

School Board of Levy County

Joyce M. Bullock Elementary School



2017-18 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)	2016-17 Title I School	2016-17 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	38%

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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE'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 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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 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 PTO programs, Career/Fanatic Days, Fall Carnivals, Fit to Feast Celebration, Field Days, Title 1 Parent Meeting, Boohoo Yahoo Kindergarten Parent Breakfast and Meeting, Coffee with the Principals (quarterly), Monthly SAC/PTO meetings, Parent/Student ESOL tutoring nights, field trips, conference nights, Open House Family Learning Nights and much more.

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. As students arrive in the morning and depart in the afternoon, there are many adults on the sidewalks, greeting them at the gates/cars, guiding them to and from class, etc. 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 involving character education occur on a daily basis. All grade levels will spend the first few weeks of school receiving character education during a designated special area time, weekly. Classroom PBS: Classrooms post rules/expectations. Teachers set classroom reward system with school-wide consistent color system. The PBS team has attended a Tier 1 training within the last year, and provide insight into strengths and weaknesses of the implementation process.. The PBS team is also collecting behavior data from classroom teachers on students who struggle with behavior by looking pre-referrals and discipline referral data on Skyward.

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. These students also receive extra support from administration, with more frequent checks on behavior while walking through classrooms.

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. Administration also plays a role in providing additional check ins with the students inside and outside of the classroom.

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 have, in the past year, partnered with UF SELF Program to implement character education/socio-emotional lessons. These lessons will continue this school year as well. 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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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, referrals, 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	22	21	20	0	0	0	0	0	0	0	0	0	0	63
One or more suspensions	0	2	1	0	0	0	0	0	0	0	0	0	0	3
Course failure in ELA or Math	17	34	28	0	0	0	0	0	0	0	0	0	0	79
Level 1 on statewide assessment	0	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	2	9	1	0	0	0	0	0	0	0	0	0	0	12

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 academic performance are analyzed 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 receive multiple interventions. Teachers call home multiple times, meet with parents, and allow for parents to come in and shadow students for the day and provide feedback. These students are started on the PBS tier supports of intervention and possibly start small group counseling to work on exhibiting appropriate behaviors. Communication logs document early parent contact, and consistent contact between staff and parents. Special behavior meetings will be scheduled between principal and/or assistant principal, teacher, and parents to discuss ways all can help improve the behavior of the student. 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. At this time the teacher reminds the parent of the school/district attendance policy. 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. This year, at the conclusion of each month students will be recognized for perfect attendance in the cafe and photos will be shared via Facebook, School website and the local newspaper. 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 week and/or are struggling academically. In general, teachers and administration will document parent contact and communication in the form of a log.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP 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/424630>.

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/Fanatic Days in which they read to children and speak about their various career roles or life passions. 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. Invitations are sent out to local daycares and aftercare agencies to request their participation in monthly SAC meetings.

C. Effective Leadership

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
Gant, Lisa	School Counselor
Keene, Kristina	Teacher, K-12
Martin, Jennifer	Teacher, ESE
Sridhar, Mary	Teacher, K-12
Griffith, Patricia	Teacher, K-12
Horvath, Todd	Teacher, K-12
Chorvat, Devyn	Teacher, K-12
Dudeck, Dian	Teacher, K-12
Whitehurst, Lauren	Instructional Coach
Stolfus, Liana	Teacher, PreK

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 sure up the gaps based on the data and supports each grade level in obtaining these goals. 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. Additionally the ESE teachers 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 members of this team they can provide insight into the progress being made with these students. 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 at least 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 process works as a team to help prescribe specific interventions for groups of students and individuals, 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 IX helps families and children, including homeless students, 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).

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
Eva Austin	Teacher
Patricia Coleman	Teacher
Liana Stolfus	Teacher
Jennifer Lisa	Parent
Stephanie Harrison	Parent
Angie Mederios	Parent
Kelvin Mattair	Business/Community
Monica Cooper	Teacher
Kristina Keene	Teacher

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

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, after the initial meeting the SAC coordinator will email the parents in attendance requesting that they continue to attend of desired input, post meeting dates on the school calendar, provide alternative times for members to receive information distributed at SAC meetings, include our meetings in the monthly newsletter, post notices on the school marquee and car line whiteboards, extend invites at quarterly Coffee with the Principals, 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
Keene, Kristina	Teacher, K-12
Sridhar, Mary	Teacher, K-12
Griffith, Patricia	Teacher, K-12
Martin, Jennifer	Teacher, ESE
Horvath, Todd	Teacher, K-12
Chorvat, Devyn	Teacher, K-12
Dudeck, Dian	Teacher, K-12
Whitehurst, Lauren	Instructional Coach
Stolfus, Liana	Teacher, PreK

b. Duties

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

The LLT will primarily focus on examining school-wide data for Reading, with a special focus 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 (twice per year) and lessons passed rewards (weekly). During the ELA, Math, Science, and Social Studies blocks, writing is embedded to further literacy understanding, and this team will brainstorm ways this can effectively be done. They will lead their teams in planning with this in mind. 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, and will be a vital part of Open House Family Learning Nights, as well as parent conferences.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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, as well as quarterly in order to plan for the upcoming nine weeks. Administration and the Reading Coach are present at each planning session. The SLT and LLT meets twice a month to review student data, plan future events, and make instructional decisions for the school. The PST team meets each Friday with assigned teachers to discuss student progress and the differentiated instruction in the classroom, this is a five week rotation, the fifth being a meeting with the intervention groups of teachers per grade level to discuss progress of interventions. 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. In our front office we keep updated photos posted of our staff, students, and families. In addition we have a "Staff Shout Out" board, where staff members post a compliment to other staff members who have made their day. These are read aloud at the monthly staff meeting, and drawings are done to promote staff positivism. We also have Staff Nights Out, quarterly, along with a Christmas

and End of the Year Party. Teachers can request to observe their peers at any time, and coverage will be provided. Teachers can also request additional supports from mentors, coach, and administration at any time.

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 and quarterly collaborative planning meetings so to provide support and interaction among team members in planning for Florida Standards, with administration and the Reading Coach in attendance. 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. Each month they review pertinent items to that time of the year and have "open door" relationship among their peers and administration. Our Staff Nights Out, allow for new teachers to build relationships with their fellow staff members on a more personal level, allowing for the professional relationship to grow stronger. Each summer, administration meets separately with new teachers/new to school/district teachers ahead of the remaining staff in order to front load expectations and information about their job and the school. Throughout the year, administration makes sure to inform new teachers about opportunities for them in regards to professional learning, like the NEFEC New Teacher Cadre meetings, and district cadres that support new to our district staff members. We also provide teachers with the flexibility of observing their peers upon request, providing coverage for their class when needed.

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: 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. Mentees also have the opportunity to observe their mentor and other highly effective teachers on the campus. 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, Engage New York supplemental curriculum, Reflex Math, CPALMS, ELA, Math, and Science cadres work, district

adopted supplemental resources. All intervention programs are aligned to the core curriculum as well, and are standards driven. Interventions and materials used during intervention times are discussed and planned for LLT and weekly PSTs.

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 and math intervention times. 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 and based on student performance on each Diagnostic. Progress monitoring diagnostics are given three times a year, with monthly progress monitoring assessments along the way. 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: After School Program

Minutes added to school year: 3,600

With a school wide focus on phonics and vocabulary, students will receive two days of targeted instruction from a teacher and two paraprofessionals, with the use of Wilson and iReady materials and resources. 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. Wilson Foundations is the phonics program used for core instruction and will support what students are learning/should have learned in the classroom. 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

Whitehurst, Lauren, lauren.whitehurst@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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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 students on our campus also visit the kindergarten classrooms to get a feel for what to expect the following year. Pre-K 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, our District Pre-K coordinator.

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. We also hold a Boohoo Yahoo Breakfast and Meeting for new K parents at the start of the school year.

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 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.

Each year we host a Career/Fanatic Day, which allows students to hear about the various career possibilities that are available to them, and they passion that drives people to be successful. Our instruction is based on the Florida Standards, which promotes College and Career Readiness by making real world connections.

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.

We are promoting career and technical education through the use of technology in every subject area.

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 part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

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.

Strengths:

- K-High Frequency Words; Comp Lit 26% below level
- 1st-Phonological Awareness 17% below level; High frequency Words 20% below level
- 1st Grade on Final OPM for the year (2nd Grade Passage- "Fog") 66% were meeting benchmark and 82% were accurate
- 2nd-Phonological Awareness 6% below level; High Frequency Words 13% below level
- 2nd grade on Final OPM for the year 94% were accurate
- White and Mixed students had higher proficiency scores

Areas in Need:

We believe that our biggest area of need is phonics. This area impacts so many other areas. Large percentages of each grade level are below grade level in this area. Also in 1st and 2nd grade Comprehension of Informational Text and Literature have large percentages below grade level.

Kindergarten % Below Grade Level

Overall Reading Level 35% (below level)

PA-48%

Phonics-45%

HF Words-26%

Vocab-40%

Comp Inf. Text-26%

Comp Lit-37%

1st Grade % Below Grade Level

Overall Reading Level 37% (below level)

PA- 17%

Phonics-42%

HF Words-20%

Vocab-56%

Comp Inf Text-41%

Comp Lit-35%

2nd Grade % Below Grade Level

Overall Reading Level 47% (below level)

PA-6%

Phonics-60%

HF Words-13%

Vocab-67%

Comp Inf Text-46%

Comp Lit-48%

The proficiency of our students, specifically our African Americans and ELLs is also very concerning.

White- 65%

AA- 44%

ELL- 38%

White:

Phonological Awareness- 28%(31% tested out of this domain)=59%
Phonics- 53%
High Frequency Words- 77%
Vocab-48%
Comp Inf Text-61%
Comp Lit- 61%

AA:

Phonological Awareness- 26% (30% tested out of this domain)=56%
Phonics- 42%
High Frequency Words- 78%
Vocab-33%
Comp Inf Text-44%
Comp Lit- 47%

His: (This includes non ELL students and ELL students)

Phonological Awareness- 33% (24% tested out of this domain)=57%
Phonics- 51%
High Frequency Words- 77%
Vocab-39%
Comp Inf Text-59%
Comp Lit- 56%

Attendance- 12% of student population are missing 20 or more days of school.

Attendance- Absent 20 or more days by subgroup

ELL-2%

SWD-14%

Foster-0%

Homeless-0%

White-12%

AA-12%

Hispanic-2%

Migrant-0%

Attendance- Absent 20 or more days by GL

KG-11 students (didn't know how many of our K students we would have to know a percentage initially)

1st-15%

2nd-10%

3rd-14%

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.

We believe that our phonics deficits not only stem from lack of background and exposure beyond/prior to school, but mainly are due to the fact that we have not provided students with sufficient and explicit phonics instruction. Though Wilson has been our adopted phonics curriculum at JBE, within the past few years the fidelity of implementation has declined. This in part is due to new staff members not understanding the expectation, as well as veterans veering off the sequence and structures of Wilson. With a struggle in phonics, so follows struggles in other areas of reading (i.e-vocabulary, fluency, comprehension). Our students also struggle in the areas of comprehension (both literature and informational) due to deficiencies in phonics and vocabulary.

In the area of attendance, we believe that in part parents (especially kindergarten) are not aware of the district and school policy for attendance. They also do not know or understand the value that the school holds in regards to student attendance. Illnesses also play a part in attendance deficiencies as well.

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

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Joyce Bullock Elementary School will decrease the number of students missing 20 or more days of school from 12% (62 of 511 students) to 10%. (Approximately 51 students), as measured by Skyward daily attendance records.

- G2.** Joyce Bullock Elementary School will increase reading proficiency to 75% for all students and increase the proficiency of African American and ELL students by 10% 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 decrease the number of students missing 20 or more days of school from 12% (62 of 511 students) to 10%.(Approximately 51 students), as measured by Skyward daily attendance records. 1a

G098834

Targets Supported 1b

Indicator	Annual Target
Attendance rate	10.0

Targeted Barriers to Achieving the Goal 3

- All stakeholder are not aware of or have not been well informed of the value the school holds in regards to student attendance.

Resources Available to Help Reduce or Eliminate the Barriers 2

- We currently give out perfect attendance awards each nine weeks (go home in the report card), SRO on campus often, head checks, protocols and procedures to keep students who are contagious at home, Facebook and school website used to communicate with parents about the importance of attendance, school social worker, home visits when needed, teaching healthy habits, custodial cleaning duties ensure student areas are cleaned regularly.

Plan to Monitor Progress Toward G1. 8

Skyward attendance reports (Perfect attendance, Attendance Below 10%, and others) will be analyzed for students absences.

Person Responsible

Hillary Cribbs

Schedule

Monthly, from 8/31/2017 to 5/31/2018

Evidence of Completion

Skyward attendance reports will show a decrease in student absences.

G2. Joyce Bullock Elementary School will increase reading proficiency to 75% for all students and increase the proficiency of African American and ELL students by 10% as measured by iReady Diagnostic 3. **1a**

G098835

Targets Supported **1b**

Indicator	Annual Target
ELA Achievement District Assessment	75.0

Targeted Barriers to Achieving the Goal **3**

- Students have limited background knowledge, fluency, vocabulary, phonics 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: Wilson Phonics Daily Oral Language cards, Wilson student whiteboards, oral language card stories, Lakeshore phonics listening centers, Snap and Read, Oral Mentor Texts, The Fluency Development Lesson-Tim Rasinski, Discourse Cards, 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, 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, and other push in times during the day.
- JBU Mentors and Unity Temple. JBU Mentors provide support to our students with behavior needs, who also have academic concerns. They meet once a week with a mentor on our campus. Also, four days per week Unity Temple Church in Williston serves a large portion of our African American student population. We work closely with these groups to provide both social and academic support for these students.

Plan to Monitor Progress Toward G2. **8**

Reading assessment review

Person Responsible

Melissa Lewis

Schedule

Monthly, from 8/10/2017 to 5/31/2018

Evidence of Completion

Reporting i-Ready reading diagnostic assessments and on-going progress monitoring and standards mastery data, common grade level assessments, Access for ELLs 2.0, 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. Joyce Bullock Elementary School will decrease the number of students missing 20 or more days of school from 12% (62 of 511 students) to 10%. (Approximately 51 students), as measured by Skyward daily attendance records. **1**

 G098834

G1.B2 All stakeholder are not aware of or have not been well informed of the value the school holds in regards to student attendance. **2**

 B266028

G1.B2.S1 The school will recognize students for monthly perfect attendance. A certificate will be given in the cafeteria to students, in front of their peers, and will be showcased on the school's Facebook and website, to display pride to parents and families. **4**

 S281972

Strategy Rationale

This will communicate the importance, and pride, that the school would like for students and families to take in ensuring students are in regular attendance.

Action Step 1 **5**

Hold monthly "Perfect Passes" (Perfect attendance) presentation

Person Responsible

Melissa Lewis

Schedule

Monthly, from 8/31/2017 to 5/31/2018

Evidence of Completion

Monthly perfect attendance reports will be run on the first day of the following month. Certificates will be distributed, and photos will be taken and posted on school website and Facebook on the first day of the

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

Attendance reports in Skyward will be generated, monthly, by administration. Reports will be stored in Title 1 Administrative folder, and will be made available to staff. Generalities will also be shared with parents and families as well, via Facebook and website. Photos of certificate presentations will be archived in Title 1 folder and in administrative records.

Person Responsible

Schedule

Monthly, from 8/31/2017 to 5/31/2018

Evidence of Completion

Archived monthly attendance reports, photos of attendance certificate presentations, and Facebook posts.

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

Monthly and quarterly attendance reports will be run to show a decrease in student absences.

Person Responsible

Hillary Cribbs

Schedule

Monthly, from 8/31/2017 to 5/31/2018

Evidence of Completion

Perfect attendance reports, Attendance Below 10% reports, and others will be archived in Title 1 folder and in administrative files. These will also be shared with staff. Generalities will be shared with families via Facebook and school website. As a result of awarding students and publicizing such, attendance will increase.

G1.B2.S2 In addition to the district protocol for attendance, teachers will contact parents of students with three or four absences via phone call and document in a parent contact log. Administration will contact these families again at 5 and 9 absences via phone, and set up conferences with SRO. 4

S281973

Strategy Rationale

This will communicate to parents a concern for students well-being, and the importance of school attendance and the effects of missing excessive days.

Action Step 1 5

Teachers will contact families when a student has been absent for three or four days. They will document this call on a contact log that is shared with administration.

Person Responsible

Hillary Cribbs

Schedule

Weekly, from 8/10/2017 to 5/31/2018

Evidence of Completion

Teacher/Parent contact log

Action Step 2 5

Administration will contact families of students with five to nine absences via phone. The call will explain potential nine weeks failure if absences exceed nine, along with the academic and instructional effects caused by lack of attendance. These calls will also be logged in an administration/parent contact log, shared with teachers. Conferences will be set up at this point with SRO, teacher, administration (School social worker will sometimes be included).

Person Responsible

Hillary Cribbs

Schedule

Weekly, from 8/10/2017 to 5/31/2018

Evidence of Completion

Administration/parent contact log; letters sent home for 5-9 absences; Letters archived in Skyward and/or Title 1 Administrator folder. Biannual conference notes, documented on school-wide conference forms. Attendance conference notes will also be filed and scanned into an administrative folder.

Plan to Monitor Fidelity of Implementation of G1.B2.S2 6

Administration will monitor contact logs and conference notes/forms, stay in tune with teachers about daily/weekly attendance through weekly PST meetings, review five and nine day attendance letters before distributing, and make a call list from teacher concerns and letters that are generated.

Person Responsible

Hillary Cribbs

Schedule

Weekly, from 8/10/2017 to 5/31/2018

Evidence of Completion

Contact logs(both teacher and administrator) will be stored and reviewed, attendance reports, conference notes and forms

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 7

Attendance reports (Perfect attendance, Attendance Below 10% report, and others) will be generated to show the effectiveness of parent contact through calls, conferences, and letters.

Person Responsible

Hillary Cribbs

Schedule

Weekly, from 8/10/2017 to 5/31/2018

Evidence of Completion

Skyward attendance reports (Perfect Attendance, Attendance Below 10%, and others), number of letters generated each week/month/quarter will show a decrease in student absences.

G2. Joyce Bullock Elementary School will increase reading proficiency to 75% for all students and increase the proficiency of African American and ELL students by 10% as measured by iReady Diagnostic 3. 1

G098835

G2.B2 Students have limited background knowledge, fluency, vocabulary, phonics skills, oral language skills, and synthesizing and analyzing text abilities that are needed to understand what is being taught. 2

B266030

G2.B2.S1 Teachers will plan for and incorporate effective phonics and deconstructing text instruction and strategies in language arts lessons. Lessons will provide students with multi-sensory activities and strategies that will reach specifically help our African American and ELL populations of students. 4

S281976

Strategy Rationale

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

Action Step 1 5

The entire faculty will be trained on Wilson Foundations, the phonics program used at JBE. This will be presented by a team of teachers, coaches, and administrators from school and district. This will help ensure that all grade levels and teachers teach the program correctly, with fidelity. A team will present non-negotiables for phonics instruction. The non-negotiables are: Drilling Sounds - Discuss if at some point we remove the key word, Vocalizing the letter formation verbiage, Marking the words, Wilson alphabet for K and 1, Minimum of 35 minutes but not all at one time, Tapping and kinesthetic, Reading words, and Writing words and then reading what they write. 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 from classroom assessments and i-Ready, using the grade level data sheet and i-Ready reports, to calibrate their instruction.

Person Responsible

Hillary Cribbs

Schedule

Weekly, from 8/1/2017 to 5/31/2018

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, iReady phonics and phonemic awareness domain scores

Action Step 2 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

Lauren Whitehurst

Schedule

On 5/31/2018

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 G2.B2.S1 6

Explicit instruction in phonemic awareness and phonics and deconstructing text and collaborative planning using 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, utilizing the Core Connections framework.

Person Responsible

Melissa Lewis

Schedule

Monthly, from 8/10/2017 to 5/31/2018

Evidence of Completion

Language Arts lessons and specific center activities geared towards building phonemic awareness, phonics 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 G2.B2.S1 7

Review data of grade level understanding of phonemic awareness/phonics, fluency, comprehension skills and writing samples.

Person Responsible

Melissa Lewis

Schedule

Monthly, from 8/10/2017 to 5/31/2018

Evidence of Completion

Grade level assessments results for phonics, reading comprehension, fluency; writing progress monitoring; i-Ready Diagnostic Growth and proficiency; 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
2018					
G1.MA1 M412776	Skyward attendance reports (Perfect attendance, Attendance Below 10%, and others) will be analyzed...	Cribbs, Hillary	8/31/2017	Skyward attendance reports will show a decrease in student absences.	5/31/2018 monthly
G2.MA1 M412787	Reading assessment review	Lewis, Melissa	8/10/2017	Reporting i-Ready reading diagnostic assessments and on-going progress monitoring and standards mastery data, common grade level assessments, Access for ELLs 2.0, CWT data, and grade level summative assessments.	5/31/2018 monthly
G1.B2.S1.MA1 M412772	Monthly and quarterly attendance reports will be run to show a decrease in student absences.	Cribbs, Hillary	8/31/2017	Perfect attendance reports, Attendance Below 10% reports, and others will be archived in Title 1 folder and in administrative files. These will also be shared with staff. Generalities will be shared with families via Facebook and school website. As a result of awarding students and publicizing such, attendance will increase.	5/31/2018 monthly
G1.B2.S1.MA1 M412773	Attendance reports in Skyward will be generated, monthly, by administration. Reports will be stored...		8/31/2017	Archived monthly attendance reports, photos of attendance certificate presentations, and Facebook posts.	5/31/2018 monthly
G1.B2.S1.A1 A380487	Hold monthly "Perfect Passes" (Perfect attendance) presentation	Lewis, Melissa	8/31/2017	Monthly perfect attendance reports will be run on the first day of the following month. Certificates will be distributed, and photos will be taken and posted on school website and Facebook on the first day of the	5/31/2018 monthly
G2.B2.S1.MA1 M412781	Review data of grade level understanding of phonemic awareness/ phonics, fluency, comprehension...	Lewis, Melissa	8/10/2017	Grade level assessments results for phonics, reading comprehension, fluency; writing progress monitoring; i-Ready Diagnostic Growth and proficiency; increase in the use of strategies observed in classroom walkthroughs	5/31/2018 monthly
G2.B2.S1.MA1 M412782	Explicit instruction in phonemic awareness and phonics and deconstructing text and collaborative...	Lewis, Melissa	8/10/2017	Language Arts lessons and specific center activities geared towards building phonemic awareness, phonics 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	5/31/2018 monthly
G2.B2.S1.A1 A380492	The entire faculty will be trained on Wilson Foundations, the phonics program used at JBE. This will...	Cribbs, Hillary	8/1/2017	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, iReady phonics and phonemic awareness domain scores	5/31/2018 weekly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B2.S1.A2 A380493	Teachers will plan and implement lessons, at collaborative team planning sessions, where students...	Whitehurst, Lauren	8/10/2017	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	5/31/2018 one-time
G1.B2.S2.MA1 M412774	Attendance reports (Perfect attendance, Attendance Below 10% report, and others) will be generated...	Cribbs, Hillary	8/10/2017	Skyward attendance reports (Perfect Attendance, Attendance Below 10%, and others), number of letters generated each week/month/quarter will show a decrease in student absences.	5/31/2018 weekly
G1.B2.S2.MA1 M412775	Administration will monitor contact logs and conference notes/forms, stay in tune with teachers...	Cribbs, Hillary	8/10/2017	Contact logs(both teacher and administrator) will be stored and reviewed, attendance reports, conference notes and forms	5/31/2018 weekly
G1.B2.S2.A1 A380488	Teachers will contact families when a student has been absent for three or four days. They will...	Cribbs, Hillary	8/10/2017	Teacher/Parent contact log	5/31/2018 weekly
G1.B2.S2.A2 A380489	Administration will contact families of students with five to nine absences via phone. The call...	Cribbs, Hillary	8/10/2017	Administration/parent contact log; letters sent home for 5-9 absences; Letters archived in Skyward and/or Title 1 Administrator folder. Biannual conference notes, documented on school-wide conference forms. Attendance conference notes will also be filed and scanned into an administrative folder.	5/31/2018 weekly

V. Professional Development Opportunities

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

G2. Joyce Bullock Elementary School will increase reading proficiency to 75% for all students and increase the proficiency of African American and ELL students by 10% as measured by iReady Diagnostic 3.

G2.B2 Students have limited background knowledge, fluency, vocabulary, phonics skills, oral language skills, and synthesizing and analyzing text abilities that are needed to understand what is being taught.

G2.B2.S1 Teachers will plan for and incorporate effective phonics and deconstructing text instruction and strategies in language arts lessons. Lessons will provide students with multi-sensory activities and strategies that will reach specifically help our African American and ELL populations of students.

PD Opportunity 1

The entire faculty will be trained on Wilson Foundations, the phonics program used at JBE. This will be presented by a team of teachers, coaches, and administrators from school and district. This will help ensure that all grade levels and teachers teach the program correctly, with fidelity. A team will present non-negotiables for phonics instruction. The non-negotiables are: Drilling Sounds - Discuss if at some point we remove the key word, Vocalizing the letter formation verbiage, Marking the words, Wilson alphabet for K and 1, Minimum of 35 minutes but not all at one time, Tapping and kinesthetic, Reading words, and Writing words and then reading what they write. 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 from classroom assessments and i-Ready, using the grade level data sheet and i-Ready reports, to calibrate their instruction.

Facilitator

Reading Coach and team of teachers

Participants

All instructional staff

Schedule

Weekly, from 8/1/2017 to 5/31/2018