Bryceville Elementary School

2018-19 Schoolwide Improvement Plan

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Bryceville Elementary School

6504 CHURCH AVE, Bryceville, FL 32009

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	**2017-18 Title I School**	**2017-18 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School KG-5	Yes	49%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	5%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	A	A	A	A*

School Board Approval

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

SIP Authority

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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Our mission at Bryceville Elementary School is to provide an environment where each student will aspire to be a life-long learner and responsible citizen.

Provide the school's vision statement.

At Bryceville Elementary School, we are committed to creating an environment that successfully prepares students to achieve academic excellence.

School Leadership Team

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

Name	Title
Nicholas-Bovinette, Amber	Principal
Davis, Latashia	Teacher, K-12
Faucher, Natalie	Instructional Coach
Dubberly, Kathy	School Counselor
Davis, Julie	Teacher, K-12

Duties

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

The school-based leadership team engages in a shared decision-making model. Needs are analyzed through comprehensive needs assessments and data analysis. The team works to identify areas of concern within the general population of students and within subgroups of students, analyze these areas, formulate an intervention plan and then measure the effectiveness of the interventions through on-going progress monitoring. Plans to maintain learning gains and address areas of concern form the basis for the school improvement plan.

The Leadership team consists of: Administrator, School Counselor, and Grade Level Chairs. The Leadership Team is responsible for ensuring that the school has a system that provides increasingly intense and differentiated interventions, resources and supports needed to meet the unique needs of its students. The Leadership Team shares in the decision-making within this process, seeking input from all stakeholders.

Early Warning Systems

Year 2017-18

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	1	1	3	5	11	5	0	0	0	0	0	0	0	26
One or more suspensions	0	0	2	0	3	1	0	0	0	0	0	0	0	6
Course failure in ELA or Math	0	0	0	1	0	7	0	0	0	0	0	0	0	8
Level 1 on statewide assessment	0	0	0	1	4	5	0	0	0	0	0	0	0	10

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	0	0	1	5	6	0	0	0	0	0	0	0	12

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected
Friday 9/28/2018

Year 2016-17 - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	8	5	7	5	4	3	0	0	0	0	0	0	0	32
One or more suspensions	0	0	0	0	1	1	0	0	0	0	0	0	0	2
Course failure in ELA or Math	0	0	0	3	2	4	0	0	0	0	0	0	0	9
Level 1 on statewide assessment	0	0	0	2	5	3	0	0	0	0	0	0	0	10

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	0	2	4	4	0	0	0	0	0	0	0	0	10

Year 2016-17 - Updated

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

Indicator	Grade Level													Total
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	
Attendance below 90 percent	8	5	7	5	4	3	0	0	0	0	0	0	0	32
One or more suspensions	0	0	0	0	1	1	0	0	0	0	0	0	0	2
Course failure in ELA or Math	0	0	0	3	2	4	0	0	0	0	0	0	0	9
Level 1 on statewide assessment	0	0	0	2	5	3	0	0	0	0	0	0	0	10

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	0	2	4	4	0	0	0	0	0	0	0	0	10

Part II: Needs Assessment/Analysis

Assessment & Analysis
Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

Math gains of the lowest 25% was at 58%. This is 11% above the state percentage, but 4% below the District percentage. ELA learning gains were at 59%. This is commensurate with District percentage, and 4% above the state percentage.

Which data component showed the greatest decline from prior year?

Math of the lowest 25% declined from 83% to 58%.

Which data component had the biggest gap when compared to the state average?

All components are above the state averages.

Which data component showed the most improvement? Is this a trend?

ELA of the Lowest 25th percentile increased by 13 percent. Science achievement increased by 11 percent.

Describe the actions or changes that led to the improvement in this area.

Action Plan focus on ELA in the 2017-18 school year led to improvement in ELA (lowest 25th percentile). Strategic scheduling of personnel in 90 minute Reading blocks helped BE achieve greater success in ELA. A Reading Coach was added to our faculty in 17-18. She provided staff development and training for teachers and paraprofessionals alike, as well as strategic after school tutoring and support for the lowest quartile. We had a school-wide focus on engagement strategies (i.e. Kagan structures), and increased celebrations of student and faculty success in Reading achievement.

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

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	69%	72%	56%	67%	70%	52%
ELA Learning Gains	59%	59%	55%	72%	66%	52%
ELA Lowest 25th Percentile	63%	49%	48%	78%	57%	46%
Math Achievement	84%	82%	62%	73%	78%	58%
Math Learning Gains	70%	72%	59%	85%	72%	58%
Math Lowest 25th Percentile	58%	62%	47%	73%	60%	46%
Science Achievement	76%	74%	55%	80%	71%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Attendance below 90 percent	1 (8)	1 (5)	3 (7)	5 (5)	11 (4)	5 (3)	26 (32)
One or more suspensions	0 (0)	0 (0)	2 (0)	0 (0)	3 (1)	1 (1)	6 (2)
Course failure in ELA or Math	0 (0)	0 (0)	0 (0)	1 (3)	0 (2)	7 (4)	8 (9)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	1 (2)	4 (5)	5 (3)	10 (10)

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	71%	76%	-5%	57%	14%
	2017	67%	78%	-11%	58%	9%
Same Grade Comparison		4%				
Cohort Comparison						
04	2018	62%	69%	-7%	56%	6%
	2017	75%	68%	7%	56%	19%
Same Grade Comparison		-13%				
Cohort Comparison		-5%				
05	2018	74%	71%	3%	55%	19%
	2017	62%	70%	-8%	53%	9%
Same Grade Comparison		12%				
Cohort Comparison		-1%				

MATH

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	76%	80%	-4%	62%	14%
	2017	71%	81%	-10%	62%	9%
Same Grade Comparison		5%				
Cohort Comparison						
04	2018	84%	83%	1%	62%	22%
	2017	94%	78%	16%	64%	30%
Same Grade Comparison		-10%				
Cohort Comparison		13%				
05	2018	86%	79%	7%	61%	25%
	2017	89%	78%	11%	57%	32%
Same Grade Comparison		-3%				
Cohort Comparison		-8%				

SCIENCE

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	74%	72%	2%	55%	19%
	2017					
Cohort Comparison						

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	43	60		67	67						
WHT	70	58	62	84	69	59	77				
FRL	62	54	50	77	69	46	67				

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	35	47	40	61	80	80					
WHT	70	64	50	85	83	83	64				
FRL	53	50	42	78	82	70	61				

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	ELA achievement (to include Lowest 25th percentile)
Rationale	ELA achievement was 69% in 3rd through 5th grades, which is 11% below the District's expectation of 80%. The lowest 25th percentile in ELA increased by 13%; however, additional improvement is warranted.
Intended Outcome	Increase proficiency of FSA ELA by 5-10%
Point Person	Amber Nicholas-Bovinette (amber.nicholasbovinette@nassau.k12.fl.us)
Action Step	
Description	1. Continue strategic scheduling of personnel in 90 minute Reading blocks. 2. Continue strategic tutoring for lowest quartile. 3. Restructure Leadership and planning teams to focus on standard unpacking and taxonomy level of standard/s. 4. Strengthen intra-district collaboration and observation with Administrative follow-up. 5. Continue to increase student motivation in Reading, esp in intermediate grade levels through literature, engagement structures, and celebrations of success.
Person Responsible	Amber Nicholas-Bovinette (amber.nicholasbovinette@nassau.k12.fl.us)
Plan to Monitor Effectiveness	
Description	Classroom walk-throughs, review of lesson plans, use of student assessment data, use of Guided Reading library, Data chats with faculty
Person Responsible	Amber Nicholas-Bovinette (amber.nicholasbovinette@nassau.k12.fl.us)

Part IV: Title I Requirements

Additional Title I Requirements
This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

School staff, faculty, and administrators strive to strengthen family involvement and family empowerment in the school. The school will coordinate and integrate parental involvement strategies with School Improvement, Strategic Planning, Title I, Title II, Title IV, Title VI, Community Involvement Programs, Business Partnerships, and other community involvement activities.

The school will provide the coordination, technical assistance, and other support necessary to assist in planning and implementing effective and comprehensive parent involvement programs, based on the National Standards for Parent/Family Involvement Programs, which include:
A. Communication between home and school is regular, two-way and meaningful.
B. Responsible parenting is promoted and supported.
C. Parents play an integral role in assisting student learning. The School will help parents understand the state's academic standards, student progression requirements, and how to monitor their children's progress.

D. Parents are welcome in school, treated with courtesy and respect, and their support and assistance are sought.
E. Parents are full partners in the decisions that affect children and families.
F. Community resources are utilized to strengthen school programs, family practices, and student learning.

The school will communicate parental choices and responsibilities to parents. Emphasis will be placed on active parent involvement at each school. The following are examples of family and community involvement communication:
* Open House
* School Edline web page
* Focus
* Newsletters communicating classroom and school news to parents
* Parent phone calls, School Reach, and face-to-face meetings
* College and Career Fairs
* School Matters Publication

PFEP Link
The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

School based teams meet to discuss students with barriers to academic and social success.

Mentors are assigned to students identified with concerns.

Offer instruction and various campus activities that address social/emotional needs of students.

Connect students to agencies who have Cooperative Agreements or are on campus.

School counseling programs with dedicated time to: 1. Assess the needs of the students and the barriers blocking their success (Data-Driven Decision Making). 2. Identify the interventions that the research suggests works to remove the barrier to success (Evidence-Based Interventions). and 3. Evaluate your intervention (Evaluation).

Engage with identified staff (i.e. school counselor, school-based team leader) to provide a differentiated delivery of services based on student/school need. (Include core, supplemental, and intensive supports.)

Bryceville Elementary School's Guidance Counselor implements classroom guidance on a weekly basis. Individual and small group counseling sessions are held on an as needed basis. Guidance lessons focus on anti-bullying and social skills. A resource officer works with all fifth grade students utilizing DARE curriculum.

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

Each school holds student/parent orientation meetings to assist with the transitioning from one school level to another. The Student Progression Plan and student handbook are distributed and reviewed.

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 leadership team oversees the implementation and monitoring of its RtI and SIP structures through data-based decision making which identifies areas of deficit and provides resources needed to address.

To identify those needs, the team analyzes data for areas in need of improvement. The team looks at academic, attendance and behavior related data. As the team disaggregates the data, it identifies which students are meeting grade level expectations and which are not, as well as identification of trends.

Once those areas of need have been identified, the leadership team disseminates this information to the departments, literacy teams and other school based teams. The progress monitoring information will be shared with the leadership team and departments/teams together will monitor the effectiveness of interventions through student progress monitoring data and fidelity checks.

The Problem Solving Process
The Problem Solving/Response to Intervention model is a decision making process based on the scientific method of problem solving. Florida has embraced the problem solving methodology and incorporated it into its Response to Intervention model.

The Problem Solving process requires the following steps: Problem Identification, Problem Analysis, Intervention Design/ Implementation, and Evaluation: Response to Intervention.

Data based decisions are expected at all levels of the school: school, grade/departments, classroom, (AYP) subgroups (i.e., race, free/reduced lunch, ELL, ESE). A collaborative approach by school staff for development, implementation, and monitoring of the intervention process is implemented.

Title I
Services are provided to ensure students requiring additional remediation are assisted through extended learning opportunities.

Title II
The District uses supplemental funds for improving basic education as follows:
• training to certify qualified mentors for the New Teacher Program
• training for add-on endorsement programs, such as Reading, Gifted, ESOL
training and substitute release time for Professional Learning Community (PLC) development and facilitation

Title III
The District provides supplemental academic instruction and services to students who are ELL. The district employees an ELL instructional coach.

Title X- A portion of funds are set aside and reserved to meet the academic and personal needs of identified homeless families. These needs could include academic supplies or assistance with personal hygiene items, or referrals to social service agencies.

Supplemental Academic Instruction (SAI)

These funds are utilized to provide supplemental academic coaches.

Violence Prevention Programs:
The District has adopted bullying prevention and intervention policies and procedures. Each year training is provided.

Nutrition Programs
1) The school adheres to and implements the nutrition requirements stated in the District Wellness Policy.
2) Nutrition education is taught through many programs and courses
3) The School Food Service Program, school breakfast, school lunch, and after care snacks follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

Head Start
The Nassau Schools that contain primary grades work in concert with other service agencies in order to strengthen curriculum offerings, provide ease of transition to kindergarten, increase community and parent involvement.

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

BES Guidance Department hosts a career fair for students. The school also establishes partnerships with local organizations. For example, local restaurants provide food at cost to the school for educational nights like Bingo for Books.

Part V: Budget

Total:	**$39,880.85**