
Table of Contents

Purpose and Outline of the SIP	3
School Information	4
Needs Assessment	6
Planning for Improvement	8
Title I Requirements	10
Budget to Support Goals	12

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)	2017-18 Title I School	2017-18 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 was approved by the Levy County School Board on 10/9/2018.

SIP Authority

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>.

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

Building Lifelong Learners

School Leadership Team

Membership

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

Name	Title
Lewis, Melissa	Principal
Gant, Lisa	School Counselor
Martin, Jennifer	Teacher, ESE
Griffith, Patricia	Teacher, K-12
Chorvat, Devyn	Teacher, K-12
Dudeck, Dian	Teacher, K-12
Whitehurst, Lauren	Instructional Coach
Legler, Lindsay	Assistant Principal
Coleman, Patricia	Teacher, K-12
Farleo, Dana	Teacher, K-12
Tiller, Jennifer	Teacher, K-12
Breeding, Cindy	Teacher, PreK

Duties

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

Members of the school leadership team meet monthly to discuss issues that have arisen during the month or will arise in the upcoming month. During this time they use the mtss problem solving method to create a hypothesis, disaggregate data to determine if the hypothesis is correct, formulate plans to correct the hypothesis, and make a determination to help move the school forward. This team of teachers also uses data to determine the needs of the students, staff, and school.

Early Warning Systems

Year 2017-18

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	31	27	23	0	0	0	0	0	0	0	0	0	0	81
One or more suspensions	0	1	6	0	0	0	0	0	0	0	0	0	0	7
Course failure in ELA or Math	14	25	31	0	0	0	0	0	0	0	0	0	0	70
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	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	3	5	3	0	0	0	0	0	0	0	0	0	0	11

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	10	11	5	0	0	0	0	0	0	0	0	0	0	26
Retained Students: Previous Year(s)	12	15	26	0	0	0	0	0	0	0	0	0	0	53

Date this data was collected

Monday 8/20/2018

Year 2016-17 - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
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	

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

Year 2016-17 - Updated

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
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

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

Vocabulary and phonics data has performed the lowest during year end testing for the last several years.

Which data component showed the greatest decline from prior year?

After comparing school level data trends we saw the largest decline in the overall performance of first grade students. During the 2016-2017 school year 37% percent of first grade students finished below grade level. This past school year (2017-2018) 48% of students finished below grade level.

Which data component had the biggest gap when compared to the state average?

When comparing to the state using i-Ready comparisons from Spring data, grades K, 1, and 2 are outperforming the state. Kindergarten shows 18% fewer students below grade level (JBE- 28%; State- 46%); 1st grade shows 2% fewer students below grade level (JBE- 48%; State- 50%); 2nd grade shows 13% fewer students below grade level (JBE- 44%; State- 57%).

After further disaggregation Williston Elementary School, JBE's feeder school, had 14% of students with disabilities scoring proficient on the 3rd grade ELA FSA, compared to the state average of 21%.

Which data component showed the most improvement? Is this a trend?

When looking at the grade level data the most improvement was shown the domain of vocabulary in second grade. Second grade showed an increase in vocabulary acquisition; second grade - 2016-2017 67% were below grade level and 2017-2018 58%. This is the first year and grade level we have seen an increase in vocabulary acquisition due to explicit instructional strategies being used.

Describe the actions or changes that led to the improvement in this area.

Joyce Bullock Elementary had a school-wide focus surrounding vocabulary instruction during the 2017-2018 school year. Teachers incorporated Janet Allen instructional strategies presented by the reading coach within their classrooms. Teachers also posted academic vocabulary on their assigned instructional bulletin boards within their rooms. This allowed teachers to expose tier 2 vocabulary to students during cross curricular activities.

School Data

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

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	0%	43%	56%	0%	43%	52%
ELA Learning Gains	0%	44%	55%	0%	51%	52%
ELA Lowest 25th Percentile	0%	44%	48%	0%	50%	46%
Math Achievement	0%	52%	62%	0%	54%	58%
Math Learning Gains	0%	47%	59%	0%	52%	58%
Math Lowest 25th Percentile	0%	40%	47%	0%	37%	46%
Science Achievement	0%	46%	55%	0%	53%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)			Total
	K	1	2	
Attendance below 90 percent	31 (22)	27 (21)	23 (20)	81 (63)
One or more suspensions	0 (0)	1 (2)	6 (1)	7 (3)
Course failure in ELA or Math	14 (17)	25 (34)	31 (28)	70 (79)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	0 (0)
	0 (0)	0 (0)	0 (0)	0 (0)
	0 (0)	0 (0)	0 (0)	0 (0)
	0 (0)	0 (0)	0 (0)	0 (0)
	0 (0)	0 (0)	0 (0)	0 (0)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

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

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	Phonological Awareness/Phonics
Rationale	<p>Students entering second grade should have mastered phonological awareness standards. According to the i-Ready Diagnostic 1, 22% (31/144) of second grade students are still below level. Also, supporting the need for a focus in phonological awareness and phonics instruction, second grade students are showing 69% (98/144) below level in the phonics domain.</p> <p>As further disaggregation of diagnostic 1 continues, first grade performed below level in the following domains; phonological awareness 52% (80/153) and phonics 80% (122/153). In Kindergarten, 71% (125/176) are below level in phonological awareness and 81% (143/176) in phonics.</p>
Intended Outcome	70% of JBE K-2 students overall will be proficient as measured by i-Ready Diagnostic 3 in May 2019.
Point Person	Melissa Lewis (melissa.lewis@levyk12.org)
Action Step	
Description	<p>All K-1 teachers and second grade PA/Phonics intervention groups will implement with fidelity an explicit phonemic awareness curriculum, Phonemic Awareness: The Skills that They Need To Help Them Succeed! by Michael Heggerty, Ed.D. into instructional practices daily. .</p> <p>All K-2 teachers will participate in a book study focusing primarily on phonics skills and best instructional practices in the Kindergarten through Second Grade grade levels. During the book study teachers will participate in a Google Classroom where they will answer guided questions to identify instructional strategies to incorporate individually, grade level, and school-wide. Teachers will meet face--to-face 7 times during the first semester to discuss reading material and questions that were posed in Google Classroom (8/30, 9/13, 9/27, 10/10, 10/25, 11/7, 11/27) . This will culminate in a half day planning session on October 31st to plan the implementation of the instructional strategies as a school with time given to prepare materials needed for implementation.</p>
Person Responsible	Lauren Whitehurst (lauren.whitehurst@levyk12.org)
Plan to Monitor Effectiveness	
Description	Classroom walkthroughs performed by administration and reading coach to monitor fidelity of use will occur on a weekly basis. Student growth will be progress monitored every 4-5 weeks during problem solving team meeting using grade level phonics assessments (decoding and encoding) and the Phonological Awareness Skills Test (PAST).
Person Responsible	Lindsay Legler (lindsay.legler@levyk12.org)

Activity #2

Title	Attendance
Rationale	20% of students at Joyce Bullock Elementary missed more than 20 school days during the 2017-2018 school year. Overall student attendance will increase by 5 percentage points during the 2018-2019 school year JBE (80% to 85%).
Intended Outcome	Overall student attendance will increase by 5 percentage points during the 2018-2019 school year JBE (80% to 85%).
Point Person	Lindsay Legler (lindsay.legler@levyk12.org)

Action Step

JBE will continue with the implementation of the 3 and 5 day call log. Teachers will call students once they reach 3 days of missed school. This phone call will work on building the relationship between home/school. Teachers record the outcome of the phone conversation on a shared google spreadsheet. The assistant principal will then make phone contact with parents after a student has missed 5 days. If absences continue school will contact the district office for a truancy meeting.

Description Joyce Bullock Elementary will recognize students with perfect attendance at the end of each nine weeks, building in incentives for these students.

Recognize grade levels with high attendance rates at the end of each week. This will allow students to be excited about helping their class and grade level.

At the end of the school year we will recognize students with t-shirts for under 5 absences during the school year, with the slogan #schooleveryday.

Person Responsible Lindsay Legler (lindsay.legler@levyk12.org)

Plan to Monitor Effectiveness

Description Through a google spreadsheet we will track the contact between the teacher/parent and administration/parent. We will track the students every 9 weeks to see if there is an improvement in the attendance. These students will be identified and monitored for improved attendance.

Person Responsible Lindsay Legler (lindsay.legler@levyk12.org)

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

Joyce Bullock Elementary works to build strong positive relationships with parents, families, and community stakeholders with specially designed activities such as; parent conference night- 2 times per

year, skyward parent training, The Mashed Potato Mile, parent volunteer training, Family Learning Night-2 time per year, Back to School Bash, JBU Mentors, Coffee with the Principals, and Food for Kids. These activities are incorporated into our school community to fulfill our mission to build life-long learners and to support the needs of our students.

PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

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 Licensed Psychologist 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, Meridian, etc. to ensure that the needs of students are being met.

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. 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 kindergartners a staggered start to the school year to make the transition easier for the students. 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. 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 Fall Carnival with WES.

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 IV: Services are provided through the district that support a well-rounded education, safe and healthy school conditions and the effective use of technology.

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).

IDEA funds support school personnel to provide services to students with disabilities and professional development. Additional professional development provided to the school but not limited to the following DOE Discretionary Projects are CARD, Regional Local Assistive Technology Specialist, SEDNET and FDLRS.

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.

This school year JBE has implemented When I Grow Up Wednesdays with our students and College, Career, and Khaki Wednesdays with our staff. This activity allows students and staff to discuss and explore various college and career opportunities available to students.

Part V: Budget

Total:	\$0.00
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