Bronson Elementary School

2022-23 Schoolwide Improvement Plan

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Bronson Elementary School

400 ISHIE AVE, Bronson, FL 32621

http://www.levyk12.org/schools

Demographics

Principal: Salinda Wiggins M

Start Date for this Principal: 6/1/2022

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
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: B (56%) 2018-19: C (49%) 2017-18: C (43%)
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 was approved by the Levy County School Board on 10/25/2022.

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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400 ISHIE AVE, Bronson, FL 32621

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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 PK-5	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	33%

School Grades History

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

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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.

In a cooperative effort by school, community and home, we strive to provide a safe environment in which students are expected to master skills that help them reach their maximum potential in life.

Provide the school's vision statement.

Bronson Elementary School will be the best performing school in the District and one of the top 300 in the State of Florida because:
We prioritize standards-based, data-driven instruction using best practices and high yield instructional strategies and provide our teachers opportunities to grow through professional learning communities;
We have built a culture of inclusiveness through positive relationships with all stakeholders; and
We have solid, systems in place that meet the varying needs of all students, and these systems are communicated well, understood by all, and evaluated regularly for effectiveness.

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
Wiggins, Salinda	Principal	Evaluates and supports the school's instructional programs and practices. Communicates the school's mission to all stakeholders and provides training and support for every area of the school and local community.
Bowman, Tina	School Counselor	Supports the school's instructional practices and monitors the well-being of all students. Coordinates efforts with outside entities to provide appropriate services to meet the needs of our students. Coordinates and monitors the state testing process.
Pelt, Crystal	Math Coach	Coach teachers through modeling lessons and providing support. Teacher intervention of some Tier 3 students.Facilitates data meetings with teachers to monitor student progress of Tier 2 and Tier 3 students. Coordinates progress monitoring process schoolwide.
Spina, Kaylee	Assistant Principal	Evaluates and supports the school's instructional programs and practices. Communicates the school's mission to all stakeholders and provides training and support for every area of the school and local community. Supports the principal, faculty and staff.
Mitchell, Aimee	Reading Coach	Coach teachers through modeling lessons and providing support. Teacher intervention of some Tier 3 students.Facilitates data meetings with teachers to monitor student progress of Tier 2 and Tier 3 students. Coordinates progress monitoring process schoolwide.
Goldman, Eva	Teacher, K-12	Intervention teacher. Provides intervention for Tier 3 students. Monitors and reports progress of MTSS school wide. Provides support to other teachers who provide Tier 2 and Tier 3 interventions for reading and math.
Taylor, Jordan	Teacher, K-12	School AVID coordinator. Collects data on implementation of AVID; Models AVID strategies; builds capacity for AVID implementation school-wide; reports to lead team regarding progress toward AVID goals.

Demographic Information

Principal start date

Wednesday 6/1/2022, Salinda Wiggins M

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.*

0

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.*

7

Total number of teacher positions allocated to the school

35

Total number of students enrolled at the school

598

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

10

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

11

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	77	91	100	91	104	83	0	0	0	0	0	1	0	547
Attendance below 90 percent	31	44	40	38	48	31	0	0	0	0	0	1	0	233
One or more suspensions	3	5	0	1	7	4	0	0	0	0	0	0	0	20
Course failure in ELA	0	0	0	13	10	3	0	0	0	0	0	0	0	26
Course failure in Math	0	0	0	5	2	2	0	0	0	0	0	0	0	9
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	12	19	9	0	0	0	0	0	0	0	40
Level 1 on 2022 statewide FSA Math assessment	0	0	0	9	17	7	0	0	0	0	0	0	0	33
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	2	11	65	62	72	54	0	0	0	0	0	0	0	266

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	13	5	11	2	1	0	0	0	0	0	0	0	38
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Tuesday 8/30/2022

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	83	114	76	112	68	78	0	0	0	0	0	1	0	532
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	8	19	0	0	0	0	0	0	0	27
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	4	13	0	0	0	0	0	0	0	17
Number of students with a substantial reading deficiency	7	11	15	9	13	22	0	0	0	0	0	0	0	77
	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	7	11	3	7	4	10	0	0	0	0	0	0	0	42

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	7	11	3	7	4	1	0	0	0	0	0	0	0	33
Students retained two or more times	0	0	0	3	1	0	0	0	0	0	0	0	0	4

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	83	114	76	112	68	78	0	0	0	0	0	1	0	532
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	8	19	0	0	0	0	0	0	0	27
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	4	13	0	0	0	0	0	0	0	17
Number of students with a substantial reading deficiency	7	11	15	9	13	22	0	0	0	0	0	0	0	77
	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	7	11	3	7	4	10	0	0	0	0	0	0	0	42

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	7	11	3	7	4	1	0	0	0	0	0	0	0	33
Students retained two or more times	0	0	0	3	1	0	0	0	0	0	0	0	0	4

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	48%	50%	56%				44%	49%	57%
ELA Learning Gains	61%						56%	59%	58%
ELA Lowest 25th Percentile	69%						50%	55%	53%
Math Achievement	52%	49%	50%				51%	58%	63%
Math Learning Gains	63%						53%	64%	62%
Math Lowest 25th Percentile	66%						40%	42%	51%
Science Achievement	33%	52%	59%				46%	50%	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	39%	52%	-13%	58%	-19%
Cohort Comparison		0%				
04	2022					
	2019	49%	48%	1%	58%	-9%
Cohort Comparison		-39%				
05	2022					
	2019	45%	44%	1%	56%	-11%
Cohort Comparison		-49%				

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	44%	55%	-11%	62%	-18%
Cohort Comparison		0%				
04	2022					
	2019	60%	59%	1%	64%	-4%
Cohort Comparison		-44%				
05	2022					
	2019	51%	53%	-2%	60%	-9%
Cohort Comparison		-60%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	45%	49%	-4%	53%	-8%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison						

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	21	58		36	48		30				
ELL	30	74		43	74		10				
BLK	38	70		43							
HSP	34	56		45	68		8				
WHT	51	58	62	55	62	70	46				
FRL	46	65	71	45	61	67	31				

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	27	38		40	38		31				
ELL	30			30							
BLK	17			24							
HSP	42	40		35	20						
MUL	42			25							
WHT	48	45	43	49	33	25	32				
FRL	39	48	50	38	26	28	25				

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	33	42		47	58						
ELL	29	40		39	60	57	36				
BLK	37	50		47	54						
HSP	30	49	45	41	57	50	28				
WHT	48	58	48	54	51	35	51				
FRL	39	51	45	47	50	43	40				

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	59
OVERALL Federal Index Below 41% All Students	NO

ESSA Federal Index	
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	78
Total Points Earned for the Federal Index	470
Total Components for the Federal Index	8
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	39
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	52
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	50
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	46
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	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
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	58
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	57
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?

There has been a steady increase in ELA achievement across the past 3 years. Additionally, our lowest 25% has increased in ELA proficiency over past 3 years. However, ELA proficiency for SWD decreased over past 3 years, and achievement in 5th grade Science scores remain below 40%

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

While ELA proficiency has been increasing, less than 50% of our students in 3rd 4th and 5th are scoring in the proficient range. Additionally, our school wide math scores showed great improvement schoolwide, however math achievement is only at 52%. The downward trend of proficiency in our SWD in ELA is also concerning and needs to be addressed.

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

We have several beginning teachers and those coming into teaching with little education background. They have minimal training on the Science of Reading, delivery of High Impact teaching strategies, and

very little experience with implementing best practices and the new BEST Standards in both ELA and Math. Additionally, the level of need for our SWD in ELA is higher than the expertise of many of our teachers. For example, 27 of 60 (45%) of our students whose primary exceptionality is either Autism, Cognitive Disability, Developmental Delay, Emotional or Behavioral Disability, Language Impairment, or Specific Learning Disability are in the homeroom classrooms of teachers with three or less years of classroom experience. Of those 27, 15 are currently being served in a 3-5 ESE Resource classroom by a first year teacher. Additionally, we have not hired a K-2 ESE Resource Teacher.

New actions to address these needs include professional development on the new benchmarks in both ELA and math, in strategies for teaching foundational skills and vocabulary, and in implementation of the new ELA and math curriculum. Beginning teachers need support, so in addition to having a mentor, these teachers need monthly connections with administration for professional development opportunities and other supports.

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

We are very excited about the increase in our overall ELA achievement and, most especially, the increase in ELA achievement in the Lowest 25%. Additionally, our growth in all grade levels in both ELA and Math is encouraging.

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

We implemented a new system for MTSS and a whole-school approach to intervention in the 2021-2022 school year. This system helped target interventions and keep a data at the forefront of all instructional decisions. We continued our expectation for daily small group instruction in both ELA and Math, and we supplemented our weak math curriculum with a more robust program. The Ready materials addressed the standards in a more complete and rigorous way that the out of date core curriculum did not. We also kept a solid focus on students in the lowest 25%. These students and their data were discussed regularly. Administration also had individual meetings with teachers regarding their class data. Discussions at these meetings focused on the needs of the class, the needs of the teachers and how administration could support them, and strategies for instruction based on those needs. A more robust implementation of AVID has also factored into the improvement school-wide.

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

We will need to continue to focus on supporting our beginning and Out-of-Field teachers through professional development, coaching, mentorships. We will make use of our new Math coach to model high impact strategies, number talks, and implementation of the new B.E.S.T. Standards. Both the Math and Reading Coach will need schedules that are strategically designed to allow time for modeling, side-by-side coaching, and other individual supports as well as providing them time to support the whole staff with professional development opportunities. Classroom walk-through observations will need to have a special focus on implementations of AVID strategies including WICOR and other high impact teaching strategies and small group instruction. We will also continue to monitor and improve our implementation plan of Multi-Tiered System of Supports so that all students are getting what they need.

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.

ELA foundations training is needed for all K-3 teachers, especially those providing Tier 2 and Tier 3 interventions. All teachers need professional development in the area of teaching vocabulary. Teachers new to AVID in grade 3-5 will need AVID Foundations training, and all teachers new to BES need

WICOR training. All teachers need support in understanding and implementing the new B.E.S.T. Standards, especially focused on new expectations for math fluency. All teachers need a more solid understanding of MTSS and the role they play in the system. Beginning teachers and teachers new to BES will need training on understanding the Danielson Evaluation system and how it can help them improve their instruction. Professional development for all teachers in supporting students with disabilities is needed, as well.

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

Continued monitoring of and the evaluation of programs and services that are already in place will ensure sustainability of improvement, however, teacher turnover makes sustainability very difficult. We will continue to invite Marcy Young, District Coordinator of MTSS our regular MTSS meetings for support. She is also able to provide Professional Development at those meetings as all members of our MTSS team except who 2 are new to BES. Heather Rawlins, District Coordinator of Literacy, also provides support to beginning and struggling teachers. The Levy County Prevention Coalition provides the Achieve After School Program to select students at BES and supports both ELA and Math tutoring and homework help.

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 ELA	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Overall ELA proficiency for all student is increasing incrementally, however it is still below 50%. Our achievement of students with disabilities has trended downward over the past 3 years, falling from 33% proficient in 2019 to 27% proficient in 2021, to 21% proficient in 2022.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	For the 2022-2023 school year, Bronson Elementary will increase reading proficiency for all students from 48% to 53% and increase proficiency for the Students with Disabilities subgroup from 21% to 25% as evidenced by the Florida Assessment for Student Thinking in Reading.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	On-going progress monitoring will be conducted through regular data collection and analyzation. Grade level teams will meet regularly to make data-based instructional decisions in ELA. During these meetings, a specific emphasis will be placed on making instructional decisions that include UDL strategies to support all students, including students with disabilities.
Person responsible for monitoring outcome:	Salinda Wiggins (salinda.wiggins@levyk12.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	We will focus on strategic, collaborative planning for the core ELA block, including the consistent and pervasive implementation of small group instruction and UDL strategies. Plans will include daily standards driven instruction using the District adopted, research-based core ELA curriculum, emphasizing academic engaged time, and research-based high impact strategies/AVID strategies.

Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	According to the Institute of Education Sciences (IES) , there is strong evidence that supports providing systematic instruction in small groups 3-5 times per week to students who score below the benchmark score on universal screening. Instructional leaders supporting teachers as they plan standards-based ELA instruction, including small group instruction, ensures that all components of the ELA block are taught with fidelity and ensures that only the research-based core reading series and District adopted supplemental materials are being used. This will bring additional supports to beginning teachers and teachers new to BES and will ensure that these expectations are understood by all teachers.
	Teaching in small groups helps teachers to better assess students' needs and progress, and provide differentiated support in all components of reading. The benefits of small group instruction is reflected in our improved ELA scores. This practice is increasing throughout the school, but is still not consistent and pervasive.
	When teachers implement UDL Strategies all students, including those with disabilities have access to instruction.

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.

Train beginning teachers and teachers new to BES on high impact strategies and the best ways to implement them into lessons. This will be a face-to-face training near the beginning of the school year.

Person Responsible	Salinda Wiggins (salinda.wiggins@levyk12.org)

Use the classroom walkthrough observation form, including small group instruction and the use of high impact strategies or AVID strategies as "look-fors." Monitor the frequency of these occurring in classrooms and report out on these findings in faculty meetings.

Person Responsible	Kaylee Spina (kaylee.spina@levyk12.org)

Schedule targeted professional development that supports this area of focus. AVID training includes WICOR-izing Our Lesson Plans and AVID Foundations. Other training includes i-Ready training for new users. UDL training will be presented to all teachers who have never been trained. Reading foundations training for K-3 teachers, Discovery Intensive Phonics training for teachers using this supplemental program as Tier 2/3 interventions, and teaching vocabulary strategies for all teachers will be calendared and delivered. Professional development in the new B.E.S.T. Standards in ELA will also continue throughout the year.

Person Responsible	Aimee Mitchell (aimee.mitchell@levyk12.org)

Monitor the use of supplemental services for Students with Disabilities. Discussions regarding the progress of SWD will be on every MTSS Team meeting agenda.

Person Responsible	Salinda Wiggins (salinda.wiggins@levyk12.org)

Model effective teaching strategies and instruction for teachers.

Person Responsible	Aimee Mitchell (aimee.mitchell@levyk12.org)

#2. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Overall Math proficiency for all students is currently at 52%, our learning gains in math was 63% and our learning gains in our lowest 25% was 66%. We want to sustain this growth and see continued increases math proficiency.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	For the 2022-2023 school year, Bronson Elementary will increase school wide Math proficiency for all students from 52% to 55% as evidenced by the Florida Assessment for Student Thinking in math.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	On-going progress monitoring will be conducted through regular data collection and analyzation. Grade level teams will meet regularly to make data-based instructional decisions in math.
Person responsible for monitoring outcome:	Salinda Wiggins (salinda.wiggins@levyk12.org)
Evidence-based Strategy: Describe the evidence-based strategy being	We will focus on strategic, collaborative planning for the core Math block, including the consistent and pervasive implementation of small group instruction of the new B.E.S.T. Standards in Mathematics. Plans will include daily standards driven instruction using the newly District adopted, research-based core curriculum, and research-based high impact strategies/AVID strategies. The math coach will provide modeling, side-by-side coaching and professional development to support all teachers with the implementation of the new B.E.S.T. Standards and the new math curriculum. In addition, we will provide professional

implemented for this Area of Focus.	development and parent workshops on the implementation of new BEST math standards provided by DOE and Math specialists in our district.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	According to the Institute of Education Sciences (IES) , there is strong evidence that supports providing "systematic instruction during intervention (small group) to develop students understanding of mathematical ideas." Teaching in small groups helps teachers to better assess students' needs and progress, and provide differentiated support in math. The benefits of small group instruction is reflected in our improved Math scores. This practice is increasing throughout the school, but is still not consistent and pervasive. These strategies were also chosen to build capacity in strong instructional practices implemented in all math classes.

Having an instructional coach specifically targeting math with provide all teachers with support. our math coach has been trained in AVID strategies, is properly certified to teach math to students in K-6 and ESE K-12. She was also effective as a classroom teacher. |

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.

Train beginning teachers and teachers new to BES on high impact strategies and the best ways to implement them into lessons. This will be a face-to-face training near the beginning of the school year.

Person Responsible	Salinda Wiggins (salinda.wiggins@levyk12.org)

Use the classroom walkthrough observation form, including small group instruction and the use of high impact strategies or AVID strategies as "look-fors." Monitor the frequency of these occurring in classrooms and report out on these findings in faculty meetings.

Person Responsible	Kaylee Spina (kaylee.spina@levyk12.org)

Schedule targeted professional development for implementation of engagement in the new BEST math standards impacting all learners. Training in the presentation of Number Talks will be presented by the math coach and will be modeled in classrooms throughout the year.

Person Responsible	Crystal Pelt (crystal.pelt@levyk12.org)

Classroom walkthrough data and formal classroom observation data will be used to determine which teachers need additional supports from the math coach. These teachers will be provided side-by-side coaching, modeling, and opportunities to observe highly effective and effective teachers in our school and possibly at other schools.

Person Responsible	Crystal Pelt (crystal.pelt@levyk12.org)

Family Math night with parent training on BEST math standards through exploration with students and take home resources.

Person Responsible	Rebecca Fries (rebecca.fries@levyk12.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

Our area of focus for K-2 is improving teaching vocabulary strategies. Comprehension of both literature and informational text is directly related to the students knowledge of vocabulary. Students need strong vocabulary skills in order to use academic language in oral communication, apply comprehension skills to a text, explain their ideas and what they have understood from a text, and make sense of concepts or relationships that are described directly in a text (https://www.doe.mass.edu/massliteracy/reading-difficulties/vocab-knowledge.html). Based on 2021-2022 end of year progress monitoring data, 36% of students in kindergarten through grade 3, were not on track to score Level 3 or above on the statewide, standardized ELA assessment. Additionally, 24% of Kindergarteners, 63% of first graders, 43% of second graders, and 33% of third graders scored at least one grade level behind in the Vocabulary domain on 2021-2022 end of year diagnostic data.

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

Our area of focus for 3-5 is improving teaching vocabulary strategies. Comprehension of both literature and informational text is directly related to the students knowledge of vocabulary. Students need strong vocabulary skills in order to use academic language in oral and written communication, apply comprehension skills to a text, explain their ideas and what they have understood from a text, and make sense of concepts or relationships that are described directly in a text (https://www.doe.mass.edu/massliteracy/reading-difficulties/vocab-knowledge.html). Based on 2021-2022 end of year progress monitoring data, 37% of students in third through fifth were not on track to score Level 3 or above on the statewide, standardized ELA assessment. Additionally, 33% of third graders, 42% of fourth graders and 68% of fifth graders scored at least one grade level behind in the Vocabulary domain on 2021-2022 end of year diagnostic data. Trend data for FCAT Science also points to need to target vocabulary, because our students in 5th grade have not scored above 35% perficient on FCAT Science in the past 4 years. We believe this is a direct result of their lack of knowledge of vocabulary, especially academic vocabulary.

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)

For the 2022-2023 school year, Bronson Elementary will decrease the percentage of students in grade K-2 scoring one or more years behind in the Vocabulary Domain of the end of year i-Ready Diagnostic data from 44% to 40%.

Grades 3-5: Measureable Outcome(s)

For the 2022-2023 school year, Bronson Elementary will decrease the percentage of students in grade 3-5 scoring one or more years behind in the vocabulary Domain of the end of year i-Ready Diagnostic data from 50% to 45%

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.

On-going progress monitoring will be conducted through regular data collection and analyzation. Grade level teams will meet regularly to make data-based instructional decisions in the vocabulary domain of ELA.

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

Mitchell, Aimee, aimee.mitchell@levyk12.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?

Bronson Elementary School will implement the six steps to building academic vocabulary described by Marzano and Pickering in Building Academic Vocabulary: Teachers Manual.The six-step process includes

the following steps:
1.The teacher provides a description, explanation, or example of the term.
2. Linguistic definition – students restate the description, explanation, or example in their own words.
3. Nonlinguistic definition – students construct a picture, pictograph, symbolic representation, or act out the term.
4. The teacher extends and refines understanding of the word by engaging students in activities that help them add to their knowledge of the terms in vocabulary notebooks.
5. Periodically ask students to discuss the terms with one another.
6. Involve students in games that enable them to play with the terms and reinforce word knowledge.

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?

Robert J. Marzano's research indicates that we can help close the achievement gap by explicitly teaching subject-specific academic vocabulary to those students who are lacking the background knowledge to succeed in school. Research shows a student in the 50th percentile in terms of ability to comprehend the subject matter taught in school, with no direct vocabulary instruction, scores in the 50th percentile ranking. The same student, after specific content-area terms have been taught in a specific way, raises his/her comprehension ability to the
83rd percentile.

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
Literacy Leadership-Administrators and Reading coach will participate in a book study around Marzano & Pickering's book, Building Academic Vocabulary: Teachers Manual. The team will use the book to guide the development of lists of academic vocabulary for ELA for grades K-2 and 3-5 on which teachers can focus instruction. Using the book, the team will design a whole group professional development to be presented during a one day setting after school and a more specific professional development designed for beginning teachers to be presented at one of the new teacher meetings afterschool.	Wiggins, Salinda, salinda.wiggins@levyk12.org
Literacy Leadership & Professional Learning- The Reading Coach and the District Literacy Coach will develop a professional learning opportunity for grade K-3 to present on a school improvement day. The PD will be based on the book A Teacher's Guide to Vocabulary Development Across the Day for Grades K-3 by Tonya S. Wright. The reading coach will target first grade teachers and will schedule regular coaching cycles with these teachers focused on the implementation of the strategies presented in the book. The action step will be assessed through classroom walkthrough observations of teachers as they implement the strategies in the book and through i-Ready data analyzation of the vocabulary domain.	Mitchell, Aimee, aimee.mitchell@levyk12.org
Literacy Coach-The reading coach will create resources, including a one-page reference sheet and a bulletin board describing Marzano's 6 step process for teaching vocabulary. Reading coach will model the six step process for all teachers and coach beginning teachers as they implement the process. The action step will be assessed through classroom walkthrough observations of teachers as they implement the six steps.	Mitchell, Aimee, aimee.mitchell@levyk12.org
Assessment- Assessment data will be analyzed and monitored regularly in vocabulary, our area of focus. This data will be shared with teachers and will be a topic of discussion at PST meetings.	Wiggins, Salinda, salinda.wiggins@levyk12.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.

Bronson Elementary School has improved our PBIS program in the past two years so that it is now implemented with fidelity. We are working to become a PBIS model school. We have expectation charts posted throughout the school and have presented these expectations to students through a face-to-face assembly and through classroom presentation during the first week of school. We know that when students

fully understand what behavior is expected of them, they are more likely to strive to meet those expectations. We also have the Eagle Exchange store open and running this year with parent volunteers. In the PBIS program, students who are making positive choices are rewarded through a token economy. They earn Eagle Cash and can then spend it in the Eagle Exchange, or use it to buy entry into reward activities such as a movie day.

Another way that BES is seeking to promote a positive culture is the use of BRAG tags. Students can earn BRAG tags for a variety of positive behavior attributes or characteristics as well as determination and perseverance in their academic activities. It provides a visual reminder of their achievements and provides an opportunity for others to BRAG on them as well. Students are also rewarded as a class for positive behavior in the cafeteria during lunch. They must work as a team to earn the grade level trophy for best representation of the cafeteria expectations.

In another effort to build a positive school culture and environment, teachers are encouraged to discuss the character traits of the month and nominate students for recognition that reflect these traits. The school also encourages students to develop a growth mindset through the way they speak and act. We encourage them to think and speak in ways that reflect the importance of effort, perseverance, responsibility, and embracing challenges.

Additionally, BES supports the whole child by helping to meet the varying needs of students. We have partnered with several community agencies to provide food backpacks that go home every weekend and school holidays. These same agencies help meet needs during the Holiday season so that families have meals on Thanksgiving and Christmas. Other agencies provide clothing, shoes and school supplies when students are in need. We use outside agencies for counseling services and social services when we are unable to meet the needs in-house.

The Sunshine Committee helps to foster a positive school culture for teachers and staff. The committee hosts socials and showers, sends flowers and cards when teachers have a loss, and sponsors teacher gifts during Teacher Appreciation Week. The Principal regularly sends out a newsletter to teachers and staff called News From the Nest. This had encouraging messages of appreciation, upcoming events, things to be aware of, and teaching strategies. This year, in an effort to make everyone feel included, special attention will be given to those new to the school by highlighting them in News from the Nest. Teachers and staff can be recognized by their peers through staff shout-outs and by nominations for the Above and Beyond Award. Teachers who are interested in pursuing leadership are encouraged to take on teacher leader roles to increase their knowledge and build the capacity for leadership.

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

The role of school administration is to recognize teachers and staff who are demonstrating high quality teaching expectations, leadership potential, and excellent work ethic. Additionally, administration must provide support, professional development opportunities, and the resources teachers need to do their jobs successfully. The administration is also responsible for making parents and families feel welcome, valued and included as an intrical part of each student's education.

The role of the teachers in promoting a positive culture and environment is to form positive and supportive relationships with students. They must get to know their students' cultures and backgrounds and to create an environment of respect, inclusion and rapport in their classrooms. They are to communicate regularly with families, reporting student progress and describing ways that families can be engaged with student learning.

The role of the Assistant Principal is to promote positive, respectful, and responsible student behavior through implementation of the PBIS program.

The school counselor monitors students' emotional health and responds to any related needs. She is also responsible for coordinating outside services for students and families and for managing and maintaining the food backpack program.

Students and families sign compacts with the school that describe their roles as well. The students commit to doing their best academically and to follow school-wide behavior expectations. Parents and families commit to supporting the school by speaking positively about the school and teachers to their students, to communicating with the school, and to encouraging their students to follow behavior expectations.

The School Advisory Council plays a vital role in the development and support of school wide improvement goals as well as providing input for building and fostering an inclusive environment through family and community events. SAC meets six times per year and provides funding for equipment and PBIS rewards as well as provides much needed support for literacy and family night events.