

Orange County Public Schools

Bonneville Elementary



2019-20 Schoolwide Improvement Plan

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Bonneville Elementary

14700 SUSSEX DR, Orlando, FL 32826

<https://bonnevillees.ocps.net/>

Demographics

Principal: Natalie Stevens

Start Date for this Principal: 7/22/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Hispanic Students* White Students Economically Disadvantaged Students*
School Grades History	2018-19: C (50%) 2017-18: C (46%) 2016-17: A (62%) 2015-16: C (48%) 2014-15: B (57%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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 graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.

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School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Elementary School PK-5</p>	<p>2018-19 Title I School</p> <p style="font-size: 1.2em;">Yes</p>	<p>2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="font-size: 1.2em;">100%</p>
<p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p>Charter School</p> <p style="font-size: 1.2em;">No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="font-size: 1.2em;">74%</p>

School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	C	C	A	C

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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. 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.

To lead our students to success with the support and involvement of families and the community

Provide the school's vision statement.

To be the top producer of successful students in the nation

School Leadership Team

Membership

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

Name	Title	Job Duties and Responsibilities
Sheehan, Kimrey	Principal	The Principal provides a common vision for instruction and learning and uses data as a basis for decision-making, ensures the school-based team is implementing research-based instructional strategies, monitors student learning, and assigns school resources to the needs of students.
Houghton, Desiree	Assistant Principal	The Assistant Principal supports the common vision for instruction and learning and monitors and tracks student data, ensures the school-based team is implementing research-based instructional strategies, monitors student learning, and recommends school resources to meet students' needs.
Brancato, Danielle	Instructional Coach	The Instructional Coach will promote reflection, provide guidance and structure where needed, and focus on strengths, collaboration and common issues of concern. They are responsible for ensuring high-quality instruction in classrooms through modeling, co-planning, co-teaching and providing feedback to teachers.
Savitz, Alyssa	School Counselor	The Guidance Counselor supports the social and emotional needs of students and provides individual, small group, and whole class instruction based on student data and teacher recommendations.
Schlake, Andrea	Other	The Behavior Specialist facilitates and evaluates the school-wide behavior program (CHAMPS), provides professional development and support to school staff, participates in the collection and analysis of data, develops and supports Tier 2 and Tier 3 behavioral interventions, and monitors student progress.
LaRusso, Emily	Instructional Coach	The Math-Science Coach develops, models, and evaluates school-wide mathematics and science instruction and practices, identifies and implements research-based curriculum and interventions, and provides support for all grade levels.
Amick, Danielle	Other	The Staffing Specialist is responsible for compliance for all exceptional education students and those with 504 plans, conducts bi-weekly Multi-Tiered System of Supports meetings to monitor student progress, and collaborates with both general education and exceptional education teachers to ensure the least restrictive learning environment for all students.
Brenes Catinchi, Janice	Instructional Coach	The Reading Coach develops, models, and evaluates school-wide reading instruction and practices, identifies and implements research-based curriculum and interventions, and provides support for all grade levels. The

Name	Title	Job Duties and Responsibilities
		Curriculum Resource Teacher develops, supports, and assists new teachers with curricula and resources, conducts the bi-weekly Multi-Tiered System of Supports meetings to monitor student progress, provides biweekly professional development, implements and supervises the after-school tutoring program, and conducts all district and state testing.

Early Warning Systems

Current Year

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Attendance below 90 percent	22	21	12	19	20	11	0	0	0	0	0	0	0	105
One or more suspensions	1	2	0	1	0	6	0	0	0	0	0	0	0	10
Course failure in ELA or Math	6	10	0	21	4	10	0	0	0	0	0	0	0	51
Level 1 on statewide assessment	0	0	0	28	34	28	0	0	0	0	0	0	0	90

The number of students with two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	2	6	0	20	15	11	0	0	0	0	0	0	0	54

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	8	0	0	0	0	0	0	0	0	0	8
Students retained two or more times	0	0	0	0	2	0	0	0	0	0	0	0	0	2

FTE units allocated to school (total number of teacher units)

42

Date this data was collected or last updated

Monday 7/22/2019

Prior Year - 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	20	17	21	27	19	19	0	0	0	0	0	0	0	123
One or more suspensions	1	1	0	2	2	2	0	0	0	0	0	0	0	8
Course failure in ELA or Math	1	4	30	17	9	17	0	0	0	0	0	0	0	78
Level 1 on statewide assessment	0	0	0	41	35	33	0	0	0	0	0	0	0	109

The number of students with two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	1	2	8	26	12	18	0	0	0	0	0	0	0	67

Prior Year - 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	20	17	21	27	19	19	0	0	0	0	0	0	0	123
One or more suspensions	1	1	0	2	2	2	0	0	0	0	0	0	0	8
Course failure in ELA or Math	1	4	30	17	9	17	0	0	0	0	0	0	0	78
Level 1 on statewide assessment	0	0	0	41	35	33	0	0	0	0	0	0	0	109

The number of students with two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	1	2	8	26	12	18	0	0	0	0	0	0	0	67

Part II: Needs Assessment/Analysis

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	55%	57%	57%	57%	54%	55%
ELA Learning Gains	53%	58%	58%	61%	58%	57%
ELA Lowest 25th Percentile	43%	52%	53%	63%	53%	52%
Math Achievement	62%	63%	63%	67%	61%	61%
Math Learning Gains	49%	61%	62%	74%	64%	61%
Math Lowest 25th Percentile	36%	48%	51%	51%	54%	51%
Science Achievement	55%	56%	53%	61%	50%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Attendance below 90 percent	22 (20)	21 (17)	12 (21)	19 (27)	20 (19)	11 (19)	105 (123)
One or more suspensions	1 (1)	2 (1)	0 (0)	1 (2)	0 (2)	6 (2)	10 (8)
Course failure in ELA or Math	6 (1)	10 (4)	0 (30)	21 (17)	4 (9)	10 (17)	51 (78)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	28 (41)	34 (35)	28 (33)	90 (109)

Grade Level Data

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

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	54%	55%	-1%	58%	-4%
	2018	53%	55%	-2%	57%	-4%
Same Grade Comparison		1%				
Cohort Comparison						
04	2019	49%	57%	-8%	58%	-9%
	2018	53%	54%	-1%	56%	-3%
Same Grade Comparison		-4%				
Cohort Comparison		-4%				
05	2019	57%	54%	3%	56%	1%
	2018	45%	55%	-10%	55%	-10%
Same Grade Comparison		12%				
Cohort Comparison		4%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	64%	62%	2%	62%	2%
	2018	51%	61%	-10%	62%	-11%
Same Grade Comparison		13%				
Cohort Comparison						
04	2019	55%	63%	-8%	64%	-9%
	2018	69%	62%	7%	62%	7%
Same Grade Comparison		-14%				
Cohort Comparison		4%				
05	2019	61%	57%	4%	60%	1%
	2018	49%	59%	-10%	61%	-12%
Same Grade Comparison		12%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		-8%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	54%	54%	0%	53%	1%
	2018	52%	53%	-1%	55%	-3%
Same Grade Comparison		2%				
Cohort Comparison						

Subgroup Data

2019 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 2017-18	C & C Accel 2017-18
SWD	19	28	19	23	34	24	31				
ELL	38	44	41	54	47	47	38				
BLK	67	50		60	55						
HSP	49	51	45	58	43	41	48				
WHT	60	55		70	59		62				
FRL	48	46	47	56	44	39	43				
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	21	32	30	23	29	14	36				
ELL	37	35	24	47	53	33	30				
BLK	50			69							
HSP	49	41	29	58	50	31	50				
WHT	65	42		68	47		59				
FRL	49	41	34	58	51	29	53				
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	20	48	50	23	26	20	36				
ELL	39	55	65	52	65	63	32				
BLK	68	82		74	82						
HSP	52	60	65	63	71	55	63				
WHT	63	57		70	78	50	50				
FRL	57	61	63	67	74	51	61				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	50
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	48
Total Points Earned for the Federal Index	401
Total Components for the Federal Index	8
Percent Tested	100%

Subgroup Data	
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Students With Disabilities	
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Federal Index - Students With Disabilities	28
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners	
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Federal Index - English Language Learners	45
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	

Native American Students	
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Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	

Asian Students	
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Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	

Black/African American Students	
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Federal Index - Black/African American Students	58
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

Hispanic Students	
Federal Index - Hispanic Students	47
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	61
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	46
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

According to the results from the Florida Standards Assessment for Bonneville Elementary School our lowest performing data component was in the area of student learning gains in English Language Arts (ELA) and Math. The data indicates that only 51% of our students achieved learning gains in ELA and 49% of our students made learning gains in Math. Factors that may have contributed to this may include the number of students who entered fourth grade based on Good Cause promotion and who were not adequately monitored throughout the year, using multiple growth indicators. Based on the data from the previous year this does not seem to be a trend.

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

The data component that indicates the greatest decline in percentage points is in the area of overall learning gains of fourth grade students in ELA and Math. Bonneville Elementary School began the school year with over twenty students who attended summer school based on their FSA scores and were promoted by meeting certain Good Cause exemptions. In addition, many of these students were eventually staffed as ESE or provided with 504 accommodations based on intensive needs. As a school community, there was a lot of focus on i-Ready data and not enough focus on other progress monitoring indicators provided by the classroom teacher.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The largest component gap when compared to the state average is noticed in the area of overall ELA proficiency. 53% of students at Bonneville Elementary School, demonstrate proficiency in ELA scoring a level 3 or above. Whereas, the state average is 57% of all students are proficient in this area. A contributing factor to this discrepancy was the misguided confidence of using one data point as an effective measure of tracking student progress. This is not a trend because our 17-18 school year data shows us on par with the district.

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

After examining the data from the Florida State Assessment 2019 results, Bonneville Elementary School experienced the most growth in the area of overall student proficiency in math (60%) demonstrated by a 3% increase. In addition, Bonneville experienced great improvement in the area of Learning Gains of our Bottom 25% of students with an additional 6% increase in ELA and 3% increase in Math. Our staff spent a lot of time tracking the progress of our students in the bottom 25% and creating time to engage in academic discourse about their data. We also focused on math center work during small group instruction and created intervention math groups to specifically work on basic skills.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

Looking at the raw EWS data 125 students experience attendance below 90% and 90 students scored a level 1 in ELA reading or Math on the 2018-19 FSA assessment.

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

1. Tracking and monitoring student data using more than one data point.
2. Strategic focus on students who earned a level 1 or 2 on the FSA.
3. Increase in student learning gains.
4. Increase in the number of students demonstrating proficiency.
5. Base professional development on teacher needs assessment.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Overall Student Learning Gains and Learning Gains of the Bottom 25%
Rationale	In looking at the data of the 2018-19 SY. The glaring issue that continues to manifest itself year after year is the mediocre increase of learning gains of all students especially those who fall in the bottom 25%. Many of these students meet the qualifications in one or more areas of the Early Warning System (EWS) tracking database as indicated by district in the latest accountability report. Currently, student data shows that 42% of our students made learning gains in ELA and only 33% of our lowest 25%, made learning gains within this content. area
State the measurable outcome the school plans to achieve	By the end of the school year students are expected to make the required learning gains to demonstrate an increase of knowledge in all subject areas. Students performing in the lowest 25% are expected to experience a full years growth of learning and to meet their stretch goal as measured in the following ways: bi-weekly teacher assessments of student progress and iReady data.
Person responsible for monitoring outcome	Kimrey Sheehan (kimrey.sheehan@ocps.net)
Evidence-based Strategy	Instructional strategies that are proven to have high impact on students learning , close monitoring of data, small group lessons designed to meet the needs of students, data chat with teachers every three weeks.
Rationale for Evidence-based Strategy	The district has focused on several instructional strategies that are proven to be beneficial for student learning if planned for and embedded throughout content areas. The district has also encouraged schools to have data-driven environments in order to strategically move students and demonstrate learning.
Action Step	
Description	<ol style="list-style-type: none"> 1. Analyze Data 2. PD opportunities 3. Classroom walk-thru's 4. Teacher coaching cycle 5. Closed reading instructional strategy implementation as and implementation of strategic annotating during reading.
Person Responsible	Desiree Houghton (desiree.hitchmon-houghton@ocps.net)

#2	
Title	Increase in Student Proficiency in ELA
Rationale	Bonneville Elementary School selected student proficiency in the areas of reading and math because 47% of students in grades 3-5 scored at a level 2 or below as measured by the 2018-19 Florida Standards Assessment in ELA. By identifying this content areas as a high priority, the leadership team can target and strategically plan short and long term goals for improvement and apply the proper resources and materials to increase student achievement.
State the measurable outcome the school plans to achieve	By the end of the year 80% of students who have been identified as performing below proficiency as indicated by the 2018-19 FSA, BOY i-Ready Diagnostic or other teacher assessments will meet the appropriate measure of learning as indicated by the End of Year results of the same progress monitoring indicators.
Person responsible for monitoring outcome	Kimrey Sheehan (kimrey.sheehan@ocps.net)
Evidence-based Strategy	The leadership team will systematically engage students in processing content to generate conclusions through collaborative interactions with classmates.
Rationale for Evidence-based Strategy	In order for effective student construction of meaning to occur, learners must be actively engaged in the processing of information through a teaching and learning process that involves an interaction among the teacher, the students, and the content.
Action Step	
Description	<ol style="list-style-type: none"> 1. Implementation of reading DPLC strategies that embed annotating and response to writing. 2. Use of anchor charts and increase of modeling of reading strategy. 3. Construct 'Exit Slip' questions that align to levels of understanding based on the standards. 4. Use the 'Exit Slips' to drive small group instruction. 5. Provide students with strategic feedback on output based on needs.
Person Responsible	Janice Brenes Catinchi (janice.brenescatinchi@ocps.net)

#3	
Title	Increase proficiency in Science based on NGSSS
Rationale	Bonneville Elementary School selected to focus on increasing student proficiency in science because only 54% of our students in grade 3-5 scored a level 3 or above. Research show that science increases the ability of students to problem-solve and think critically. By focusing on this content area, students should experience a positive impact in all other subject areas including reading and math.

State the measurable outcome the school plans to achieve
 By the end of the year Bonneville Elementary School will experience a 20% increase in the number of students who meet the appropriate measure of learning as indicated by the Science progress monitoring activity and NGSSS Assessment.

Person responsible for monitoring outcome
 Kimrey Sheehan (kimrey.sheehan@ocps.net)

Evidence-based Strategy
 Teachers will helping students examine their reasoning. Students will be expected to produce and defend claims through the analysis of reasoning and logic of information,demonstrating new insights gained through this process.

Rationale for Evidence-based Strategy
 Students' analysis of reasoning deepens their understanding of content knowledge and enhances long term retention, decision making, critical thinking and problem solving.

Action Step

- Description**
1. Use of DPLC closed reading strategies embedded throughout the lesson.
 2. Use of CRM's and science curriculum provided by the district.
 3. Teacher opportunity to attend Science PD appropriate for each grade level.
 4. The exposure to additional lab time in order to interact with the content.
 - 5.

Person Responsible
 Emily LaRusso (emily.larusso@ocps.net)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

Today's classrooms require instructors to possess competencies for teaching all students. Robust instructional strategies and culturally sensitive curricula are critical, but more important is an instructor who is sensitive and responsive to the unique differences of each student. Recognizing the need to strengthen specific competencies to reach and teach all students requires an understanding of new ideas and a willingness to view instruction through varied cultural lenses. The leadership team will monitor the effectiveness of our Culturally Responsive Plan on a monthly basis by looking at student iReady data, classroom assessments, Florida Standards Assessment (ELA and Math)and the Next Generation Sunshine State Standards (Science).Some school based efforts to increase achievement of minority students by creating opportunities to increase student learning by hosting the following events:

chess club which assist students in math and science, Latino's in Action in which middle school students spend time reading to and serving as mentors to younger students and increasing student safety.

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 Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 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.

Bonneville Elementary School provides various programs and resources for parents to encourage and support parent participation in the education of their children. We are sensitive to the physical and temporal barriers our families may experience in accessing the school. Some of our parents can not attend events during school hours due to work commitments. We provide flexible meeting times and extended times after regular working hours to increase parent involvement. Annual Parent Partnership Nights (APPN) and school activities are designed to allow for both parent and student participation to increase parent involvement.

To further support parents and children, the school, in conjunction with community volunteers and the support of faith-based organizations, has provided free haircuts, backpacks, school supplies and even bicycle helmets to children. The guidance counselor and members of the Leadership team provide parenting materials, food items, counseling services, and resources to support parents in their efforts to nurture and educate their children.

Technological support is available through our media center and computer labs for those parents in need of technological resources for academic support.

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.

For incoming students, transition plans are created and communicated with parents of preschool children transitioning from early childhood to elementary. Voluntary pre-kindergarten students, pre-kindergarten students with varying exceptionalities, and pre-kindergarten students with autism visit kindergarten classes and parents meet with kindergarten teachers to review kindergarten expectations. Voluntary pre-kindergarten students, pre-kindergarten students with varying exceptionalities, and pre-kindergarten students with autism are routinely welcomed and invited to participate in all Bonneville activities. Parents of voluntary pre-kindergarten students, pre-kindergarten students with varying exceptionalities, and pre-kindergarten students with autism are invited to informational meetings about kindergarten and our primary unit for students with Autism Spectrum Disorders in March prior to the start of kindergarten. At the meeting, parents may register children, learn about the curriculum, participate in a parent orientation, meet the teachers, and tour classrooms.

Current students in the voluntary pre-kindergarten, pre-kindergarten for varying exceptionalities, and pre-kindergarten for students with Autism Spectrum Disorders visit kindergarten classrooms in May.

Students stay for part of the reading lesson. They can ask questions of the teacher and other students. This practice helps to reduce the anxiety of students starting kindergarten. All parents are invited to attend the Meet Your Teacher event, our annual Open House and are encouraged to become members

of the Parent Teacher Association or ADDitions and participate in the School Advisory Council or the Multilingual Parent Leadership Council.

For outgoing fifth grade students, the school counselor works with the counseling staff from the feeder middle school to prepare students for the transition from elementary to secondary. Designated orientations for rising sixth grade students are conducted at the middle school and allow for a tour of the campus and an explanation of course offerings. The school counselor coordinates the fifth graders' articulation to the middle school.

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

The Principal and Leadership Team members meet to plan for the personnel needs for the coming school year. Teacher input and school needs are aligned and a tentative teaching schedule is drafted. The hiring process takes into consideration student needs (i.e. bilingual teachers, teachers with gifted endorsement or exceptional education certification).

Administration utilize district offerings to purchase instructional resources to meet student needs. District resources are made available to teachers with district-provided training. These training's are conducted in response to teachers' needs and support classroom instruction and student learning.

Every attempt is made to address student needs whether for English Language Learners, exceptional education students, or gifted learners.

Federal IDEA monies are allocated to the school and determined by student needs. IDEA funds are used to purchase the positions of Behavior Specialist and Program Assistant to meet the needs of exceptional education students. Title I schools are allocated additional monies to meet the needs of students. These funds are encumbered in the school budget and used to purchase additional positions and are used to pay for after-school tutoring provided by Bonneville teachers.

Title II funds are used by the district to allocate human and physical resources to schools to enhance teacher professional practice.

Title III funds, allocated by the district, provide for educational services and curricular resources, to aid in the instruction of English language learners.

Supplemental Academic Instruction (SAI) funds are used to pay teachers as tutors in the after-school tutoring program. After-school tutoring will be provided from September through April twice a week.

Supplemental Academic Instruction funds may also be used to purchase additional research-based resources to increase student achievement. The Principal is responsible for disbursing SAI funds. An electronic inventory of all purchased resources is maintained by the Media Specialist/Textbook Manager.

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.

Bonneville Elementary strives to create a college and career culture and to develop college and career aspirations for all students. The school counselor helps to facilitate the college and career exploration process with all students through a variety of programs. The school counselor employs standards from the American School Counselor Association to increase college and career competency in our students. All students participate in our district-wide Teach-In event which is an opportunity for community members to showcase their careers to students. During this event, students attend mini breakout sessions where they are presented with a variety of careers ranging from firefighter and meteorologist to veterinarian and architect. Presenters provide information to students about their careers, the type of education required for their careers, and the reasons for choosing their particular career paths. Students have the opportunity to ask questions and participate in an activity where they reflect on their new knowledge by writing about their future career interests and the goals they need to achieve to enter a

particular career field.

Throughout the school year, students in third through fifth grades will be exposed to various college and career lessons. Students will complete career interest surveys, research various careers, and develop measurable career goals.

Additionally, the school counselor disaggregates school data to identify any barriers impeding academic success. The school counselor will draft a plan for each of these students. All strategies implemented in the plan address personal/social, academic, and career and college readiness standards. The strategies to be taught include goal-setting, social skills and problem-solving, positive self-talk, managing test anxiety, study skills, and test preparation. Identified students will receive instruction in a small group setting. Students who are in need of more intensive mental health services will receive support through our district mental health program.

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

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Part V: Budget

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

1	III.A.	Areas of Focus: Overall Student Learning Gains and Learning Gains of the Bottom 25%				\$30,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
		120-Classroom Teachers	0871 - Bonneville Elementary			\$30,000.00
			<i>Notes: After-school Tutoring Programs</i>			
2	III.A.	Areas of Focus: Increase in Student Proficiency in ELA				\$5,000.00

	Function	Object	Budget Focus	Funding Source	FTE	2019-20	
			0871 - Bonneville Elementary	Title, I Part A		\$5,000.00	
			<i>Notes: Funds will be used to support instruction by providing before and after school programs, intervention materials, recognition awards , part-time tutors, etc...</i>				
3	III.A.	Areas of Focus: Increase proficiency in Science based on NGSSS					\$5,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20	
			0871 - Bonneville Elementary			\$5,000.00	
			<i>Notes: Funds will be used to support instruction by providing before and after school programs, intervention materials, recognition awards , part-time tutors, etc...</i>				
					Total:	\$40,000.00	