

School Board of Levy County

Bronson Elementary School



2016-17 Schoolwide Improvement Plan

Bronson Elementary School

400 ISHIE AVE, Bronson, FL 32621

<http://www.levyk12.org/schools>

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	24%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	B	C*	B	C

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

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

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 a monitoring status of "Former F" (see page 4). 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>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Bronson Elementary School

DA Region and RED	DA Category and Turnaround Status
Northeast - Cassandra Brusca	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

In a cooperative effort by school, community and home, we strive to provide a safe environment in which students are expected to master skills that help them reach their maximum potential in life.

b. Provide the school's vision statement.

N/A

2. School Environment

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

During the week before school starts for the year, the BES holds a "Meet the Teacher" event. Parents and students come to the event to introduce themselves to the teacher and to locate the student's classroom. During this quick meet and greet, teachers are able to start to build a relationship with the student and the family. Teachers also hold evening parent conferences twice a year in order for all parents to have the opportunity to meet with the teacher to discuss their child's social, emotional and academic needs. At these conferences parents are asked how they, the classroom teacher, can best teach their child. We realize that parents know their child best and we want to capitalize on their knowledge of their child. Parents are asked to complete a form entitled, "Getting to Know Your Child." Health concerns, student strengths/weaknesses and any other pertinent information that the parent feels should be shared with the teacher are addressed on this form.

The administration has implemented "Shout Out Wednesdays" at BES. Teachers are required to make at least two positive phone calls home. Generally, parents are used to hearing from teachers when there is bad news to share or corrections that need to be made. During these calls, teachers are praising students and relaying positive information to the families. Teachers use this time to learn about students' cultures and to build positive relationships between teachers, students and families. Teachers document their calls home and turn this into administration regularly.

Family Learning Nights take place throughout the year. Students and parents are invited to attend and view student created work, watch project presentations, and participate in parent workshops. This provides an opportunity for teachers to promote student/parent interaction. Data chats take place with students individually. The teacher and the child discuss performance on classroom and standardized tests. The child is given the opportunity to recognize their strengths and weaknesses and how they can improve in the future. Students are then invited to take part in or, in some cases, lead the discussion during parent-teacher conference nights.

Literacy Events are held once a year to encourage family and community involvement. These events are based on a book selected by the School Advisory Council. This book is read school wide and activities are planned and presented for families. Through the collaboration of community stakeholders, students are enriched through engaging activities. School and community members provide activities that include food, crafts, reading, technology, and hands-on learning.

During intervention, students are given the opportunity to practice skills in which they are weak in small groups. Smaller groups help the teacher get to know the student better.

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

The administration has an agreement with some teachers and aides to come to school prior to contract start times to provide supervision for students who arrive at school earlier than school start time in order to eat breakfast. This provides students with a safe environment when on campus so early in the mornings. Students are taught through Positive Behavior Support (PBS), the school wide expectations for Bronson Elementary: B: Be Respectful, E: Everyone Safe and S: Stay on Task. Students are taught these rules in a whole group setting on the first day of school and teachers continue to teach these throughout the year. All stakeholders are responsible for adhering to these expectations. Safety procedures are practiced consistently and changes made, if needed. Teachers keep their doors locked at all times. Math Discourse is a professional development where teachers are trained on how to get students engaging in respectful and equitable discussion. Guidance provides a Bully prevention program that teaches students on how to handle pressuring situations. Guidance also provided counseling when needed. A school resource officer is shared with Bronson Middle/High School. Bronson Elementary school uses the Raptor system, which monitors campus visitations. All visitors are provided a sticker showing they are allowed on campus. Students know the school's staff and let teachers know if anybody seems out of place on campus.

c. 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.

Bronson Elementary has a school wide behavioral system in place that aids in minimizing distractions. We have implemented the Positive Behavior System (PBS), and we have a set of school rules and expectations that apply to all students. Our school rules and expectations are "Be Respectful, Everyone Safe, and Stay on Task". At the beginning of the school year, a school rules and expectations assembly is held. During the assembly, the administration and teachers hold a group discussion with K-2, and 3-5 students. The school rules are discussed and examples and non-examples are given to the groups of students. These school rules are also taught explicitly in each classroom, including Pre-K classrooms, by each teacher and students are asked to give examples and non-examples of each rule. The school rules and expectations are posted in the classrooms as well as in the common areas of the school (cafeteria, library, front office, special area classrooms, and computer labs).

Classroom behavior charts are also used to minimize distractions in the learning environment. These classroom behavior charts are color charts that allow the students to move up for excellent behavior and down when an offense is committed. The classroom behavior charts go right along with the classroom rules and expectations as well as the school rules and expectations. The classroom system has rewards and consequences that are appropriate for the age and grade of the students.

Through the Positive Behavior System (PBS) students are given positive support to help minimize the distractions in the classroom and throughout other areas of the school. We use eagle cash as a positive reinforcement tool. Eagle cash can then be spent in the Eagle Exchange store. At the Eagle Exchange store students are allowed to purchase fun items with their earned eagle cash for having positive behaviors in school.

Students who commit serious offenses to the school or classroom rules and expectations are reported by the teachers to the administration through the intercom system. The administration then quickly replies and assistance is sent to the classroom or area of the offense. It is very helpful that the assistance is brought to the student who is committing the offense because this keeps the distractions to the learning environment to a minimum. When assistance is needed, administration or personnel trained in CPI's Non-violent Crisis Intervention will come and take the student out of the

classroom to discuss how the offensive behavior can be changed. If the student is non-compliant then other CPI trained personnel may be called into help contain the student. The School Resource Officer may also be called for certain situations.

Students who have many offenses and have difficulty demonstrating positive behavior may participate in the Check-in Check-out program (CICO). The CICO program is part of the Tier 2 intervention process. If a student has committed many offenses that hinder their learning; the student will be placed into a Tier 3 behavior intervention/CICO. Students in this program goals are set to the student's individual behavior needs. Each student meets daily with their classroom teacher to review behavior and progress toward daily goals. They meet weekly with the school guidance counselor for progress monitoring toward overall goals.

d. 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.

At BES, we strive to meet the needs of the whole child through various programs and services. Because we have an outside agency that provides a guidance teacher for special area through the Too Good for Drugs program, our school guidance counselor is able to offer counseling services. She meets with small groups of students who are dealing with similar issues and can even offer one-on-one counseling as needed.

Our school participates in a universal free breakfast and lunch program so that every student is fed. The economic status of several of our families leaves some of our students without food over the weekends and through school holidays. We work with the local food bank to provide food backpacks for those students to take home every weekend and holiday. These families are also supplied with holiday food baskets at Thanksgiving and Christmas. A partnership with the Toys for Tots programs also insures that each child receives gifts during the holiday season.

We also offer a clothes closet at school for those students who come wearing ill-fitting, dirty, or weather inappropriate clothing. Students who come to school without the necessary school supplies are aided by our partnership with the local AMVETS chapter, which collects and distributes school supplies throughout the school year. We have recently partnered with the local Kiwanis Club to help provide shoes for students in need. The Levy County School District also has a Homeless Liaison who can help homeless student find and receive the resources that they need.

For families that have transportation issues, we have a social worker on staff that can make home visits to get paperwork signed, have parent conferences, check on attendance issues, or any other needs we may have. For our Spanish-speaking families, we have an ESOL aide who is fluent in Spanish to interpret during meetings or get pertinent information to and from home to school.

3. Early Warning Systems

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

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

The indicators for the early warning system (EWS) at Bronson Elementary include previous retentions, course failure in English-Language Arts and/or math, poor attendance, referrals, and Level 1 State Wide assessment scores. These EWS indicators are accessed through the Performance Matterred Data collection system and are monitored during monthly grade level data meetings. Administrators and the Reading Coach meet with all teachers in each grade level to discuss grade level and individual student data including progress monitoring data and classroom grades, especially those with course failure in ELA or math. Student subgroup data is analyzed at the grade level data

meetings as well. Subgroup data is analyzed from our African American, English Language Learners, students who earned a Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics and others in the Bottom Quartile, and students who have been previously retained. Concerns are documented by the administration and interventions are put in place to meet the needs of these students. Teachers also share concerns about students who may have excessive absences during grade level meetings. Additionally, the Assistant Principal monitors attendance by pulling cumulative absence reports regularly. She then sends letters to the parents of students with attendance issues regardless of whether absence is excused or a result of out-of-school suspension. The AP also monitors discipline, especially any students with one or more suspensions, whether in school or out of school. These students are considered for behavior plans and MTSS meetings are held for these students.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	21	11	13	14	13	6	0	0	0	0	0	0	0	78
One or more suspensions	4	5	6	9	7	10	0	0	0	0	0	0	0	41
Course failure in ELA or Math	12	10	18	28	13	5	0	0	0	0	0	0	0	86
Level 1 on statewide assessment	0	0	0	43	19	39	0	0	0	0	0	0	0	101

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

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

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

All students identified by the early warning system are being provided targeted academic and behavioral support through the Multi-Tiered Systems of Support to address academic needs in both reading and math and behavior concerns. Strategic planning to determine targeted interventions is done during PST/grade level data meetings and uses school wide data on statewide and district assessments as well as the use of diagnostic testing in both reading and math. Students receive differentiated instructional support within the classroom through the use of Universal Design for Learning (UDL) strategies to provide access to grade level content and curriculum standards as well as small group instruction for remediation. Cooperative learning environments are used to engage learners and to promote student engagement and discussion. Tier 2 support is also provided by classroom teachers for additional 30-45 minutes per day, depending on grade level. Intervention happens 5 days a week. Students are grouped according to need and are served by the teacher strongest in that area. These groups are fluid and change according to student need. Tier 3 support is also provided for students performing more than 1 grade level below their peers in reading or math and instruction is determined based on student need.

In an effort to provide an altered instructional day and to increase instructional intensity for students with one or more retentions and those students still struggling to close gaps in English Language Arts and Math, we plan to use a Teacher on Special Assignment and Title I teacher position to serve these students. We have identified students in grades 1-4 for this plan using data from grades, progress

monitoring, previous retention, i-Ready and State testing scores, and teacher input. The plan involves utilizing a combination 1st/2nd and 3rd/4th grade classroom model for ELA and Math. The class size will consist of 10-12 students that meet the criteria as a double retention and/or are identified with significant gaps in reading or math. The Title 1 teacher will serve the 1st/2nd grade combination class, and the Teacher on Special Assignment will serve the 3rd/4th grade combination class. The plan will be to provide an alternative scope and sequence for ELA and math to provide a more intense focus on critical standards and skills to close the gap and accelerate learning. These classrooms will utilize research based and highly effective multi-sensory instructional strategies and differentiation that is targeted to the learning styles of the learner.

Intervention strategies include explicit and systematic instruction in reading, writing, and math to include multi-sensory activities and scaffolded support using multiple modalities of instruction and practice. Providing students with multiple exposures to content, strategies, and skills as well as flexibility in presentation and response to demonstrate understanding. Utilization of technology and computer-based learning provide opportunities to support active learning and engagement.

Students needing academic support might also need social/emotional support through positive behavior supports and feedback. Students also receive small group instruction for self-monitoring, problem solving, social skills, and behavior modification. These may be through small group or one-on-one counseling.

During these meetings, there is discussion about relevant topics including home-life, behavior, good decision making, college and careers, and strategies for academic success. These students' names are posted in our confidential conference room where data meetings are held so that teachers and administration are constantly reminded of the needs of these students. These students are encouraged to participate in school group activities including Drama Club and Kids in Action, a school service organization with no academic requirements for membership.

Discipline for these students is carefully considered in accordance with the offense. Serious violations and violent offenses are the only cause for Out of School Suspensions. For other, less serious offenses, we try to match the consequence with the offense, such as cleaning buses for bus misconduct. Full day In-School Suspensions (ISS) are rare for these students. Instead, they are detained during lunch, recess, and Special Area time. During their time in ISS, students are required to do work on the i-Ready program in Reading or Math.

In addition, numerous attempts are now being made to make parents more aware of how important good attendance is to their child's academic success. District policy states that the parents receive a letter when their child has reached five absences in a nine week period, however, BES now includes a fact sheet in the letter for parents that encourages attendance. Teachers are also offering class incentives for perfect attendance and are forming friendly competitions between classes in a grade level to encourage good attendance. Reward day participation is now also dependent upon no unexcused absences.

B. Family and Community Engagement

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

1. 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. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/318234>.

2. Description

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

2. 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.

Bronson Elementary School has several partnerships with the local community that support the school and student achievement. Our local chapter of American Veterans (AMVETS) collects school supplies throughout the year which they deliver to the school for distribution to needy students. The First Baptist Church of Bronson's Ladies Organization provide underwear and socks for our clothes closet. These clothes are distributed to needy students. Granny B's Fudge, a local business, runs a fund raiser weekly in which a percentage of their sales goes to the School Advisory Council where funds are used to support a variety of needs. The Children's Table, our local food bank, and the Town of Bronson provides food for needy families through the weekend backpack program and during the holidays. The process by which the school builds and sustains these partnerships are mutually advantageous to both parties. Bronson Elementary holds canned food drives to stock the food bank. We also invite the AMVETS to participate in Veteran's Day and Memorial Day programs where we honor them for their service.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

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

Name	Title
Priddy, Dianne	Teacher, K-12
Chemin, Melinda	Instructional Coach
Beauchamp, Cheryl	Principal
Wiggins, Salinda	Assistant Principal
Brooks, Jenni	Teacher, K-12
Sohn, Jackie	Teacher, K-12
Turner, Cassandra	Teacher, K-12
Fries, Rebecca	Teacher, K-12
Pelt, Crystal	Teacher, K-12

b. Duties

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

The principal is the instructional leader and provides the knowledge and experience to direct and lead the instructional team in following the school's mission as well as meeting the objectives and best practices required by the district and state. The principal is also the main communication link between the school, the district, and the community stakeholders. The principal is also the accountability for the teachers and coaches, and will lead the implementation of the set goals and objectives. The

principal oversees the ongoing progress monitoring and curriculum decisions as well as the planning of needed professional development for teachers and support staff. The implementation strategies and activities are monitored and evaluated for effectiveness and reported to the faculty and stakeholders.

The assistant principal will support implementation of goals and objectives with the principal. She supports implementation and assists the principal with data analysis and teacher evaluation of effectiveness. The administrative assistant provides support for students in need of intervention in behavior and also supports academic achievement in lower performing students.

The reading coach is responsible for providing professional development and modeling of lessons for teachers to increase curriculum implementation. She is a vital part of the collaborative grade level teams to help problem solve and help teachers improve practices, procedures, and she works closely with the RtI teacher and Title 1 teacher. This working relationship helps to identify students in need of intervention and supports ongoing intervention goals for students in Tier 2 and Tier 3. The coach monitors curriculum fidelity in assessment and progress monitoring.

Team leaders are teachers that act as a liaison between administration and teachers. They provide important information about grade level concerns and needs to administration and take important information back to their teams. They are also a vital part of data analysis and team planning with the reading coach. Team leaders provide valuable information about curriculum and assessment needs to and from administration and teachers. Team leaders also share parent concerns with the leadership team. Teacher and parent concerns are presented to the instructional team. Decisions are made to address these concerns and to ensure that teachers are meeting the needs of their students and have the available resources and support.

2. 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 problem solving process begins with collection of data both diagnostic and summative and it is disseminated by student, subgroup, class and grade level. A needs analysis by grade level is reviewed with each grade level team to determine intervention needs as well as support systems and staff needed to support the MTSS plan. Academic and/or behavioral goals are set and parent conferences are set up to discuss the implementation of the MTSS process. The Reading Coach and Classroom teachers begin documentation for students receiving Tier 2 support and continue documentation for students receiving Tier 3 support. Small group and individual student support is progress monitored for implementation of the goal and for student response to interventions to close the achievement gap. Progress monitoring and data is collected every 5 to 10 days and diagnostic assessments are given a minimum of 3 times a year and are used to determine student response and/or growth to specially designed interventions. PST meetings are held monthly to determine the need for changes to the MTSS plan for students or in response to core instruction needs. If needed, students not closing the achievement gap are referred for further evaluation to be considered for the Exceptional Student Education program.

Title I, Part A

Bronson Elementary will coordinate, integrate, and collaborate to the extent feasible and necessary as is determined by the school and district, with all departments of the school board of Levy County and other agencies providing services to children, youth and families with respect to our school in need of improvement, and implementing our restructuring plan. Title I funds are utilized to support classroom instruction and intervention school-wide. Funds are used to purchase research-based programs and materials to supplement classroom instruction. Title I funds also help to pay salaries for Title I paraprofessionals, a Title I teacher and a percentage of the Reading Coach.

Title I, Part C

Bronson Elementary works closely with Migrant Education to provide migrant students with supplemental educational materials. The program and materials are offered specifically for migrant students and follow the Title I/Migrant Education Guidelines.

Title VI, Part A

Bronson Elementary works with the district to use these funds to meet the unique needs of our students who are from rural and low-income backgrounds. We are provided resources and flexibility to supplement selected NCLB priorities. Activities align with Title I, part A.

Title II

District receives supplemental funds for improving basic education programs and provides professional development.

Title III

Services are provided through the district for instructional materials, support staff, and technology for our ELL population to improve the education of immigrant and English Language Learners.

Title X- Homeless

District Liaison and the school Social Worker provide resources (clothing, school supplies, social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

Violence Prevention Programs

Bullying Program

An engaging way to raise children's awareness of the role they play in eliminating bullying at their school, and a quick way to educate them about how they can be part of the bullying solution. There is emphasis on the value of improving the overall school climate; explains the different types of bullying and what it means to be a bully, a target, or a bystander; and highlights the importance of respectful behavior and of reporting incidents of bullying.

Second Step, LEAPS, and Positive Behavior Support (PBS) are character education/violence prevention programs currently in place at BES.

Interactive Websites

1. Pacer Center-National Bullying Prevention Center, Kids Against Bullying
2. Stop Bullying.gov.kids
3. Tolerance.org

Nutrition Programs

The District provides a Wellness Plan that guides the school in developing their Wellness Plan and activities/requirements. A listing of healthy snack alternatives is provided to teachers and parents.

Career and Technical Education

Beginning in the second semester, we will begin to pilot a program to help our students earn certification in basic computer skills. We will begin with selected Fifth grade students. These students will attend a class that will address basic computing skills including using programs such as Microsoft Word, Excel, and Power Point. they will also learn Internet navigation skills. At the end of the semester, these students will take the on-line assessment for certification in this area. Depending on the data collected from the pilot, we may expand the program to all fifth graders and some fourth graders next year.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
	Parent
Tiffany Fowler	Parent
Genevieve Mendoza	Parent
Lourdes Velazquez	Parent
Angela Lamb	Parent
Marlene Wiggins	Education Support Employee
Cheryl Beauchamp	Principal
Dianne Priddy	Parent
Jenni Brooks	Teacher
Mercedes Nix	Education Support Employee
Jennifer Aldridge	Parent
Melanie Frederick	Parent
Nicole Batten	Parent
Jackson Fowler	Parent
Laura Baggett	Parent
Tina Rucinski	Teacher
Sharlecia Langford	Teacher

b. Duties

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

a. Evaluation of last year's school improvement plan

The School Advisory Council met and evaluated the effectiveness of last year's school improvement plan. Mrs. Beauchamp presented the data pertaining to each goal to the SAC. SAC members were given copies of the plan and had the opportunity to ask questions and make comments about the results. Parents evaluated the plan and were satisfied with the effectiveness, implementation and monitoring of the plan.

b. Development of this school improvement plan

SAC will review the SIP plan in the editing stage. Data is presented to the council along with the needs assessment and prospective goals and strategies. After reviewing all parts of the plan, SAC asks questions and receives answers about the plan. They offer valuable input such as barriers to goals, and suggestions for ways they can help inform other parents about the SIP goals. After SAC input is gathered and added to the plan, the SAC chairperson signs off on the plan along with the principal. Throughout the school year, SAC is kept informed about progress towards the SIP goals during regular meetings and, at the end of the year, the school reports to SAC about achievement, or lack thereof, of the goals.

c. Preparation of the school's annual budget and plan

The school's annual budget is prepared by the principal and her secretary. Funds are allocated for necessary items that must be paid for with those funds. The budget is presented to SAC for review and allows for the principal to discuss the various items in the budget that must be paid. Teacher allocated funds for the classroom are discussed and SAC provides input for the dollar amount given to teachers to purchase resources.

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

N/A

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Beauchamp, Cheryl	Principal
Wiggins, Salinda	Assistant Principal
Brooks, Jenni	Teacher, K-12
Chemin, Melinda	Instructional Coach
Sohn, Jackie	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The Literacy team meets to develop new ways and refine established ways we can help our students in literacy across all grade levels (Florida State Standards prep, Family Literacy Nights, Book Studies). The team works to ensure that all teachers are differentiating within the reading block and during the intervention times by discussing areas in need of improvement, strategies to help teachers with differentiation, and professional development opportunities. We have fully implemented the Florida State Standards in Grades K-5. A key area being emphasized by our team with the Florida State Standards is a focus on writing across the curriculum. Our team develops opportunities for teachers to use best practice writing strategies across the curriculum. We feel this will help students develop and build background knowledge, so that they may become more proficient in those core areas.

D. Public and Collaborative Teaching

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

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

Teachers have common planning times across each grade level during the school day in which to meet with team members and plan. Time is also set aside one day after school every week for grade levels to

meet and plan collaboratively. During these meetings, teachers share ideas and resources, ask questions, align lessons with the curriculum maps and standards, and share the task of developing rigorous lessons. In our focus area of writing across the curriculum, teachers also come together to share student writing samples, discuss the rubric and calibrate their ratings for the most accurate feedback for students.

Teachers in some grade levels took advantage of time and compensation offered by the District to participate in English Language Arts Cadres. These meetings were specifically designed to give teachers time to collaboratively plan and unpack the Florida Standards for ELA, design lessons in writing, and align lessons from the Core Curriculum with the Florida Standards. Teachers meet to refine these lessons and to develop resources for their classrooms.

The reading coach is also available cover classes for teachers who need or want to observe a colleague teach a lesson.

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

Bronson Elementary School's Principal and Assistant Principal attend recruitment fairs where they conduct interviews for instructional positions. Additionally, they post vacancies on the district website. In order to retain teachers, BES appoints a mentor teacher to each new teacher, provides necessary training, and orients them to curriculum materials and policies. Ideally, we would hire only highly qualified teachers for all positions and, when hiring, that is a priority. However, due to the teacher shortage we have had to make exceptions this year.

Bronson Elementary also makes great effort to provide onsite training opportunities for faculty and staff in professional development, as well as keeping teachers involved in PLC (Professional Learning Communities). Professional development is highly encouraged in the areas of Florida State Standards, data analysis, District Accreditation, school improvement, safety and security, classroom management, reading and the implementation of reading strategies into the content areas, ESOL Endorsement, reading endorsement, writing strategies and rubric, mathematics instruction and remediation, training and workshops for the implementation of literacy and reading curriculum, and certification for in-field qualification.

Projected turn-over for 2015-2016 school year

To prepare for teacher turnover, the following recruitment and retention strategies are currently in place for Bronson Elementary School:

Bronson Elementary School's Principal and Assistant Principal will continue to attend recruitment fairs. Hosting a luncheon for new hires before school starts to help foster supportive relationships and build morale

Appoint and monitor mentor teachers

Orient new teachers to curriculum materials and school policies

Arrange for classroom visitations to observe exemplary strategies and techniques

Hold regular meetings with beginning teachers to provide support, answer questions, etc.

The Levy County School District works hard to recruit high quality teachers to the district so that the schools have good applicants from which to draw. The district works with our consortium, North East Florida Educational Consortium, in order to hold recruitment fairs and attend recruitment fairs at area universities. Being close to Gainesville gives the district a pool of applicants who may want to stay in the area while they or a spouse completes further education. Specific attempts to recruit by the district are as follows:

1. NEFEC represents our district at recruitment fairs at the University of Florida, Florida State University, Florida Agriculture and Mechanical University, Valdosta State University, Florida Southern University,

North Florida University, Central Florida University as well the Minority Recruitment Job Fair.

2. Relationships have been cultivated with St. Leo's University and The University of Florida as well as the Alternative Certification teachers going through Central Florida College.

3. We offer Clinical Education Training so that our teachers can supervise Interns. We have actively recruited and hired interns.

4. Normally, we do not hire applicants who have not passed their General Knowledge Exam. Florida Statutes requires that teachers take and pass the GK during the first year that they are teaching.

5. An on-line application that principals and other administrators may view directly is in use. Applicants may complete an on-line application 24/7 which is user friendly. Principals can use this as a screening mechanism.

6. Subject Area Exams enable teachers to obtain certification in multiple areas.

7. We have offered extensive staff development options. The ESOL training needs have been analyzed by the ESOL Coordinator. The ESOL Coordinator coordinates staff development options in the area of ESOL.

8. Navigator Plus is a data base system that helps keep track of training. Employees are able to use this system to determine what training they have taken, what is needed and what training is available.

9. A staff development calendar has been created with representatives at each worksite assigned to maintain and post staff development opportunities. Employees may view the staff development calendar on line 24/7.

10. Funding has been provided to pay stipends, provide substitutes, mileage, accommodations and other training expenses.

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

Bronson Elementary School provides the opportunity for all teachers to have a mentor.

Mentoring is provided on an individual and small group basis in formal settings such as workshops, in-services, and team meetings and informal settings such as face to face conversations with the peer mentor teacher. First and second year teachers, as well as Alternative Certification teachers, are provided with a peer teacher who is a highly qualified, experienced teacher to assist the new teacher in the areas of instruction, planning, discipline, and other activities. The School Board of Levy County has an approved Peer Assistance program that provides a mentor for each first and second year teacher, as well as Alternative teachers who have received clinical educator training. The peer teacher is required to meet with the new teacher on a regular basis, as well as observe and assist the teacher in preparing for administrative observations. Pre and post observations are held, with the beginning teacher, and documented using the Levy County Evaluation System. The peer teacher keeps a file and checks off on the competencies required of the new teacher and reports to the principal. If any deficiencies are noted, the principal arranges for training or assistance in those areas of need. Certification teachers, or for veteran teachers who experience performance deficiencies. Mentors are experienced teachers who have received clinical educator training.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

Teachers follow the district-produced curriculum maps that are based on the state-adopted core reading, Science and Math programs, Reading Street, National Geographic (grades 3-5), and Go Math. Each series has been aligned to the Florida State Standards (FSS) by the publisher, however

district teams work together to determine the areas of strong and weak alignment with the standards so that maps can be written accordingly. These maps were created by first unpacking the FSS and comparing the core instructional program materials and lesson to the FSS. Teachers from each grade level represented BES at the curriculum mapping days during the summer.

Additionally, teachers have worked with district teams to develop writing rubrics and progression scales aligned to each Florida Standard. The progression scales have yet to be fully implemented, however, work is being done in the implementation process to build in professional development for teachers and a time line is in place for full implementation by next school year.

b. Instructional Strategies

1. 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.

Teachers use data from several sources to provide and differentiate instruction to meet the diverse needs of our students. Both informal and formal formative assessments along with I-Ready diagnostic assessments are used to determine individual students' needs. Once individual needs are determined, teachers determine the appropriate strategies to use with which students. During the 120 minute ELA block, teachers incorporate the following high-yield teaching strategies into their lessons from the core instructional programs in order to reach all learners on a daily basis:

- text-dependent writing
- Close reading using CIS (Comprehensive Instructional Sequence)
- Use of longer more complex, expository texts
- vocabulary in context

During instruction in other subject areas, teachers differentiate instruction through Universal Design for Learning (UDL). They align interventions with the core content, and scaffold instruction for all learners. Teachers also develop and use extended thinking activities, advance organizers, and summarizing activities that help all learners succeed.

Students who are having difficulty attaining the proficient or advanced level on state assessments have specialized lessons that may be below grade level, assigned to them on the I-Ready program to fill in gaps in their learning. Small-group intervention lessons are planned based on students' needs as well.

2. 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: After School Program

Minutes added to school year: 480

With Title I available funds, BES will administer after-school, small group tutoring for students (Approx. 16-20 students) determined to be in need of intervention. Highly qualified personnel (Approx. 3 teachers), including resource teachers, will staff the program. Intensive intervention in the area of reading and math may be provided. District approved research based materials will be used along with supplementary materials.

Strategy Rationale

With extra support, students who are struggling to reach proficiency on state assessments, can close gaps in weak academic areas.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Chemin, Melinda, melinda.chemin@levyk12.org

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

Data is collected through the iReady program.

2. Student Transition and Readiness

a. PreK-12 Transition

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

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

Bronson Elementary School is a Title I school that offers a Voluntary Pre-Kindergarten (VPK) program. The state pays for children, who turn 4 on or before Sept. 1, to attend the VPK program for 540 hours per school year. This amounts to 3 hours per school day. Parents have the option of allowing their child to stay for the full day for an afternoon fee. When students begin kindergarten they are assessed on their readiness skills. Our VPK program receives a readiness rate depending on how well students in kindergarten perform as a result of the experience received the previous year. Research has proven that children who attend VPK score much higher on kindergarten readiness assessments than those who do not attend VPK at all. Florida DOE has created standards of what Pre-K children are expected to learn prior to entering kindergarten. These standards help guide teachers as they work with students to lay a foundation for future academic success. Also included in this program are 3 and 4 year old children with special needs.

Bronson Elementary School offers several opportunities for parents to learn about Kindergarten at BES. Each year in May we offer a "Kindergarten Round Up" for the upcoming school year. This is advertised in all local newspapers and day-cares. In the beginning of the school year a open house/ orientation is offered for all parents as well.

Students transitioning from fifth grade to sixth grade at Bronson Middle High School are allowed to participate in a walking field trip to the high school. During that visit, students learn the layout of the campus, meet some of their teachers, and can ask questions of their student guides. Student

representatives from all of the clubs and student athletes present information to the fifth graders and they meet the principal, assistant principal, Dean of Students and the guidance counselors.

b. College and Career Readiness

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

Our guidance counselor plans and produces a Career Fair for students during the second semester. She makes contact with community members who come to the school and set up presentations for rotating groups of students. The community members are asked to share information about their careers as well as the education and certifications one must acquire to be successful in each field. Students are allowed to chose the presentations they are most interested in and can have their questions answered during their rotations.

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

Beginning this school year, students in 5th grade will have the opportunity to work toward industry certification.

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

N/A

4. 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.

N/A

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Students in grades K-5 receiving general education curriculum in Science will engage in high-quality Science lessons that are consistently implemented.
- G2.** All teachers will collaboratively develop high quality Reading instruction and teachers will consistently implement these lessons in their classrooms.

Strategic Goals Detail

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

G1. Students in grades K-5 receiving general education curriculum in Science will engage in high-quality Science lessons that are consistently implemented. 1a

G088311

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	47.0

Targeted Barriers to Achieving the Goal 3

- Difficulty in developing lessons that provide a balanced approach of instruction including both hands-on activities and content-rich Science reading texts.

Resources Available to Help Reduce or Eliminate the Barriers 2

- AIMS hands on Science materials
- SUMS science materials
- Paraprofessional support to set up and assist with hands-on Science lessons
- Science journaling
- Classroom discourse training for teachers
- District Science Cadres

Plan to Monitor Progress Toward G1. 8

Data from grade level Science assessments

Person Responsible

Salinda Wiggins

Schedule

Monthly, from 9/30/2016 to 5/31/2017

Evidence of Completion

Greater than or equal to 50% of students in each grade level will score in the proficiency range on Science standards based assessments.

G2. All teachers will collaboratively develop high quality Reading instruction and teachers will consistently implement these lessons in their classrooms. 1a

G088312

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	53.0
ELA/Reading Gains	60.0
ELA/Reading Lowest 25% Gains	65.0

Targeted Barriers to Achieving the Goal 3

- Teachers' lack of knowledge of Integration of Knowledge and Ideas standard at each grade level
- Students lack of academic and domain specific vocabulary knowledge

Resources Available to Help Reduce or Eliminate the Barriers 2

- Foundations of Reading training provided by the North East Florida Education Consortium (NEFEC) for beginning teachers and teachers who are new to BES
- Examining the Florida Standards: Integration of Knowledge and Ideas training provided by NEFEC for selected third through fifth grade teachers
- Ready materials to supplement the core curriculum
- Intervention teachers targeting students with more than one retention or those who have been otherwise targeted
- Paraprofessional support staff assigned to specific grade levels during their intervention time
- District and school level ELA cadres

Plan to Monitor Progress Toward G2. 8

CWT, Student work, academic data

Person Responsible

Cheryl Beauchamp

Schedule

Quarterly, from 8/31/2016 to 8/31/2016

Evidence of Completion

CWT will show evidence that teachers are implementing more rigorous lessons meeting the Integration of Knowledge and Ideas standard and the inclusion of explicit vocabulary strategies. Student work samples will show that more students able to answer higher order questions on the standards and will demonstrate knowledge of academic and content area vocabulary terms. Academic data will increase in the Reading area.

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

 = Problem Solving Step  S123456 = Quick Key


G1. Students in grades K-5 receiving general education curriculum in Science will engage in high-quality Science lessons that are consistently implemented. 1

 G088311

G1.B1 Difficulty in developing lessons that provide a balanced approach of instruction including both hands-on activities and content-rich Science reading texts. 2

 B234824

G1.B1.S1 Teachers will use AIMS Science curriculum to collaborate to write high quality lessons that incorporate hands-on activities as well as rich Science texts at each grade level. Teachers will work with the curriculum to align it with the science standards and the test item specs. 4

 S247597

Strategy Rationale

Following the guide of a professionally developed, research-based curriculum aligned with standards, along with the test item specs will help teachers create and deliver high quality instruction.

Action Step 1 5

Teachers will meet regularly to plan Science lessons using the AIMS materials.

Person Responsible

Cheryl Beauchamp

Schedule

Weekly, from 8/18/2016 to 5/25/2017

Evidence of Completion

Weekly planning meeting agendas

Action Step 2 5

Four teachers will serve on the District Science Cadre and bring back information to the faculty.

Person Responsible

Salinda Wiggins

Schedule

Monthly, from 10/3/2016 to 4/30/2017

Evidence of Completion

Cadre updates at faculty meetings

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

Administration will collect and monitor teachers' lesson plans.

Person Responsible

Cheryl Beauchamp

Schedule

Quarterly, from 10/7/2016 to 5/31/2017

Evidence of Completion

Teachers' lesson plans containing instruction that includes hands-on activities mixed with the reading of Science texts.

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

Teachers serving on the District Science cadre will report out at faculty meetings

Person Responsible

Salinda Wiggins

Schedule

Monthly, from 10/18/2016 to 5/31/2017

Evidence of Completion

Agendas from Faculty meetings; notes documenting teacher input and reaction from updates.

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

At monthly data meetings, teachers will have an opportunity to report on their progress with cooperatively planning these lessons and seek support from administration and the Reading Coach if difficulty continues.

Person Responsible

Melinda Chemin

Schedule

Monthly, from 9/26/2016 to 5/31/2017

Evidence of Completion

Notes and Agendas from grade level data meetings.

G2. All teachers will collaboratively develop high quality Reading instruction and teachers will consistently implement these lessons in their classrooms. 1

G088312

G2.B1 Teachers' lack of knowledge of Integration of Knowledge and Ideas standard at each grade level 2

B234830

G2.B1.S1 The Reading Coach and selected teachers in grades 3-5 will attend NEFEC training on the Integration of Knowledge and Ideas standard. They will bring this knowledge back, present the information during mini professional development opportunities at faculty meetings and lead their school based cadres in developing lessons addressing the standards. 4

S247600

Strategy Rationale

Teachers must completely understand the standard in order to write lessons that meet the rigor of the standard.

Action Step 1 5

The Reading Coach and other selected faculty will attend a Training provided by the North Eastern Florida Education consortium.

Person Responsible

Melinda Chemin

Schedule

On 11/15/2016

Evidence of Completion

In-Service Follow-up forms

Action Step 2 5

The teachers will meet with the Reading Coach to develop a plan to present the information to the rest of the faculty and will lead their grade level teams during school based cadres to develop lessons addressing the standards.

Person Responsible

Melinda Chemin

Schedule

Weekly, from 11/21/2016 to 5/31/2017

Evidence of Completion

A written plan for presenting the PD

Action Step 3 5

The Reading Coach will present the PD to the faculty during faculty meeting mini PD sessions.

Person Responsible

Melinda Chemin

Schedule

Monthly, from 12/1/2016 to 5/31/2017

Evidence of Completion

Faculty meeting agendas; PD instructional materials; sign-in sheets

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

The administration will provide time and coverage for teachers to attend the NEFEC PD and meet with the Reading Coach to develop the PD for the faculty. the administration will also provide time during faculty meetings for the team to present.

Person Responsible

Cheryl Beauchamp

Schedule

Monthly, from 10/5/2016 to 5/31/2017

Evidence of Completion

Sign in sheets and agendas

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Teachers will be asked to rate their knowledge of the Integration of Knowledge and Ideas standard before the trainings and again after to see if their knowledge of the standard has increased and impacted their lesson planning.

Person Responsible

Salinda Wiggins

Schedule

On 5/31/2017


Evidence of Completion

Survey results

G2.B3 Students lack of academic and domain specific vocabulary knowledge **2**

 B234832

G2.B3.S1 The Reading Coach will develop and present professional development for teachers based on Janet Allen's strategies for effective vocabulary instruction. **4**

 S247601

Strategy Rationale

Our new teachers have not had this training and our veteran teachers are not implementing these strategies in every lesson.

Action Step 1 **5**

The Reading Coach will provide PD based on the strategies of Janet Allen.

Person Responsible

Melinda Chemin

Schedule

On 5/31/2017

Evidence of Completion

PD materials; sign-in sheet

Plan to Monitor Fidelity of Implementation of G2.B3.S1 **6**

Teachers will complete follow-up activities that demonstrate their use of the strategies presented in the PD.

Person Responsible

Salinda Wiggins

Schedule

On 5/31/2017

Evidence of Completion

Follow-up forms

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

Teachers lesson plans will be monitored for implementation of the strategies in all content areas.

Person Responsible

Cheryl Beauchamp

Schedule

Quarterly, from 10/7/2016 to 4/30/2017

Evidence of Completion

Lesson plans with vocabulary strategies described

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G2.MA1 M335761	CWT, Student work, academic data	Beauchamp, Cheryl	8/31/2016	CWT will show evidence that teachers are implementing more rigorous lessons meeting the Integration of Knowledge and Ideas standard and the inclusion of explicit vocabulary strategies. Student work samples will show that more students able to answer higher order questions on the standards and will demonstrate knowledge of academic and content area vocabulary terms. Academic data will increase in the Reading area.	8/31/2016 quarterly
G2.B1.S1.A1 A322530	The Reading Coach and other selected faculty will attend a Training provided by the North Eastern...	Chemin, Melinda	10/5/2016	In-Service Follow-up forms	11/15/2016 one-time
G1.B1.S1.A2 A322529	Four teachers will serve on the District Science Cadre and bring back information to the faculty.	Wiggins, Salinda	10/3/2016	Cadre updates at faculty meetings	4/30/2017 monthly
G2.B3.S1.MA1 M335759	Teachers lesson plans will be monitored for implementation of the strategies in all content areas.	Beauchamp, Cheryl	10/7/2016	Lesson plans with vocabulary strategies described	4/30/2017 quarterly
G1.B1.S1.A1 A322528	Teachers will meet regularly to plan Science lessons using the AIMS materials.	Beauchamp, Cheryl	8/18/2016	Weekly planning meeting agendas	5/25/2017 weekly
G1.MA1 M335756	Data from grade level Science assessments	Wiggins, Salinda	9/30/2016	Greater than or equal to 50% of students in each grade level will score in the proficiency range on Science standards based assessments.	5/31/2017 monthly
G1.B1.S1.MA1 M335753	At monthly data meetings, teachers will have an opportunity to report on their progress with...	Chemin, Melinda	9/26/2016	Notes and Agendas from grade level data meetings.	5/31/2017 monthly
G1.B1.S1.MA1 M335754	Administration will collect and monitor teachers' lesson plans.	Beauchamp, Cheryl	10/7/2016	Teachers' lesson plans containing instruction that includes hands-on activities mixed with the reading of Science texts.	5/31/2017 quarterly
G1.B1.S1.MA3 M335755	Teachers serving on the District Science cadre will report out at faculty meetings	Wiggins, Salinda	10/18/2016	Agendas from Faculty meetings; notes documenting teacher input and reaction from updates.	5/31/2017 monthly
G2.B1.S1.MA1 M335757	Teachers will be asked to rate their knowledge of the Integration of Knowledge and Ideas standard...	Wiggins, Salinda	10/3/2016	Survey results	5/31/2017 one-time
G2.B1.S1.MA1 M335758	The administration will provide time and coverage for teachers to attend the NEFEC PD and meet with...	Beauchamp, Cheryl	10/5/2016	Sign in sheets and agendas	5/31/2017 monthly
G2.B1.S1.A2 A322531	The teachers will meet with the Reading Coach to develop a plan to present the information to the...	Chemin, Melinda	11/21/2016	A written plan for presenting the PD	5/31/2017 weekly
G2.B1.S1.A3 A322532	The Reading Coach will present the PD to the faculty during faculty meeting mini PD sessions.	Chemin, Melinda	12/1/2016	Faculty meeting agendas; PD instructional materials; sign-in sheets	5/31/2017 monthly
G2.B3.S1.MA1 M335760	Teachers will complete follow-up activities that demonstrate their use of the strategies presented...	Wiggins, Salinda	10/31/2016	Follow-up forms	5/31/2017 one-time
G2.B3.S1.A1 A322533	The Reading Coach will provide PD based on the strategies of Janet Allen.	Chemin, Melinda	10/17/2016	PD materials; sign-in sheet	5/31/2017 one-time

V. Professional Development Opportunities

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

G2. All teachers will collaboratively develop high quality Reading instruction and teachers will consistently implement these lessons in their classrooms.

G2.B1 Teachers' lack of knowledge of Integration of Knowledge and Ideas standard at each grade level

G2.B1.S1 The Reading Coach and selected teachers in grades 3-5 will attend NEFEC training on the Integration of Knowledge and Ideas standard. They will bring this knowledge back, present the information during mini professional development opportunities at faculty meetings and lead their school based cadres in developing lessons addressing the standards.

PD Opportunity 1

The Reading Coach will present the PD to the faculty during faculty meeting mini PD sessions.

Facilitator

Melinda Chemin, ReadingCoach

Participants

Faculty of BES

Schedule

Monthly, from 12/1/2016 to 5/31/2017

G2.B3 Students lack of academic and domain specific vocabulary knowledge

G2.B3.S1 The Reading Coach will develop and present professional development for teachers based on Janet Allen's strategies for effective vocabulary instruction.

PD Opportunity 1

The Reading Coach will provide PD based on the strategies of Janet Allen.

Facilitator

Melinda Chemin

Participants

Faculty of BES

Schedule

On 5/31/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Teachers will meet regularly to plan Science lessons using the AIMS materials.	\$0.00
2	G1.B1.S1.A2	Four teachers will serve on the District Science Cadre and bring back information to the faculty.	\$0.00
3	G2.B1.S1.A1	The Reading Coach and other selected faculty will attend a Training provided by the North Eastern Florida Education consortium.	\$0.00
4	G2.B1.S1.A2	The teachers will meet with the Reading Coach to develop a plan to present the information to the rest of the faculty and will lead their grade level teams during school based cadres to develop lessons addressing the standards.	\$0.00
5	G2.B1.S1.A3	The Reading Coach will present the PD to the faculty during faculty meeting mini PD sessions.	\$0.00
6	G2.B3.S1.A1	The Reading Coach will provide PD based on the strategies of Janet Allen.	\$0.00
Total:			\$0.00