

Bryceville Elementary School



2014-15 School Improvement Plan

Bryceville Elementary School

6504 CHURCH AVE, Bryceville, FL 32009

[no web address on file]

School Demographics

School Type

Elementary

Title I

No

Free/Reduced Price Lunch

43%

Alternative/ESE Center

No

Charter School

No

Minority

11%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	A	B	A	A

School Board Approval

This plan is pending approval by the Nassau County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridaCIMS.org>.

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Purpose and Outline of the SIP

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

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	Wayne Green
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Our mission at Bryceville Elementary School is to provide an environment where each student will aspire to be a life-long learner and responsible citizen.

Provide the school's vision statement

At Bryceville Elementary School, we are committed to creating an environment that successfully prepares students to achieve academic excellence.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Our school will infuse the content required by Florida Statute 1003.42(2) as applicable to appropriate grade levels, including but not limited to:

- * The history and content of the Declaration of Independence
- * The history, meaning, significance, and effect of the provisions of the Constitution of the United States
- * Flag education
- * The elements of civil government
- * The history of the United States
- * The history of the Holocaust
- * The history of African Americans
- * The history of the state
- * The conservation of natural resources
- * Comprehensive health education
- * The study of Hispanic contributions to the United States
- * The study of women's contributions to the United States
- * Character development programs
- * Sacrifices of veterans

We will ensure that relationship-building is a clear priority and that students will develop the knowledge and skills to become contributing citizens in a multicultural society and global community. School personnel analyze climate survey results from parents, students and teachers as well as comprehensive needs assessments, observation of student/teacher relationships as evidenced in district evaluation system, analysis of Families in Transition (FIT) data, as well as data gathered through school/parent conferences.

Describe how the school creates an environment where students feel safe and respected before, during and after school

Adults across the campus will clarify their expectations for positive interpersonal interactions and create the structures and processes for reporting violations of bullying/harassment/dating violence/civil rights policies.

Involve all staff in the process of modeling and teaching interpersonal expectations in academic and non-academic settings and giving them instruction for reporting violations to appropriate supervisors. Develop methods of effectively addressing disrespectful comments as well as methods for respectfully correcting misbehavior at the classroom and administrative levels.

Create methods/formats where the characteristics of safety and respect can be assessed, monitored, and where strategies for improvement can be created, discussed, and supported.

At Bryceville Elementary School, school personnel establish firm rituals, routines and procedures, as well as rules that guide behavior for all stakeholders. The Student Code of Conduct is upheld through positive behavior management systems, which include logical consequences as well as needed discipline notices and referrals. Climate Survey results are analyzed on an annual basis to ensure all stake holders feel safe. Required Annual Training for all personnel sets district and state expectations for school safety.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Ensure teachers are trained in Classroom management strategies.

Instructional team reviews classroom data to ensure students are engaged while in class.

Ensure differentiation of instruction is taking place to meet the needs of all students. Teachers will convey and review expectations for each learning activity.

Class meetings will occur on a frequent basis to include student feedback.

School-wide recognition systems are in place.

Offer school counseling services with dedicated time for core classroom guidance that contribute to student engagement leading to improved academic achievement resulting in college-career readiness.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

School based teams meet to discuss students with barriers to academic and social success.

Mentors are assigned to students identified with concerns.

Offer instruction and various campus activities that address social/emotional needs of students.

Connect students to agencies who have Cooperative Agreements or are on campus.

School counseling programs with dedicated time to: 1. Assess the needs of the students and the barriers blocking their success (Data-Driven Decision Making). 2. Identify the interventions that the research suggests works to remove the barrier to success (Evidence-Based Interventions). and 3. Evaluate your intervention (Evaluation).

Engage with identified staff (i.e. school counselor, school-based team leader) to provide a differentiated delivery of services based on student/school need. (Include core, supplemental, and intensive supports.)

Bryceville Elementary School's Guidance Counselor implements classroom guidance on a bi-monthly basis. Individual and small group counseling sessions are held on an as needed basis. Guidance lessons focus on anti-bullying and social skills. A resource officer works with all fifth grade students utilizing DARE curriculum.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

School staff, faculty, and administrators strive to strengthen family involvement and family empowerment in the school. The school will coordinate and integrate parental involvement strategies with School Improvement, Strategic Planning, Title I, Title II, Title IV, Title VI, Community Involvement Programs, Business Partnerships, and other community involvement activities.

The school will provide the coordination, technical assistance, and other support necessary to assist in planning and implementing effective and comprehensive parent involvement programs, based on the National Standards for Parent/Family Involvement Programs, which include:

- A. Communication between home and school is regular, two-way and meaningful.
- B. Responsible parenting is promoted and supported.
- C. Parents play an integral role in assisting student learning. The School will help parents understand the state's academic standards, student progression requirements, and how to monitor their children's progress.
- D. Parents are welcome in school, treated with courtesy and respect, and their support and assistance are sought.
- E. Parents are full partners in the decisions that affect children and families.
- F. Community resources are utilized to strengthen school programs, family practices, and student learning.

The school will communicate parental choices and responsibilities to parents. Emphasis will be placed on active parent involvement at each school. The following are examples of family and community involvement communication:

- * Open House
- * School Edline web page
- * Focus
- * Newsletters communicating classroom and school news to parents
- * Parent phone calls, School Reach, and face-to-face meetings
- * College and Career Fairs
- * School Matters Publication

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

The school and district build and sustain partnerships with our local community. These groups meet regularly to review data, have discussions about progress, and make decisions about implementation plans and strategies ensuring a common vision among all partners. Our school partnerships support our efforts to increase student achievement by:

- * Establishing structured opportunities to engage all stakeholders
- * Encouraging open dialogue about challenges and solutions
- * Engaging stakeholders in the use of data
- * Leveraging community resources and funding sources

Volunteer and Community Involvement programs develop community resources in response to the differing needs of classrooms. By accessing the many diverse resources found in communities, these programs enrich and enhance school curriculum. A wide array of community partners enables these programs to maximize their impact. Volunteers may tutor, mentor, assist in the classroom, help with fundraising, participate in developing school plans, as well as many other opportunities. Recognition awards promote community involvement as well as highlight outstanding volunteer practices and showcase exemplary projects which are then shared district-wide.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Nicholas-Bovinetto, Amber	Principal
Davis, Latashia	Teacher, K-12
Kinard, Lee	Guidance Counselor
Ploegert, Pam	Teacher, K-12
Smith, Pam	Teacher, K-12

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

The school-based leadership team engages in a shared decision-making model. Needs are analyzed through comprehensive needs assessments and data analysis. The team works to identify areas of concern within the general population of students and within subgroups of students, analyze these areas, formulate an intervention plan and then measure the effectiveness of the interventions through on-going progress monitoring. Plans to maintain learning gains and address areas of concern form the basis for the school improvement plan.

The Leadership team consists of: Administrator, School Counselor, and Grade Level Chairs. The Leadership Team is responsible for ensuring that the school has a system that provides increasingly intense and differentiated interventions, resources and supports needed to meet the unique needs of its students. The Leadership Team shares in the decision-making within this process, seeking input from all stakeholders.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

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

In order to identify those needs, the team must analyze data to determine deficits and other areas in need of improvement. The team looks at academic, attendance and behavior related data. As the team disaggregates the data, it is identifying which students are meeting grade level expectations and which are not. It is looking for patterns and trends in the data.

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

Once those areas of need have been identified, the leadership team disseminates this information to the departments, literacy teams and other school based teams. The teams will provide input to the leading questions and assist in determining appropriate research based interventions to remediate

specific deficits and identify other available resources to meet individual student needs. The departments/teams oversee the implementation of the interventions and monitor student progress through regularly scheduled meetings. The progress monitoring information will be shared with the leadership team and departments/teams together will monitor the effectiveness of interventions through student progress monitoring data and fidelity checks.

The Problem Solving Process

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

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

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

Title I

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

Title II

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

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

Title III

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

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

Supplemental Academic Instruction (SAI)

These funds are utilized to provide supplemental academic coaches.

Violence Prevention Programs:

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

Nutrition Programs

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

Head Start

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

Adult Education

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

Career and Technical Education

Articulation agreements allow students to earn college and postsecondary technical credits in high school and provide more opportunities for students to work towards postsecondary degrees. Students will gain an understanding of business and industry workforce requirements by acquiring Ready to Work and other industry certifications. Readiness for postsecondary opportunities will strengthen with the integration of academic and career and technical education components and a coherent sequence of courses.

School Advisory Council (SAC)

Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Amber Nicholas-Bovinette	Principal
Latashia Davis	Teacher
Laura Lee Kinard	Teacher
Pamela Smith	Teacher
Pam Ploegert	Teacher
Julie Davis	Teacher
Rebecca Stanley	Parent
Angela Whitely	Parent
Joshua Whitely	Parent
Joey Rountree	Business/Community
Amanda Thien	Business/Community
Terry Yerby	Business/Community

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

According to survey results, our school community was aware of the goals for our school's improvement plan. All stakeholders indicated that they received sufficient support in implementing the strategies contained in the school improvement plan. The survey results indicated that the school had implemented all of the strategies for improving student learning that were contained in our school improvement plan. The surveys indicated that stakeholders felt that all of the strategies were helpful. The strategies in the plan that stakeholders indicated were the most helpful were small group

instruction in Reading and Math. All stakeholders felt the plan included specific strategies that strengthened our academic program.

Development of this school improvement plan

Our SAC is involved in the development of our school improvement plan in various ways. SAC is involved in viewing school data, surveys, and other forms of formal and informal data, so that we can identify areas where improvement is needed. Bryceville Elementary School gathers input from our SAC on strategies, goals, and allocation of available funds. We have several work groups each year, in which SAC members work in teams to brainstorm ideas and write Bryceville Elementary School's plan. Once a draft is written, it is reintroduced to SAC for final approval. If any suggestions are made, revisions are made to school improvement plan, as needed and agreed upon.

Preparation of the school's annual budget and plan

The school's annual budget was prepared based on school operational needs and annual, recurring expenditures. Funds have also been budgeted for school-wide instructional goals, as well as strategic usage of monies allocated by District and State.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

Funds were dispersed at the conclusion of the 13-14 school year, and rolled over for use during the 14-15 school year.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Nicholas-Bovinette, Amber	Principal
Davis, Latashia	Teacher, K-12
Kinard, Lee	Guidance Counselor
Ploegert, Pam	Teacher, K-12
Smith, Pam	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

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

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Opportunities for encouraging positive working relationships between teachers include participation in Leadership Meeting, Faculty Meetings, and Team Meetings. In these meetings, the focus is on students' academic and social needs. Teachers regularly engage in professional dialogue with colleagues; share ideas, knowledge, and techniques; and participate in collaborative problem-solving around classroom instruction. Teachers work together to develop shared knowledge and discover common solutions to challenging problems.

The master schedule was revamped to give students early release time every Wednesday in order to have additional collaborative instructional planning time.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

1. Provision of mentoring, training and coaching for:

- a) first and second-year new teachers, including those in Alternative Certification (ACP) or Educator Preparation Institute (EPI) programs; and
- b) ESOL and Reading teachers in the process of earning an Endorsement.

These activities are coordinated with the district's Personnel system and through the provision of an ESOL Coach and an Instructional Strategies/New Teacher Coach.

2. In order to ensure that all teachers become Effective or Highly Effective, the district will provide resources, coaching, and professional development to any teacher whose overall evaluation rating is Needs Improvement or Unsatisfactory. The principal will conduct a conference with the teacher to determine specific goals and needs for professional development, in addition to needs for classroom strategies and behaviors.

3. Resources and/or professional development will be provided to support the skills and knowledge needed to increase the number of In-field/Highly Qualified/effective teachers. This will include provision of ESOL, Reading, and Gifted Endorsement courses; financial support for testing to add areas of certification to teachers' existing certificates; financial support for provision of study guides and workshops (as available); assistance with cost of adding subject areas to certificates to become in-field in all courses taught.

4. The district will recruit effective teachers and leaders, including minorities, to ensure high quality and diversity of applicants and will retain exemplary teachers through recognition, incentives and leadership development opportunities.

5. Professional development activities and records are efficiently and effectively managed to ensure teachers maintain their certification and remain up to date in their areas of certification.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

A. First year teachers participate in the following district professional development and mentoring activities:

1. New Teacher Orientation, including introduction to the Nassau District Schools' mission and values
2. Professional Development in the district's Marzano Evaluation Framework.
3. Monthly (8) New Teacher Professional Learning Community sessions with text: Why Didn't I Learn This in College?
4. Common Core Standards and Lesson Planning
5. The Florida Educator Code of Ethics
6. Conducting Effective Parent Conferences
7. District E-mail Protocol and technology-based curriculum programs

8. Professional Education Competencies, as applicable
 9. Classroom and Behavior Management
 10. Other professional development as specified by the school or district, such as Reading, ESOL, or Writing.
- B. Observation and Coaching/Mentoring Components:
1. Two classroom observations followed by a feedback conference, conducted by the District Instructional Strategies Coach who is trained in highly trained in Clinical Education, observation and feedback/coaching strategies, and the Marzano framework.
 2. Two classroom observations (one per semester) followed by a feedback conference, conducted by a mentor teacher or other certified educator who teaches the same grade level/subject area as the new teacher, has been rated as Highly Effective, has been provided with CET or similar training and coaching resources, and is selected by the principal as a mentor.
 3. Two classroom observations (one per semester) followed by a feedback conference, by the new teacher in the classroom of the mentor teacher or other certified educator who teaches the same grade level/subject area as the new teacher and who has been rated as Highly Effective.
 4. On-going informal observations and coaching with feedback conducted by Instructional Strategies Coach, with related professional development resources available via the district's iObservation system.
 5. Walk-throughs, informal observations, and formal observations using the Marzano framework instrument, conducted by a trained principal, assistant principal or other administrator, with related professional development resources available via the district's iObservation system.
- C. RATIONAL FOR MENTOR/NEW TEACHER PAIRINGS AND PLANNED MENTORING ACTIVITIES:
The District Instructional Strategies Coach and the school principal confer to select a mentor teacher or other certified educator who teaches the same grade level/subject area/role as the new teacher or other educator, and who has been rated as Highly Effective.
The planned mentoring activities provide on-going and regularly-scheduled opportunities for classroom visits and observations, reflection, and coaching and feedback, as well as monthly collaboration in PLCs for professional development in best practices and highly effective instructional strategies. The purpose of these on-going support strategies is to increase teacher effectiveness and as a result, to increase student achievement.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Core instructional materials and programs are selected from the list of state approved adoptions. It is also the intent of the Nassau County School District that textbooks be selected for district-wide use by course/grade/level to assure continuity and economy throughout the district. Media materials should be selected to provide enrichment and curriculum support taking into consideration the varied needs, interests, and abilities of the school population. School Textbook Selection Committees include representatives of faculty, parents, and community members.

District Adoption Process:

1. Sample materials of all state adopted texts will be obtained by the appropriate director and evaluated by the school committee using appropriate forms and criteria.
2. Each school will select its choice for the district adoption in each area under consideration. Each school's selection will be submitted to the appropriate instructional director.
3. School selections will be tallied. The title receiving the most votes will be designated as the district adoption for each course or subject area.

Resources used to evaluate instructional materials include: Florida State Standards and Next

Generation Sunshine State Standards, grade level expectations, curriculum frameworks or course descriptions, and FLDOE instructional materials specifications.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Data analysis is at the center of all instructional decisions. The master schedule contains blocks of time for instruction based on the diverse needs of students. Remediation and enrichment in the classroom is based on progress monitoring data collected in core classes such as reading and math. This data is reviewed in team meetings and data chats are conducted with students.

The school-based leadership team is responsible for disaggregating and analyzing data to determine areas of deficiency. The team is charged with identifying problems within the general population of students and within subgroups of students, analyzing why the problems are occurring, formulating an intervention plan and then measuring the effectiveness of the interventions through regular progress monitoring. Their plan to address and remediate areas of deficiency becomes their MTSS (multi-tiered system of supports) and forms the basis for the school improvement plan.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 1,320

We offer an after-school tutoring program to our K-5 students who meet criteria based on data. The funds are a co-mingling of Title V, school improvement (roll forward funds), recognition, and internal funds. We meet in small groups with the students for one hour after school to give them individualized/small group/differentiated instruction in the core academic subjects. At this time, we have budgeted for a ten week tutoring program for intensive and strategic Reading instruction.

Strategy Rationale

Students receive additional strategic, rigorous, academic support based on data to enhance student understanding of concepts and achievement.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Nicholas-Bovinette, Amber, amber.nicholas-bovinette@nassau.k12.fl.us

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

We compare the students' prior year performance to their current year performance to show growth. We will analyze data from STAR, FCAT, LEXIA CORE 5, I-Ready, and classroom grades to determine the effectiveness of this program.

Strategy: Extended School Day

Minutes added to school year:

Teacher Collaboration

Strategy Rationale

For additional collaboration, teachers will have the opportunity to observe and plan with teachers at other schools within Nassau County.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Nicholas-Bovinetto, Amber, amber.nicholas-bovinetto@nassau.k12.fl.us

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Reflection notes, lesson plans, compare students' prior year performance to their current year performance to show growth.

Strategy: Extended School Day

Minutes added to school year:

Utilize Step-Up-To-Writing Fourth Edition during the 2014-15 and 15-16 school years (3rd-5th), as well as District & School Reading, Math, Writing, and Rigor Initiatives in K-5th grades

Strategy Rationale

FSA Writing Assessments, utilizing text-based support for informational and opinion writing, will be administered to 3rd-5th grade students. These initiatives support strategic, rigorous instruction specifically in this academic area. Writing and rigor are integrated within all subject areas. Materials and/or substitute teachers will be necessary for implementation with fidelity.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Nicholas-Bovinetto, Amber, amber.nicholas-bovinetto@nassau.k12.fl.us

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

FSA Assessment scores, progression of student writing and other academic subjects based on scales, rubrics and classroom grades

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Each school holds student/parent orientation meetings to assist with the transitioning from one school level to another. The Student Progression Plan and student handbook are distributed and reviewed.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** All stakeholders at Bryceville Elementary School will help all students achieve grade level proficiency in the ELA, Mathematics, and Science curriculum as determined by scoring proficient or above on state/local assessments.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. All stakeholders at Bryceville Elementary School will help all students achieve grade level proficiency in the ELA, Mathematics, and Science curriculum as determined by scoring proficient or above on state/local assessments. **1a**

 G046026

Targets Supported **1b**

Indicator	Annual Target
AMO Math - All Students	79.0
AMO Reading - All Students	75.0
FCAT 2.0 Science Proficiency	90.0

Resources Available to Support the Goal **2**

- District Core Curriculum STAR Reading Program Lexia Core 5 AR Saxon Phonics (K-2) Think Central STAR Math IXL STAR Math Program School-wide math facts program Florida State Standards Academy of Reading Discovery Education Instructional Focus Calendars Supplemental Materials Brain Pop I-Ready CPALMS

Targeted Barriers to Achieving the Goal **3**

- Students perform at a wide variety of ability levels.
- Parental knowledge or ability may be limited when assisting students with the reading/math/science/writing process
- Staff development for teachers, time and money required to provide quality staff development

Plan to Monitor Progress Toward G1. **8**

I-Ready Data, Lexia Data, STAR Reading Data, STAR Math Data

Person Responsible

Amber Nicholas-Bovinette

Schedule

Weekly, from 8/6/2014 to 5/22/2015

Evidence of Completion

Progress monitoring assessments via data analysis meetings and collaborative planning

Action Plan for Improvement


For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. All stakeholders at Bryceville Elementary School will help all students achieve grade level proficiency in the ELA, Mathematics, and Science curriculum as determined by scoring proficient or above on state/local assessments. **1**

 G046026

G1.B1 Students perform at a wide variety of ability levels. **2**

 B113863

G1.B1.S1 Implement whole and small group Reading. Small group strategic, differentiated instruction will be utilized during the state mandated 90 minute reading block to meet the learning needs of each student. Extended day tutoring will be provided for qualifying students. **4**

 S125316

Strategy Rationale

Provide differentiated instruction of Florida Standards as assessed on FSA.

Action Step 1 **5**

Strategy: Provide whole and small group Reading instruction. Small group strategic, differentiated instruction will be utilized during the state mandated 90 minute reading block to meet the learning needs of each student. Extended day tutoring will be provided for qualifying students.
Professional Development: Provide Teachers professional development to ensure effective small group and differentiated instruction is implemented during the 90 minute reading block to meet the needs of all learners.

Person Responsible

Amber Nicholas-Bovinette

Schedule

Daily, from 8/6/2014 to 5/22/2015

Evidence of Completion

Lesson Plans and Classrooms Observations, Professional Development Rosters & Agendas

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Small group differentiation and extended day tutoring, monitor all data and data analysis meetings

Person Responsible

Amber Nicholas-Bovinette

Schedule

Weekly, from 8/6/2014 to 5/22/2015

Evidence of Completion

Lesson Plans, Classroom Observation, Attendance Rosters for Tutoring, Assessment Data

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

formative and summative assessments

Person Responsible

Amber Nicholas-Bovinette


Schedule

Daily, from 8/6/2014 to 5/22/2015

Evidence of Completion

Assessment Data

G1.B1.S2 Integrate text based writing instruction into all curriculum areas. Familiarize students with keyboarding/computer skills necessary to demonstrate proficiency on state/local assessments. 4

 S125317

Strategy Rationale

Provide differentiated instruction of Florida Standards as assessed on FSA.

Action Step 1 5

Strategy: Integrate text based writing instruction into all curriculum areas. Familiarize students with keyboarding/computer skills necessary to demonstrate proficiency on state/local assessments.

Professional Development: BES will implement 6 Traits of Writing resources school-wide, 4th/5th grade teachers will receive Professional Development in Step-Up-to-Writing curriculum, as well as District initiatives involving Writing instruction aligned to FSA. A systemic program of keyboarding, extending from K-5, will be implemented, utilizing web-based keyboarding resources.

Person Responsible

Amber Nicholas-Bovinette

Schedule

Weekly, from 8/6/2014 to 5/22/2015

Evidence of Completion

Lesson Plans and Classroom Observations, Professional Development Agendas & Rosters

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Monitor usage of Six Traits of Writing and Step Up to Writing 4th Ed., Monitor usage of keyboarding applications

Person Responsible

Amber Nicholas-Bovinette

Schedule

Daily, from 8/6/2014 to 5/22/2015

Evidence of Completion

Lesson Plans, Classroom Observations, Staff Development Documentation

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

formative and summative assessments

Person Responsible

Amber Nicholas-Bovinette

Schedule

Weekly, from 8/6/2014 to 5/22/2015

Evidence of Completion

Assessment data, Lesson Plans

G1.B1.S3 Small group instruction will be utilized during the Mathematics block to meet the learning needs of each student through differentiated instruction to include previewing of upcoming skills, reviewing already taught skills, and explicit teaching of the current skills which need to be mastered. 4

 S125318

Strategy Rationale

Provide differentiated instruction of Florida Standards as assessed on FSA.

Action Step 1 5

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

Professional Development: Teachers participate in District Make & Take Workshops for additional collaboration and collection of materials, ideas, and strategies (funded by District, so not a PD Opportunity by way of School Improvement Funds).

Person Responsible

Amber Nicholas-Bovinette

Schedule

Daily, from 8/6/2014 to 5/22/2015

Evidence of Completion

Lesson Plans and Classroom Observations, Student Artifacts, All Assessment Data

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

small group instruction

Person Responsible

Amber Nicholas-Bovinette

Schedule

Daily, from 8/6/2014 to 5/22/2015

Evidence of Completion

Lesson Plans, Classroom Observation, Calendars, Peer Observations, Meeting Documentation, Staff Development Documentation

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7

formative and summative assessments

Person Responsible

Amber Nicholas-Bovinette


Schedule

Daily, from 9/18/2014 to 5/22/2015

Evidence of Completion

assessment data

G1.B1.S4 Small group instruction, science leveled readers, explicit science vocabulary instruction, and science content used to teach reading comprehension skills will be utilized during our science and reading instruction (integrated during the reading block) to meet the learning needs of each student through differentiated instruction. 4

 S125319

Strategy Rationale

Provide differentiated instruction of Florida Standards as assessed on Science FCAT.

Action Step 1 5

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

Professional Development: Teachers will participate in Professional Development in Rigor, which includes all content areas. Additionally, we will build non-fiction classroom library capacity with leveled readers.

Person Responsible

Amber Nicholas-Bovinette

Schedule

Daily, from 8/6/2014 to 5/22/2015

Evidence of Completion

Lesson Plans and Classroom Observations, Professional Development Rosters & Agendas

Plan to Monitor Fidelity of Implementation of G1.B1.S4 6

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

Person Responsible

Amber Nicholas-Bovinette

Schedule

Daily, from 8/6/2014 to 5/22/2015

Evidence of Completion

Lesson Plans, Classroom Observations, Staff Development Documentation

Plan to Monitor Effectiveness of Implementation of G1.B1.S4 7

formative and summative assessments

Person Responsible

Amber Nicholas-Bovinette


Schedule

Weekly, from 8/6/2014 to 5/22/2015

Evidence of Completion

Assessment Data

G1.B2 Parental knowledge or ability may be limited when assisting students with the reading/math/science/writing process 2

 B113864

G1.B2.S1 Continue to keep parents/guardians informed about expectations and student progress 4

 S125320

Strategy Rationale

Parents/Guardians are vital partners of academic achievement for all students.

Action Step 1 5

Provide parental involvement opportunities and ongoing communication

Person Responsible

Amber Nicholas-Bovinette

Schedule

Daily, from 8/22/2014 to 5/22/2015

Evidence of Completion

Newsletters, Calendars, Parent Survey, Event Sign-in Rosters

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

BES will provide parental involvement opportunities and ongoing communication to inform parents about expectations and student progress.

Person Responsible

Amber Nicholas-Bovinette

Schedule

Daily, from 8/6/2014 to 5/22/2015

Evidence of Completion

Parent Newsletters, Calendars, Opportunity Documentation, Focus

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

formative and summative assessments

Person Responsible

Amber Nicholas-Bovinette

Schedule

Daily, from 8/6/2014 to 5/22/2015


Evidence of Completion

assessment data

G1.B3 Staff development for teachers, time and money required to provide quality staff development **2**

 B113865

G1.B3.S1 Provide collaborative planning time for teachers. Provide county and/or school wide staff development in CCSS implementation to include a focus on curriculum shifts and Marzano instructional strategies. **4**

 S125321

Strategy Rationale

In teams, teachers harness the exponential principle of planning for differentiation and meeting student needs to a greater depth and degree. Teachers plan for rigor, based on Florida State Standards and remediating/enhancing student learning.

Action Step 1 **5**

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

Person Responsible

Amber Nicholas-Bovinette

Schedule

Daily, from 8/22/2014 to 5/22/2015

Evidence of Completion

Lesson plans, PGP's, Deliberate Practice, Sign-in Rosters, Agendas

Plan to Monitor Fidelity of Implementation of G1.B3.S1 **6**

Supervise and structure planning time for teachers; Implement county and/or school-wide staff development

Person Responsible

Amber Nicholas-Bovinette

Schedule

Daily, from 8/6/2014 to 5/22/2015

Evidence of Completion

Lesson Plans, Classroom Observations, Meeting Documentation Staff Development Documentation

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Administration to Plan with Teachers and provide structure/materials for planning conversation

Person Responsible

Amber Nicholas-Bovinette

Schedule

Monthly, from 8/6/2014 to 5/22/2015

Evidence of Completion

Lesson Plans, Assessment Data, Teacher Observations

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Strategy: Provide whole and small group Reading instruction. Small group strategic, differentiated instruction will be utilized during the state mandated 90 minute reading block to meet the learning needs of each student. Extended day tutoring will be provided for qualifying students. Professional Development: Provide Teachers professional development to ensure effective small group and differentiated instruction is implemented during the 90 minute reading block to meet the needs of all learners.	Nicholas-Bovinette, Amber	8/6/2014	Lesson Plans and Classrooms Observations, Professional Development Rosters & Agendas	5/22/2015 daily
G1.B1.S2.A1	Strategy: Integrate text based writing instruction into all curriculum areas. Familiarize students with keyboarding/ computer skills necessary to demonstrate proficiency on state/local assessments. Professional Development: BES will implement 6 Traits of Writing resources school-wide, 4th/5th grade teachers will receive Professional Development in Step-Up-to-Writing curriculum, as well as District initiatives involving Writing instruction aligned to FSA. A systemic program of keyboarding, extending from K-5, will be implemented, utilizing web-based keyboarding resources.	Nicholas-Bovinette, Amber	8/6/2014	Lesson Plans and Classroom Observations, Professional Development Agendas & Rosters	5/22/2015 weekly
G1.B1.S3.A1	Strategy: Provide small group instruction will be utilized during the mathematics block to meet the learning needs of each student through differentiated instruction to include previewing of upcoming skills, reviewing skills already taught, and explicit teaching of the current skills which need to be mastered. Professional	Nicholas-Bovinette, Amber	8/6/2014	Lesson Plans and Classroom Observations, Student Artifacts, All Assessment Data	5/22/2015 daily

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	Development: Teachers participate in District Make & Take Workshops for additional collaboration and collection of materials, ideas, and strategies (funded by District, so not a PD Opportunity by way of School Improvement Funds).				
G1.B1.S4.A1	Strategy: Provide small group instruction, science leveled readers, explicit science vocabulary instruction, and science content used to teach reading comprehension skills will be utilized during our science and reading instruction (integrated during the reading block) to meet the learning needs of each student through differentiated instruction. Professional Development: Teachers will participate in Professional Development in Rigor, which includes all content areas. Additionally, we will build non-fiction classroom library capacity with leveled readers.	Nicholas-Bovinetto, Amber	8/6/2014	Lesson Plans and Classroom Observations, Professional Development Rosters & Agendas	5/22/2015 daily
G1.B2.S1.A1	Provide parental involvement opportunities and ongoing communication	Nicholas-Bovinetto, Amber	8/22/2014	Newsletters, Calendars, Parent Survey, Event Sign-in Rosters	5/22/2015 daily
G1.B3.S1.A1	Implement collaborative planning time and professional development to meet the needs of the teachers	Nicholas-Bovinetto, Amber	8/22/2014	Lesson plans, PGP's, Deliberate Practice, Sign-in Rosters, Agendas	5/22/2015 daily
G1.MA1	I-Ready Data, Lexia Data, STAR Reading Data, STAR Math Data	Nicholas-Bovinetto, Amber	8/6/2014	Progress monitoring assessments via data analysis meetings and collaborative planning	5/22/2015 weekly
G1.B1.S1.MA1	formative and summative assessments	Nicholas-Bovinetto, Amber	8/6/2014	Assessment Data	5/22/2015 daily
G1.B1.S1.MA1	Small group differentiation and extended day tutoring, monitor all data and data analysis meetings	Nicholas-Bovinetto, Amber	8/6/2014	Lesson Plans, Classroom Observation, Attendance Rosters for Tutoring, Assessment Data	5/22/2015 weekly
G1.B2.S1.MA1	formative and summative assessments	Nicholas-Bovinetto, Amber	8/6/2014	assessment data	5/22/2015 daily
G1.B2.S1.MA1	BES will provide parental involvement opportunities and ongoing communication to inform parents about expectations and student progress.	Nicholas-Bovinetto, Amber	8/6/2014	Parent Newsletters, Calendars, Opportunity Documentation, Focus	5/22/2015 daily
G1.B3.S1.MA1	Administration to Plan with Teachers and provide structure/materials for planning conversation	Nicholas-Bovinetto, Amber	8/6/2014	Lesson Plans, Assessment Data, Teacher Observations	5/22/2015 monthly
G1.B3.S1.MA1	Supervise and structure planning time for teachers; Implement county and/or school-wide staff development	Nicholas-Bovinetto, Amber	8/6/2014	Lesson Plans, Classroom Observations, Meeting Documentation Staff Development Documentation	5/22/2015 daily
G1.B1.S2.MA1	formative and summative assessments	Nicholas-Bovinetto, Amber	8/6/2014	Assessment data, Lesson Plans	5/22/2015 weekly
G1.B1.S2.MA1	Monitor usage of Six Traits of Writing and Step Up to Writing 4th Ed., Monitor usage of keyboarding applications	Nicholas-Bovinetto, Amber	8/6/2014	Lesson Plans, Classroom Observations, Staff Development Documentation	5/22/2015 daily
G1.B1.S3.MA1	formative and summative assessments	Nicholas-Bovinetto, Amber	9/18/2014	assessment data	5/22/2015 daily
G1.B1.S3.MA1	small group instruction	Nicholas-Bovinetto, Amber	8/6/2014	Lesson Plans, Classroom Observation, Calendars, Peer Observations, Meeting Documentation, Staff Development Documentation	5/22/2015 daily
G1.B1.S4.MA1	formative and summative assessments	Nicholas-Bovinetto, Amber	8/6/2014	Assessment Data	5/22/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S4.MA1	Providing small group instruction, utilizing leveled readers, explicitly teaching the science vocabulary, and utilizing science content to teach the reading comprehension skills which is integrated during the reading block	Nicholas-Bovinetto, Amber	8/6/2014	Lesson Plans, Classroom Observations, Staff Development Documentation	5/22/2015 daily

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. All stakeholders at Bryceville Elementary School will help all students achieve grade level proficiency in the ELA, Mathematics, and Science curriculum as determined by scoring proficient or above on state/local assessments.

G1.B1 Students perform at a wide variety of ability levels.

G1.B1.S1 Implement whole and small group Reading. Small group strategic, differentiated instruction will be utilized during the state mandated 90 minute reading block to meet the learning needs of each student. Extended day tutoring will be provided for qualifying students.

PD Opportunity 1

Strategy: Provide whole and small group Reading instruction. Small group strategic, differentiated instruction will be utilized during the state mandated 90 minute reading block to meet the learning needs of each student. Extended day tutoring will be provided for qualifying students. Professional Development: Provide Teachers professional development to ensure effective small group and differentiated instruction is implemented during the 90 minute reading block to meet the needs of all learners.

Facilitator

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

Participants

Administrator, Teachers. Paraprofessional

Schedule

Daily, from 8/6/2014 to 5/22/2015

G1.B1.S2 Integrate text based writing instruction into all curriculum areas. Familiarize students with keyboarding/computer skills necessary to demonstrate proficiency on state/local assessments.

PD Opportunity 1

Strategy: Integrate text based writing instruction into all curriculum areas. Familiarize students with keyboarding/computer skills necessary to demonstrate proficiency on state/local assessments.

Professional Development: BES will implement 6 Traits of Writing resources school-wide, 4th/5th grade teachers will receive Professional Development in Step-Up-to-Writing curriculum, as well as District initiatives involving Writing instruction aligned to FSA. A systemic program of keyboarding, extending from K-5, will be implemented, utilizing web-based keyboarding resources.

Facilitator

Amber Nicholas-Bovinette

Participants

Administrator and Teachers

Schedule

Weekly, from 8/6/2014 to 5/22/2015

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

PD Opportunity 1

Strategy: Provide small group instruction, science leveled readers, explicit science vocabulary instruction, and science content used to teach reading comprehension skills will be utilized during our science and reading instruction (integrated during the reading block) to meet the learning needs of each student through differentiated instruction. Professional Development: Teachers will participate in Professional Development in Rigor, which includes all content areas. Additionally, we will build non-fiction classroom library capacity with leveled readers.

Facilitator

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

Participants

Administrator & Teachers

Schedule

Daily, from 8/6/2014 to 5/22/2015

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

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

PD Opportunity 1

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

Facilitator

Grade Level Chairs, Teachers, Principal, and District Office Staff

Participants

Administrator & Teachers

Schedule

Daily, from 8/22/2014 to 5/22/2015

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget Rollup

Summary

Description	Total
Goal 1: All stakeholders at Bryceville Elementary School will help all students achieve grade level proficiency in the ELA, Mathematics, and Science curriculum as determined by scoring proficient or above on state/local assessments.	1,298
Grand Total	1,298

Goal 1: All stakeholders at Bryceville Elementary School will help all students achieve grade level proficiency in the ELA, Mathematics, and Science curriculum as determined by scoring proficient or above on state/local assessments.

Description	Source	Total
B1.S1.A1 - District Initiative at Elementary level is to implement strategies from Revisit, Reflect, Retell, infuse rigor throughout Reading and all subject areas, provide collaboration District-wide for enhancement of these processes, and provide strategic Reading tutoring.	School Improvement Funds	450
B1.S2.A1 - Step Up To Writing/6-Trait instructional materials and/or substitute teachers for K-5th grade teachers to provide Professional Development.	School Improvement Funds	400
B1.S4.A1 - Leveled Classroom and Guided Reading Libraries for Fiction and Non-fiction texts for strategic integration of Science and Reading	School Improvement Funds	200
B3.S1.A1 - BES teachers will collaborate with teachers at other schools within Nassau County for expanded Professional Development and collaboration opportunities.	School Improvement Funds	248
Total Goal 1		1,298