

Orange County Public Schools

Bonneville Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

Table of Contents

SIP Authority and Purpose	3
I. School Information	6
II. Needs Assessment/Data Review	10
III. Planning for Improvement	15
IV. ATSI, TSI and CSI Resource Review	20
V. Reading Achievement Initiative for Scholastic Excellence	20
VI. Title I Requirements	24
VII. Budget to Support Areas of Focus	26

Bonneville Elementary

14700 SUSSEX DR, Orlando, FL 32826

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

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.

With the support of families and the community, we create enriching and diverse pathways that lead our students to success

Provide the school's vision statement.

To ensure every student has a promising and successful future

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
Stevens, Natalie	Principal	The Principal provides a common vision for instruction and learning and uses data as a basis for decision-making, ensures the school-based team is implementing research-based instructional strategies, monitors student learning, and assigns school resources to meet the needs of students.
Zeqo, Etleva	Assistant Principal	The Assistant Principal supports the common vision for instruction and learning, monitors and tracks student data, ensures the school-based team is implementing research-based instructional strategies, monitors student learning, and recommends school resources to meet students' needs.
Judah, Kira	Instructional Coach	The Resource Teacher develops, models, and evaluates schoolwide reading instruction and practices, identifies and implements research-based curriculum and interventions, and provides support for all grade levels. The Resource Teacher develops, supports, and assists new teachers with curricula and resources, conducts the bi-weekly Multi-Tiered System of Supports meetings to monitor student progress, provides biweekly professional development, implements and supervises the after-school tutoring program, and conducts all district and state testing.
Crowe, Holly	Instructional Media	The Media Specialist not only has an open media center but also is the staff member in charge of technology on campus. She assesses computers and discusses with the administration if a fine needs to be issued. She works through computer issues and works closely with our IT support to resolve issues that may arise. The Media Specialist also organizes and distributes the textbooks and curriculum to teachers.
Savitz, Alyssa	School Counselor	The School Counselor supports the social and emotional needs of students and provides individual, small group, and whole class instruction based on student data and teacher recommendations.
	Staffing Specialist	The Staffing Specialist is responsible for compliance for all exceptional education students and those with 504 plans, conducts bi-weekly Multi-Tiered System of Supports meetings to monitor student progress, and collaborates with both general education and exceptional education teachers to ensure the least restrictive learning environment for all students.

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.

The school Leadership team collaborates to utilize school data sources to drive the development of our school improvement plan. This data includes the previous year's test scores, information gathered from annual stakeholder surveys, and input from the School Advisory Committee.

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 School Leadership team in collaboration with grade-level teachers during weekly PLCs will use progress monitoring data to make instructional changes to increase student achievement as outlined in the School Improvement Plan. School leadership will use classroom walk-throughs and observations to monitor the implementation of the state standards planned for during common planning and PLCs.

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	76%
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	8	19	30	21	24	25	0	0	0	127
One or more suspensions	0	3	0	1	1	1	0	0	0	6
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	9	18	12	0	0	0	39
Level 1 on statewide Math assessment	0	0	0	8	21	19	0	0	0	48
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	13	17	25	18	0	0	0	0	73

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	0	10	10	16	21	15	0	0	0	72

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	0	0	0	9	1	0	0	0	0	10
Students retained two or more times	0	0	0	0	0	0	0	0	0	

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	4	6	3	16	3	14	0	0	0	46
One or more suspensions	0	0	0	2	0	1	0	0	0	3
Course failure in ELA	3	4	1	8	0	2	0	0	0	18
Course failure in Math	1	4	3	7	1	1	0	0	0	17
Level 1 on statewide ELA assessment	0	0	0	25	18	21	0	0	0	64
Level 1 on statewide Math assessment	0	0	0	23	12	23	0	0	0	58
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	10	3	14	25	18	79	0	0	0	149

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	4	6	3	20	4	15	0	0	0	52

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	1	0	0	0	1
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	4	6	3	16	3	14	0	0	0	46
One or more suspensions	0	0	0	2	0	1	0	0	0	3
Course failure in ELA	3	4	1	8	0	2	0	0	0	18
Course failure in Math	1	4	3	7	1	1	0	0	0	17
Level 1 on statewide ELA assessment	0	0	0	25	18	21	0	0	0	64
Level 1 on statewide Math assessment	0	0	0	23	12	23	0	0	0	58
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	10	3	14	25	18	79	0	0	0	149

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	4	6	3	20	4	15	0	0	0	52

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	1	0	0	0	1
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*	47	57	53	49	56	56	44		
ELA Learning Gains				61			40		
ELA Lowest 25th Percentile				41			37		
Math Achievement*	46	60	59	56	46	50	47		
Math Learning Gains				72			42		
Math Lowest 25th Percentile				64			15		
Science Achievement*	49	63	54	59	61	59	43		
Social Studies Achievement*					66	64			
Middle School Acceleration					51	52			
Graduation Rate					55	50			
College and Career Acceleration						80			
ELP Progress	33	59	59	48			46		

** 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	43
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	4
Total Points Earned for the Federal Index	213
Total Components for the Federal Index	5

2021-22 ESSA Federal Index	
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	56
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	450
Total Components for the Federal Index	8
Percent Tested	99
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	19	Yes	4	1
ELL	28	Yes	1	1
AMI				
ASN				
BLK				
HSP	38	Yes	1	
MUL				
PAC				
WHT	63			
FRL	37	Yes	1	

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	32	Yes	3	
ELL	49			
AMI				
ASN				
BLK	55			
HSP	51			
MUL				
PAC				
WHT	70			
FRL	53			

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	47			46			49					33
SWD	11			23			17				5	40
ELL	26			34			26				5	33
AMI												
ASN												
BLK												
HSP	39			42			44				5	33
MUL												
PAC												
WHT	69			57			65				4	
FRL	38			41			40				5	33

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	49	61	41	56	72	64	59					48
SWD	11	40	46	21	40	45	21					
ELL	38	64		51	64		31					48
AMI												
ASN												
BLK	60			50								
HSP	45	61	38	48	64	57	51					46
MUL												
PAC												
WHT	58	58		77	88		69					
FRL	46	60	43	48	70	67	50					38

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	44	40	37	47	42	15	43					46
SWD	14	25		29	60		8					20
ELL	30	35		39	35		31					46
AMI												
ASN												
BLK												
HSP	37	28	27	36	35	17	36					47
MUL												
PAC												
WHT	56	56		63	60		54					
FRL	41	37	38	38	34	15	34					41

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	48%	54%	-6%	54%	-6%
04	2023 - Spring	59%	60%	-1%	58%	1%
03	2023 - Spring	37%	52%	-15%	50%	-13%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	49%	59%	-10%	59%	-10%
04	2023 - Spring	57%	62%	-5%	61%	-4%
05	2023 - Spring	41%	55%	-14%	55%	-14%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	46%	59%	-13%	51%	-5%

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.

Third grade ELA proficiency was 38% which is our area of lowest performance. Contributing factors include an increased number of students with disabilities and a large population of English language learners. These factors and the change in state standards contributed to the lack of prior knowledge and gaps in student performance.

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

When looking at school-wide student data, trends show that the lowest performance occurred in science proficiency. In 2022 proficiency was at 55%, however in 2023 the proficiency dropped to 43%. That is a decline of 12% in our science proficiency. Contributing factors include reading deficiencies in all grade levels, as well as, teacher extended absences.

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

The greatest gap when compared to the state average was third-grade ELA proficiency. Contributing factors include an increased number of students with disabilities and a large population of English

language learners. These factors and the change in state standards contributed to the lack of prior knowledge and gaps in student performance.

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

The component that showed the most improvement was fourth-grade ELA proficiency. In 2021-22, student proficiency was 43%. In 2022-23 student proficiency grew to 58%. The school strategically utilized Tier 1 Interventionists to target students on the bubble to increase proficiency. After-school tutoring also ran from September through April and included Saturday boot camps.

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

Utilizing our EWS data, two areas of concern are evident: Absences of ten or more days and substantial reading deficiencies.

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

1. Decrease the substantial reading deficiencies
2. Increase science proficiency
3. Increase math proficiency
4. Decrease absences of ten or more days

Area of Focus

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

#1. 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.

In order to establish a positive school culture and climate at Bonneville Elementary School, the faculty and staff engage in ongoing, school-based professional learning on leveraging life Skills and resiliency training as well as leadership for student success. Through a collaborative leadership model, Bonneville uses life skills and resiliency learning to strengthen team dynamics and collaboration in order to build academic expertise in all students. This year we will expand a PBIS program for our students to receive tangible incentives for demonstrating prosocial behavior. Additionally, students in grades 2-5 will continue to have the opportunity to be a part of a positivity-focused club before school hours. We will also continue working on life skills and resiliency training with our teachers. The teachers will have the opportunity to further their life skills and resiliency learning by attending professional development on campus. The leadership team collaborates with stakeholders, through processes such as the School Advisory Council, to reflect on implementation and determine our next steps by using the data collected by the Panorama Survey. The development of a positive culture and environment is further enhanced through district programs such as the Parent Academy. Bonneville utilizes the Parent Engagement Liaison to bridge the community and school culture.

Measurable Outcome:

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

According to our 2022-23 stakeholder survey completed by students in grades four and five, the biggest area of need is increasing students' sense of belonging while on campus. The goal is to increase it from 63% to 68% favorable on the 2023-24 stakeholder survey.

Monitoring:

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

To monitor the desired outcome, students will complete the 2023-24 stakeholder survey.

Person responsible for monitoring outcome:

Alyssa Savitz (alyssa.savitz@ocps.net)

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.)

The evidence-based intervention being utilized is the Positive Behavior Intervention System (PBIS). Through this system, students are taught responsibility and resiliency.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The rationale for this specific strategy is to foster positive relationships and a sense of community. This program communicates clear expectations and accountability for students on campus. it ensures an engaged, safe, and supported school community.

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.

PBIS Professional Development for all staff members by PBIS school based team.

Person Responsible: Alyssa Savitz (alyssa.savitz@ocps.net)

By When: August 9, 2023

Targeted MTSS monitoring of students requiring extra support and interventions through small group and individual counseling on resiliency and life skills

Person Responsible: Alyssa Savitz (alyssa.savitz@ocps.net)

By When: October

Periodic resiliency and life skills training for parents, bi-yearly

Person Responsible: Alyssa Savitz (alyssa.savitz@ocps.net)

By When: Sept 28, 2023 and February 15, 2024

#2. Instructional Practice specifically relating to ELA**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.

Bonneville Elementary will focus on increasing student proficiency in third-grade ELA as a result of teachers consistently, purposefully, and collaboratively planning differentiated instruction while delivering rigorous lessons to include effective monitoring of student progress toward learning and the implementation of authentic engagement strategies. There is a need to differentiate the small group instruction to support Tier II and Tier III MTSS students. ELA proficiency was at 49 percentage points and a continuum of Tier II and Tier III researched-based resources and assessments will be used to vigorously progress monitor data of students identified as needing additional Tier II and Tier III support. By providing the staff with ongoing professional learning that reinforces proper data collection, progress monitoring, and data analysis, we ensure that students' individual needs are met.

Measurable Outcome:

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

Based on the 2022-23 third-grade FAST ELA data, proficiency was 38%. By the end of the 2023-24 school year, third grade FAST ELA proficiency will increase 5%, to 43%.

Monitoring:

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

This area of focus will be monitored through ELA FAST PM1 and PM2, Exact Path diagnostic results, and standards-based unit assessments.

Person responsible for monitoring outcome:

Etleva Zeqo (etleva.zeqo@ocps.net)

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.)

The evidence-based intervention as identified by the third grade 2022-23 FAST PM3 data will be SIPPS for students in need of Tier 3 support. For students in need of Tier 2 support, teachers will implement Exact Path reading lessons and Wonders intervention lessons. All evidence-based interventions will be provided to students through a small group setting, using the walk-to-intervention model. Tier 3 evidence-based intervention will be provided by reading-endorsed teachers.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

These specific interventions/strategies were selected based on student data from the end of the year 2022-23 iReady Diagnostic, PM3 FAST as well as MTSS progress monitoring data 2022-23. SIPPS will close the gaps in foundational reading skills students should have acquired prior to third grade. Wonders intervention lessons, as well as Exact Path lessons, will close the gap for comprehension and vocabulary deficits.

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.

Utilizing performance on standards-based unit assessments, proficiency on the lowest standards will be identified and targeted during small group instruction using research-based materials.

Person Responsible: Etleva Zeqo (etleva.zeqo@ocps.net)

By When: After each ELA SBUA's and FAST PM 2

Gr. 2-5 walk to Interventions will be provided to students 4 x a week through a small group setting, using the walk-to-intervention model.

Person Responsible: Natalie Stevens (20503@ocps.net)

By When: September 1, 2023

Gr. K -1 Interventions will be provided to students 4 x a week through a small group setting within the classroom.

Person Responsible: Natalie Stevens (20503@ocps.net)

By When: Sept. 18, 2023

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).

Bonneville Elementary reviews the use of resources that are allocated through general funds and those funds dedicated to school improvement activities. The deficiencies most notable include lack of time and/or people may have been a barrier to student achievement. These deficiencies are addressed through planning and learning processes offered in after-school opportunities for teachers to become more familiar with standards, content, and the pedagogical practices needed to increase student achievement.

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

Of the six essential components of reading students must have a strong basis in foundational skills (phonemic awareness, phonics, phonological awareness and fluency) in order for skilled reading to occur. If foundational gaps are not identified by third grade there is a higher chance that students will not be able to transition from "learning how to read" to "reading to learn."

This area was identified based on 2022-23 FAST Data in which 53% of kindergarten students were below proficiency according to the STAR Early Literacy assessment and 45% of first and second graders were working below grade level according to the STAR assessment. In addition, through further ongoing progress monitoring of tier three students foundational skills and lack of were a concern for teachers in grades K-2.

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

In grades 3-5, background knowledge vocabulary and language structure all work together for the upper levels of reading comprehension. There is a greater probability that students who are at a Title 1 school will more than likely begin their schooling without proper background knowledge and vocabulary development as opposed to students who attend a non-Title I school.

According to 2022-23 FAST data for grades 3-5, ELA proficiency overall was 38%. The Science of Reading structured literacy approach includes explicit instruction in foundational skills for approximately 45 minutes daily that follows a lesson routine: review, explain the concept, provide guided practice, provide more (independent) practice, spell and write to dictation, read decodable text. Then, determine if the instruction in phoneme awareness, phonics, and text reading is informed by knowledge of both the speech-sound system and the orthographic system. Third, examine the scope and sequence for order and pacing of concept introduction. Intervention materials should be aligned with [Tier I] classroom instructional materials but provide more intensive practice. Instructional strategies considered part of the science of reading have been proven to help all children learn to read, especially those with dyslexia. Children with dyslexia, who struggle with recognizing words and decoding texts, benefit from early identification and explicit, comprehensive reading instruction.

In order to support the growth of reading comprehension among Bonneville's third, fourth, and fifth grades, we will focus on the block of ELA instruction to provide routine grounded in the Science of Reading in whole group, small group and Intervention groups. . Teachers will plan to incorporate academic vocabulary across subject areas and support students' use of those words. Students will use close reading exercises with embedded and contextualized academic vocabulary and practice with multiple-meaning words. Vocabulary instruction will follow Marzano's six best practices of vocabulary instruction, and students will use self-assessment (a high-yield strategy) as part of their vocabulary practice.

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

By June 2024:

The percentage of kindergarten students testing at or above proficiency in vocabulary will be 80% as measured by the new coordinated screening and progress monitoring system. (No prior year data)

The percentage of first-grade students testing at or above proficiency in phonemic awareness will increase from 75% as measured on the EOY FAST diagnostic administered to kindergarten students to 80% on the equivalent component of the new coordinated screening and progress monitoring system.

The percentage of second-grade students testing at or above proficiency in vocabulary will increase from 56% as measured on the EOY FAST diagnostic administered to first-grade students to 61% on the equivalent component of the new coordinated screening and progress monitoring system.

Grades 3-5 Measurable Outcomes

By June 2024:

The percentage of third-grade students testing at or above proficiency in ELA will increase from 37% as measured on the EOY FAST diagnostic administered to second graders to 60% on the equivalent component of the new coordinated screening and progress monitoring system, and the percent of students showing proficiency on the ELA will increase from 40% as measured on the EOY FAST diagnostic administered to second graders to 45% on the equivalent component of the new coordinated screening and progress monitoring system.

The percentage of fourth-grade students testing at or above proficiency in ELA will increase from 37% as measured on the EOY FAST diagnostic administered to third graders to 60% on the equivalent component of the new coordinated screening and progress monitoring system.

The percentage of fifth-grade students testing at or above proficiency in ELA will increase from 48% as measured on the EOY FAST diagnostic administered to fourth graders to 60% on the equivalent component of the new coordinated screening and progress monitoring system.

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.

Student proficiency data will be monitored according to the new coordinated screening and progress monitoring system. Additionally, fluency achievement will be monitored using common assessment tracking. Reading instruction will be tiered and differentiated as part of the MTSS process (when appropriate to the needs of that specific small group or individual).

ELA data will be analyzed during bi-weekly PLC meetings.

School-wide progress monitoring of growth will be conducted each three times a year through the district PMAs.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Stevens, Natalie, natalie.stevens@ocps.net

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?

Bonneville will be implementing a Structured Literacy Approach in all classrooms using The Science of Reading framework. This scientifically-based approach emphasizes highly explicit and systematic teaching the six Essential Components of literacy. These components include both foundational skills like phonological awareness, decoding and spelling and higher-level literacy skills like reading comprehension and written expression. Teachers will plan the 120 minute reading block to align with the district K-12 Comprehensive Evidence based Reading Plan to teach the B.E.S.T. ELA standards.

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?

The Science of Reading structured literacy approach includes explicit instruction in foundational skills for approximately 45 minutes daily that follows a lesson routine: review, explain the concept, provide guided practice, provide more (independent) practice, spell and write to dictation, read decodable text. Then, determine if the instruction in phoneme awareness, phonics, and text reading is informed by knowledge of both the speech-sound system and the orthographic system. Third, examine the scope and sequence for order and pacing of concept introduction. Intervention materials should be aligned with [Tier I] classroom instructional materials but provide more intensive practice. Instructional strategies considered part of the science of reading have been proven to help all children learn to read, especially those with dyslexia. Children with dyslexia, who struggle with recognizing words and decoding texts, benefit from early identification and explicit, comprehensive reading instruction.

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
<p>Literacy Coaching will occur within common planning days and grade level PLCs. The ELA Coach will guide the process utilizing district CMAs and resources to ensure we are meeting the needs of all learners. Administrators will conduct observations and walk-throughs to monitor the implementation of the skills and resources planned for.</p>	<p>Stevens, Natalie, natalie.stevens@ocps.net</p>
<p>Professional Learning - Teachers will attend district ELA Impact trainings and bring their knowledge back to the team to use during PLCs and common planning. Breakout sessions aligned with K-2 and 3-5 ELA benchmarks will be planned by coaches and administration based on student outcomes to continue to grow the knowledge needed to improve instruction.</p>	<p>Stevens, Natalie, natalie.stevens@ocps.net</p>

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.

The SIP will be shared in a variety of ways in order to reach all stakeholders. First the school website will share the SIP document at <https://bonnevillees.ocps.net/>

Second the SIP will be made available to all stakeholders at the School Advisory Committee. During the first meeting in September the plan will be shared, input opportunities will be made available and then motion to approve. During the February meeting the School Improvement Plan will be revised and shared during the SAC meeting where stakeholders will be provided opportunity to provide input for revision and approval.

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 Family Engagement Plan will be made available in a variety of different ways. First the school website will make it available to all stakeholders at <https://bonnevillees.ocps.net/> .

Second our FEP will be shared to all stakeholders at the SAC/PTA Meetings in August. Our school plan strives to provide monthly opportunities for parents/guardians to engage in both performance and academic nights. Parents will have the opportunity to engage in hands-on activities to support learning targets in each grade level in all core subject areas. Our plan provides the new implementation of a School-wide Monthly Parent/ Guardian newsletter in the predominate languages at our school. We will utilize Talking Points to increase our two way communication with our parents/guardians. The use of this technology will automatically translate into the parents home language to increase two way

communication. Parent-teacher conferences will be held quarterly to discuss the academic needs of each student K-5. Our Parent Engagement Liaison will work with teachers and parents/guardians to promote ways in which they can get involved in their child's education easily.

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))

The school plans to strengthen the academic programs, which include monthly parental curriculum nights, various clubs including battle of the books, chess club, math club, girls who code and tutoring. As a result of implementing these programs, we will see an increase across all academic areas.

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))

N/A

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))

The school counselor utilizes annual stakeholder survey data to analyze the needs of the school and to address mental health needs. In addition, the school-based student services team regularly meets to discuss students and to identify further needs as necessary. All Pro-Dads is a monthly program aimed at fostering positive relationships and mentorship between caregivers and students.

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))

Not applicable due to the age of students served at this school.

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).

The school utilizes the multi-tiered systems of supports to prevent and address behavior and academic concerns as they arise. This includes academic interventions based on students' needs and PBIS for behavioral interventions on the school campus.

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))

Through weekly PLCs, teachers will disaggregate data to identify areas of weaknesses and share research-based instructional strategies and resources based on the identified areas of need. Teachers

will be retained through the positive systems and school culture, which includes a school-wide books study.

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))

Through community advertisement, including yard signs and the school marquee, as well as Jump Start to Kindergarten, the school assists the preschool children in the transition to Kindergarten.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System	\$0.00
2	III.B.	Area of Focus: Instructional Practice: ELA	\$0.00
Total:			\$0.00

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No