



## Joyce M. Bullock Elementary School

130 SW 3RD ST, Williston, FL 32696

<http://jbe.levyschools.org/r/home>

### School Demographics

<b>School Type</b>	<b>2014-15 Title I School</b>	<b>2015-16 Economically Disadvantaged (FRL) Rate</b> (As Reported on Survey 2)
Elementary	Yes	61%

<b>Alternative/ESE Center</b>	<b>Charter School</b>	<b>2015-16 Minority Rate</b> (Reported as Non-white on Survey 2)
No	No	33%

### School Grades History

Year  
Grade

### School Board Approval

This plan is pending approval by the Levy 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, B or C with at least one F in the prior three years
- 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-C 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)

### 2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	<a href="#">Wayne Green</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### Provide the school's mission statement

Our mission is to provide rigorous instruction, guidance, and encouragement to empower students to be lifelong learners and responsible citizens. We foster a positive school climate, which respects and values diversity and nurtures everyone's self-esteem. Maintaining high expectations, we commit to a system of support through collaboration with staff, students, parents, and community.

##### Provide the school's vision statement

Building Lifelong Learners

#### School Environment

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

Upon enrollment in the school, all families complete an ethnicity questionnaire. This information is put into the school district's database where all personnel can access it. The information is used for a multitude of purposes such as disaggregating data by subgroups and creating class lists to ensure a balance of ethnicity. Teachers contact all families to welcome them to the school and build an open line of communication between the parents and school. At the beginning of the year, JBE hosts a Back to School Bash to welcome families and build early relationships. Also, parents are invited to attend events such as Career Day and Taco Restaurant Luncheon.

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

The school fosters an environment of respect and safety by being a Positive Behavioral Support school. Students are provided with instruction on Acting Safely, Being Respectful and Responsible, and Caring and Sharing. Teachers reward students for exhibiting these positive behaviors by nominating them for weekly incentives and student of the month recognition. These behaviors are not only recognized at school but also on the bus, before and after school. In addition, the school has fences with gates around the campus.

##### 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

Being a positive behavior school, we have a system in place for multiple levels of behavior management. The following lists our behavioral levels. Students are recognized for exhibiting positive behaviors through biweekly and monthly incentives as well.

JBE PBS Tiers:

Tier 1:

School-wide PBS: Classes earn tokens (charms) to add to their class chain. Once a set number of tokens are earned, the class plays Plinko to earn a PBS reward. Charms are distributed by staff other than teachers. Teachers reward through classroom management/positive reward system. Classes can earn tokens through lunchroom behavior, sidewalk/hallway behavior, special area behavior, recognition for weekly character ed focus etc. Individuals can earn ABC bucks for exemplary



citizenship. Big events will be planned each semester for students with no referrals. Positive phone calls to each family, during the first month of school and throughout the school year, are made in order to maintain a strong line of communication. Morning Announcements/Homeroom Conversations (Essential 10 from Ron Clark) occur on a daily basis.

Classroom PBS: Classrooms post rules/expectations. Teachers set classroom reward system with school-wide consistent color system.

Tier 2: Tier 2 students are determined at monthly Problem Solving Team Meetings with teachers. For identified Tier 2 students, teachers are provided with a Tier 2 Weekly Smiley Chart. Goal sheets focus on following ABC's (not individualized). Parents sign them at the end of the week. Teachers determine classroom rewards. Mrs. Gant meets with students to explain process/follow up. Bus ABC behavior charts, which specify appropriate behaviors for the bus, are used for students with repeated bus referrals.

Tier 3: Need is based on response to Tier 2 and determined at monthly Problem Solving Team Meetings with teachers and participate in a check in/out system. Students meet in the cafeteria in the morning to receive their individualized BRAG sheet. Teachers rate behaviors throughout day. Students are visited in the afternoon to mark progress of the day. Parent signatures are requested each night. Students receive BRAG buck for meeting their goal and getting a parent signature. Students spend their BRAG bucks in the BRAG store on Fridays, if they have not received a discipline referral that week. McDonald's lunch for 15 bucks is also a reward option. Student goal sheets are revised as needed. Student graduation from BRAG is determined at PSTs. Their graduation is a pizza party with 4 friends that helped them improve their behavior.

**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**

The school's guidance counselor provides small group and individual counseling as needed for children who struggle building emotional and social skills. Through the use of role playing and social stories, students learn appropriate ways to interact with others. Classrooms use Second Step as needed. The school social worker and district behavior analyst are also part of the team as needed to meet student needs.

**Early Warning Systems**

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

**Describe the school's early warning system and provide a list of the early warning indicators used in the system**

The school looks at the attendance of students, failing grades in ELA and Math, and time spent in ISS or OSS with loss of instruction at PST meetings and faculty meetings.

**Provide the following data related to the school's early warning system**

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

Indicator	Grade Level			Total
	K	1	2	
Attendance below 90 percent	54	38	26	118
One or more suspensions	4	1	1	6
Course failure in ELA or Math	34	20	10	64
Level 1 on statewide assessment	0	0	0	

**The number of students identified by the system as exhibiting two or more early warning indicators:**

Indicator	Grade Level			Total
	K	1	2	
Students exhibiting two or more indicators	33	20	13	66

**Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system**

The school holds weekly Problem Solving Team meetings to ensure all students' attendance, behavior and grades are looked at on a monthly basis. Interventions for academics are put into place when students start to show weakness in ELA and Math, which may result in the MTSS process for documenting those interventions. Students are assigned to remedial groups for those instructional areas in which they are showing difficulty and additional aide support is provided to assist in their learning. In the area of behavior, students who exhibit behaviors that lead to or have caused ISS/OSS are started on the PBS tier supports of intervention and possibly start small group counseling to work on exhibiting appropriate behaviors. Attendance is also evaluated at PST meetings. After each child generates five absences in a nine week period, parents are notified by a letter warning of students possible failure if absences reach 9 days in the 9 weeks period. Phone calls are made by administration and incentives are put into place to reward students for attendance at school. Attendance meetings are scheduled as needed with parents.

**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?**

Yes

**PIP Link**

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/188068>.

**Description**

A PIP has been uploaded for this school or district - see the link above.

**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 is active in many community events that build partnerships within the community. These events range from community parades, Purple Pinkie Run, Community Yard Sale, fundraisers like Relay for Life, and community festivals. By participating in these events, community partnerships support our students during school events like fundraisers, carnivals, and our annual back to school bash. We also have community members join us during our Literacy Week and Career Day in which they read to children and speak out their various career roles. The school partners with various businesses, agencies, and clubs such as: Williston Junior Woman's Club, Walgreens-Stuff the Bus host, Williston Woman's Club, Kohls, various local churches, Williston Rotary Club, University of Florida, Food4Kids backpack program, Williston Police Department, and Levy County Sheriff's Department. These groups provide additional support and services in the school by providing assistance in the classrooms or through providing funding for activities, incentives, or materials.

**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:**

Name	Title
Lewis, Melissa	Principal
Cribbs, Hillary	Assistant Principal
Liles, Susan	Teacher, K-12
Gant, Lisa	Guidance Counselor
Whitehurst, Lauren	Instructional Coach
Adkins, Jennifer	Teacher, ESE
Browning, Georgia	Teacher, K-12
Chorvat, Devyn	Teacher, ESE
Cooper, Monica	Teacher, K-12
Osteen, Debra	Teacher, K-12
Keene, Kristina	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 LLT meets twice a month to review school-wide data from progress monitoring assessments that are completed each month by each grade level. The team reviews the data and identifies areas of strengths and weaknesses. The team then develops an action plan to help shore up the gaps based on the data and supports each grade level in obtaining these goals. The role of the Intervention Teacher is to provide tier 2 intervention support to teachers, provide tier 3 interventions to students, and collect data to provide appropriate interventions. The role of the reading coach is to provide professional development and support to ensure fidelity of core instruction in the classroom. In addition, the reading coach provides in class modeling for teachers and pulls resources as needed for teachers/teams. The role of the principal is to ensure fidelity of core instruction, as well as tier 2 and tier 3 interventions. The role of the assistant principal is to monitor student attendance and behavior management in the classroom environment and to provide instructional direction for teachers. The role of the guidance counselor is to provide tier 2 and tier 3 behavior interventions, and collect data to provide interventions. There are two teacher representatives from each grade level, one being an ESE teacher, to ensure we are looking at the needs of all types of learners that can support the MTSS process and the general education teacher to ensure the interventions are on grade level and aligned with the grade level curriculum maps.

***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***

There is a system of checks and balances within the process and it is supported by defined roles within the team. MTSS team members who are also on the leadership team report on the core

instruction and its effectiveness in relation to the MTSS process. The MTSS works as a team to help prescribe specific interventions for individual and small group instruction, using student data and using the problem solving method. School resources are looked at within the team to determine if personnel and money need to be allocated to support interventions and curriculum needs. The processes of MTSS is monitored by frequency of meetings with teachers to review progress and by informal observations in the classrooms during Tier 2 and 3 instruction.

Title I funds are utilized to support classroom instruction and intervention school-wide. Funds are used to purchase research-based programs, supplemental materials, professional books, and technological resources that enhance classroom instruction. These funds also help to pay salaries for Title I paraprofessionals who support differentiated instruction in the classrooms, as well as additional tutoring instructors to work with at-risk students.

Title II funds are used to provide professional development for both administrators and instructional staff.

Title III is used to provide extra support for ELL students, including the purchase of Rosetta Stone and Reading Assistant for all ELL students and the hardware necessary to run the program in the classrooms. It also helps fund additional hours to pay staff to tutor students and instructional materials to support learning.

Title VI, part B (Small, Rural School Achievement Program/Rural and Low-Income School Program: Services are provided to focus specifically on teacher retention, and professional development on the Florida Standards. New teachers receive training through Mentor Program facilitated by the reading coach.

Title X helps families and children with resources under the McKinney-Veto Act to eliminate barriers for a free and appropriate education.

The school uses the following Violence Prevention Programs with all Pre-Kindergarten through second grade students: Second Step, Project Wisdom, and Positive Behavior Support (PBS).

We also have one Head Start Pre-K class on campus. We actively involve the class in school-wide events and parent nights.

### **School Advisory Council (SAC)**

#### **Membership:**

Name	Stakeholder Group
Merlonda Jones	Parent
Devyn Chorvat	Teacher
Patty Coleman	Teacher
Rebeca Savona	Education Support Employee
Emily Hancock	Parent
Tina Roberts	Parent
Michelle Hampton	Parent
Melissa Boyd	Parent
Heather Phillips	Parent
Heather Sims	Teacher
Julie Barnett	Parent
Annie Whitehurst	Parent
Claudia Dixon	Parent
Michael Dixon	Parent
Eva Austin	Teacher
Linda Hogan	Parent
Alma Molina-Munoz	Parent
Jose Luis	Parent
Stephanie Emrick	Parent
Jennifer Delong	Parent
Melissa Lewis	Principal
Hillary Cribbs	Principal
Christopher Maccord	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*

Joyce Bullock Elementary SAC reviews the school improvement plan goals and achievement. We discuss the outcomes for student performance and take input from parents on goals and strategies for the upcoming year in relation to our strength and weaknesses.

### *Development of this school improvement plan*

The SAC reviews the results of any needs assessment conducted by the school administration. They assist in the development of the school improvement plan and provide recommendations on specific components of the plan, such as, the goals of the school, indicators of school and student progress, and strategies and evaluation procedures to measure students' performance.

### *Preparation of the school's annual budget and plan*

The schools annual budget is prepared by the principal and her secretary. Funds are allocated for necessary items that must be paid for from those funds. The budget is presented to the SAC for review and allows for the principal to discuss the various items on the budget that need to be paid.

Teacher allocated funds for the classroom are discussed and SAC provides input on the dollar amount given to teachers to purchase resources.

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

We receive no funding at this time.

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

No

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

Joyce Bullock actively seeks participants from all backgrounds to participate in the decision making process for the school. We send home invitations to all parents, post meeting dates on the school calendar, include our meetings in the monthly newsletter, post notices on the school marquee, post Facebook invites, and conduct phone homes to all families as well.

**Literacy Leadership Team (LLT)**

**Membership:**

Name	Title
Lewis, Melissa	Principal
Cribbs, Hillary	Assistant Principal
Adkins, Jennifer	Instructional Coach
Browning, Georgia	Teacher, K-12
Chorvat, Devyn	Teacher, ESE
Cooper, Monica	Teacher, K-12
Gant, Lisa	Guidance Counselor
Liles, Susan	Teacher, K-12
Osteen, Debra	Teacher, K-12
Keene, Kristina	Teacher, K-12
Whitehurst, Lauren	Instructional Coach

**Duties**

**Describe how the LLT promotes literacy within the school**

The LLT will primarily focus on the learning gains of the subgroups that did not make adequate gains and the support needed by the teachers and students to make adequate increases. The school will focus on school-wide reading incentives including i-Ready growth rewards, Book-It and Accelerated Reader. During the ELA block of time, writing is embedded to further literacy understanding. We will work to analyze data to ensure that the Florida Standards are being effectively taught and students demonstrate success of those standards. Parent awareness of the changes in the Florida Standards and the language arts block in elementary school will also be a focus.

**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**

Teachers throughout the school have many assigned roles that allow for collaborative efforts in the decisions that guide the school functions and student instruction. Teachers meet weekly for collaborative planning sessions by grade level. Leadership team meets twice a month to review student data and plan future events and instructional decisions for the school. The MTSS team meets every Monday with assigned teachers to discuss student progress and the differentiated instruction in the classroom. A JBE Weekly Update is sent weekly to keep the staff informed of events of the upcoming two weeks.

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

The school works closely with nearby universities to recruit candidates for teaching positions within the school. We also advertise on the school board website. We attend Mock Interviews and recruitment fairs held by local colleges as well. Weekly collaborative planning meetings provide support and interaction among team members in planning for Florida Standards.

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

The administration assigns mentor teachers to all first and second year teachers, as well as teachers new to the school and/or district; provides extensive professional development to meet teachers' needs, as well as build in administrative and peer support; and continues working and building a relationship with regional universities to utilize interns and recruit potential teachers. Mentees are paired with mentors that are certified as a Clinical Educator and have exemplary practices, embed new strategies within instruction, and are Effective or Highly-Qualified on the Danielson Rubric. Training for the beginning teachers in the "Beginning Teacher Induction Program" includes the following topics: professionalism, educational jargon, how to get to know your students, and how to create a positive relationship with parents. Training for mentors includes: learning the personality traits of your new mentee, the role of the mentor, how to develop a welcome basket for your beginning teacher (school supplies, etc.), the stages of development of a new teacher, learning three types of conferencing techniques to use with the new teacher and how to observe with a focus. Mentoring activities also include, but are not limited to, providing assistance with interventions and strategies, classroom management techniques, implementation of FRI and Team READ strategies and Common Core standards, implementing grading policies, providing or attending various workshops, in-services, parent conferencing and team or department meetings. A checklist and completed packet of the above standards is used for evaluation purposes. After the principal, mentor and teacher sign-off on competencies that have been achieved, the paperwork is forwarded to the District Personnel Office at the end of the school year.

## **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***

The school aligns its instructional programs to the Florida Standards by utilizing the state adopted core curriculum for ELA (Reading Street) and Math (Go Math) instruction, district-wide curriculum maps, progression scales, CPALMS, ELA and math cadres, Excels grant, district adopted supplemental resources. All intervention programs are aligned to the core curriculum as well.

## 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**

The school uses i-Ready diagnostic data in reading and math, and classroom data to differentiate instruction in the classroom and during reading and math intervention blocks. Students are provided leveled instruction not only during core curriculum instruction, but also during reading intervention time. Students needing remediation in identified skills are provided small group instruction of those skills and others are provided enrichment to further the comprehension and development of all reading and math skills. Intervention groups are revised monthly for each class during PST data discussions. Individualized lesson plans are set in i-Ready based on student performance on each Diagnostic. Progress monitoring diagnostics are given three times a year with monthly progress monitoring assessments.

**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:** Before School Program

**Minutes added to school year:** 3,600

Students are remediated on the skills in which they are deficit using the i-Ready computer program.

### **Strategy Rationale**

Students need additional time to acquire skills that they are missing from previous grade levels. The program will help close the gap by shoring up those missing skills.

### **Strategy Purpose(s)**

- Core Academic Instruction

### **Person(s) responsible for monitoring implementation of the strategy**

Whitehurst, Lauren, whitehl@levy.k12.fl.us

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

Data will be collected on a monthly basis showing growth from the first diagnostic assessment, through progress monitoring assessments, and mid/end of year diagnostic. These reports will be viewed at the weekly MTSS meetings. Student lessons passed and attendance will be recorded weekly.



**Strategy: After School Program**

**Minutes added to school year: 3,600**

Effectiveness based on an increase in student performance in math and reading

**Strategy Rationale**

Students need additional time to acquire skills that they are missing from previous grade levels. The program will help close the gap by shoring up those missing skills.

**Strategy Purpose(s)**

- Core Academic Instruction

**Person(s) responsible for monitoring implementation of the strategy**

Whitehurst, Lauren, whitehl@levy.k12.fl.us

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

Data will be collected on a monthly basis showing growth from the first diagnostic assessment, through progress monitoring assessments, and mid/end of year diagnostic. These reports will be viewed at the weekly MTSS meetings. Student lessons passed and attendance will be recorded weekly.

**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**

Our school sends out notices to area day cares inviting them to bring the students to visit our school in the Spring of each year. We have a large percentage of daycares that take advantage of this opportunity. The Pre-K and Head Start students on our campus also visit the kindergarten classrooms to get a feel for what to expect the following year. Pre-K and Head Start teachers also meet with the kindergarten teachers in the Spring of each year to determine how to best transition the students. At registration, kindergarten readiness packets are provided to each student. Additionally, parent meetings are held to help with transition from Pre-K to Kindergarten, with support from FDLRS and Laura Brown (Klock).

Joyce Bullock Elementary offers incoming kindergarteners a staggered start to the school year to make the transition easier for the students. Three to four students come to school each day for the first week to get acclimated to their new environment and teacher. The following week, all kindergarteners join one another to start the year as a full class. Prior to the school year beginning, paraprofessionals screen incoming kindergarten students to help prepare teachers for instruction and for student placement in classes. Any child who did not have the screening before entering kindergarten will be screened during staggered start.

The Back to School Bash and Meet the Teacher event is held prior to the start of school to provide information and familiarity with the campus and classroom for parents and students. Community representatives and businesses also have booths to share public service information.

**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**

N/A

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

N/A

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

N/A

**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**

N/A

## Needs Assessment

### Problem Identification

#### Data to Support Problem Identification

##### Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

##### Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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#### Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

### Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

## 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.** If Joyce Bullock Elementary School implements the Florida Standards, using high yield strategies, the reading proficiency will increase to 71% for all students as measured on the District Grade Level Assessment.

## 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.** If Joyce Bullock Elementary School implements the Florida Standards, using high yield strategies, the reading proficiency will increase to 71% for all students as measured on the District Grade Level Assessment. 1a

G071558

**Targets Supported** 1b

Indicator	Annual Target
AMO Reading - All Students	

**Resources Available to Support the Goal** 2

- Joyce Bullock teachers use the following instructional tools in the classroom: Lakeshore phonics listening centers, Wilson Phonics Daily Oral Language cards, oral language card stories, text talk lessons, leveled text, grade level sight word lists, Read Naturally Live, Mega Words, Great Leaps, grade level fluency passages, Reading, i-Ready, C-Palms close reading lessons, collaborative lesson planning, district curriculum maps and Janet Allen vocabulary resources.
- Rosetta Stone, Reading Assistant and paraprofessional support for ELL students throughout all grade levels.
- Paraprofessional support to aide in reading intervention in all Kindergarten, 1st and 2nd grade classrooms.

**Targeted Barriers to Achieving the Goal** 3

- Students have limited background knowledge, vocabulary and oral language skills to understand what is being taught.

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

Reading assessment review

**Person Responsible**

Melissa Lewis

**Schedule**

On 5/27/2016

**Evidence of Completion**

Reporting i-Ready reading diagnostic assessments and on-going progress monitoring and standards mastery data, CWT data and grade level summative assessments.

## 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.** If Joyce Bullock Elementary School implements the Florida Standards, using high yield strategies, the reading proficiency will increase to 71% for all students as measured on the District Grade Level Assessment.

**1**

 G071558

**G1.B2** Students have limited background knowledge, vocabulary and oral language skills to understand what is being taught. **2**

 B186514

**G1.B2.S1** Teachers will incorporate effective vocabulary instruction and strategies in language arts lessons. **4**

 S197911

### Strategy Rationale

Increased vocabulary development will lead to better comprehension of texts read.

### Action Step 1 **5**

Language Arts lesson will have explicit vocabulary instruction embedded cross curricular.

#### Person Responsible

Lauren Whitehurst

#### Schedule

Daily, from 8/24/2015 to 5/23/2016

#### Evidence of Completion

Lesson plans on Google Drive

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

Explicit vocabulary instruction and collaborative planning using vocabulary strategies and text talk lessons

**Person Responsible**

Lauren Whitehurst

**Schedule**

Monthly, from 8/24/2015 to 5/27/2016

**Evidence of Completion**

Language Arts lessons, grade level planning minutes, classroom walkthroughs, administration and reading coach will participate in weekly collaborative meetings, lesson plans, comprehension assessment scores and District Grade Level Assessments

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

Review data of grade level understanding of vocabulary, comprehension skills and writing samples.

**Person Responsible**

Melissa Lewis

**Schedule**

Monthly, from 9/8/2015 to 5/23/2016

**Evidence of Completion**

Grade level assessments results for reading comprehension and vocabulary; writing progress monitoring; i-Ready Diagnostic Growth; increase in the use of strategies observed in classroom walkthroughs

**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.B2.S1.A1	Language Arts lesson will have explicit vocabulary instruction embedded cross curricular.	Whitehurst, Lauren	8/24/2015	Lesson plans on Google Drive	5/23/2016 daily
G1.MA1	Reading assessment review	Lewis, Melissa	10/16/2015	Reporting i-Ready reading diagnostic assessments and on-going progress monitoring and standards mastery data, CWT data and grade level summative assessments.	5/27/2016 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B2.S1.MA1	Review data of grade level understanding of vocabulary, comprehension skills and writing samples.	Lewis, Melissa	9/8/2015	Grade level assessments results for reading comprehension and vocabulary; writing progress monitoring; i-Ready Diagnostic Growth; increase in the use of strategies observed in classroom walkthroughs	5/23/2016 monthly
G1.B2.S1.MA1	Explicit vocabulary instruction and collaborative planning using vocabulary strategies and text talk lessons	Whitehurst, Lauren	8/24/2015	Language Arts lessons, grade level planning minutes, classroom walkthroughs, administration and reading coach will participate in weekly collaborative meetings, lesson plans, comprehension assessment scores and District Grade Level Assessments	5/27/2016 monthly

## 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.*



## Technical Assistance Items

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

### Budget

#### Budget Data

1	G1.B2.S1.A1	Language Arts lesson will have explicit vocabulary instruction embedded cross curricular.	\$0.00
<b>Total:</b>			<b>\$0.00</b>