Nassau County School District

Bryceville Elementary School

2021-22 Schoolwide Improvement Plan

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Bryceville Elementary School

6504 CHURCH AVE, Bryceville, FL 32009

[no web address on file]

Demographics

Principal: Tammy Smith

Start Date for this Principal: 7/1/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	*[Data Not Available]*
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Economically Disadvantaged Students Students With Disabilities White Students
School Grades History	2018-19: A (75%) 2017-18: A (68%) 2016-17: A (71%) 2015-16: A (75%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Dustin Sims
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

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 Leadership Team

Membership
Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.**:**

Name	Title	Job Duties and Responsibilities
Smith, Tammy	Principal	
Sawicki, Elizabeth	Reading Coach	
Butler, Sue	Teacher, K-12	
Davis, Latashia	Teacher, K-12	
White, Jessica	Guidance Counselor	
Davis, Julie	Teacher, K-12	

Demographic Information

Principal start date
Thursday 7/1/2021, Tammy Smith

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

Total number of teacher positions allocated to the school
15

Total number of students enrolled at the school
202

Identify the number of instructional staff who left the school during the 2020-21 school year.
2

Identify the number of instructional staff who joined the school during the 2021-22 school year.
3

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	32	32	43	40	33	22	0	0	0	0	0	0	0	202
Attendance below 90 percent	7	11	15	9	5	8	0	0	0	0	0	0	0	55
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	1	3	1	0	0	0	0	0	0	0	5
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	5	0	0	0	0	0	0	0	0	5
Number of students with a substantial reading deficiency	5	6	6	4	1	0	0	0	0	0	0	0	0	22

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	1	2	0	0	0	0	0	0	0	0	3

The number of students identified as retainees:

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

Date this data was collected or last updated
Thursday 9/16/2021

2020-21 - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	35	42	37	30	29	24	0	0	0	0	0	0	0	197
Attendance below 90 percent	4	4	2	0	5	2	0	0	0	0	0	0	0	17
One or more suspensions	1	0	0	0	0	0	0	0	0	0	0	0	0	1
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students identified as retainees:

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

2020-21 - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	34	43	37	32	28	26	0	0	0	0	0	0	0	200
Attendance below 90 percent	3	4	4	3	3	5	0	0	0	0	0	0	0	22
One or more suspensions	1	0	0	0	1	0	0	0	0	0	0	0	0	2
Course failure in ELA	0	1	1	0	0	0	0	0	0	0	0	0	0	2
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students identified as retainees:

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

Part II: Needs Assessment/Analysis

School Data Review
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	87%	75%	12%	58%	29%
Cohort Comparison						
04	2021					
	2019	83%	68%	15%	58%	25%
Cohort Comparison		-87%				
05	2021					
	2019	82%	75%	7%	56%	26%
Cohort Comparison		-83%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	86%	83%	3%	62%	24%
Cohort Comparison						
04	2021					
	2019	91%	81%	10%	64%	27%
Cohort Comparison		-86%				
05	2021					
	2019	82%	86%	-4%	60%	22%
Cohort Comparison		-91%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	74%	73%	1%	53%	21%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

Kindergarten - STAR Early Literacy
1st & 2nd Grades - STAR Reading, iReady Math
3rd, 4th & 5th Grades - STAR Reading, iReady Reading, iReady Math

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	83	76	79
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners	0	0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	2	33	64
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 2				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	61	63	61
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	6	36	53
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 3				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	58	70	68
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	10	47	64
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 4				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	68	71	75
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	4	64	85
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	73	92	78
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	21	76	95
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Subgroup Data Review

	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
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	71	75		79	80		58				
WHT	84	74	56	89	81	71	73				
FRL	80	66	55	80	74	64	65				
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	43	60		67	67						
WHT	70	58	62	84	69	59	77				
FRL	62	54	50	77	69	46	67				

ESSA Data Review

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	75
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	524
Total Components for the Federal Index	7
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	73
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A

English Language Learners	
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	75
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	69
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Analysis

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

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

It is a trend that Bryceville Elementary School, along with Nassau County elementary schools, consistently perform above the state average.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Our greatest area of need is ELA in our primary grades. K-3

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

Covid, quarantining, absences. We will continue to work on the gap skills that are needed for success.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

5th grade ELA achievement showed a 5% improvement. 5th grade math showed a 13% improvement and 5th grade science showed a 13% improvement.

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

The fifth grade teachers tailored their instruction to meet the needs of students and fill in appropriate skill gaps. Tutoring after and before school and ELA, math and science boot camps all contributed to their success.

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

Continued progress monitoring to identify skill gaps and help tailor instruction to specific student needs.

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

Staff development will be provided in BEST Standards, McCarthy Math, vocabulary and writing techniques.

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

Regular meetings with progress monitoring team meeting to ensure students are progressing academically.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:	Bryceville Elementary School scored 63% achievement proficiency in grade 3 for ELA. Our District average was 68% in 2021. We would like to increase proficiency in ELA by utilizing several strategies and action steps below, especially focusing on our lower quartile students.
Measureable Outcome:	Proficiency in ELA 3rd grade will increase from 63% to 70% in the 21-22 school year.
Monitoring:	We will utilize regular progress monitoring for all students and more intensive monitoring for students at risk. The progress monitoring team will monitor the at risk students monthly and the leadership team will meet to evaluate proress toward proficiency.
Person responsible for monitoring outcome:	Tammy Smith (smithta@nassau.k12.fl.us)
Evidence-based Strategy:	The evidence-based strategy used is intentional differentiated ELA instruction based on data from diagnostic assessments, daily observations, and Benchmark assessments.
Rationale for Evidence-based Strategy:	Based on previous FSA and various assessments using iReady, STAR and Benchmarks, our data reveals the need for continued adjustments in differentiating small group instruction and providing additional targeted instruction through intervention blocks such as before and after school tutoring.

Action Steps to Implement

Targeted in-school support with small group instruction.

Person Responsible	Tammy Smith (smithta@nassau.k12.fl.us)

Tiered support as indicated in MTSS and supported by progess montioring team.

Person Responsible	Jessica White (whiteje@nassau.k12.fl.us)

Before and after school tutoring of our lower quartile with targeted instruction based on area of need.

Person Responsible	Elizabeth Sawicki (sawickiel@nassau.k12.fl.us)

Professiona developement focused on BEST Standards, McCarthy Math, Vocabulary, and Writing techniques.

Person Responsible	Tammy Smith (smithta@nassau.k12.fl.us)

#2. Culture & Environment specifically relating to Student Attendance	
Area of Focus Description and Rationale:	Our current data reveals that our average daily attendance is 92.9%. COVID, quarantined students and a local police emergency has attributed to this data.
Measureable Outcome:	By the end of the 2022 school year, the goal at BES is to increase the average daily attendance from 92.9% to 95%.
Monitoring:	Students' ADA percentage from the FOCUS portal will be reviewed monthly at the Leadership Team Meetings. Concerns and changes will be made accordingly.
Person responsible for monitoring outcome:	Tammy Smith (smithta@nassau.k12.fl.us)
Evidence-based Strategy:	Parent communication will be used to bring awareness of attendance policy and to implement student, classroom and school-wide positive incentives regarding attendance.
Rationale for Evidence-based Strategy:	It is evident at parent/student communication and incentives are needed to express the importance of attendance and the correlation to student achievement.

Action Steps to Implement

Postive reinforcement/incentives given to classes and students.

Person Responsible Elizabeth Sawicki (sawickiel@nassau.k12.fl.us)

Attendance policy communicated and clarified.

Person Responsible Tammy Smith (smithta@nassau.k12.fl.us)

Parent letters and phone calls from teachers following absences as well as providing instructional materials if students are learning from home due to COVID.

Person Responsible Elizabeth Sawicki (sawickiel@nassau.k12.fl.us)

No description entered

Person Responsible [no one identified]

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Durham will complete

Part IV: Positive Culture & Environment

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

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

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

School staff, faculty, and administrators strive to strengthen parent involvement in the school. The school will coordinate and integrate parental involvement strategies including community involvement opportunities and business partnerships. School staff, faculty and administrator strive to strengthen family involvement and family empowerment in the school.
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 students learning. The school will help parents understand the state's academic standards, student progression requirements, and how to monitor their child's progress.
D. Parents are welcome in school, treated with courtesy and respect, and their support and assistance is 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. The following are examples of family and community involvement communication:
- Open House, Parent Nights
- School Web Page
- FOCUS
- Newsletters communicating classroom and school news to parents
- Parent phone calls, ParentLink, conferences, school marquee, Remind app

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

Stakeholder groups include instructional staff and non-instructional staff, students, and families of students, volunteers, Student Advisory Council members and Districts Office personnel. Additional stakeholder groups include after-school care providers, social services, and business partners. Stakeholders groups

meet or are consulted to employ school improvements strategies that impact the postive school culture and environment of our schools.

		Part V: Budget	
1	III.A.	Areas of Focus: Instructional Practice: ELA	$0.00
2	III.A.	Areas of Focus: Culture & Environment: Student Attendance	$0.00
		Total:	$0.00