

2013-2014 SCHOOL IMPROVEMENT PLAN

Bryceville Elementary School
6504 CHURCH AVE
Bryceville, FL 32009
904-266-9241

School Demographics

School Type Elementary School	Title I No	Free and Reduced Lunch Rate 43%
Alternative/ESE Center No	Charter School No	Minority Rate 11%

School Grades History

2013-14 A	2012-13 B	2011-12 A	2010-11 A
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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.

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Purpose and Outline of the SIP

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

Part I: Current School Status

Part I 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

Bryceville Elementary School

Principal

Misty Mathis

School Advisory Council chair

Latashia Davis

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

Name	Title
Pam Smith	Grade Level Chairperson
Latashia Davis	Grade Level Chairperson
Pam Ploegert	Grade Level Chairperson

District-Level Information

District

Nassau

Superintendent

Dr. John L Ruis

Date of school board approval of SIP

11/14/2013

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

The majority of our SAC members at Bryceville Elementary School (BES) are not employed by the school district. The SAC at BES is composed of the principal and an appropriately balanced number of teachers, education support employees, parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school.

The School Advisory Council from Bryceville Elementary School is composed of the following members:

Misty Mathis, principal

Latashia Davis, SAC Chair/teacher representative

Laura Lee Kinard, SAC Co-Chair/teacher representative

Wendy Hygema, Secretary/Treasurer, school-related personnel representative

Julie Davis, teacher representative

Pam Ploegert, teacher representative

Theresa Milligan, teacher representative

Pam Smith, teacher representative

Leeann Nicole Jaques, teacher representative

Kristi Rosepiller, parent

Kimberly Smith, parent
Devin Wintermyer, parent
Kim Browning, parent
Rebecca Stanley, parent
Brooke Corbitt, parent
Krisite Page, parent
Angela Whitely, parent
Joey Rountree, business/community
Amanda Thien, business/community
Terry Yerby, business/community

Involvement of the SAC in the development of the SIP

Our SAC is involved in the development of our school improvement plan in various ways. The SAC helps us look at our school data, surveys, and other forms of formal and informal data, so that we can identify areas where improvement is needed. We take ideas from our SAC on strategies, goals, and allocation of available funds. We have several work groups each year, where SAC members work in teams to help us brainstorm ideas and write our plan. Once a draft is written, we take it back in front of the SAC for their final approval. If any suggestions are made, those revisions are made to our school improvement plan, as needed.

Activities of the SAC for the upcoming school year

The School Advisory Council shall have the following duties and functions for the upcoming school year:

- a. Review the results of any needs assessments conducted by the school administration.
- b. Assist in the development of the school improvement plan and provide recommendations on specific components of the plan, such as, the goals of the school, indicators of school and student progress, strategies and evaluation procedures to measure student performance, budget, training, instructional materials, technology, staffing, student support services and other matters of resource allocations.
- c. Define adequate progress for each school goal; obtain public input when providing adequate progress for school goals; negotiate the definition of adequate progress with the School Board; and notify and request assistance from the School Board when the school fails to make adequate progress in any single area. Within this area also fall the requirement of the school and SAC to monitor the progress for each AMO goal set by the state.
- d. Monitor students' and the school's progress in attaining goals and evaluate the appropriateness of the indicators of student progress, strategies, and evaluation procedures which are selected to measure student performance.
- e. Prepare and distribute information to the public to report the status of implementing the school improvement plan, the performance of students and educational programs, and progress in accomplishing the school goals.
- f. Serve as a resource for the principal and advise the principal in matters pertaining to the school program.
- g. Assist the principal in the preparation of the school budget and approve the expenditure of school improvement funds according to Nassau County School Board Administrative Rule 1.19.
- h. Make recommendations on the waiver of School Board policies, which allow school personnel to establish innovative educational practices and methods, which is according to Nassau County School Board Administrative Rule 1.19, Section E, Number 8.
- i. Inquire about school matters, identify problems, propose solutions to problems, suggest changes, and inform the community about the school.
- j. Act as a liaison between the school and the community.
- k. Serve as the final decision making body at the school for issues relating to school improvement.
- l. Identify other duties and functions of the school advisory council.

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

We did not receive any school improvement funds for the 2013-2014 school year. However, we were able to roll forward the amount of \$656.13, which will be used to support our school and students for this school year. Here is the projected use of our SAC funds:

**A strategy in our School Improvement Plan is to provide additional after-school tutoring services to the students who are showing the greatest need. This strategy requires paying the personnel for services rendered, as well as, providing any resources/materials that are needed to help make the tutoring time as successful as possible. We project spending \$356.13 towards this strategy.

**A strategy in our School Improvement Plan is to provide all day programs to pull-out students for intensive individualized remediation and differentiated instruction two times a year. This strategy requires the use of substitutes, so that our writing teacher can work one-on-one with our students during their writing conference. We project spending \$300.00 towards this strategy.

**If we do not spend our projected amounts on the above strategies, we will be considering a third strategy, small group/differentiated instruction, in which to support. This strategy requires the use of classroom materials and supplies, so that our teachers can instruct in the small group setting. We have not projected any funds to this strategy at this time, but we will do a funding request, as needed or proposed.

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

In Compliance

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

Bryceville Elementary School is in compliance with Section 1001.452, F.S., regarding the establishment of the School Advisory Council. Therefore, this section is Not Applicable to our school.

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

1

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Misty Mathis

Principal

Years as Administrator: 8

Years at Current School: 8

Credentials

Master of Elementary Education Degree/Elementary Education
 Master of Education Degree/Educational Leadership (All Levels)
 Professional Certificate- Elementary Education 1st-6th;
 Educational Leadership All Levels; School Principal Certification
 All Levels-Florida Certificate Number: 802698

Performance Record

"A" school for seven of eight years and "B" school for one of eight years
 (For a complete listing of the prior performance record of BES while Mrs. Mathis has been principal, including prior school grades, FCAT Achievement Levels, Learning Gains, Lowest 25th% performance, and AMO/AYP status please refer to the FLDOE website.) No AYP status reported for 2011-2012. AYP met in 2010-2011, 2008-2009, and 2006-2007. AYP not met in 2009-2010, 2007-2008, and 2005-2006. The AMO information for 2011-2012 is that the target of 66% was met in reading, but the target of 72% was not met in mathematics. The AMO information for 2012-2013 school year is that the target of 69% was not met for reading, the target of 74% was not met in mathematics, but the writing target was met.

Classroom Teachers

of classroom teachers

16

receiving effective rating or higher

16, 100%

Highly Qualified Teachers

100%

certified in-field

16, 100%

ESOL endorsed

3, 19%

reading endorsed

0, 0%

with advanced degrees

6, 38%

National Board Certified

0, 0%

first-year teachers

1, 6%

with 1-5 years of experience

0, 0%

with 6-14 years of experience

7, 44%

with 15 or more years of experience

8, 50%

Education Paraprofessionals

of paraprofessionals

2

Highly Qualified

2, 100%

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

1. Provision of mentoring, training and coaching for:
 - a) first and second-year new teachers, including those in Alternative Certification (ACP) or Educator Preparation Institute (EPI) programs; and
 - b) ESOL and Reading teachers in the process of earning an Endorsement.
 These activities are coordinated with the district’s Personnel system and through the provision of an ESOL Coach and an Instructional Strategies/New Teacher Coach.
2. In order to ensure that all teachers become Effective or Highly Effective, the district will provide resources, coaching, and professional development to any teacher whose overall evaluation rating is Needs Improvement or Unsatisfactory. The principal will conduct a conference with the teacher to determine specific goals and needs for professional development, in addition to needs for classroom strategies and behaviors.
3. Resources and/or professional development will be provided to support the skills and knowledge needed to increase the number of In-field/Highly Qualified/effective teachers. This will include provision of ESOL, Reading, and Gifted Endorsement courses; financial support for testing to add areas of certification to teachers’ existing certificates; financial support for provision of study guides and workshops (as available); assistance with cost of adding subject areas to certificates to become in-field in all courses taught.
4. The district will recruit effective teachers and leaders, including minorities, to ensure high quality and diversity of applicants and will retain exemplary teachers through recognition, incentives and leadership development opportunities.
5. Professional development activities and records are efficiently and effectively managed to ensure teachers maintain their certification and remain up to date in their areas of certification.

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

- A. First year teachers participate in the following district professional development and mentoring activities:
 1. New Teacher Orientation, including introduction to the Nassau District Schools’ mission and values

2. Professional Development in the district's Marzano Evaluation Framework.
3. Monthly (8) New Teacher Professional Learning Community sessions with text: Why Didn't I Learn This in College?
4. Common Core Standards and Lesson Planning
5. The Florida Educator Code of Ethics
6. Conducting Effective Parent Conferences
7. District E-mail Protocol and technology-based curriculum programs
8. Professional Education Competencies, as applicable
9. Classroom and Behavior Management
10. Other professional development as specified by the school or district, such as Reading, ESOL, or Writing.

B. Observation and Coaching/Mentoring Components:

1. Two classroom observations followed by a feedback conference, conducted by the District Instructional Strategies Coach who is trained in highly trained in Clinical Education, observation and feedback/coaching strategies, and the Marzano framework.
2. Two classroom observations (one per semester) followed by a feedback conference, conducted by a mentor teacher or other certified educator who teaches the same grade level/subject area as the new teacher, has been rated as Highly Effective, has been provided with CET or similar training and coaching resources, and is selected by the principal as a mentor.
3. Two classroom observations (one per semester) followed by a feedback conference, by the new teacher in the classroom of the mentor teacher or other certified educator who teaches the same grade level/subject area as the new teacher and who has been rated as Highly Effective.
4. On-going informal observations and coaching with feedback conducted by Instructional Strategies Coach, with related professional development resources available via the district's iObservation system.
5. Walk-throughs, informal observations, and formal observations using the Marzano framework instrument, conducted by a trained principal, assistant principal or other administrator, with related professional development resources available via the district's iObservation system.

C. RATIONAL FOR MENTOR/NEW TEACHER PAIRINGS AND PLANNED MENTORING ACTIVITIES:

The District Instructional Strategies Coach and the school principal confer to select a mentor teacher or other certified educator who teaches the same grade level/subject area/role as the new teacher or other educator, and who has been rated as Highly Effective.

The planned mentoring activities provide on-going and regularly-scheduled opportunities for classroom visits and observations, reflection, and coaching and feedback, as well as monthly collaboration in PLCs for professional development in best practices and highly effective instructional strategies. The purpose of these on-going support strategies is to increase teacher effectiveness and as a result, to increase student achievement.

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 school's leadership team oversees the implementation and monitoring of its MTSS and SIP structures through data-based decision making which identifies areas of deficit and identifies and provides supports and resources needed to address those deficits.

In order to identify those needs, the team must analyze data to determine deficits and other areas in need of improvement. The team looks at academic, attendance and behavior related data. As the team disaggregates the data, it is identifying which students are meeting grade level expectations and which

are not. It is looking for patterns and trends in the data.

Leading questions: Is our core instruction meeting the needs of 75-80 % of our students? If not, is it a curriculum or instruction issue? Are certain groups of students failing to meet expectations in certain subjects? Or, are there certain groups who have other non-academic barriers to achievement that must be addressed before they will be able to meet academic success? Are there trends in achievement within specific subgroups that need to be addressed? Have resources (funding and staffing) been allocated in the most effective and efficient manner to meet the needs of all stakeholders?

Once those areas of need have been identified, the leadership team disseminates this information to the departments, literacy teams and other school based teams. The teams will provide input to the leading questions and assist in determining appropriate research based interventions to remediate specific deficits and identify other available resources to meet individual student needs. The departments/teams oversee the implementation of the interventions and monitor student progress through regularly scheduled meetings. The progress monitoring information will be shared with the leadership team and departments/teams together will monitor the effectiveness of interventions through student progress monitoring data and fidelity checks.

The Problem Solving Process

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

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

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

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

The school-based leadership team is responsible for disaggregating and analyzing data to determine areas of deficit. The team is to identify problems within the general population of students and within subgroups of students, analyze why the problems are occurring, formulate an intervention plan and then measure the effectiveness of the interventions through regular progress monitoring. Their plan to address and remediate areas of deficit becomes their MTSS and forms the basis for the school improvement plan.

The MTSS core team consists of: administrator, school counselor, literacy coach, department heads, and instructional coach. The MTSS leadership team is responsible for ensuring that the school has in place a system that provides increasingly intense and individualized interventions, resources and supports needed to meet the unique needs of its students.

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

Classroom observations.

Walk-throughs.

Lesson plan documentation.

Monitor grade level reports from progress monitoring assessments.

Monitor discipline referrals and attendance reports.

Monitor course-work grades.

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

Data Sources:

Tier I - SAT 10, FCAT 2.0, FAA, EOC, EOCs, FAIR

Tier II – Program specific

Tier III – Student Specific; PMP student individualized progress monitoring plans.

Data Management Systems: FOCUS, PMRN, DATA STAR, IDMS

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

The District Rtl Specialist and district support personnel are available to meet with and assist school based teams upon request (school psychologist, staffing specialist, behavior specialist, social worker).

The Florida Department of Education offers a free Introductory on-line course: Introduction to Problem Solving and Response to Intervention

The Nassau County District Problem Solving/Response to Intervention Process Implementation Guide

- PLC meetings
- Professional development – webinars, workshops
- Data Star
- District support staff

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:** 1,320

We offer an after-school tutoring program to our 4th and 5th grade students who show the greatest need through the use and co-mingling of Title V, school improvement (roll forward funds), recognition, and internal funds. In 4th and 5th grade, we offer our after-school tutoring program to our students who score a Level 1 or a Level 2 on the FCAT reading and/or mathematics assessment. We meet in small groups with the students for one hour after school to give them individualized/differentiated instruction in the core academic subjects. At this time, we have budgeted for a twenty-two week tutoring program, which equals the 1,320 minutes added to our school day. We will also offer tutoring to our kindergarten through third grade students, but the details of that tutoring program have not been established at this time.

Strategy Purpose(s)

- Instruction in core academic subjects

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

We compare the students' prior year performance to their current year performance to show growth. We analyze data from STAR, FCAT, FAIR, Stanford 10, IDMS, and classroom grades to determine the effectiveness of this program.

Who is responsible for monitoring implementation of this strategy?

The principal has designated a teacher to be the chairperson of this after-school tutoring program. The teacher/chairperson also assists the principal in monitoring for implementation and effectiveness of this strategy.

Literacy Leadership Team (LLT)**Names and position titles of the members of the school-based LLT**

Name	Title
Misty Mathis	Principal
Pam Smith	1st Grade Teacher/PLC Leader/Grade Level Chairperson, K and 1st
Latashia Davis	2nd Grade Teacher/PLC Leader/Grade Level Chairperson, 2nd and 3rd
Pam Ploegert	5th Grade Teacher/PLC Leader/Grade Level Chairperson, 4th and 5th
Bruce Thomas	Media Specialist
Julie Davis	4th and 5th Grade Teacher/Teacher Representative
Laura Lee Kinard	Guidance Counselor/PLC Leader

How the school-based LLT functions

The purpose of the Literacy Leadership Team is to create capacity of reading knowledge within the school building, to identify literacy goals and to develop an action plan to achieve those goals. The principal, mentor reading teachers, content area teachers, and other principal appointees will serve in this role. Literacy Leadership teams meet regularly to address professional development in literacy, content area literacy initiatives, and reading intervention programs. The principal will act as chair of these meetings.

Major initiatives of the LLT

The LLT will support instructional strategies to improve reading comprehension and the Common Core State Standards for College and Career Readiness in reading, writing, speaking, listening, and language. The LLT team will provide professional development throughout the year to ensure that text complexity, along with close reading and rereading of texts, is central to lessons, to provide scaffolding that does not preempt or replace text reading by students, to develop and ask text dependent questions from a range of question types, to emphasize that students support their answers based upon evidence from the text, and to provide extensive research and writing opportunities.

Every Teacher Contributes to Reading Instruction

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

The principal and Literacy Leadership Team employ research-based strategies to support reading/writing instruction across the curriculum. The principal provides professional development activities to engage all teachers through Professional Learning Communities. Students' mastery of the Common Core State Standards, FCAT 2.0, ACT, SAT, and PERT requires a unified approach by all teachers to meet the particular challenges of reading and writing in each subject area. Teachers' use of high quality complex text will provide a context for building language and vocabulary. By extracting information from more complex informational text, using text evidence to explain and justify an argument in discussion and writing, analyzing and critiquing the effectiveness and quality of an author's writing style, presentation, or argument, students reading skills will become more highly developed. Monitoring the effectiveness of this goal will include: classroom walkthrough data, program data, progress monitoring data, lesson plans, and student artifacts.

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

The Nassau Schools that contain primary grades work in concert with Episcopal Children's Services, Child Find, and other service agencies in order to strengthen curriculum offerings, provide ease of transition to kindergarten, increase community involvement, and increase meaningful parent involvement.

Expected Improvements

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

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	69%	66%	No	72%
American Indian				
Asian				
Black/African American				
Hispanic				
White	69%	66%	No	72%
English language learners				
Students with disabilities	53%	33%	No	57%
Economically disadvantaged	63%	66%	No	66%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	34	33%	35%
Students scoring at or above Achievement Level 4	33	32%	34%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	71	70%	42%
Students in lowest 25% making learning gains (FCAT 2.0)	18	70%	72%

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)	[data excluded for privacy reasons]		100%
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]		100%
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]		100%

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	17	47%	49%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		0%

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	74%	54%	No	77%
American Indian				
Asian				
Black/African American				
Hispanic				
White	75%	52%	No	78%
English language learners				
Students with disabilities	57%	33%	No	61%
Economically disadvantaged	75%	50%	No	78%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	32	31%	33%
Students scoring at or above Achievement Level 4	23	23%	25%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	68	67%	69%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	17	67%	69%

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	<i>[data excluded for privacy reasons]</i>		23%
Students scoring at or above Achievement Level 4	20	58%	58%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		0%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		0%

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)	10		12
Participation in STEM-related experiences provided for students	206	100%	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	36	16%	10%
Students retained, pursuant to s. 1008.25, F.S.	15	7%	5%
Students who are not proficient in reading by third grade	4	13%	11%
Students who receive two or more behavior referrals	2	0%	0%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	1	0%	0%

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

Each year, we have a curriculum based parent night. We have or will have (already planned) a parent night for each one of the main subject areas: Reading, Math, Science, Technology, and Writing. This year, we have decided to have a STEM Parent Night, which is Science, Technology, Engineering, and Mathematics. During our parent nights, we use a centers approach, where the parent(s) and the students rotate through the centers learning and doing the activities together. We teach the parents how to help their child learn, and a lot of the time the student is able to show their parent what they know, so it is a win-win situation. Our parent nights are heavily attended and enjoyed by all, so we will continue to offer and improve upon them year to year.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Parent Nights for Subject Areas (Reading, Writing, Math, Science, Writing, Technology, and STEM)	80	38%	50%

Area 10: Additional Targets

Additional targets for the school

Our staff members will participate in the wellness activities that are offered by our school district. Our staff members will have increased awareness of healthy living strategies such as getting a health screening for blood pressure, blood sugar, and cholesterol levels, participating in some sort of physical activity, and eating healthy foods. We feel if we get ourselves healthier first, then we can help our students become healthier, also.

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Participate in Health Screenings	17	68%	75%

Goals Summary

- G1.** Bryceville Elementary School will work to help all students achieve proficiency in the reading, writing, mathematics, and science curriculum as determined by scoring a 3 or above on the FCAT 2.0.

Goals Detail

G1. Bryceville Elementary School will work to help all students achieve proficiency in the reading, writing, mathematics, and science curriculum as determined by scoring a 3 or above on the FCAT 2.0.

Targets Supported

- Writing
- Science - Elementary School

Resources Available to Support the Goal

- Core Curriculum STAR Reading Program Lexia FCAT Explorer FAIR AR Saxon Phonics ThinkCentral IDMS IXL STAR Math Program School-wide math facts program Next Generation Sunshine State Standards Common Core State Standards Supplemental Materials Pacing Guide and Calendars

Targeted Barriers to Achieving the Goal

- Various ability levels
- Parental knowledge or ability may be limited when assisting students with the reading/math/science/writing process
- Staff development for teachers, time and money required to provide quality staff development

Plan to Monitor Progress Toward the Goal

students will achieve reading, writing, mathematics, and science proficiency

Person or Persons Responsible

administration and SAC

Target Dates or Schedule:

middle and end of the year

Evidence of Completion:

progress monitoring assessments, FCAT, and SAT 10

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Bryceville Elementary School will work to help all students achieve proficiency in the reading, writing, mathematics, and science curriculum as determined by scoring a 3 or above on the FCAT 2.0.

G1.B1 Various ability levels

G1.B1.S1 Small group instruction will be utilized during the 90 minute reading block to meet the learning needs of each student to include response to literature and integration of science. Additional tutoring services are provided for students that have a low reading performance.

Action Step 1

Provide small group differentiated instruction

Person or Persons Responsible

Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Lesson plans and classrooms observations

Facilitator:

principal, PLC Leaders/Grade Level Chairs, teachers from HES, and District Office Staff

Participants:

teachers

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

small group differentiated and any tutoring programs

Person or Persons Responsible

administration, faculty, and school-related staff

Target Dates or Schedule

ongoing

Evidence of Completion

lesson plans, classroom observation, attendance rosters for tutoring

Plan to Monitor Effectiveness of G1.B1.S1

formative and summative assessments

Person or Persons Responsible

administration and faculty

Target Dates or Schedule

ongoing

Evidence of Completion

assessment data

G1.B1.S2 Small group instruction and one-to-one conferencing will be utilized during our writing instruction to meet the learning needs of each student.

Action Step 1

provide small group instruction and one-to-one conferencing

Person or Persons Responsible

teachers

Target Dates or Schedule

daily

Evidence of Completion

lesson plans and classroom observations

Facilitator:

Theresa Milligan and Deanna Taylor (district writing consultant)

Participants:

Third and Fourth Grade Teachers

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

provide small group instruction and one-to-one conferencing

Person or Persons Responsible

administration, faculty, school-related staff

Target Dates or Schedule

ongoing

Evidence of Completion

lesson plans, classroom observations, peer observations, staff development documentation

Plan to Monitor Effectiveness of G1.B1.S2

formative and summative assessments

Person or Persons Responsible

administration and faculty

Target Dates or Schedule

ongoing

Evidence of Completion

assessment data

G1.B1.S3 Small group instruction will be utilized during the mathematics block to meet the learning needs of each student through differentiated instruction to include previewing of upcoming skills, reviewing already taught skills, and explicit teaching of the current skills which need to be mastered.

Action Step 1

provide small group instruction

Person or Persons Responsible

teachers

Target Dates or Schedule

daily

Evidence of Completion

lesson plans and classroom observations

Facilitator:

principal, grade level chairs/PLC Leaders, teachers from HES, and District Office staff

Participants:

teachers

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

small group instruction

Person or Persons Responsible

principal, faculty, and school-related staff

Target Dates or Schedule

ongoing

Evidence of Completion

lesson plans, classroom observation, calendars, peer observations, meeting documentation, staff development documentation

Plan to Monitor Effectiveness of G1.B1.S3

formative and summative assessments

Person or Persons Responsible

principal and faculty

Target Dates or Schedule

ongoing

Evidence of Completion

assessment data

G1.B1.S4 Small group instruction, science leveled readers, explicit science vocabulary instruction, and science content used to teach reading comprehension skills will be utilized during our science and reading instruction (integrated during the reading block) to meet the learning needs of each student through differentiated instruction.

Action Step 1

provide small group instruction, use science leveled readers, explicitly teach science vocabulary, and utilize science content to teach the reading comprehension skills during our science and reading instruction, which is integrated during the reading block

Person or Persons Responsible

teacher

Target Dates or Schedule

daily

Evidence of Completion

lesson plans and classroom observations

Facilitator:

principal, PLC Leaders/Grade Level Chairs, and Julie Davis, lead science teacher at BES

Participants:

teachers

Plan to Monitor Fidelity of Implementation of G1.B1.S4

providing small group instruction, utilizing leveled readers, explicitly teaching the science vocabulary, and utilizing science content to teach the reading comprehension skills which is integrated during the reading block

Person or Persons Responsible

principal, faculty, and school-related staff

Target Dates or Schedule

ongoing

Evidence of Completion

lesson plans, classroom observations, staff development documentation

Plan to Monitor Effectiveness of G1.B1.S4

formative and summative assessments

Person or Persons Responsible

principal and faculty

Target Dates or Schedule

ongoing

Evidence of Completion

assessment data

G1.B2 Parental knowledge or ability may be limited when assisting students with the reading/math/science/writing process

G1.B2.S1 Continue to keep parents informed about expectations and student progress

Action Step 1

provide parental involvement opportunities and ongoing communication

Person or Persons Responsible

teachers and administration

Target Dates or Schedule

ongoing

Evidence of Completion

newsletters, calendars, parent survey, sign in sheets

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

That we are providing parental involvement opportunities and ongoing communication Process of informing parents about expectations and student progress

Person or Persons Responsible

administration, faculty, and school-related staff

Target Dates or Schedule

ongoing

Evidence of Completion

parent newsletters, calendars, opportunity documentation, Focus, Edline

Plan to Monitor Effectiveness of G1.B2.S1

formative and summative assessments

Person or Persons Responsible

administration and faculty

Target Dates or Schedule

ongoing

Evidence of Completion

assessment data

G1.B3 Staff development for teachers, time and money required to provide quality staff development

G1.B3.S1 Provide collaborative planning time for teachers Provide county and/or school wide staff development in CCSS implementation to include a focus on the six curriculum shifts and Marzano instructional strategies.

Action Step 1

Provide collaborative planning time and professional development to meet the needs of the teachers

Person or Persons Responsible

administration, faculty, and district office staff

Target Dates or Schedule

ongoing

Evidence of Completion

lesson plans, PGPs, deliberate practice, sign-in sheets, agendas

Facilitator:

PLC Leaders/Grade Level Chairs, Teachers, Principal, and District Office Staff

Participants:

teachers

Plan to Monitor Fidelity of Implementation of G1.B3.S1

provision of planning time for teachers implementation of county and/or school-wide staff development

Person or Persons Responsible

administration and faculty

Target Dates or Schedule

ongoing

Evidence of Completion

lesson plans, classroom observations, meeting documentation staff development documentation

Plan to Monitor Effectiveness of G1.B3.S1

formative and summative assessments

Person or Persons Responsible

administration and faculty

Target Dates or Schedule

ongoing

Evidence of Completion

lesson plans, assessment data, teacher observations

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

Services are provided to ensure students requiring additional remediation are assisted through extended learning opportunities. The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to students. Teachers develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/ behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Other components that are integrated into the school-wide program include Parental Programs; Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

Title II

The District uses supplemental funds for improving basic education as follows:

- training to certify qualified mentors for the New Teacher Program
 - training for add-on endorsement programs, such as Reading, Gifted, ESOL
- training and substitute release time for Professional Learning Community (PLC) development and facilitation

Title III

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

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

Supplemental Academic Instruction (SAI)

These funds are utilized to provide supplemental academic coaches.

Violence Prevention Programs:

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

Nutrition Programs

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

Head Start

The Nassau Schools that contain primary grades work in concert with Episcopal Childrens Services, Child Find, and other service agencies in order to strengthen curriculum offerings, provide ease of transition to kindergarten, increase community involvement, and increase meaningful parent involvement.

Adult Education

Nassau County Adult High school provides courses to all eligible students on the senior high school's recommendation. Courses can be taken for credit recovery, promotion, remediation, or grade forgiveness purposes. Adult Education also offers night classes for GED Prep at four locations on a flexible schedule.

Career and Technical Education

Articulation agreements allow students to earn college and postsecondary technical credits in high school and provide more opportunities for students to work towards postsecondary degrees.

Students will gain an understanding of business and industry workforce requirements by acquiring Ready to Work and other industry certifications. Readiness for postsecondary opportunities will strengthen with the integration of academic and career and technical education components and a coherent sequence of courses.

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. Bryceville Elementary School will work to help all students achieve proficiency in the reading, writing, mathematics, and science curriculum as determined by scoring a 3 or above on the FCAT 2.0.

G1.B1 Various ability levels

G1.B1.S1 Small group instruction will be utilized during the 90 minute reading block to meet the learning needs of each student to include response to literature and integration of science. Additional tutoring services are provided for students that have a low reading performance.

PD Opportunity 1

Provide small group differentiated instruction

Facilitator

principal, PLC Leaders/Grade Level Chairs, teachers from HES, and District Office Staff

Participants

teachers

Target Dates or Schedule

Daily

Evidence of Completion

Lesson plans and classrooms observations

G1.B1.S2 Small group instruction and one-to-one conferencing will be utilized during our writing instruction to meet the learning needs of each student.

PD Opportunity 1

provide small group instruction and one-to-one conferencing

Facilitator

Theresa Milligan and Deanna Taylor (district writing consultant)

Participants

Third and Fourth Grade Teachers

Target Dates or Schedule

daily

Evidence of Completion

lesson plans and classroom observations

G1.B1.S3 Small group instruction will be utilized during the mathematics block to meet the learning needs of each student through differentiated instruction to include previewing of upcoming skills, reviewing already taught skills, and explicit teaching of the current skills which need to be mastered.

PD Opportunity 1

provide small group instruction

Facilitator

principal, grade level chairs/PLC Leaders, teachers from HES, and District Office staff

Participants

teachers

Target Dates or Schedule

daily

Evidence of Completion

lesson plans and classroom observations

G1.B1.S4 Small group instruction, science leveled readers, explicit science vocabulary instruction, and science content used to teach reading comprehension skills will be utilized during our science and reading instruction (integrated during the reading block) to meet the learning needs of each student through differentiated instruction.

PD Opportunity 1

provide small group instruction, use science leveled readers, explicitly teach science vocabulary, and utilize science content to teach the reading comprehension skills during our science and reading instruction, which is integrated during the reading block

Facilitator

principal, PLC Leaders/Grade Level Chairs, and Julie Davis, lead science teacher at BES

Participants

teachers

Target Dates or Schedule

daily

Evidence of Completion

lesson plans and classroom observations

G1.B3 Staff development for teachers, time and money required to provide quality staff development

G1.B3.S1 Provide collaborative planning time for teachers Provide county and/or school wide staff development in CCSS implementation to include a focus on the six curriculum shifts and Marzano instructional strategies.

PD Opportunity 1

Provide collaborative planning time and professional development to meet the needs of the teachers

Facilitator

PLC Leaders/Grade Level Chairs, Teachers, Principal, and District Office Staff

Participants

teachers

Target Dates or Schedule

ongoing

Evidence of Completion

lesson plans, PGP's, deliberate practice, sign-in sheets, agendas

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Bryceville Elementary School will work to help all students achieve proficiency in the reading, writing, mathematics, and science curriculum as determined by scoring a 3 or above on the FCAT 2.0.	\$6,750
Total		\$6,750

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Materials	Professional Development	Total
internal funds, general fund, and district funds	\$1,000	\$0	\$1,000
internal funds, general funds, and district funds	\$1,500	\$750	\$2,250
school improvement funds, general funds, internal funds, and district funds	\$500	\$0	\$500
internal funds, general funds, district funds, and grant funds	\$3,000	\$0	\$3,000
Total	\$6,000	\$750	\$6,750

Budget Details

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

G1. Bryceville Elementary School will work to help all students achieve proficiency in the reading, writing, mathematics, and science curriculum as determined by scoring a 3 or above on the FCAT 2.0.

G1.B1 Various ability levels

G1.B1.S1 Small group instruction will be utilized during the 90 minute reading block to meet the learning needs of each student to include response to literature and integration of science. Additional tutoring services are provided for students that have a low reading performance.

Action Step 1

Provide small group differentiated instruction

Resource Type

Evidence-Based Materials

Resource

materials, resources, and supplies needed for small group instruction, substitutes need for training of faculty, substitutes needed for additional planning time, and substitutes needed for peer observation

Funding Source

internal funds, general fund, and district funds

Amount Needed

\$1,000

G1.B1.S2 Small group instruction and one-to-one conferencing will be utilized during our writing instruction to meet the learning needs of each student.

Action Step 1

provide small group instruction and one-to-one conferencing

Resource Type

Evidence-Based Materials

Resource

materials, resources, and supplies needed to support small group instruction and one-to-one conferencing, substitutes needed for training of faculty, substitutes needed for writing pull-out program (which is a one-to-one conferencing program)

Funding Source

school improvement funds, general funds, internal funds, and district funds

Amount Needed

\$500

G1.B1.S3 Small group instruction will be utilized during the mathematics block to meet the learning needs of each student through differentiated instruction to include previewing of upcoming skills, reviewing already taught skills, and explicit teaching of the current skills which need to be mastered.

Action Step 1

provide small group instruction

Resource Type

Evidence-Based Materials

Resource

materials, resources, and supplies needed for small group instruction, substitutes need for training of faculty, substitutes needed for additional planning time, and substitutes needed for peer observation

Funding Source

internal funds, general funds, and district funds

Amount Needed

\$1,000

G1.B1.S4 Small group instruction, science leveled readers, explicit science vocabulary instruction, and science content used to teach reading comprehension skills will be utilized during our science and reading instruction (integrated during the reading block) to meet the learning needs of each student through differentiated instruction.

Action Step 1

provide small group instruction, use science leveled readers, explicitly teach science vocabulary, and utilize science content to teach the reading comprehension skills during our science and reading instruction, which is integrated during the reading block

Resource Type

Evidence-Based Materials

Resource

materials, resources, and supplies needed for small group instruction, substitutes need for training of faculty, substitutes needed for additional planning time, and substitutes needed for peer observation

Funding Source

internal funds, general funds, district funds, and grant funds

Amount Needed

\$3,000

G1.B2 Parental knowledge or ability may be limited when assisting students with the reading/math/science/writing process

G1.B2.S1 Continue to keep parents informed about expectations and student progress

Action Step 1

provide parental involvement opportunities and ongoing communication

Resource Type

Evidence-Based Materials

Resource

resources, materials, and supplies needed for parent nights resources, materials, and supplies needed to keep parents informed

Funding Source

internal funds, general funds, and district funds

Amount Needed

\$500

G1.B3 Staff development for teachers, time and money required to provide quality staff development

G1.B3.S1 Provide collaborative planning time for teachers Provide county and/or school wide staff development in CCSS implementation to include a focus on the six curriculum shifts and Marzano instructional strategies.

Action Step 1

Provide collaborative planning time and professional development to meet the needs of the teachers

Resource Type

Professional Development

Resource

materials, resources, and supplies needed for professional development and substitute cost

Funding Source

internal funds, general funds, and district funds

Amount Needed

\$750