery.

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Professional development will be provided to teachers to focus on understanding the Florida State Standards and deconstructing the Common Core standards. Teams will work collaboratively to unpack standards with the purpose of ensuring they are teaching what students will need to know by the end of the year as well as preparing students for the next grade level (the trajectory of vertical alignment).	Rosario, Nikki	9/15/2014	Exit tickets from each professional development will be collected and analyzed for next steps. Evidence of understanding of the standards will be seen through lesson planning and creating effective performance tasks.	6/1/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S2.A1	Through effective professional development, teachers will develop lessons that provide opportunities to engage in instruction that aligns with the complexity of the grade-level Standards and state assessment Item Specifications, including purposeful, integrated student tasks/activities which may go beyond the foundational resources provided.	Dunbar, Helen	9/15/2014	Teacher lesson planning will reflect clear alignment to the standards. Teachers participating in the coaching learning cycle will reflect effective lesson facilitation which will show evidence of the gradual release model and lend itself to active student conversations and engagement. Students will justify their thinking orally and in writing on a daily basis in all content areas using evidence/reasoning to support their responses with teachers providing specific constructive feedback.	6/1/2015 weekly
G1.B1.S3.A1	Use current data to develop effective data base centers	Bridges, Arica	9/15/2014	Data base center activities will be implemented in classrooms. Students will be able to communicate as to why they are working on these center activities. There will be an accountable task aligned with each activity.	6/1/2015 biweekly
G1.MA1	To determine the effectiveness of student progress, data will be collected, analyzed, and discussed with teachers, coaches and administration. We will disaggregate data to determine classroom average which will determine if standards are mastered, small groups need remediation, or if the teacher needs reteach the lesson using a different instructional approach.	Wright, Angela	9/15/2014	Classroom walk throughs and Informal/ formal observations from CAST with feedback will serve as the monitoring piece to determine if resources are being implemented. In addition, looking at student work to determine if performance tasks are aligned with standards will be used to progress monitor.	6/1/2015 biweekly
G1.B1.S1.MA1	[no content entered]			one-time	
G1.B1.S1.MA1	To monitor effective implementation of the Florida State Standards and Common Core standards, leadership team will conduct focus walks to every classroom. The team will look for effective implementation of delivery of lessons and evidence of lesson planning that match grade level expectations. Following the initial focus walk, the principal and assistant principal will provide feedback and tier teachers for levels of support.	Dunbar, Helen	9/2/2014	Effective and Highly Effective rating on CAST from informal and formal observations.	6/1/2015 biweekly
G1.B1.S2.MA1	Monitor the development of lesson plans and provide specific feedback with questions or recommendations to teachers each week.	Wright, Angela	9/15/2014	Through classroom walk-through, informal/formal observations the Principal and Assistant Principal will determine if lesson plans are developed to the depth of knowledge of standards that are aligned with state standards through lesson facilitation and the student work (performance task).	6/1/2015 weekly
G1.B1.S2.MA1	Principal and Assistant Principal will monitor the fidelity of implementation rigorous lessons aligned with the Florida State Standards; along with carefully analyzing student work to assess if it meets the standards.	Dunbar, Helen	9/15/2014	Principal and Assistant Principal will conduct quarterly data chats to progress monitor student performance from CGAs, iReady performance, Achieve 300 progress, Checks for Understanding, and Teacher-made Assessments.	6/1/2015 biweekly
G1.B1.S3.MA1	To determine all center activities are data driven.	Wright, Angela	9/2/2014	Through informal and formal observations, we will see students participating in daily data-driven differentiated instruction including small group rotations and teacher-led instruction throughout the content areas with tasks that are appropriately scaffold	6/1/2015 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				to the complexity of the standard in order for students to reach mastery.	
G1.B1.S3.MA1	Leadership team will conduct focus walks	Dunbar, Helen	9/15/2014	Using a rubric for data base centers, the team will analyze the stages of implementation and alignment to the standard	6/1/2015 quarterly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportuntities

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

G1. By an increase with the minimum of 10%, non-proficient students will show gains and perform at proficient levels in reading, mathematics, science, and writing as evidenced by the 2015 Florida Standards Assessment through data base differentiated instruction, and students showing ownership of their work through teacher-student conferences.

G1.B1 Teachers may not have the foundation knowledge of pedagogy to effectively plan for facilitation of rigorous instruction that meet the level of complexity needed for students to be grade level proficient

G1.B1.S1 Provide professional development on unpacking the Florida State Standards and deconstructing Common Core Standards.

PD Opportunity 1

Professional development will be provided to teachers to focus on understanding the Florida State Standards and deconstructing the Common Core standards. Teams will work collaboratively to unpack standards with the purpose of ensuring they are teaching what students will need to know by the end of the year as well as preparing students for the next grade level (the trajectory of vertical alignment).

Facilitator

Instructional Coaches and District Specialists

Participants

All teachers will participate in the initial PD. Based on feedback from the principal and assistant principal teachers will then be tiered for continuous professional development.

Schedule

Weekly, from 9/15/2014 to 6/1/2015

G1.B1.S2 Teachers will develop and implement lesson plans that are aligned to the item specifications and provide students with opportunities to engage in instruction that aligns with the complexity of the grade-level Standards and state assessment.

PD Opportunity 1

Through effective professional development, teachers will develop lessons that provide opportunities to engage in instruction that aligns with the complexity of the grade-level Standards and state assessment Item Specifications, including purposeful, integrated student tasks/activities which may go beyond the foundational resources provided.

Facilitator

Arica Bridges, Reading Coach Nikki Torian- Math Coach District Specialists

Participants

All teachers will initially participate. After on going modeling and providing support, Tiers will be identified and support will be given to Tier 2 and Tier 3 teachers.

Schedule

Weekly, from 9/15/2014 to 6/1/2015

G1.B1.S3 Work with teachers to dis-aggregate student data and develop data base centers for small group instruction.

PD Opportunity 1

Use current data to develop effective data base centers

Facilitator

All instructional coaches

Participants

All teacher will initially participate in the professional development. After the Principal and Assistant Principal have observed and assessed, they will give specific feedback to the coaches to provide tiered support.

Schedule

Biweekly, from 9/15/2014 to 6/1/2015

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget Rollup

Summary	
Description	**Total**
Grand Total	**0**