2013-2014 SCHOOL IMPROVEMENT PLAN

Bronson Elementary School

400 ISHIE AVE

Bronson, FL 32621

352-486-5281

http://bes.levyschools.org/r/home

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Elementary School	Yes	45%

Alternative/ESE Center	Charter School	Minority Rate
No	No	20%

School Grades History

2013-14	2012-13	2011-12	2010-11
B	C	C	B

SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridacims.org. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

Table of Contents

Purpose and Outline of the SIP

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

Part I: Current School Status

Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school's Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

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

DA Regions

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

DA Categories

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

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
  - Year 1 – declined to D, or first-time graded schools receiving a D
  - Year 2 – second consecutive D, or F followed by a D
  - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
  - Year 1 – declined to F, or first-time graded schools receiving an F
  - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

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

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School
Bronson Elementary School

Principal
Cheryl Beauchamp

School Advisory Council chair
Victoria Mcgowan

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Cheryl Beauchamp	Principal
Richard Summner	Assistant Principal
Marlene Wiggins	Reading Coach
Melinda Chemin	RtI Coach
Julie Nguyen	Guidance Counselor
Dave Wells	Gifted
Dianne Priddy	Kindergarten
Marie Hatch	1st grade
Jesseca Sanchez	2nd grade
Stephanie Little	3rd grade
Jenni Brooks	4th grade
April Rogers	5th grade

District-Level Information

District
Levy

Superintendent
Mr. Robert O Hastings

Date of school board approval of SIP
10/8/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

Cheryl Beauchamp... Principal
Jenni Brooks... SAC Coordinator/
Victoria Mcgowan... SAC Chair/Parent

Angela Lamb... SAC V. Chair/Parent
Tiffany Smith... DAC Rep/Parent
Pamela Whitehead...Parent
Virginia Phillips... Parent
Deontra Andrews... Parent
Ernest Hayes... Parent
Angela James... Parent
Genevieve Mendoza... Parent
Marlene Wiggins... Teacher
Jesseca Sanchez... Teacher
Dianne Priddy... Teacher
Julie Nguyen... Teacher
Marie Hatch... Teacher
Stephanie Little... Teacher

Involvement of the SAC in the development of the SIP

All (SAC) School Advisory Council Members will:
--make decisions by consensus for the good of the entire school, when addressing school-wide issues
--assist in the preparation and evaluation of the School Improvement Plan
--perform functions as prescribed by regulations
--provide such assistance as the principal may request in preparing the school's instructional schedule, annual budget, and plan
--allocate time for parent-community issues
--work directly with the School Improvement coordinator who will draw a yearly supplement of $550.00 to be paid through school improvement funds or the district office for the current school year to coordinate and document activities that coincide with the plan
--allocate funds and support special academic activities for Grades K-5
--support the school volunteer program by providing funds for the Volunteer Coordinator
--nominate prospective members for SAC
--nominate prospective member for DAC
Parents of SAC will:
--provide feedback
--consistently attend meetings
--volunteer in school or where necessary
--chair committees
--send invitations
--attend parent orientations to introduce and invite others to attend SAC
--understand and continue in the ongoing discussion of the SAC Basics and By-Laws SAC Officers will:
--provide feedback

Activities of the SAC for the upcoming school year

Monthly SAC meetings (at least 8 meetings per year)
Discussion of SAC By-Laws
Collaboration of School Improvement Plan
Discuss and vote on dissemination of SAC monies
Review and approve the Parental Involvement Plans
Review and approve Principal/Teacher/Parent/Student Compacts
School Advisory Council

Projected use of school improvement funds, including the amount allocated to each project

None

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

Not In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

--At the Annual Title I Back to School Orientation, teachers are asked to request for a parent representative to volunteer per classroom. As parents volunteer, they are given to the SAC coordinator for future meetings.
--Phone calls and notices are sent home asking for parent attendance.
--A survey is sent to parents asking for times that are most convenient for them to attend the monthly meetings.
--Incentives are used to encourage parents to attend the monthly SAC meetings.
--Phone message system is used to notify parents of monthly meetings.
--The SAC dates are placed on the school calendar and signs are put in the parking lot for parents to plan accordingly.
--SAC meetings are held in combination with Family Learning Nights.

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

# of administrators

2

 # receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Cheryl Beauchamp		
Principal	Years as Administrator: 9	Years at Current School: 30

Credentials	Educational Leadership Elementary Education 1-6, Reading Endorsed, ESOL Certified, and National Board Certified
Performance Record	2012-2013 Grade…C Reading Percent Scoring Satisfactory…47% Target AMO Reading… 54% Learning Gains in Reading…64% % of Lowest 25 Quartile Making Learning Gains in Reading…67% Math Percent Scoring Satisfactory…56% Target AMO Math…53% Learning Gains in Math…66% % of Lowest 25 Quartile Making Learning Gains in Math…73% Writing Percent Scoring Satisfactory…46% 2011-2012 Grade…C High Standards in Reading…66% Reading Percent Scoring Satisfactory… 53% % of Lowest 25 Quartile Making Learning Gains in Reading…75% High Standards in Math…57% Math Percent Scoring Satisfactory…47% % of Lowest 25 Quartile Making Learning Gains in Math…57% Writing Percent Scoring Satisfactory…48% 2010-2011 Grade…B High Standards in Reading…70% High Standards in Math…68% High Standards in Writing…89% High Standards in Science…37% Reading Percent Scoring Satisfactory… 45% Math Percent Scoring Satisfactory…43% Learning Gains in Reading…62% Learning Gains in Math…60% % of Lowest 25 Quartile Making Learning Gains in Reading…79% % of Lowest 25 Quartile Making Learning Gains in Math…56% 2009-2010 Grade…B High Standards in Reading…68% High Standards in Math…66% High Standards in Writing…88% High Standards in Science…48% Learning Gains in Reading…56 % Learning Gains in Math…52% % of Lowest 25 Quartile Making Learning Gains in Reading…50% % of Lowest 25 Quartile Making Learning Gains in Math…51%

2008-2009
Grade…A
High Standards in Reading…73%
High Standards in Math…72%
High Standards in Writing…88%
High Standards in Science…51%
Learning Gains in Reading… 67%
Learning Gains in Math…63%
% of Lowest 25 Quartile Making Learning Gains in Reading…60%
% of Lowest 25 Quartile Making Learning Gains in Math…70%
2007-2008
Grade…A
High Standards in Reading…82%
High Standards in Math…72%
High Standards in Writing…86%
High Standards in Science…55%
Learning Gains in Reading… 71%
Learning Gains in Math…70%
% of Lowest 25 Quartile Making Learning Gains in Reading…63%
% of Lowest 25 Quartile Making Learning Gains in Math…73%

Richard Sumner		
Asst Principal	Years as Administrator: 0	Years at Current School: 0

Credentials	Elementary Ed K-6 ESOL Endorsed ESE K-12 Admin. Leadership K-12 Teacher for 3 years in Marion County 2006-2009 Dean of Students for 2 years in Marion County 2009-2011 Chief Operations Officer for Lake and Sumter Counties Boys & Girls Club 2011-2012 Behavior Specialist in Marion County for a year 2012-2013
Performance Record	First year as an administrator.

Instructional Coaches

# of instructional coaches

2

 # receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Melinda Chemin		
Full-time / School-based	Years as Coach: 3	Years at Current School: 6

Areas	RtI/MTSS
Credentials	Elementary Education K-6 Reading Endorsement
Performance Record	2012-2013 Grade…C Reading Percent Scoring Satisfactory …47% Target AMO Reading… 54% Learning Gains in Reading…64% % of Lowest 25 Quartile Making Learning Gains in Reading…67% Math Percent Scoring Satisfactory…56% Target AMO Math…53% Learning Gains in Math…66% % of Lowest 25 Quartile Making Learning Gains in Math…73% Writing Percent Scoring Satisfactory …46% 2011-2012 Grade…C High Standards in Reading…66% Reading Percent Scoring Satisfactory… 53% % of Lowest 25 Quartile Making Learning Gains in Reading…75% High Standards in Math…57% Math Percent Scoring Satisfactory…47% % of Lowest 25 Quartile Making Learning Gains in Math…57% Writing Percent Scoring Satisfactory …48% 2010-2011 Grade…B High Standards in Reading…70% High Standards in Math…68% High Standards in Writing…89% High Standards in Science…37% Reading Percent Scoring Satisfactory… 45% Math Percent Scoring Satisfactory…43% Learning Gains in Reading…62% Learning Gains in Math…60% % of Lowest 25 Quartile Making Learning Gains in Reading…79% % of Lowest 25 Quartile Making Learning Gains in Math…56% 2009-2010 Grade…B High Standards in Reading…68% High Standards in Math…66% High Standards in Writing…88% High Standards in Science…48% Learning Gains in Reading…56 % Learning Gains in Math…52% % of Lowest 25 Quartile Making Learning Gains in Reading…50% % of Lowest 25 Quartile Making Learning Gains in Math…51% 2008-2009 Grade…A

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2006-2007
Grade…C
High Standards in Reading…75%
High Standards in Math…66%
High Standards in Writing…66%
High Standards in Science…31%
Learning Gains in Reading… 67%
Learning Gains in Math…58%
% of Lowest 25 Quartile Making Learning Gains in Reading…51%
% of Lowest 25 Quartile Making Learning Gains in Math…60%

Marlene Wiggins		
Full-time / School-based	Years as Coach: 0	Years at Current School: 16

Areas Reading/Literacy, Mathematics, Science, Data

Credentials
Elementary 1-6
ESOL Certified
Currently working on Reading
Endorsement and Educational Leadership

Performance Record

2012-2013
Grade…C
Reading Percent Scoring Satisfactory …47%
Target AMO Reading… 54%
Learning Gains in Reading…64%
% of Lowest 25 Quartile Making Learning Gains in Reading…67%
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% of Lowest 25 Quartile Making Learning Gains in Math…60%

Classroom Teachers

# of classroom teachers
40

 # receiving effective rating or higher
30, 75%

 # Highly Qualified Teachers
98%

 # certified in-field
40, 100%

 # ESOL endorsed
31, 78%

 # reading endorsed
12, 30%

 # with advanced degrees
13, 33%

 # National Board Certified
1, 3%

 # first-year teachers
3, 8%

 # with 1-5 years of experience
17, 43%

 # with 6-14 years of experience
12, 30%

 # with 15 or more years of experience
9, 23%

Education Paraprofessionals

# of paraprofessionals
18

 # Highly Qualified
18, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above

 # receiving effective rating or higher

Teacher Recruitment and Retention Strategies
This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

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.
As a Title I school we are not allowed to hire teachers who are not highly qualified.
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 CCSS, 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 2013-2014 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.
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. We post vacancies on TeachInFlorida.com and other educational web sites as well as advertise in the paper.

6. 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.

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

8. 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.

9. 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.

10. 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.

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

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

Bronson Elementary School provides the opportunity for teacher mentoring through the Beginning Teacher Induction Program.

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.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

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 RtI Coach and Title 1 teacher 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 give 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.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

The principal is the instructional leader and provides the knowledge and experience to direct and lead the instructional team in following the school's vision and 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 will also oversee 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 will be monitored and evaluated for effectiveness and reported to the faculty and stakeholders.

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

The reading coach will be responsible for providing professional developing and modeling of lessons for teachers to increase curriculum implementation. They will also be a vital part of the collaborative grade level teams to problem solve and help teachers improve practices, procedures, and will work closely with the RtI teacher and Title 1 teacher. This working relationship will be to identify students in need of intervention and will support ongoing intervention goals for students in Tier 2 and Tier 3. The coach will also monitor curriculum fidelity in assessment and progress monitoring.

The RtI teacher will determine intervention goals for students in Tier 2 and Tier 3 and will monitor and support intervention progress monitoring in the classroom and keep appropriate documentation of the RtI and evaluation process. The RtI teacher will work closely with the Title 1 teacher and the reading coach

to support the classroom teacher with Tier 2 interventions and determining curriculum effectiveness. The RtI teacher will provide professional development in intervention implementation and will be a vital part of data and gap analysis in determining student gains.

The Title 1 teacher will work with the RtI teacher and reading coach to support the classroom teachers in providing intervention support and will teach students in need of Tier 2 and Tier 3 support as needed. The Title 1 teacher also works with the RtI teacher in data and gap analysis and documentation of the RtI process and evaluation.

Team leaders are teachers that will be provided important information of grade level concerns and needs. They will also be a vital part of data analysis and team planning with the reading coach. Team leaders will share needed information with team teachers and will provide valuable information of curriculum and assessment needs. Team leaders will also share teacher and parent concerns with the leadership team. Teacher and parent concerns are presented to the instructional team to evaluate for need and to ensure that teachers are meeting the needs of their students and have the available resources and support.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

To measure the fidelity of the school's MTSS and SIP the school has systems in place including monthly lead team meetings, weekly grade level data meetings, monthly PST/data meetings, data binders to track student progress, and MTSS documentation of interventions received and progress monitored.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Sources of data include FCAT, FAIR, LIA(Levy Interim Assessments), SAT-10 and i-ready and are used to determine student needs and student performance on grade level content and standards. This data is also used to analyze effectiveness of core instruction and intervention supports.

The Fast ForWord program is for intensive support to develop and strengthen memory, attention, processing rate, and sequencing—the cognitive skills essential for reading intervention program success.

Management systems include the Progress Monitoring and Reporting Network (PMRN) for Florida Assessment in Reading (FAIR), Performance Matters, (RtI;B) and i-Ready report and management systems.

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

Faculty and staff are supported through yearly MTSS trainings at faculty meetings, professional development trainings for intervention and documentation, monthly PST/data meetings and through collaborative problem-solving meetings with teachers and support staff as needed. Parent conferences, SAC meetings, and monthly newsletters are used to inform and support parent understanding of the MTSS process. Parents of students in the MTSS process are informed of student intervention goals and progress including grade level data at a minimum of 2 conferences per year. Parent input is encouraged and documented throughout the process.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or 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 Purpose(s)

- Instruction in core academic subjects

How is data collected and analyzed to determine the effectiveness of this strategy?

Data is collected through the iReady program.

Who is responsible for monitoring implementation of this strategy?

Reading Coach

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Cheryl Beauchamp	Principal
Richard Sumner	Assistant Principal
Marlene Wiggins	Reading Coach
Melinda Chemin	RtI Coach
Julie Nguyen	Guidance Counselor
Dave Wells	Gifted
Dianne Priddy	Kindergarten
Marie Hatch	1st grade
Jesseca Sanchez	2nd grade
Stephanie Little	3rd grade
Jenni Brooks	4th grade
April Rogers	5th grade

How the school-based LLT functions

Curriculum Facilitators of each grade level team meet with administration, reading coach and the curriculum coach on a monthly basis to talk about need and focus areas for the school. The meetings are also used to conduct book studies, plan lesson study cycles, plan literacy nights and mostly analyze the roll out of common core standards. The meetings also provide ideas and information for future professional development to be administered in the weekly planning meetings and during Early Release Days. Team facilitators attend weekly planning meetings with individual grade levels.

Major initiatives of the LLT

Meetings are used to work across grade levels to brainstorm all the ways we can help our students in literacy (Common Core prep, Family Literacy Nights, Book Studies). To do this, we need to make sure the teachers are differentiating within the reading block, as well as during the intervention times. One of our major initiatives this year is the transition to Common Core. We are preparing our teachers to be ready for full common core implementation in the next school year. A key area being pushed by our team with Common Core is a focus on writing across the curriculum. Our team collaborates to form strategies for the teachers for writing opportunities across the core subjects. We feel this will help students develop and build background knowledge, so that they may become more proficient in those core areas.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

Bronson Elementary School is a Title I school that offers a 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.
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.

Expected Improvements

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	54%	47%	No	59%
American Indian		0%		
Asian		0%		
Black/African American	43%	36%	No	48%
Hispanic	48%	38%	No	54%
White	58%	50%	No	62%
English language learners		30%		
Students with disabilities	37%	25%	No	43%
Economically disadvantaged	50%	41%	No	55%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	47	22%	27%
Students scoring at or above Achievement Level 4	48	23%	28%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		67%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		20%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	64	64%	69%
Students in lowest 25% making learning gains (FCAT 2.0)	75	67%	69%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	10	43%	45%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		28%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		24%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	40	48%	55%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	*[data excluded for privacy reasons]*		100%

Area 3: Mathematics

Elementary and Middle School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	53%	56%	Yes	57%
American Indian		0%		
Asian		0%		
Black/African American	48%	50%	Yes	54%
Hispanic	38%	53%	Yes	44%
White	57%	57%	Yes	61%
English language learners		50%		
Students with disabilities	37%	31%	No	43%
Economically disadvantaged	48%	52%	Yes	53%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	69	32%	37%
Students scoring at or above Achievement Level 4	48	23%	28%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		60%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		20%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	66	66%	70%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	57	73%	75%

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	20	31%	36%
Students scoring at or above Achievement Level 4	15	23%	25%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		20%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		20%

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	8		9
Participation in STEM-related experiences provided for students	1236	99%	100%

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	80	16%	15%
Students retained, pursuant to s. 1008.25, F.S.	37	6%	5%
Students who are not proficient in reading by third grade	7	8%	5%
Students who receive two or more behavior referrals	28	5%	4%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	15	3%	2%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

Parental involvement targets are based on the Parent Survey that was distributed the last 9 weeks of the previous school year. Of the questions asked, parents seemed to need more information about the following areas
--Skyward
--RtI
--Common Core Standards
See parent involvement plan
http://www.levy.k12.fl.us/parentinvolveplan.asp

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Parents who access and use Skyward (160 total)	52	33%	38%
Parents who understand the RtI tiers and the intervention process (160 total)	90	56%	60%
Parents who feel that they have received Common Core information (160 total)	110	69%	72%

Goals Summary

G1. To meet Math AMO Safe Harbor Target for the subgroup SwD (Students with Disabilities).

G2. To meet Reading AMO targets for all subgroups and AMO target for Writing 55%.

Goals Detail

G1. To meet Math AMO Safe Harbor Target for the subgroup SwD (Students with Disabilities).

Targets Supported

- Math (Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle Learning Gains)

Resources Available to Support the Goal

- Professional Development of Common Core Standards
- SUMS Kits
- Math Discourse Training
- iReady
- xtramath.org
- Levy Math Institute

Targeted Barriers to Achieving the Goal

- Lack of ability to make logical connections between facts and concepts
- Students are having difficulty using previous years knowledge to build upon for current year

Plan to Monitor Progress Toward the Goal

CWT, Student work, School data

Person or Persons Responsible
Team Facilitators, Coaches, and Administrators

Target Dates or Schedule:
Monthly

Evidence of Completion:
38% (Safe Harbor) scoring satisfactory in math on FCAT (according to AMO data for SwD)

G2. To meet Reading AMO targets for all subgroups and AMO target for Writing 55%.

Targets Supported
- Writing

Resources Available to Support the Goal
- Reading Coach and RtI Coach
- Explicit, systematic, multi-sensory phonics program (Reading Horizons)
- iReady, FCAT Explorer, Florida Achieves
- Highly Qualified Teachers
- Pearson Reading Street
- Writers In Control
- Core Connections in Writing
- Write Score online support

Targeted Barriers to Achieving the Goal
- Lack of background knowledge
- Not enough time to teach and reteach skills
- Lack of foundational skills and generalization skills

Plan to Monitor Progress Toward the Goal

CWT's, Student work, School data

Person or Persons Responsible
Team Leaders, Principals, Coaches

Target Dates or Schedule:
Monthly

Evidence of Completion:
52% scoring satisfactory in reading and 55% scoring satisfactory in writing according to AMO data (AA-42%; H-64%; W-55%; ED-47%; SwD-32%)

Action Plan for Improvement

Problem Solving Key

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

G1. To meet Math AMO Safe Harbor Target for the subgroup SwD (Students with Disabilities).

G1.B1 Lack of ability to make logical connections between facts and concepts

G1.B1.S1 Provide math intervention to students who struggle to make connections in math

Action Step 1

iReady.com (intervention and in addition to regular math block)

Person or Persons Responsible

Teachers, coaches, administrators

Target Dates or Schedule

2-5 times weekly (30 minutes outside of regular math block)

Evidence of Completion

Intervention data CWT, Lesson plans

Facilitator:

Melinda Chemin

Participants:

All teachers

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

CWT, intervention logs

Person or Persons Responsible

Teachers, Coaches and Administrators

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Logs, data (iReady)

Plan to Monitor Effectiveness of G1.B1.S1

iReady reports

Person or Persons Responsible

Teachers and coaches

Target Dates or Schedule

Daily/Weekly/Monthly

Evidence of Completion

Progress monitoring data (CIM, Skill Assessments, iReady reports, LIA)

G1.B2 Students are having difficulty using previous years knowledge to build upon for current year

G1.B2.S1 Provide frequent use of math fluencies in addition, subtraction, multiplication and division depending on areas needed to fill gaps for each grade level.

Action Step 1

Creating and using a fluency practice and monitoring check system.

Person or Persons Responsible

Teachers

Target Dates or Schedule

2-5 times a week

Evidence of Completion

Teachers' classroom fluency progress monitoring charts.

Facilitator:

Marlene Wiggins

Participants:

Teachers, coaches and administrators

Plan to Monitor Fidelity of Implementation of G1.B2.S1

math fluency data

Person or Persons Responsible

teachers, coaches and administrators

Target Dates or Schedule

daily/weekly/monthly

Evidence of Completion

80% or above for mastery on fluency data

Plan to Monitor Effectiveness of G1.B2.S1

fluency reports

Person or Persons Responsible

teachers and coaches

Target Dates or Schedule

weekly/monthly

Evidence of Completion

Progress monitoring data (CIM, Skill Assessments, iReady reports, LIA)

G2. To meet Reading AMO targets for all subgroups and AMO target for Writing 55%.

G2.B1 Lack of background knowledge

G2.B1.S1 Teach reading and writing skills and strategies across all the content areas (math, science, reading, and writing) using exemplar texts for exposure.

Action Step 1

Teach reading and writing skills/strategies across all content areas.

Person or Persons Responsible

All teachers and coaches

Target Dates or Schedule

Daily

Evidence of Completion

80% of teachers demonstrating use of strategies/skills in lesson plans and CWT data.

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

Progress monitoring tests CWT Student work

Person or Persons Responsible

Coaches and administrators

Target Dates or Schedule

Daily/Weekly/Monthly

Evidence of Completion

Increase in teacher documentation in lesson plans and CWT data.

Plan to Monitor Effectiveness of G2.B1.S1

CIM checks Skill Assessments Fluency Data (Reading and Nonsense Words) Writing Assessment in all content areas

Person or Persons Responsible

Teachers and lead team (includes administrators and coaches)

Target Dates or Schedule

Daily/Weekly/Monthly (Data Meetings and Lead Team Meetings)

Evidence of Completion

Increase in proficiency in reading and writing district/classroom assessments.

G2.B2 Not enough time to teach and reteach skills

G2.B2.S2 Using iReady to reteach as well as for extra practice in the five areas of reading

Action Step 1

Implement iReady.com (intervention and in addition to the 90 minute reading block)

Person or Persons Responsible

Teachers, coaches and administrators

Target Dates or Schedule

3-5 days a week

Evidence of Completion

Student learning is more aligned with curriculum map time lines as evidenced on the grade level meeting agendas

Facilitator:

Melinda Chemin

Participants:

All teachers

Plan to Monitor Fidelity of Implementation of G2.B2.S2

CWT, lesson plans

Person or Persons Responsible

Teachers, coaches and administrators

Target Dates or Schedule

Daily/Weekly/Monthly

Evidence of Completion

Review of iReady reports

Plan to Monitor Effectiveness of G2.B2.S2

iReady reports

Person or Persons Responsible

Teachers and coaches

Target Dates or Schedule

Weekly (according to grade level data discussion) and Monthly (according to data meetings)

Evidence of Completion

All progress monitoring data showing improvmement

G2.B6 Lack of foundational skills and generalization skills

G2.B6.S1 Provide explicit, systematic multi-sensory phonics instruction

Action Step 1

Daily explict, multi-sensory phonics instruction

Person or Persons Responsible

Teachers

Target Dates or Schedule

30-40 minutes of direct instruction daily

Evidence of Completion

Lesson plans, CWT

Plan to Monitor Fidelity of Implementation of G2.B6.S1

CWT data, lesson plans

Person or Persons Responsible

Administrators, coaches

Target Dates or Schedule

Monthly

Evidence of Completion

Online data reports

Plan to Monitor Effectiveness of G2.B6.S1

Online reports

Person or Persons Responsible

Teachers, administrators, coaches

Target Dates or Schedule

Every 6 weeks

Evidence of Completion

Increase in FAIR scores, consistent student progress in online reports

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

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 I, Part D
District receives funds to support the Educational Alternative Outreach program. Services are coordinated with district
Dropout Prevention programs.
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 Liason 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.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G1. To meet Math AMO Safe Harbor Target for the subgroup SwD (Students with Disabilities).

G1.B1 Lack of ability to make logical connections between facts and concepts

G1.B1.S1 Provide math intervention to students who struggle to make connections in math

PD Opportunity 1

iReady.com (intervention and in addition to regular math block)

Facilitator

Melinda Chemin

Participants

All teachers

Target Dates or Schedule

2-5 times weekly (30 minutes outside of regular math block)

Evidence of Completion

Intervention data CWT, Lesson plans

G1.B2 Students are having difficulty using previous years knowledge to build upon for current year

G1.B2.S1 Provide frequent use of math fluencies in addition, subtraction, multiplication and division depending on areas needed to fill gaps for each grade level.

PD Opportunity 1

Creating and using a fluency practice and monitoring check system.

Facilitator

Marlene Wiggins

Participants

Teachers, coaches and administrators

Target Dates or Schedule

2-5 times a week

Evidence of Completion

Teachers' classroom fluency progress monitoring charts.

G2. To meet Reading AMO targets for all subgroups and AMO target for Writing 55%.

G2.B2 Not enough time to teach and reteach skills

G2.B2.S2 Using iReady to reteach as well as for extra practice in the five areas of reading

PD Opportunity 1

Implement iReady.com (intervention and in addition to the 90 minute reading block)

Facilitator

Melinda Chemin

Participants

All teachers

Target Dates or Schedule

3-5 days a week

Evidence of Completion

Student learning is more aligned with curriculum map time lines as evidenced on the grade level meeting agendas

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	To meet Math AMO Safe Harbor Target for the subgroup SwD (Students with Disabilities).	$6,955
G2.	To meet Reading AMO targets for all subgroups and AMO target for Writing 55%.	$6,955
	Total	$13,910

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Total
Title I	$13,910	$13,910
Total	$13,910	$13,910

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G1. To meet Math AMO Safe Harbor Target for the subgroup SwD (Students with Disabilities).

G1.B1 Lack of ability to make logical connections between facts and concepts

G1.B1.S1 Provide math intervention to students who struggle to make connections in math

Action Step 1

iReady.com (intervention and in addition to regular math block)

Resource Type

Evidence-Based Program

Resource

iReady Diagnostic is an adaptive diagnostic assessment tool that will pinpoint each student's unique areas of strength and instructional need. Built from the Common Core State Standards, i-Ready is completely web based and available for grades K-8 in Rea

Funding Source

Title I

Amount Needed

$6,955

G2. To meet Reading AMO targets for all subgroups and AMO target for Writing 55%.

G2.B2 Not enough time to teach and reteach skills

G2.B2.S2 Using iReady to reteach as well as for extra practice in the five areas of reading

Action Step 1

Implement iReady.com (intervention and in addition to the 90 minute reading block)

Resource Type

Evidence-Based Program

Resource

iReady Diagnostic is an adaptive diagnostic assessment tool that will pinpoint each student's unique areas of strength and instructional need. Built from the Common Core State Standards, i-Ready is completely web based and available for grades K-8 in Rea

Funding Source

Title I

Amount Needed

$6,955