

Joyce M. Bullock Elementary School



2016-17 Schoolwide Improvement Plan

Joyce M. Bullock Elementary School

130 SW 3RD ST, Williston, FL 32696

<http://www.levyk12.org/schools>

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-2	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	37%

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 a monitoring status of "Former F" (see page 4). 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>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	6
Supportive Environment	6
Family and Community Engagement	8
Effective Leadership	9
Public and Collaborative Teaching	14
Ambitious Instruction and Learning	14
8-Step Planning and Problem Solving Implementation	20
Goals Summary	20
Goals Detail	20
Action Plan for Improvement	22
Appendix 1: Implementation Timeline	26
Appendix 2: Professional Development and Technical Assistance Outlines	27
Professional Development Opportunities	27
Technical Assistance Items	28
Appendix 3: Budget to Support Goals	28

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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Joyce M. Bullock Elementary School

DA Region and RED	DA Category and Turnaround Status
Northeast - Cassandra Brusca	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. 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.

b. Provide the school's vision statement.

Building Lifelong Learners

2. School Environment

a. 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 JBE, we also have two ESOL paraprofessionals that help communicate with our ELL population and their families, by translating flyers, invites, meeting and calling families and much more. 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, Taco Restaurant Luncheon, Title 1 Parent Meeting, SAC/PTO meetings, Parent/Student ESOL nights, field trips, field days, conference nights, Family Learning Nights and much more. This year, along with our sister school, JBE teachers and administration went for a bus ride of our community, to understand the home environment of our students.

b. 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. Each year the school has a bus safety presentation for all students. In addition, the school has fences with gates around the campus and security cameras. Also, the school has monthly emergency drills in place, and has a screening procedure for parents and guardians who would like to volunteer in our classrooms/on our campus.

c. 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. The PBS team will also attend a three day training on Tier 1 and provide feedback at faculty meetings to all staff members on how to implement with fidelity. The PBS team is also collecting behavior data from classroom teachers on students who are on yellow and red each day. This calendar is turned in monthly.

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.

d. 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 counselors provide 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. Some classrooms use Second Step as needed. Most of our K and 1st grade teachers are partnering with UF SELF Program to implement character education/socio-emotional lessons. The school social worker and district behavior analyst are also part of the team as needed to meet student needs. In addition, the school also partners with other SBLC approved agencies such as The Children's Home Society, MDTP, JBU Mentors, etc. to ensure that the needs of students are being met.

3. Early Warning Systems

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

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

Early Warning Systems allow JBE to target students who have one or more indicators that may cause gaps in achievement. The Early Warning Systems examined by JBE include: attendance of students, failing grades in ELA and Math, and time spent in ISS or OSS with loss of instruction. These indicators are analyzed during monthly PST meetings, additional data meetings, lead team meeting, and faculty meetings.

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

1. 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	
Attendance below 90 percent	39	36	30	0	0	0	0	0	0	0	0	0	0	105
One or more suspensions	3	0	1	0	0	0	0	0	0	0	0	0	0	4
Course failure in ELA or Math	28	19	8	0	0	0	0	0	0	0	0	0	0	55
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	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	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	6	8	5	0	0	0	0	0	0	0	0	0	0	19

c. 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 monthly PST meetings. Teachers are asked to make contact when students have acquired 3 absences to express concern for the students' well being and discuss how they can make up any missed assignments or lessons if possible. 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 after 5 absences, or multiple tardies or early checkouts occur. Administration also put incentives into place to reward students for attendance at school. Attendance concerns are addressed at all parent-teacher conferences. Special attendance meetings are scheduled as needed with parents, when approaching the nine day limit per 9 weeks.

B. Family and Community Engagement

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

1. 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. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/313885>.

2. Description

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

2. 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 ,Rotary "The Rack" Shoe/Sock Closet, 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 shool by providing assistance in the classrooms or through providing funding for activities, incentives, or materials.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

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

Name	Title
Lewis, Melissa	Principal
Cribbs, Hillary	Assistant Principal
Liles, Susan	Teacher, K-12
Gant, Lisa	School Counselor
Browning, Georgia	Teacher, K-12
Keene, Kristina	Teacher, K-12
Cook, Jamie	Teacher, K-12
Martin, Jennifer	Teacher, ESE
Sridhar, Mary	Teacher, K-12
Griffith, Patricia	Teacher, K-12
Gomez, Rebecca	Teacher, K-12
Dieter, Caylin	Teacher, K-12

b. Duties

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

The school-based SLT 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 Teacher On Special Assignment is to provide tier 2 intervention support, with strategies and materials, to teachers, to help them achieve accomplish individualized student goals, generated by the PST team. She also is to provide tier 3 interventions to students, through pulling them into a small group setting and working on individualized goals. Additionally she is to collect data on how students are performing on individualized goal assessments in Tier 2 and Tier 3 so to continue to provide appropriate interventions. As a member of this team she can provide insight into the progress being made with these students. 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. She also problem solves with team members to make student based decisions. The role of the principal and assistant principal are to lead in the analysis of data to make student centered, instructional decisions. In addition, the administration is to lead in the implementation of the Florida Standards and to provide feedback to teachers and staff through observations and evaluations to the betterment of student growth and achievement. They are also ensure fidelity of core instruction, as well as tier 2 and tier 3 interventions and to provide additional support where it is needed. Furthermore, the principal and assistant principal are 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. The team as a whole values, discusses and plans for implementation of best practices in all of the classrooms on campus. The team comes together twice per month to discuss how practices and implementation of the Florida Standards are manifesting themselves in the classroom, and makes plans to extend or rejuvenate instructional delivery methods.

2. 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.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Melissa Lewis	Principal
Hillary Cribbs	Principal
Todd Horvath	Teacher
Eva Austin	Teacher
Georgia Browning	Teacher
Patricia Coleman	Teacher
Liana Stolfus	Teacher
Christina Durden	Parent
Julie Barnett	Parent
Kimberly Cash	Parent
Lucy Doan	Parent
Maura Thompson	Parent
Melissa Boyd	Parent
Annie Whitehurst	Parent
Susan Mayfield	Parent
Christina Rodriguez	Parent
Latasha Jones	Business/Community
Ashley Bellamy	Parent
Monica Ramirez	Parent
Merlonda Jones	Parent
Tamar Jones	Parent
Hector Cifuentes	Parent
Stephanie Whitehurst	Parent
	Student

b. Duties

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

a. 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.

b. 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.

c. 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.

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

We receive no funding at this time.

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

No

a. 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, send messages through the Remind App, and conduct phone homes to all families as well.

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Lewis, Melissa	Principal
Cribbs, Hillary	Assistant Principal
Gant, Lisa	School Counselor
Liles, Susan	Teacher, K-12
Keene, Kristina	Teacher, K-12
Sridhar, Mary	Teacher, K-12
Griffith, Patricia	Teacher, K-12
Gomez, Rebecca	Teacher, K-12
Dieter, Caylin	Teacher, K-12
Cook, Jamie	Teacher, K-12
Browning, Georgia	Teacher, K-12
Martin, Jennifer	Teacher, ESE

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The LLT will primarily focus on the learning gains/growth of the subgroups that did not make adequate gains and the support needed by the teachers and students to make adequate increases. In addition, the team will examine school-wide data on vocabulary and phonics, as trends in the past have pointed to deficiencies in these areas. The school will focus on school-wide reading incentives

including i-Ready growth rewards and Book-It. During the ELA, Math, Science, and Social Studies blocks, writing is embedded to further literacy understanding. We will work to analyze data, through grade level data sheets and iReady, to ensure that the Florida Standards are being effectively taught and students demonstrate success of those standards. Parent awareness of the Florida Standards and the language arts block in elementary school will also be a focus.

D. Public and Collaborative Teaching

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

1. 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, plan future events, and make instructional decisions for the school. The PST team meets each 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. In addition to the previously mentioned, the school uses the Remind App to keep teachers and staff in the loop about ongoing at JBE. Also, new to our JBE front office we have a Staff/Student picture board with special moments and events. Also, new to the front office we have "Staff Shout Out" board, where staff members post a compliment to other staff members who have made their day.

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

The school continues working and building a relationship with regional universities to utilize interns and recruit potential teachers. We also advertise on the school board website. We attend mock Interviews and recruitment fairs held by local colleges as well. Each grade level hosts weekly collaborative planning meetings so to provide support and interaction among team members in planning for Florida Standards. In addition, mentors are assigned to new teachers and new to school and/or Levy county teachers to provide the support needed in the early stages of their teaching career and/or new work environment.

3. 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. Mentees are paired with mentors that are certified as a Clinical Educator and have exemplary practices, embed new strategies within instruction, attend and abide by the FEAPS and Code of Ethics for Educators, and are Effective or Highly Effective on the Danielson Rubric in all four domains. Mentoring activities also include, but are not limited to: attending a New Teacher Induction Training (both mentor and mentee) providing assistance with interventions and strategies, classroom management techniques, Florida 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.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. 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, MAFS and LAFS supplemental curriculum, CPALMS, ELA, Math, and Science cadres, Excels grant, district adopted supplemental resources. All intervention programs are aligned to the core curriculum as well.

b. Instructional Strategies

1. 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, this enables instruction to be modified to meet individual student needs and to shift the focus of intervention groups of students. 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. In addition, classroom centers and homework are differentiated per student based on their needs and achievement levels.

2. 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

With a school wide focus on phonics and vocabulary, students (an am and pm group) will receive two days of targeted instruction from the Reading Coach in these areas. The other two days will be spent helping students meet the school-wide expectation of completing an average of 45 minutes of instructional time on iReady Reading and iReady Math. This will help provide additional one on one and/or small group instruction during the school day, that would normally be spent on iReady. Students will be selected based on EWS, iReady data and classroom data. JBE will complete this tutoring process in two rounds. Round one will run from November to January for 1st graders, and Round two will run February to April for 2nd graders.

Strategy Rationale

Students need additional time to acquire skills in phonics and vocabulary that they are missing from previous grade levels. The program, using targeted instruction and iReady, will help close the gap by remediating missing skills.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Keene, Kristina, kristina.keene@levyk12.org

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 on the first diagnostic assessment, through progress monitoring assessments, and mid/end of year diagnostic. In addition to iReady, classroom data will also be analyzed to see growth in the area of phonics. These reports and data points will be viewed at the weekly MTSS meetings. Student lessons passed on iReady and attendance for tutoring will be recorded weekly.

Strategy: After School Program

Minutes added to school year: 3,600

With a school wide focus on phonics and vocabulary, students (an am and pm group) will receive two days of targeted instruction from the Reading Coach in these areas. The other two days will be spent helping students meet the school-wide expectation of completing an average of 45 minutes of instructional time on iReady Reading and iReady Math. This will help provide additional one on one and/or small group instruction during the school day, that would normally be spent on iReady. Students will be selected based on EWS, iReady data and classroom data. JBE will complete this tutoring process in two rounds. Round one will run from November to January for 1st graders, and Round two will run February to April for 2nd graders.

Strategy Rationale

Students need additional time to acquire skills in phonics and vocabulary that they are missing from previous grade levels. The program, using targeted instruction and iReady, will help close the gap by remediating missing skills.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Keene, Kristina, kristina.keene@levyk12.org

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 on the first diagnostic assessment, through progress monitoring assessments, and mid/end of year diagnostic. In addition to iReady, classroom data will also be analyzed to see growth in the area of phonics. These reports and data points will be viewed at the weekly MTSS meetings. Student lessons passed on iReady and attendance for tutoring will be recorded weekly.

2. Student Transition and Readiness

a. PreK-12 Transition

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

1. 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 daycares 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 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.

Kindergarten Round Up and Back to School Bash/Meet the Teacher events are 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.

In addition to what JBE does for our incoming Kindergarten students and their families, JBE also partners with Williston Elementary for several events per year in order to familiarize 2nd grade students with the school/school staff prior to their transition to third grade. One special event includes JBE 2nd graders walking to WES and partaking in a round robin about their school. We also host the Color Run and Fall Carnival with WES. In addition, vertical planning sessions with 2nd and 3rd grade teachers are being planned. Transition meetings are also hosted for our families with students with special needs.

b. College and Career Readiness

1. 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

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

N/A

3. 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

4. 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

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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.

C. Strategic Goals

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Joyce Bullock Elementary School will increase reading proficiency to 80% for all students as measured by iReady Diagnostic 3.

Strategic Goals Detail

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

G1. Joyce Bullock Elementary School will increase reading proficiency to 80% for all students as measured by iReady Diagnostic 3. 1a

G088316

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	

Targeted Barriers to Achieving the Goal 3

- Students have limited background knowledge, vocabulary, phonics foundational skills, oral language skills, and synthesizing and analyzing text abilities that are needed to understand what is being taught.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Joyce Bullock teachers use the following instructional tools in the classroom: Lakeshore phonics listening centers, Wilson Phonics Daily Oral Language cards, Wilson student whiteboards, 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, i-Ready LAFS, C-Palms close reading lessons, vocabulary sorts, Phonics Dance, collaborative lesson planning, district curriculum maps, text talks, use of academic vocabulary, 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.

Plan to Monitor Progress Toward G1. 8

Reading assessment review

Person Responsible

Melissa Lewis

Schedule

On 5/26/2017

Evidence of Completion


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

 = Problem Solving Step  S123456 = Quick Key


G1. Joyce Bullock Elementary School will increase reading proficiency to 80% for all students as measured by iReady Diagnostic 3. **1**

 G088316

G1.B2 Students have limited background knowledge, vocabulary, phonics foundational skills, oral language skills, and synthesizing and analyzing text abilities that are needed to understand what is being taught. **2**

 B234846

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

 S247619

Strategy Rationale

Increased vocabulary and phonics development, as well as an increase in the understanding of how to synthesize and analyze a text. will lead to better comprehension of texts read.

Action Step 1 **5**

Explicit vocabulary lessons are developed at weekly collaborative team planning sessions, including the integration of iReady vocabulary, Janet Allen strategies, Mighty Vocabulary strategies (brought back by the reading coach) in daily instruction. In addition vocabulary instruction, using such tools, is embedded cross curricular. Reading Coach to model new strategies for vocabulary at monthly faculty meetings.

Person Responsible

Hillary Cribbs

Schedule

Weekly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Lesson plans on Google Drive, walk-throughs, observations, comprehension test scores on grade level data tab on Google Drive, iReady vocabulary lessons passed/failed report viewed by administration and other PST team members, faculty meeting agendas

Action Step 2 5

Each grade level will host a Wilson Foundations (phonics program) expectation meeting at the beginning of the school year. This will help ensure all teams and members teach the program correctly, with fidelity. In addition, weekly collaborative planning sessions per grade level are held in order to plan for Wilson Foundations lessons and centers to be implemented in daily lesson plans. Teachers will analyze phonics data collected, using the grade level data sheet, to calibrate their instruction.

Person Responsible

Hillary Cribbs

Schedule

Weekly, from 8/5/2016 to 5/26/2017

Evidence of Completion

Lesson plans on Google Drive, team notes, walk-throughs, observations, phonics test scores on grade level data sheets, iReady phonics lessons passed/failed report viewed by administration and other PST team members

Action Step 3 5

Teachers will plan and implement lessons, at collaborative team planning sessions, where students are asked to deconstruct a text, in line with tasks required by the Florida Standards, in order to synthesize information. Lesson planning will include a deep look at the Florida Standards cluster of Integration of Knowledge and Ideas, with administration or Reading Coach present and participating. Also, Writing Benchmarks will be examined three times per year. Reading Coach to model in classrooms for additional support.

Person Responsible

Kristina Keene

Schedule

On 5/26/2017

Evidence of Completion

Lesson plans on Google Drive, walk-throughs, observations, writing scores on grade level data sheets, writing samples, faculty meeting agenda/sign in, PD agenda/sign for Writing Review

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

Explicit vocabulary and phonics instruction and collaborative planning using vocabulary strategies and Wilson Foundations Phonics. As well as lessons planned around deconstructing a text and synthesizing information, required by the Florida Standards/Integration of Knowledge and Ideas, for each grade level.

Person Responsible

Melissa Lewis

Schedule

Monthly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Language Arts lessons and specific center activities geared towards phonics, vocabulary, and synthesizing text; vocabulary lessons/text talks developed across all content areas grade level planning minutes, classroom walkthroughs, administration and reading coach will participate in weekly collaborative meetings, lesson plans cross curricular, phonics assessment scores, comprehension assessment scores, iReady Assessments (all assessments can be viewed in the JBE data sheet per grade level), Writing Benchmarks

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

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

Person Responsible

Melissa Lewis







Schedule

Monthly, from 8/10/2016 to 5/26/2017

Evidence of Completion

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

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.MA1  M335794	Reading assessment review	Lewis, Melissa	8/10/2016	Reporting i-Ready reading diagnostic assessments and on-going progress monitoring and standards mastery data, common grade level assessments, CWT data, and grade level summative assessments.	5/26/2017 one-time
G1.B2.S1.MA1  M335788	Review data of grade level understanding of phonics, vocabulary, comprehension skills and writing...	Lewis, Melissa	8/10/2016	Grade level assessments results for phonics, reading comprehension and vocabulary; writing progress monitoring; i-Ready Diagnostic Growth; increase in the use of strategies observed in classroom walkthroughs	5/26/2017 monthly
G1.B2.S1.MA1  M335789	Explicit vocabulary and phonics instruction and collaborative planning using vocabulary strategies...	Lewis, Melissa	8/10/2016	Language Arts lessons and specific center activities geared towards phonics, vocabulary, and synthesizing text; vocabulary lessons/text talks developed across all content areas grade level planning minutes, classroom walkthroughs, administration and reading coach will participate in weekly collaborative meetings, lesson plans cross curricular, phonics assessment scores, comprehension assessment scores, iReady Assessments (all assessments can be viewed in the JBE data sheet per grade level), Writing Benchmarks	5/26/2017 monthly
G1.B2.S1.A1  A322548	Explicit vocabulary lessons are developed at weekly collaborative team planning sessions, including...	Cribbs, Hillary	8/10/2016	Lesson plans on Google Drive, walk-throughs, observations, comprehension test scores on grade level data tab on Google Drive, iReady vocabulary lessons passed/failed report viewed by administration and other PST team members, faculty meeting agendas	5/26/2017 weekly
G1.B2.S1.A2  A322549	Each grade level will host a Wilson Foundations (phonics program) expectation meeting at the...	Cribbs, Hillary	8/5/2016	Lesson plans on Google Drive, team notes, walk-throughs, observations, phonics test scores on grade level data sheets, iReady phonics lessons passed/failed report viewed by administration and other PST team members	5/26/2017 weekly
G1.B2.S1.A3  A322550	Teachers will plan and implement lessons, at collaborative team planning sessions, where students...	Keene, Kristina	8/10/2016	Lesson plans on Google Drive, walk-throughs, observations, writing scores on grade level data sheets, writing samples, faculty meeting agenda/sign in, PD agenda/sign for Writing Review	5/26/2017 one-time

V. Professional Development Opportunities

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

VI. Technical Assistance Items

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

VII. Budget

1	G1.B2.S1.A1	Explicit vocabulary lessons are developed at weekly collaborative team planning sessions, including the integration of iReady vocabulary, Janet Allen strategies, Mighty Vocabulary strategies (brought back by the reading coach) in daily instruction. In addition vocabulary instruction, using such tools, is embedded cross curricular. Reading Coach to model new strategies for vocabulary at monthly faculty meetings.	\$0.00
2	G1.B2.S1.A2	Each grade level will host a Wilson Foundations (phonics program) expectation meeting at the beginning of the school year. This will help ensure all teams and members teach the program correctly, with fidelity. In addition, weekly collaborative planning sessions per grade level are held in order to plan for Wilson Foundations lessons and centers to be implemented in daily lesson plans. Teachers will analyze phonics data collected, using the grade level data sheet, to calibrate their instruction.	\$0.00
3	G1.B2.S1.A3	Teachers will plan and implement lessons, at collaborative team planning sessions, where students are asked to deconstruct a text, in line with tasks required by the Florida Standards, in order to synthesize information. Lesson planning will include a deep look at the Florida Standards cluster of Integration of Knowledge and Ideas, with administration or Reading Coach present and participating. Also, Writing Benchmarks will be examined three times per year. Reading Coach to model in classrooms for additional support.	\$0.00
Total:			\$0.00