Browning Pearce Elementary School

2022-23 Schoolwide Improvement Plan

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Browning Pearce Elementary School

100 BEAR BLVD, San Mateo, FL 32187

www.putnamschools.org/o/bpes

Demographics

Principal: Yolanda Brady

Start Date for this Principal: 7/1/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-6
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 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* Black/African American Students* Hispanic Students* Multiracial Students White Students Economically Disadvantaged Students*
School Grades History	2021-22: C (49%) 2018-19: C (53%) 2017-18: D (40%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	[Cassandra Brusca](#)
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* 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 Putnam 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

School Type and Grades Served (per MSID File)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School KG-6	Yes	100%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	41%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	C		C	C

School Board Approval

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SIP Authority

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The Bear Mission Statement
Browning Pearce Elementary School will:

-Empower teachers to create a challenging learning environment where students are expected to excel in all academic standards, encouraged to think critically and persevere, and are inspired to be creative problem solvers as they engage in collaborative tasks with their peers.

-Foster positive relationships between staff, students, families, and the community we serve by providing a variety of academic and social emotional supports.

-Maintain a safe and healthy learning environment where our students and their cultures are respected, their unique abilities are valued, and students have a voice in their educational pursuits so that they are ready for 21st Century demands.

Provide the school's vision statement.

The Bear Vision Statement
At Browning Pearce, we are a unified family of learners who nurture & challenge each student to excel in the classroom & community.

The Bear Motto
EVERY CHILD. EVERY DAY.

School Leadership Team

Membership
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

Name	Position Title	Job Duties and Responsibilities
Drew, Diana	Principal	Conducts Business Between School and District Office School Improvement Plan Creates and Monitors Budgets Non-Instructional Evaluation Plans For Professional Development Attends Superintendent Advisory Council Meetings Hires and Manages Employees Leads Administration Team Leads Data Analysis/Prepares District Data Presentations Threat Assessment Team Member Teacher Observations and Evaluations via Effective Educators SAC Team Member Student drop off/pick up
Brady, Yolanda	Assistant Principal	Parent and Family Engagement Plan PBIS Coordinator Threat Assessment Team Member EOP and Safety Public Relations/Website/Social Media Title 1 Audit Box Master Scheduling Teacher Observations and Evaluations via Effective Educators Student Discipline Support Student drop off/pick up
Jackson, Molly	Reading Coach	K-6 i-Ready Diagnostics and Monitoring Coordinates T2 and T3 Reading Interventions and Enrichment K-6 Monitors and Collects Data for K-6 ELA PLC meetings Supports implementation of Benchmark Advanced and Open Court curricula Keep Lowest Quartile Lists Current- K-6 ELA 3rd Grade Portfolio Contact Bus Discipline K-3 Discipline School Advisory Council Chairperson
Watson, Lashonda	Math Coach	Supports implementation of new Math curriculum, Florida Reveal Supports the use of Aleks Monitor and plan for K-6 grade level Math PLC meetings Math Instructional Support Keep Lowest Quartile Lists Current- Math 4-6 Discipline
Ramirez, Donna	School Counselor	Caring Classroom Coordinator ESOL and WIDA Coordinator

Name	Position Title	Job Duties and Responsibilities
		504 Plans ESE Contact MTSS Coordinator K-6 Mental Health Contact Behavior Threat Assessment Member Cumulative Folders and Student Records DCF Contact
Bacon, Kan Dee	Instructional Technology	Science Progress Monitoring/Support Media Contact Technology Contact Science Contact Testing Coordinator for State Assessments Cogat Yearbook STEM Contact

Demographic Information

Principal start date

Thursday 7/1/2021, Yolanda Brady

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

3

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

12

Total number of teacher positions allocated to the school

41

Total number of students enrolled at the school

656

Identify the number of instructional staff who left the school during the 2021-22 school year.

11

Identify the number of instructional staff who joined the school during the 2022-23 school year.

10

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	91	114	95	98	65	86	85	0	0	0	0	0	0	634
Attendance below 90 percent	19	52	49	57	45	28	46	0	0	0	0	0	0	296
One or more suspensions	0	1	4	3	6	2	12	0	0	0	0	0	0	28
Course failure in ELA	3	8	2	13	5	3	3	0	0	0	0	0	0	37
Course failure in Math	4	1	3	9	2	6	11	0	0	0	0	0	0	36
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	19	22	11	19	0	0	0	0	0	0	71
Level 1 on 2022 statewide FSA Math assessment	0	0	0	16	21	17	32	0	0	0	0	0	0	86
Number of students with a substantial reading deficiency	23	80	67	61	0	0	0	0	0	0	0	0	0	231

Using the table above, complete the table below with the number of students by current grade level who have 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	4	4	3	16	21	11	17	0	0	0	0	0	0	76

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	6	1	0	19	0	0	2	0	0	0	0	0	0	28
Students retained two or more times	0	0	0	0	0	0	1	0	0	0	0	0	0	1

Date this data was collected or last updated

Friday 9/2/2022

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	
Number of students enrolled	98	117	100	95	64	93	85	0	0	0	0	0	0	652
Attendance below 90 percent	18	58	45	43	33	49	34	0	0	0	0	0	0	280
One or more suspensions	0	2	2	1	0	6	9	0	0	0	0	0	0	20
Course failure in ELA	0	0	0	4	3	15	9	0	0	0	0	0	0	31
Course failure in Math	0	0	0	2	3	16	16	0	0	0	0	0	0	37
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	9	12	33	17	0	0	0	0	0	0	71
Level 1 on 2019 statewide FSA Math assessment	0	0	0	8	16	34	22	0	0	0	0	0	0	80
Number of students with a substantial reading deficiency	20	39	43	37	0	0	0	0	0	0	0	0	0	139
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	0	2	2	5	14	15	14	0	0	0	0	0	0	52

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	6	7	0	11	1	0	0	0	0	0	0	0	0	25
Students retained two or more times	0	0	0	0	0	0	1	0	0	0	0	0	0	1

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	98	117	100	95	64	93	85	0	0	0	0	0	0	652
Attendance below 90 percent	18	58	45	43	33	49	34	0	0	0	0	0	0	280
One or more suspensions	0	2	2	1	0	6	9	0	0	0	0	0	0	20
Course failure in ELA	0	0	0	4	3	15	9	0	0	0	0	0	0	31
Course failure in Math	0	0	0	2	3	16	16	0	0	0	0	0	0	37
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	9	12	33	17	0	0	0	0	0	0	71
Level 1 on 2019 statewide FSA Math assessment	0	0	0	8	16	34	22	0	0	0	0	0	0	80
Number of students with a substantial reading deficiency	20	39	43	37	0	0	0	0	0	0	0	0	0	139
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	0	2	2	5	14	15	14	0	0	0	0	0	0	52

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	6	7	0	11	1	0	0	0	0	0	0	0	0	25
Students retained two or more times	0	0	0	0	0	0	1	0	0	0	0	0	0	1

Part II: Needs Assessment/Analysis

School Data Review
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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	46%	43%	56%				41%	46%	57%
ELA Learning Gains	64%						58%	55%	58%
ELA Lowest 25th Percentile	55%						67%	54%	53%
Math Achievement	47%	47%	50%				52%	51%	63%
Math Learning Gains	58%						58%	56%	62%
Math Lowest 25th Percentile	47%						49%	43%	51%
Science Achievement	26%	45%	59%				43%	41%	53%

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	44%	41%	3%	58%	-14%
Cohort Comparison		0%				
04	2022					
	2019	36%	43%	-7%	58%	-22%
Cohort Comparison		-44%				
05	2022					
	2019	36%	42%	-6%	56%	-20%
Cohort Comparison		-36%				
06	2022					
	2019					
Cohort Comparison		-36%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	55%	46%	9%	62%	-7%
Cohort Comparison		0%				
04	2022					
	2019	45%	53%	-8%	64%	-19%
Cohort Comparison		-55%				
05	2022					
	2019	52%	44%	8%	60%	-8%
Cohort Comparison		-45%				
06	2022					
	2019					
Cohort Comparison		-52%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	37%	38%	-1%	53%	-16%
Cohort Comparison						
06	2022					
	2019					
Cohort Comparison		-37%				

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	31	61	53	32	53	48	9				
ELL	38	67		35	64		10				
BLK	31	48	42	35	41	33	20				
HSP	43	68		45	68	46	7				
MUL	58	92		53	69						
WHT	50	64	58	51	58	50	35				
FRL	40	62	53	42	57	44	20				
2021 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 2019-20	C & C Accel 2019-20
SWD	26	42	50	22	38	29	23				
ELL	30	40		46							
BLK	21	33		24	20		27				
HSP	44	41		46	44		21				
MUL	38			38							
WHT	45	41	42	45	40		40				
FRL	36	44	41	35	30	25	27				
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	25	57	68	32	49	48	38				
ELL	35	65		40	59		50				
BLK	23	46	47	37	54	47	13				
HSP	39	70	82	42	45		60				
MUL	64			64							
WHT	46	60	71	59	63	55	51				
FRL	38	57	67	49	58	49	44				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
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	54
Total Points Earned for the Federal Index	397
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	41
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
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%	0
Native American Students	
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%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	36
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	47

Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	68
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
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%	0
White Students	
Federal Index - White Students	52
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
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%	0

Part III: Planning for Improvement

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

When analyzing FSA data from 2021-22, the following trends emerge:
Overall, our ELA achievement percentage increased 6% from 40% to 46% from the previous year. ELA learning gains increased 24% from the previous year and our lowest quartile increased 12% from the previous year.
Overall, our Math achievement percentage increased from 41% to 47% from the previous year. Math learning gains increased 22% from last year and our lowest quartile increased 18%. 5th grade Science achievement dropped 7% from the previous year and 17% from 2019. Sixth grade students performed higher in ELA and Math compared to grades three through five, as well as compared to the state.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Although we increased our overall ELA achievement percentage by 6%, the data component that showed the lowest performance was the 3rd grade ELA cohort. The same cohort scored the lowest achievement percentage for Math. Our 5th Math and Science data components were below both the district and the state achievement percentages, as well.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

The main contributing factor to this need for improvement in ELA proficiency is addressing achievement gaps of incoming 3rd-6th grade students. This will be our second year of implementing Open Court for Foundational skills in K-3 and our second year of implementing Benchmark Advanced curriculum for ELA instruction in K-2. Our 3-6 ELA teachers are in the first year of implementing Benchmark Advanced curriculum for instruction. We
were able to fund two additional Reading Interventionists for another year to help meet the needs of our T3
students. In Math, contributing factors include addressing gaps in number sense and fluency. This year, we are implementing new Math curriculum, Florida Reveal in grades K-6. Our district Math coach will plan with our teachers bi-weekly to ensure alignment and our school-based coach will assist teachers with planning on alternate weeks. Fifth grade student numbers enable us to schedule a wheel, allowing 60 minutes per day to focus on Science standards.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

The data components that showed the most improvement were ELA Learning Gains and Math Learning Gains. ELA learning gains increased 24% and Math learning gains increased 22% from the previous year.

What were the contributing factors to this improvement? What new actions did your school take in this area?

We held weekly planning sessions with our district ELA coach to ensure instructional and task alignment to the standard. Reading intervention continued daily with emphasis on fidelity. The interventions used were approved in the K-12 Reading Plan and included: iReady pathways, SIPPS and LLI. ACT was utilized for Tier 1 students during iii. In Math, small group time was built into the master schedule. The 6th grade master schedule allowed for the two teachers to pull small groups or push into the other teacher's class while their class was at STEM/P.E. We were able to put this in the 6th grade master schedule again this year, in light of upcoming 6th grade student Math achievement.

What strategies will need to be implemented in order to accelerate learning?

In order to accelerate learning, teachers will need to stay on pace with the district YAAG guides for each content area. They will also need to monitor student growth on PM2, as well as monitor district unit assessments to make adjustments in instruction and support. Continued support for implementation of new ELA and Math curricula will be essential. We plan to use Title 1 funds to hire one additional Paraprofessional to support 3rd grade in both Reading interventions and Math support. Also, the current 6th grade students will have the benefit of an additional Math teacher supporting their class for a minimum of 30 minutes a day.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Each week, our teachers have PLCs, with someone from the lead team, which are targeted to improve student

achievement. We also have a district ELA coach available on campus 2 times per week to accommodate teacher needs either by planning in teams or through one on one coaching support. We hold bi-weekly collaborative planning with our district Math coach and our school based Math coach is available to support planning and coaching, as well. Our teachers attended B.E.S.T. Math PD beginning last August the week after the school year concluded. Ongoing Professional Learning Communities will continue at the district level targeting different content areas monthly. This year, we have Early Release days monthly to focus on school culture and to provide time for necessary PD, as well.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

In order to build shared ownership among school leadership and teachers, we will work to involve teachers in the school improvement process. We have started by sharing the previous year's school grade data with them. We will utilize our weekly PLCs and Early Release days to foster a culture where collaborative work routines are in place that prioritize student learning. Peer observations will be conducted to give teachers the opportunity to learn from one another. Together, we will use data to guide decisions about instruction and to identify practices that are improving instruction. Overall, we will work to build a culture of high expectations for students and staff.

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to B.E.S.T. Standards	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	At BPES, we are implementing new Reading and Math curricula in most grade level bands. Our 3-6 teachers are in year one of Benchmark Advance implementation. Our K-6 teachers are in year one of Florida Reveal (Math) curriculum. This area of focus was chosen because of Florida's B.E.S.T. standards, which are being taught through the new curricula mentioned above. Our overall ELA achievement level from the 21-22 school year was 46%. Our overall Math achievement from the 21-22 school year was 47%. It will be important to align instruction and targets to the B.E.S.T. standards in order to meet the needs of students and increase achievement.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	If Browning-Pearce Elementary School implements collaborative planning focusing on aligning standards-based instruction to B.E.S.T. Standards in ELA and Math, then by the end of school year 2022-2023, 50% of our students will achieve a level 3 or above in Reading and and 50% of our students will achieve a level 3 or above in Math.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	We will utilize iReady Reading diagnostic 2 (Reading), Aleks data (Math), F.A.S.T. PM2 and Unit Assessments to monitor progress toward the goal of 50% for Reading and Math.
Person responsible for monitoring outcome:	Diana Drew (d2drew@my.putnamschools.org)
Evidence-based Strategy: Describe the evidence-based strategy being	In our weekly PLC's we focus on standards-based planning (B.E.S.T) for both Reading and Math. All planning is based on the implementation of our Benchmark Advance and Florida Reveal materials. Our core ELA instruction is standards-aligned; it builds background and content knowledge; and provides print-rich, systematic, scaffolded, differentiated instruction, and corrective feedback; it also incorporates writing in response to reading; includes accommodations (IEP, ESOL, or 504); incorporates the principles of Universal Design for

implemented for this Area of Focus.	Learning; and includes specially designed instruction for students with disabilities. Our Core Math Program is standards-aligned, as well. Reveal Math breaks down the standards into a coherent scope and sequence that emphasizes and reinforces each grade level's major content areas to develop a strong foundation as students progress towards algebra. Major, supporting and additional standards are labeled at point of use within the Teacher Edition along with the rigor focus and depth of knowledge of practice and assessment items where appropriate. Reveal Math not only addresses the mathematical practice and processes within its instructional design, it defines and models the math practices for students. Within the Math Is…Unit, the first unit of every grade level, students learn how to use mathematical practices while problem-solving.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	Standards ensure better accountability, holding teachers and schools responsible for what goes on in the classrooms. The practice of (B.E.S.T.) standards-based instruction and aligning tasks to standards also helps ensure that a higher level of learning is attained, guides teachers in the process of assessment and helps keep them on track.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

BPES teachers attended B.E.S.T. Standards Institutes last June for Math and ELA for an introduction to the standards.

Person Responsible	Diana Drew (d2drew@my.putnamschools.org)

Our school-based Math Coach, Mrs. Watson, attended the Florida Department of Education 2022 B.E.S.T. Mathematics Professional Learning Event June 7-9, 2022 at Chiles High School, 7200 Lawton Chiles Ln, Tallahassee, FL 32312.

Person Responsible	Lashonda Watson (lsimmons@my.putnamschools.org)

A BPES team of two administrators, three teachers and a Reading Coach attended an LSI Conference June 22nd-24th, 2022. The team members were able to choose breakout sessions including Digging into Florida's BEST Standards, Culture and Equity, Academic Teaming and Student-Centered Classrooms and Impacting Daily Core Instruction with a Data-Driven Culture and Collective Teacher Efficacy, to name a few.

Person Responsible	Diana Drew (d2drew@my.putnamschools.org)

Diana Drew attended the NEFEC Leadership Conference July 11th through July 13th, 2022. She attended sessions such as Leading Through Adversity, Strategies for Increasing Staff Retention and You Can't Intervene Your Way out of Tier 1 Problems! What Now?

Person Responsible	Diana Drew (d2drew@my.putnamschools.org)

Teachers will attend district In-Service on Oct 17th, 2022. Sessions will include 5th Grade Math, a Multi-sensory Pilot: 1st Grade, Examining the New Writing Rubrics & Consensus Scoring- Elementary ELA.

Person Responsible Yolanda Brady (ybrady@my.putnamschools.org)

There is ongoing Professional Learning schedule and provided by the Department of Teaching and Learning. It begins in September and runs through January. Both ELA and Math training are provided, as well as time to engage in collaborative standards-driven planning. Subs are provided to grade level teams of teachers, so they can attend together. A schedule can be provided upon request.

Person Responsible Diana Drew (d2drew@my.putnamschools.org)

Teachers will engage in weekly PLCs with district and school-based coaches, for both ELA and Math. K-2 teachers alternate Math and ELA every other week. In 3-6, grade levels are departmentalized. They still attend weekly and alternate their planning and PLCs between the school-based coach and our district coach.

Person Responsible Lashonda Watson (lsimmons@my.putnamschools.org)

Mrs. Drew will attend a Progress Monitoring Leadership Conference on January 31st sponsored by NEFEC.

Person Responsible Diana Drew (d2drew@my.putnamschools.org)

Teachers will conduct learning walks in peer's classrooms accompanied by a district coach, school-based coach and/or an administrator. The purpose of the walks will be to observe instructional practices in other classrooms.

Person Responsible Laura Yeomans (lyeomans@my.putnamschools.org)

#2. ESSA Subgroup specifically relating to Black/African-American	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	The Federal Index for Black/African American students at Browning-Pearce Elementary School is 36%. Our score decreased by two percentage points from the previous year. This is our only ESSA subgroup to identify in this area of focus.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	If our school focuses on instructional practice aligned to the B.E.S.T. standards and perform reading interventions to fidelity, then by PM3, our Black/African American subgroup students will reach 41% to move out of this status.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	We will utilize iReady testing and running records from LLI, SIPPS and F.A.S.T. PM2 in order to monitor ELA progress toward the desired outcome.
Person responsible for monitoring outcome:	Yolanda Brady (ybrady@my.putnamschools.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	The evidence-based strategies being implemented to achieve the measurable outcome are: 3rd Grade Open Court Foundational Skills Kits 3-6 Benchmark Advanced adopted by the PCSD for implementation this year (SIPPS) Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (LLI) Leveled Literacy Intervention
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	The identified evidence-based strategies meet Florida's definition of evidence-based and align to the Putnam County School District's K-12 Reading Plan. The programs address the identified need to improve student reading outcomes. Resources and criteria are based on the approved K-12 Decision Trees.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

We will track progress focused on improving the reading proficiency of our Black/African American subgroup using i-Ready data, PM2 data and running records from LLI and/or SIPPS. Progress will also be monitored during PLC's by looking at ELA Unit Assessment data.

Person Responsible	Diana Drew (d2drew@my.putnamschools.org)

Zeta Phi Beta Mentors- The Zeta sorority members will begin a book study with a selected group of students second semester, some of which will be African American students. The book is called Seven Habits of Highly Effective Teens by Sean Covey. The purpose of the book study is to motivate students to read and set goals for finishing sixth grade and get prepared for Jr./Sr. High School. Covey provides a simple approach to help teens improve self-image, build friendships, resist peer pressure, achieve their goals, and appreciate their parents, as well as tackle the new challenges of our time, like cyberbullying and social media. The books will be provided by our sponsor, Vulcan Industries.

Person Responsible	Yolanda Brady (ybrady@my.putnamschools.org)

Ensure that T2 and T3 African/American students and their parents receive information to enroll in the New Worlds Reading Initiative, Florida's free book delivery program. The goal of the program is to help children in grades K-5 achieve their potential through the power of reading.

Person Responsible   Molly Jackson (mjackson@my.putnamschools.org)

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- ◦ The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- ◦ The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

- ◦ Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

The level of students reported to be performing Mid or Above grade level as evidenced on the 21-22 iReady Reading Diagnostic #3 in May of 2022 are as follows:
K- 53%
1- 32%
2- 30%
The percentage in each grade level scoring one grade level below:
K-10%
1-52%
2-31%

In section III, Planning for Improvement, B., one of our Areas of Focus concentrates on ELA and Math core instruction. In Instructional Practice specifically relating to ELA, the focus is on intervention systems for Tier 2 and Tier 3 students. Although Kindergarten had the most students scoring Mid of Above grade level, it's imperative to track students in that grade level to ensure students do not fall back into Tier 2 or Tier 3 status as they enter as 1st graders.

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

The level of proficient students as evidenced by the 2022 FSA ELA is as follows:
3-37%

4-50%
5-43%

In section III, Planning for Improvement, B., one of our Areas of Focus concentrates on ELA and Math core instruction. In Instructional Practice specifically relating to ELA, the focus is on intervention systems for Tier 2 and Tier 3 students. The 3rd grade students who scored a level 1 on the 2021-22 FSA ELA test were invited to a summer reading camp for intensive instruction prior to administering another iReady Reading diagnostic. Significant gaps in learning are present with these 3rd grade students, as we were in the midst of online learning during the time they received foundation reading instruction.

Measurable Outcomes:
State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- ◦ Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.

- ◦ Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and

- ◦ Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

If Browning-Pearce Elementary School implements Reading Interventions with fidelity, along with strengthening instructional practices, then by the end of 2022-2023, 45% of K-2 students will achieve a level 3 or above in Reading as measured by the F.A.S.T. PM#3.

Grades 3-5: Measureable Outcome(s)

If Browning-Pearce Elementary School implements Reading Interventions with fidelity, along with strengthening instructional practices, then by the end of 2022-2023, then percent of proficient students on ELA FSA in:
3rd grade will increase from 37% to 50% as measured by the F.A.S.T. PM#3.
4th grade will increase from 50% to 55% as measured by the F.A.S.T. PM#3.
5th grade will increase from 43% to 50% as measured by the F.A.S.T. PM#3.

Monitoring:
Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

Last year, learning gains and growth in the bottom quartile were contributing factors to our school grade. This year, monitoring of data will be essential, as school grades will be calculated only on achievement. Systems for reading interventions will be monitored through:
*LLI and SIPPS running records
*iReady diagnostics
*PM2

Person responsible for monitoring outcome:
Select the person responsible for monitoring this outcome.

Jackson, Molly, mjackson@my.putnamschools.org

Evidence-based Practices/Programs:
Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- ◦ Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?

- ◦ Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?

- ◦ Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

This year, all K-6 Core ELA standards are being taught with Benchmark Advance, which was adopted and approved by the state. Foundational Skills are taught through K-3 Open Court Foundational Skills Kits. Reading Intervention consists of iReady pathway, LLI, SIPPS and ACT, which are all in our approved K-12 Reading Plan. Our district funds two additional certified/endorsed Reading Intervention teachers to assist with Tier 3 interventions. Their schedules are determined by the number of Tier 3 students in each grade level.

Rationale for Evidence-based Practices/Programs:
Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- ◦ Do the evidence-based practices/programs address the identified need?

- ◦ Do the identified practices/programs show proven record of effectiveness for the target population?

Our core ELA instructional material, Benchmark Advance, includes supplemental Instruction/Intervention that:
-is standards-aligned; address gaps and reduce barriers to students' ability to meet Tier 1 expectations; provide systematic, explicit, and interactive small group instruction targeting foundational/barrier skills; are matched to the needs of the students; provide multiple opportunities to practice the targeted skill(s) and receive corrective feedback; occurs during time allotted in addition to core instruction; and includes accommodations (IEP, ESOL, or 504). Benchmark Advance was chosen by a committee of teachers and district staff and approved by the board. LLI, SIPPS and ACT are evidence-based and approved in our K-12 plan.

Action Steps to Implement:
List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- ◦ Literacy Leadership

- ◦ Literacy Coaching

- ◦ Assessment

- ◦ Professional Learning

Action Step	Person Responsible for Monitoring
Put a Literacy Leadership team in place at BPES and meet monthly.	Drew, Diana, d2drew@my.putnamschools.org
Our school-based Reading coach will model intervention lessons (both LLI and SIPPS) for Paraprofessionals new to intervention. She will train them on how to administer placement tests, implementation and completing running records accurately for progress monitoring and MTSS.	Jackson, Molly, mjackson@my.putnamschools.org
At BPES, we have multiple data sources to examine and monitor for both core and for our intervention programs. These include: Benchmark Advance Unit and/or Weekly Assessments Open Court Foundational Skills Kits Benchmark Assessments iReady Lessons (weekly average of lesson assessment scores within designated domain) LLI Running Records SIPPS	Brady, Yolanda, ybrady@my.putnamschools.org
Professional Learning-There is ongoing Professional Learning schedule and provided by the Department of Teaching and Learning. It begins in September and runs through January. A second semester schedule is TBA. ELA training is provided, as well as time to engage in collaborative standards-driven planning. Training is provided on how to address gaps and reduce barriers to students' ability to meet Tier 1 expectations. Subs are provided to grade level teams of teachers, so they can attend together. A schedule can be provided upon request.	Yeomans, Laura, lyeomans@my.putnamschools.org

Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. Stakeholder groups more proximal to the school include teachers, students and families of students, volunteers and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services and business partners.

Describe how the school addresses building a positive school culture and environment.

We utilize a school theme each year to build in excitement about the coming year. This year, our theme is On Safari for Success! Yearly, the lead team shares 5E data with staff members and stakeholders. This year, we will also share and discuss data from My Voice. This data, along with Title 1 Parent Survey data is considered when creating the Parent Engagement Plan and School Improvement Plan for the current year. Each quarter, we host family events that not only build positive relationships between families and the school, but also address something academic. We have a solid PBIS Committee that has developed a school-wide PBIS system with planned and tracked various and frequent rewards led by the lead team and committee members. Student and teacher buy-in to this program is extremely high. BPES also participates in programs such as Literacy Week and Red Ribbon Week, which builds student excitement around

learning. To support teacher's well being and morale we have a Sunshine Committee that plans for staff socials and uplifting programs such as Secret Pal. Ongoing staff development is a part of our school culture as it directly relates to the implementation of effective teaching strategies that our students need to be successful academically. To support this, we have weekly PLCs each Tuesday led by a member of the lead team. We also have ongoing district training, instructional support provided by our district ELA and Math coaches and new teachers supported by their Novice Teacher Mentor.

Identify the stakeholders and their role in promoting a positive school culture and environment.

Vulcan- school staff shirts, teacher appreciation gifts and student
incentives
WHIF 91.3 HOPE FM- backpacks and supplies
Zeta Phi Beta Sorority- monthly supplies, mentoring, teacher incentives
Kona Ice- Top Student Recognition
Kiwanis Club- student recognition/Terrific Kid
Parents- quarterly SAC & PTO meetings to share goals, share ideas and celebrations
All of these organizations make it possible to provide staff and students with things that are needed and things that boost morale and motivation. They provide us resources for success, as well as the resources of gifts, skills and strengths. We want to move forward from merely communicating with our stakeholders to creating lasting connections. Their generous donations of funding and time are essential to building a positive culture in our school.