



# **Improvement Plan Stakeholder Involvement**

**Bryceville Elementary School  
Nassau County School District**

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# TABLE OF CONTENTS

Introduction.....	1
Improvement Planning Process.....	2

## **Introduction**

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

### Improvement Planning Process

#### Improvement Planning Process

**Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.**

BES's School Improvement Plan is the result of collaboration between a variety of stakeholders. The process began with a Comprehensive Needs Assessment, conducted by the school's Leadership Team and our School Advisory Council. The Leadership Team has been in place for many years at BES, and consists of a first grade teacher, who supports the Primary Grades (K-2) as Grade Level Chair, a fifth grade teacher, who supports the Intermediate Grades (3-5) as Grade Level Chair, and SAC Chair. The Leadership Team agreed on monthly meetings (Tuesday after the Principals' meeting). Because we have a meeting system in place, we rarely need to reschedule, but have on occasion, if needed. With regard to the composition of SAC, it follows local and state guidelines. Business partners from the community include pastors of local churches, NACDAC, and interested parents. Teachers on SAC include Committee Chairs and Leadership/Grade Level representation. Teachers volunteer for these roles. All are invited to attend, but the aforementioned are voting members. Following a Comprehensive Needs Assessment, our Leadership Team devised goals related to our school, but as Principals collaborated, we realized that the goals were common for all of our schools. Principals collaborated to finalize a draft of our plans. Once the plan was complete, it was reviewed with our school Leadership and SAC as a draft and further input considered before finalization of the plan. SAC meetings are scheduled in advance and voted on by a quorum of voting members.

**Describe the representations from stakeholder groups that participated in the development of the improvement plan and their responsibilities in this process.**

The Leadership Team completed the Comprehensive Needs Assessment based on data and feedback from their colleagues. The results of the CNA drove the process for School Improvement. SAC members include local pastors, NACDAC representative, parents, and teachers, ratios according to District and State guidelines. SAC has reviewed the School Improvement Plan, offered input, and voted on SAC monies to be spent, as relative to their relationship with the School Improvement Plan.

**Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.**

The final improvement plan was presented to SAC at a scheduled SAC meeting. The plan was communicated to faculty and staff in a faculty meeting. The plan is available to all parents online, in the front office, and/or the school Media Center. SAC stakeholders receive information on progress at each scheduled SAC meeting. As Committee Chairs, faculty and staff are actively involved in carrying out progress and report to SAC and other faculty/staff members at regularly scheduled, monthly faculty meetings. The Leadership Team meets once monthly to review progress toward goals and map out plans for continued progress.