

School Board of Levy County

Bronson Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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Bronson Elementary School

400 ISHIE AVE, Bronson, FL 32621

<http://www.levyk12.org/schools>

School Board Approval

This plan was approved by the Levy County School Board on 10/10/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team

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 as it relates to SIP implementation for each member of the school leadership team.:

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.
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.
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.
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.
Taylor, Jordan	Other	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.
Trimm, Julie	Teacher, K-12	Title I Teacher- Provides English Language Arts instruction to students in fourth and fifth grade who are in the top of the Bottom 25%. Her goal is to provide targeted support for these students so that they maintain or reach proficiency. She leads the fourth grade team and helps coordinate interventions and the MTSS at BES.

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Feedback from stakeholders, including parents, families, and community members, is gathered during the final School Advisory Council meeting of the previous school year and is used to inform the development of the SIP. We share an overview of the plan with them, our previous goals and our progress towards reaching them, and ask them to provide, in writing, their thoughts, ideas and what they see as areas of need for the school.

Teachers have input throughout the school year, primarily during a Faculty Meeting. Lagging data is reviewed and progress toward previous goals is shared. They have discussion within their grade level teams and then across grade levels to give input into determining both the areas of focus and the action

steps needed to achieve the goals. Teachers also gather and provide data during grade level meetings, MTSS meetings, and lead teacher meetings. This data is critical to planning the SIP and targeting actions that support the goals.

Both students and teachers provide input through an annual student agency survey that we administer as part of our AVID implementation. This data helps us understand how students and teachers perceive the culture of the school and areas in need of improvement.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The SIP plan will be monitored quarterly during our Comprehensive Needs Assessment (CNA) review. The lead team meets prior to the review to report out current data on assessments, ongoing progress monitoring, progress of subgroups, early warning systems data, and to monitor the progression of the actions plan steps. If sufficient progress is not being made toward the goal, The team will revise the plan as needed. Monitoring is shared with all stakeholders through faculty meetings and at School Advisory Council (SAC) Meetings.

Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	33%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) Black/African American Students (BLK) Hispanic Students (HSP) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: B 2019-20: C 2018-19: C 2017-18: C

School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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		
Absent 10% or more days	26	24	18	23	22	15	0	0	0	128	
One or more suspensions	1	0	1	0	3	2	0	0	0	7	
Course failure in English Language Arts (ELA)	0	0	0	8	8	7	0	0	0	23	
Course failure in Math	0	0	0	13	6	10	0	0	0	29	
Level 1 on statewide ELA assessment	8	24	32	30	21	19	0	0	0	134	
Level 1 on statewide Math assessment	25	12	23	17	22	22	0	0	0	121	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	13	5	13	10	5	7	0	0	0	53	

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	7	13	31	46	58	52	0	0	0	207

Using the table above, complete the table below with the number of students identified retained:

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

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	31	44	40	38	48	31	0	0	0	233	
One or more suspensions	3	5	0	1	7	4	0	0	0	20	
Course failure in ELA	0	0	0	13	10	3	0	0	0	26	
Course failure in Math	0	0	0	5	2	2	0	0	0	9	
Level 1 on statewide ELA assessment	0	0	0	12	19	9	0	0	0	40	
Level 1 on statewide Math assessment	0	0	0	9	17	7	0	0	0	33	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0		

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	2	11	65	62	72	54	0	0	0	266

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	6	13	5	11	2	1	0	0	0	38
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	31	44	40	38	48	31	0	0	0	232	
One or more suspensions	3	5	0	1	7	4	0	0	0	20	
Course failure in ELA	0	0	0	13	10	3	0	0	0	26	
Course failure in Math	0	0	0	5	2	2	0	0	0	9	
Level 1 on statewide ELA assessment	0	0	0	12	19	9	0	0	0	40	
Level 1 on statewide Math assessment	0	0	0	9	17	7	0	0	0	33	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0		

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	2	11	65	62	72	54	0	0	0	266

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	6	13	5	11	2	1	0	0	0	38
Students retained two or more times	0	0	0	0	0	0	0	0	0	

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	49	48	53	48	50	56	45		
ELA Learning Gains				61			45		
ELA Lowest 25th Percentile				69			52		
Math Achievement*	56	52	59	52	49	50	44		
Math Learning Gains				63			30		
Math Lowest 25th Percentile				66			29		
Science Achievement*	37	41	54	33	52	59	29		
Social Studies Achievement*					51	64			
Middle School Acceleration					47	52			
Graduation Rate					42	50			
College and Career Acceleration						80			
ELP Progress	45	48	59	78			77		

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	48
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	241
Total Components for the Federal Index	5
Percent Tested	98
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	59
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	470
Total Components for the Federal Index	8
Percent Tested	100
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	31	Yes	2	1
ELL	41			
AMI				
ASN				
BLK	45			
HSP	46			
MUL	50			
PAC				
WHT	50			

2022-23 ESSA SUBGROUP DATA SUMMARY

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
FRL	44			

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	39	Yes	1	
ELL	52			
AMI				
ASN				
BLK	50			
HSP	46			
MUL				
PAC				
WHT	58			
FRL	57			

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	49			56			37					45
SWD	28			37			27				4	
ELL	24			53							3	45
AMI												
ASN												
BLK	56			33							2	
HSP	40			60			47				5	47
MUL	58			42							2	

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
PAC												
WHT	49			57			38				4	
FRL	47			52			34				5	36

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	48	61	69	52	63	66	33					78
SWD	21	58		36	48		30					
ELL	30	74		43	74		10					78
AMI												
ASN												
BLK	38	70		43								
HSP	34	56		45	68		8					67
MUL												
PAC												
WHT	51	58	62	55	62	70	46					
FRL	46	65	71	45	61	67	31					69

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	45	45	52	44	30	29	29					77
SWD	27	38		40	38		31					
ELL	30			30								77
AMI												
ASN												
BLK	17			24								
HSP	42	40		35	20							76
MUL	42			25								
PAC												
WHT	48	45	43	49	33	25	32					
FRL	39	48	50	38	26	28	25					79

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	47%	49%	-2%	54%	-7%
04	2023 - Spring	54%	51%	3%	58%	-4%
03	2023 - Spring	48%	50%	-2%	50%	-2%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	67%	59%	8%	59%	8%
04	2023 - Spring	57%	53%	4%	61%	-4%
05	2023 - Spring	49%	53%	-4%	55%	-6%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	35%	42%	-7%	51%	-16%

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

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

Science FCAT scores are our lowest data component. One third of our students were in a class that had an inexperienced, Out-of-Field teacher. Another third was taught by a teacher who struggled with classroom management. Science is not tested in other grades so there is less emphasis on that subject. Additionally, our 4th grade math scores dropped by 12 percentage points from 21-22 to 22-23. This grade level was departmentalized so half of the grade level was taught by a teacher with limited experience and poor classroom management. In the year prior, coming off of the Covid shutdown, we experienced a lot of teacher turnover. We had only one teacher on the grade level with experience teaching fifth grade. All three of the others were either beginning teachers, had less than 3 years experience, or were from other grade levels. Additionally, there were a high number of students in that

group that were experiencing trauma and behavioral issues, including high absenteeism, low motivation, defiance, and aggression. Teachers and administration were spending a significant amount of instructional time addressing these concerns which was a contributing factor in the dramatic drop in all scores for that group, but especially Science scores.

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

4th grade's Math proficiency declined from 71% to 59% (-12%). 4th grade was departmentalized this school year. Two teachers taught math. A teacher who taught $\frac{1}{2}$ of the students was a novice teacher who had never taught in a general education classroom setting. This teacher struggled to learn new BEST Math standards and had little to no effective teaching strategies in her repertoire. In addition, this teacher struggled tremendously with classroom management.

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

When compared to the state average, 5th grade ELA proficiency reflects the greatest gap (BES - 47%, state - 55%). Our 5th grade consisted of three classes and three teachers who taught all subjects daily. One teacher had never taught ELA and was Out-of-Field in this area. The second teacher's greatest area of instructional weakness is ELA, and the final teacher who carried the bulk of the grade level's proficiency is a highly effective teacher in ELA. This school year was the first year that this grade level was not departmentalized in some time, and teachers were required to teach all subjects.

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

Our school improved student proficiency in 3rd grade reading, and math and 5th grade proficiency in both reading and Math. Three of the four third grade teachers received highly effective ratings in the 22-23 school year and 2 of them attended AVID Summer Institute in 2022. They were able to bring back strategies that promote rigor for all students. Additionally, two of three of our 5th grade teachers have been AVID trained and intentionally plan using AVID strategies.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Attendance overall continues to be an area of concern for Bronson Elementary School. Despite continued efforts to improve in this area, we have not been able to make ground. As an elementary school, our students are dependant on their older caregivers to ensure that they are at school and on time regularly. In the past we have make extra efforts to inform parents and families of the importance of regular attendance, however, we have not been able to significantly affect the trend.

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

- Improving proficiency in 5th grade Science
- Improving proficiency in 4th grade Math
- Improving proficiency overall in Reading and Math
- Improving attendance overall

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Although our 5th grade Science proficiency is improving incrementally, only 35% of our 5th grade students are scoring in the proficient range in Science. We are well below the State Science Proficiency of 51%.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

For the 2023-2024 school year, Bronson Elementary School will increase 5th grade Science Proficiency from 35% to 40% as evidenced by the Florida Statewide Science Assessment.

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 in science in third through fifth grades. These grade levels will utilize Performance Matters to administer Science Unit assessments so that the data can be closely analyzed through the platform. The fifth grade team will meet regularly independently and with admin to make data-based instructional decisions in Science.

Person responsible for monitoring outcome:

Salinda Wiggins (salinda.wiggins@levyk12.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Tier 1 and Tier 2 intervention teachers in fifth grades will use science content passages to improve literacy skills. These groups of students comprise 65% of the total population of fifth grade. Providing Reading Interventions for Students in Grades 4-9 recommends that teachers provide students with opportunities to practice making sense of stretch text (challenging text). The recommendation states: Stretch texts can provide students with exposure to sophisticated vocabulary, more intricate sentence structures, and complex ideas.

Additionally, our fifth grade classes will be departmentalized so that teachers who have a stronger knowledge base in Science will be responsible for teaching that content to all 5th grade students. These teachers will plan collaboratively to add AVID/ WICOR strategies including focused note-taking, text marking, summarizing and synthesizing to their lesson plans. The plans will also include daily standards driven instruction and frequent spiral review using the District adopted, research-based Science curriculum.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

According to a review of a study in What Works Clearinghouse, there is strong evidence of effectiveness for the use of content-area (Science and Social Studies) literacy instruction in improving Science proficiency. Collaborative planning for the "how" of instruction will support beginning teachers and more seasoned teachers as they focus, not only on what content to teach and when to teach it, but also on the teaching methods and strategies that are most effective. This will ensure that more students have access to the content and can make the connections needed to comprehend it.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

New teachers to 5th grade will be sent to AVID Pathways training.

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

By When: within the first semester of 2023-2024 school-year. (The dates have yet to be determined)

Teachers in grades three through five will include the use of interactive notebooks as a teaching strategy during each unit of study in Science so that students have a study tool and a visual reference of Science concepts.

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

By When: Teachers will introduce interactive notebooks in the first month of school and il continue them throughout the year.

Teachers in grades three through five will include explicit teaching strategies to teach academic vocabulary as well as Science content.

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

By When: Teachers will use explicit teaching throughout the year in all lessons.

Teachers in fifth grade will administer a mock Statewide Science Assessment to all fifth grade students in early April and use the data to plan a spiral review before the actual assessment in mid May.

Person Responsible: Jordan Taylor (jordan.taylor@levyk12.org)

By When: The week of April 8th

#2. Positive Culture and Environment specifically relating to Early Warning System**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed.

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Attendance data from the 2022-2023 school year indicated that nearly 30% of students in grades K-5 had more than 5 absences in each of the four quarters of the school year. Kindergarten, first and fourth grades each had more than 30 students receiving less than 90% of their instructional time due to absences in the last quarter alone.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

For the 2023-2024 school year, Bronson Elementary school will decrease the percent of students who are absent 10% or more of the school year overall by 3%, from 30% of K-5 students to 27% of K-5 students.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Bronson Elementary School follows the District procedures for monitoring student absences, including contacting parents by mail when a student has reached 5 and 9 days in a semester. Additionally, BES has a policy that teachers attempt to make contact with the family after three absences. Mrs. Spina regularly pulls attendance reports and teachers report attendance concerns to administration informally and formally during data meetings.

Person responsible for monitoring outcome:

Kaylee Spina (kaylee.spina@levyk12.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

We will monitor attendance in each grade level. Monitoring will be weekly at grade level meetings, monthly through Skyward attendance reports during grade level data meetings, and quarterly through the Comprehensive Needs Assessment (CNA).

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

According to AttendanceWorks.org, developing a school culture where students feel connected and know that someone notices, in a caring manner, when they missed school is key to improving attendance. Making contact with families in positive ways (Tier 1) builds relationships with families and helps develop a positive school-wide culture that promotes a sense of safety, respect and personal responsibility.

There is a three tiered system for addressing attendance concerns. In the first tier, teachers make weekly positive phone calls home in order to build relationships with families. Teachers also are expected to make contact through the Remind messaging system or by phone if a student accumulates three days absent in the nine weeks. Teachers are able to use our ESOL aides to help with this process when the students are limited English proficient and the families speak only Spanish. The second tier is implemented when, after five and nine days of absences, Mrs. Spina sends attendance letters and makes phone calls expressing our concerns. Students with chronic truancy issues are our third tier and are reported to the District Truancy officer. He makes contact through phone calls and home visits. In extreme cases, he will coordinate attendance meetings with guardians and the local circuit court.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Teachers will keep a log of weekly positive contact with parents through the Remind communication app or through a phone log (if the communication is via phone) and Mrs. Spina will collect these.

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

By When: Monthly beginning in September

Information from AttendanceWorks.org will be shared with parents and families during one Family Learning Night during the year. Additional information from the site will be shared through the Remind messaging system and through the school's social media page. Teachers will also include information about ways that parents can help their child be successful, including ensuring regular attendance, in monthly newsletters. These newsletters will be shared with Mrs. Wiggins.

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

By When: Monthly beginning in September

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

Data is collected and reviewed through the Comprehensive Needs Assessment. This data is analyzed, reported and shared quarterly by the lead team. During this process, the highest concerns are identified and plans, including the allocations of funding and other resources, are developed by the team to address these needs.

EWS data is collected and reported out quarterly by Kaylee Spina, Assistant Principal. She gathers attendance and discipline data through Skyward. She uses Performance Matters to report on course failures. Reading assessment data, on-going progress monitoring data, and grade level assessment data is collected and reported by Aimee Mitchell, Reading Coach. Currently we do not have a Math coach to report on Math data, so the team divides this work. Data specific to sub groups, especially ESOL and SWD, is reported by Tina Bowman, school counsellor. All other data is collected by Salinda Wiggins, Principal. The team works together to identify areas of strength and areas in greatest need of improvement.

Funding sources are analyzed and allocated to those areas of highest need through Title One and school house budgets. In addition, staffing allocation meetings are held to identify the allotment of units for instruction in the school and what resources are needed for all students.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

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 remains 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/readingdifficulties/vocab-knowledge.html>). In the 2022-2023 school year, 64% of first grade students scored below the 40th percentile on Progress Monitoring 3 of the Statewide Star Reading Assessment. Additionally, 47% scored below grade level overall on the I-Ready Reading Diagnostic 3 Assessment. These students scored the lowest in the Vocabulary Domain of that assessment, with 62% scoring at least one grade level below.

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

Our area of focus for 3-5 remains 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>). Trend data for FCAT Science also points to need to target vocabulary, because our students in 5th grade have not scored above 35% proficient 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. In the 2022-2023 school year 56% of fifth grade students scored below Level 3 on the 2023 Statewide standardized ELA Assessment. Additionally, 53% scored below grade level overall on the I-Ready Reading Diagnostic 3 Assessment. These students scored the lowest in the Vocabulary Domain of that assessment, with 51% scoring at least one grade level below.

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 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 Measurable Outcomes

As evidenced by the 2023-2024 I-Ready Diagnostic 3 Assessment in Reading, proficiency in the area of Vocabulary will increase from 38% to 42% in 1st Grade.

Grades 3-5 Measurable Outcomes

As evidenced by the 2023-2024 I-Ready Diagnostic 3 Assessment in Reading, proficiency in the area of Vocabulary will increase from 49% to 53% in 5th Grade.

Monitoring

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 impact student achievement outcomes.

On-going progress monitoring will be conducted through regular data collection and analyzation. Classroom walkthrough visits will focus on gathering evidence of explicit teaching of vocabulary. 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

Description:

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. §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 Explicit Instruction in Reading, focusing on explicit teaching of vocabulary.

Rationale:

Explain the rationale for selecting 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 evidence-based practices/programs show proven record of effectiveness for the target population?

According to Anita Archer (2011), explicit instruction is a structured, systematic, and effective methodology for teaching academic skills. It is called explicit because it is an unambiguous and direct approach to teaching that includes both instructional design and delivery procedures. Explicit instruction is characterized by a series of supports or scaffolds, whereby students are guided through the learning process with clear statements about the purpose and rationale for learning the new skill, clear explanations and demonstrations of the instructional target, and supported practice with feedback until independent mastery has been achieved. One of the major components of explicit instruction focuses on the amount of time students are on task and engaged with the learning. Increasing academic engaged time has a positive impact on student learning.

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
To address Literacy Leadership and Professional Learning, the school's literacy lead team will participate in a books study using Explicit Instruction: Effective and Efficient Teaching by Anita L. Archer and Charles A. Hughes (2011). The group will participate in professional learning using a video series that accompany the book. The group will share key learning with the rest of the faculty during professional learning opportunities.	Wiggins, Salinda, salinda.wiggins@levyk12.org
To address Literacy Coaching, the reading coach will work specifically with first and fifth grade teachers to plan explicit instruction lessons in vocabulary. She will help them choose words to explicitly teach and model the explicit teaching process.	Mitchell, Aimee, aimee.mitchell@levyk12.org

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))

List the school's webpage* where the SIP is made publicly available.

At Bronson Elementary School, the School Improvement Plan (SIP) is shared with teachers at faculty meetings throughout the year. At the beginning of the year teachers are asked for input on the overall plan, but especially on the goals and action steps. They provide written input and that input is used improve or revise the plan as needed. At critical times throughout the year, at faculty meetings, the goals and action steps are readdressed based on current data. Again, input is solicited from the school staff.

The SIP is also shared at the first School Advisory Council (SAC) meeting of the school year. Like with school staff, parents, families and community members are asked to provide written input on the plan. The outcome of the previous year's SIP goals is also shared with the SAC.

All stakeholders have access to the SIP though the District webpage: <http://www.levy12.org/schools>

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

The school plans to continue to build positive relationships with parents, families, and other community stakeholders through our many levels of communication. Our primary method of communication is through the Remind App. Remind helps us reach all of our families in the language that is best for them. Administration sends school-wide Remind messages regularly regarding information about upcoming events and ways for families to be involved. Teachers have their own classroom Remind accounts that they use to share what is happening in the classroom, ways parent can help at home, and upcoming classroom events. These individual accounts allow teachers to send personal messages to parents regarding their students' academic progress, behavior, and individual needs.

We also use our school Facebook page to share information and positive messages about activities that have happened on the campus. Each teacher also creates a monthly newsletter with grade level information that is pertinent to families. Other information is also shared on our school marquee.

Regular Parent Conference Nights are scheduled in the fall and in the spring as a time to best meet parents' schedules. During these meeting individual student progress is shared, as is ways families can support the learning that is happening in the classroom. Teachers also meet with parents, either in person or on the phone at anytime time of the year, if there is a specific need or concern, if the parent requests a meeting, or if we need to inform the parents of changes in tier support.

Family Learning nights are scheduled throughout the year and cover a range of topics that can help parents and families to assist their student. We have other events during the year in which we invite families on campus. During these times, we are sure to welcome them, share our vision and mission, and share way they can be involved.

All stakeholders have access to the Family and Parent Engagement Plan (FPEP) though the District webpage: <http://www.levyk12.org/schools>

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)(ii))

In order to address the school's academic program, the school is implementing AVID in all grade levels. All grade levels use AVID/WICOR strategies to increase the amount and quality of learning time and provide an enriched and accelerated curriculum. Teachers that have had AVID training will share out ideas and strategies with those who have not been AVID trained. They can model effective strategies and are willing to be observed in their classrooms to support beginning or struggling teachers.

The school is also focusing on implementing explicit instruction strategies as described by Dr. Anita Archer. The school lead team will conduct a book study using Dr. Archer's book: Explicit Instruction: Effective and Efficient Teaching. We will also use her videos to model effective vocabulary instruction, as this is a focus for improvement for our whole school, but especially grades 1 and 5.

Our Reading and Math proficiency scores continue to improve. Based on that evidence, we will continue the same action steps we put in place last year. Our reading coach and mentor teachers will continue to model for beginning teachers and will offer individualized supports. We will continue to monitor the implementation of AVID strategies school-side, and will continue to recognize effective teaching strategies when we see them. We have also allocated our human resources to provide the most support for students as possible. We hired an additional Title I aide and a Title I teacher. The aides will be trained to use Great Leaps Reading and Great Leaps Math. Their schedules are written so that they can rotate through grade levels and run these programs with targeted groups of students. The Title I teacher teachers both a fourth and fifth grade ELA block to reduce the numbers in those classrooms. She is targeting students who scored just below or just above proficient on the 3rd 2023 FAST Assessment in an effort to accelerate them to proficiency.

The area of Science is a concern so Tier 1 and Tier 2 intervention teachers in fifth grades will use science content passages to improve literacy skills. These groups of students comprise 65% of the total population of fifth grade.

Additionally, our fifth grade classes will be departmentalized so that teachers who have a stronger knowledge base in Science will be responsible for teaching that content to all 5th grade students. These teachers will plan collaboratively to add AVID/ WICOR strategies including focused note-taking, text marking, summarizing and synthesizing to their lesson plans. The plans will also include daily standards driven instruction and frequent spiral review using the District adopted, research-based Science curriculum.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

This plan is developed in coordination and integration with other Federal Programs such as Title II for teacher professional learning and Title III for ELL support. When students are enrolling, our data clerk is alerted if students experiencing homelessness and resources and services provided under the McKinney Vento Act are made available. The Levy County Prevention Coalition works with the school to provide summer programs and after school programs that support academics and personal enrichment for students. The Fresh Fruit and Vegetable Program along with our Food and Nutrition Services provide

opportunities for students to receive nutritious snacks during and after school. The Unity Family Community Center, Inc provides mentoring programs and the Students Winning and Achieving Goals (S.W.A.G.) program. The is an afterschool program designed to reduce juvenile delinquency. The program is designed to support academic achievement through the provision of a wide variety of quality activities and culturally enriching programs that increase students' interests, creativity, and self-esteem. The Levy County Schools Foundation provides individual classroom grants to teachers for a variety of projects. Administrators use the School House Budget on a variety of expenditures that help the school run efficiently. This budget covers some teachers' and office supplies, postage, printers and copiers and their supplies, and communication equipment including phones and two-way radios.

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

Bronson Elementary ensures counseling and school based mental health services based upon teacher referral of students in need. Acute and short term counseling services are provided by the school counselor, Tina Bowman. Students who present a need for School based mental health services are referred to Kim Carpenter-Herring, LLC for mental health counseling services. Students needing to learn strategies that help them improve skills outside the academic subject areas are served by the classroom teacher and the school counselor where appropriate. All students participate in Social Emotional Learning in the classroom. The guidance special area also helps students to learn skills that help develop the whole student through the Too Good for Drugs program. If needed the School Counselor will provide more extensive social skills support and learning that includes, but is not limited to getting along with others, active listening skills, and remaining in assigned areas to ensure safety.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

The school uses AVID to promote college and career readiness. College pennants are displayed, as are faculty and staff degree. Teachers are expected to encourage students when they see an area of strength and to make them aware of fields of study and careers in which the student may be interested. While CAPE certification is not offered at the elementary level, our students are taught keyboarding and the use of popular computer programs. Some of our students also participate in the ACHIEVE after school program which offers personal enrichment areas of study including coding.

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

Positive Behavior Interventions and Supports (PBIS) is a school-wide initiative to positively shape student behavior. PBIS at BES is centered around our three schoolwide expectations: Be Respectful, Everyone's Safe, Stay on Task. PBIS supports teachers and staff by providing a framework of early interventions to prevent misbehavior and de-escalate students. In addition, a scaffolded system for behavior documentation is used to distinguish minor and major behaviors. As a reward for meeting school-wide expectations and positive behavior, students are given Eagle Cash that can be used to spend monthly at the School Store or used to gain entrance into quarterly nine weeks reward events. Students who are an example to others in meeting expectations are awarded with a positive referral and

celebrated on a weekly basis. Monthly, one student from each class is awarded Student of the Month for being a prime example of that month's characteristic trait, which also are aligned with the State of Florida's Resiliency standards. Tier 2 & 3 behavior supports include group and individual counselling, behavior support modules targeting different maladaptive behaviors, individual behavior charts, check in/check out systems, and individual behavior intervention plans for students. Behavioral data for minor and major behaviors is collected and reported to faculty and staff members monthly at faculty meetings for reflection. Annually, behavioral data is reported to FLPBIS and analyzed for areas of concern and/or inequities.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

Bronson Elementary School provides our teachers with professional learning activities throughout the year in the areas of the six components of reading and the MTSS process. Teachers are also trained on AVID and high-impact teaching strategies to use across a variety of settings during faculty meetings and through classroom modeling. Each quarter teams meet to discuss data from academic assessments and make adjustments to each tiered level of instruction to and differentiate based on the needs of the students. Our reading coach provides general coaching support and personalized professional development to teachers. By providing professional learning based on the teachers' needs, teachers are able to feel more knowledgeable and equipped to meet the needs of their students.

Other professional learning is provided for teachers related to new programs that have been implemented including Top Score Writing, ESGI, Handwriting Without Tears, and UFLI. Teachers on the Lead team will receive more detailed training in Explicit Instruction through a book study and targeted videos. Teacher swill also receive training on how to engage their families and parents in their student's education and ways that they can involve parents in what is happening in the classroom. Teachers who are new to 3rd-5th grades will receive AVID Pathways training in order to catch them up on the high-impact teaching strategies of WICOR.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

Kindergarten Round-up Parent Night is held in the spring to allow parents of incoming kindergartners to visit the school campus, tour a kindergarten classroom, and get assistance with enrollment. As students enroll for kindergarten, parents are given information on how to help their student transition into kindergarten. Parents are informed about kindergarten expectations and are provided copies of the kindergarten BEST standards. With the support of the Early Learning Coalition, all VPK classrooms, public and private, administer a Kindergarten readiness assessment at the end of the VPK school-year program. Those results are forwarded to the zoned schools to help in the placement of students in kindergarten classes. Kindergarten teachers receive a copy of the results to better prepare for the incoming students.