



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Joyce M. Bullock Elementary School

130 SW 3RD ST

Williston, FL 32696

352-528-3341

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

School Demographics

School Type Elementary School	Title I Yes	Free and Reduced Lunch Rate <i>[Data Not Available]</i>
Alternative/ESE Center No	Charter School No	Minority Rate <i>[Data Not Available]</i>

School Grades History

SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Joyce M. Bullock Elem. School

Principal

Jaime Handlin

School Advisory Council chair

Charon Benton

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Jaime Handlin	Principal
Melissa Lewis	Assistant Principal
Lauren Whitehurst	Reading Coach
Susan Liles	Response to Intervention Teacher
Lisa Gant	Guidance Counselor

District-Level Information

District

Levy

Superintendent

Mr. Robert O Hastings

Date of school board approval of SIP

10/8/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

SAC members are recruited, specifically parents of students falling within the subgroups of African-American, Hispanic, and Free/Reduced Lunch. An invitation has been put forth to all JBES parents through the school newsletter, school website, and social media. Membership will be added throughout the school year to comply with SAC guidelines. At the first SAC meeting, parents are asked to volunteer for the following positions within SAC: chairperson, vice chairperson, and public relations officer. These positions are voted on by the SAC when volunteers nominate themselves. As our goal is to have more parent support on SAC than school board employees, JBES does have at least half of its SAC membership made up of JBES staff and other school board personnel. The principal and/or assistant principal run each SAC meeting with a defined focus, however at each SAC meeting, members are encouraged to request topics for discussion.

Involvement of the SAC in the development of the SIP

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.

Activities of the SAC for the upcoming school year

The SAC will revise and approve the school improvement plan, review and approve school budgets, assist in helping the school bring awareness of current topics to all stakeholders, and assist in developing Title one items, such as the school compact and parent involvement plan.

Projected use of school improvement funds, including the amount allocated to each project

School improvement funds will be used to provide incentives for parent involvement activities: \$300 total for the school year.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

Not In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Teachers try to recruit 2 parents from each classroom to serve on the SAC each year. We strive to meet requirements of the SAC membership, especially in the area of minorities and community members.

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

2

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Jaime Handlin		
Principal	Years as Administrator: 6	Years at Current School: 6
Credentials	Bachelor of Science in Early Childhood Education, Master of Science in Educational Leadership, Educational Specialist in Curriculum Instruction and Management Administration/ Florida Professional Certificate in K-3, Educational Leadership, and ESOL.	
Performance Record	Panther Run Elementary School 1999-2000 grade A 2001-2002 grade A Sunrise Elementary School 2000-2001 grade C Dunnellon Elementary School- 2003-2004 Grade B/ AYP 2004-2005 Grade A/AYP 2005-2006 Grade A/AYP 2006-2007 Grade A/AYP Joyce Bullock Elementary School 2007-2008: Grade B/no AYP 2008-2009 Grade A/no AYP 2009-2010 Grade B/no AYP 2010-2011 Grade B/no AYP 2011-2012 Grade C/no AYP 2012-2013 Grade C	

Melissa Lewis		
Asst Principal	Years as Administrator: 3	Years at Current School: 3
Credentials	Bachelor of Arts in Elementary Education, Master of Education in Educational Leadership, Professional Certificate in K-6, Educational Leadership, Reading Endorsement, Middle Grades Math 5-9, and ESOL Endorsement.	
Performance Record	Williston Elementary School 2003-2004 grade B/no AYP 2004-2005 grade B/no AYP 2005-2006 grade A/no AYP 2006-2007 grade B/AYP 2007-2008 grade B/no AYP 2008-2009 grade A/no AYP Williston Middle School 2009-2010 grade A/no AYP Joyce Bullock Elementary School 2010-2011 Grade B/ no AYP 2011-2012 Grade C/no AYP Williston Elementary School 2012-2013 Grade C	

Instructional Coaches

of instructional coaches

1

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Lauren Whitehurst

Full-time / School-based

Years as Coach: 0

Years at Current School: 5

Areas

Reading/Literacy

Credentials

Bachelor of Arts in Elementary Education, Masters in Education with Specialization in Literacy, Florida Professional Certificate in Elementary Ed K-6, Reading and ESOL endorsed.

Performance Record

Joyce Bullock Elementary School
 2008-2009 Grade A/no AYP
 2009-2010 Grade B/no AYP
 2010-2011 Grade B/no AYP
 2011-2012 Grade C/no AYP
 2012-2013 Grade C

Classroom Teachers

of classroom teachers

31

receiving effective rating or higher

27, 87%

Highly Qualified Teachers

100%

certified in-field

31, 100%

ESOL endorsed

27, 87%

reading endorsed

12, 39%

with advanced degrees

16, 52%

National Board Certified

2, 6%

first-year teachers

4, 13%

with 1-5 years of experience

9, 29%

with 6-14 years of experience

9, 29%

with 15 or more years of experience

9, 29%

Education Paraprofessionals**# of paraprofessionals**

15

Highly Qualified

15, 100%

Other Instructional Personnel**# of instructional personnel not captured in the sections above**

6

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

The school works closely with nearby universities to recruit candidates for teaching positions within the school. We also advertise on the school board website and teacherteacher.com.

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

The administration assigns mentor teachers to all first and second year teachers, as well as teachers new to the school and/or district; provides extensive professional development to meet teachers' needs, as well as build in administrative and peer support; and continues working and building a relationship with regional universities to utilize interns and recruit potential teachers.

Training for the beginning teachers in the "Beginning Teacher Induction Program" includes the following topics: Professionalism, Educational jargon, How to get to know your students, and How to create a positive relationship with parents. Training for mentors includes: Learning the personality traits of your new mentee, The role of the mentor, How to develop a welcome basket for your beginning teacher (school supplies, etc.), The stages of development of a new teacher, Learning three types of conferencing techniques to use with the new teacher and How to observe with a focus. Mentoring activities also include, but are not limited to, providing assistance with interventions and strategies, classroom management techniques, implementation of FRI and Team READ strategies and Common Core standards, implementing grading policies, providing or attending various workshops, in-services, parent conferencing and team or department meetings.

A checklist and completed packet of the above standards is used for evaluation purposes. After the principal, mentor and teacher sign-off on competencies that have been achieved, the paperwork is forwarded to the District Personnel Office at the end of the school year.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

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

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

The school-based LLT meets twice a month to review school-wide data from progress monitoring assessments and/or CIM data that are completed each month by each grade level. The team reviews the data and identifies areas of strengths and weaknesses. The team then develops an action plan to help shore up the gaps based on the data and supports each grade level in obtaining these goals. The role of the RtI Teacher is to provide tier 2 intervention support to teacher, provide tier 3 interventions, and collect data to provide appropriate interventions. The role of the reading coach is to provide professional development and support to ensure fidelity of core instruction in the classroom. The role of the principal is to ensure fidelity of core instruction, as well as tier 2 and tier 3 interventions. The role of the assistant principal is to monitor student attendance and behavior management in the classroom environment. 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.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

The MTSS is supported by a structured system of meetings to ensure all students' progress is evaluated in a timely basis. There is a system of checks and balances within the process and it is supported by defined roles within the team. Every 20 days, each classroom teacher reviews class data consisting of reading comprehension, fluency, accuracy, vocabulary, dictation, and math assessments with the MTSS team to ensure support is in place for all core instruction. Once the whole class data is reviewed, the team identifies specific students' areas of strengths and weaknesses to determine if intervention based on comparison performance with peers. Data from students' who are currently receiving intervention is reviewed for decisions on whether the intervention needs changing, if additional goals are necessary, or if further intervening/evaluation is needed. During this process, behavior, attendance, and social/emotional needs of the student are reviewed as potential barriers of academic progress. Administration monitors the fidelity of interventions by frequent formal and informal walk throughs, data monitoring, and monitoring attendance of all MTSS meetings with teachers. MTSS time is established within each grade level's daily schedule. The SIP is monitored and data reviewed through MTSS meetings and Literacy Leadership Team meetings to ensure all strategies are being used to achieve our school goals.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

MTSS utilizes student CIM data and progress monitoring data consisting of reading fluency/accuracy, encoding/decoding phonics patterns, and math fluency that is housed on Dropbox. FAIR and LIA data is reviewed after each assessment period to determine if students are making adequate growth. They also access students' grades, attendance, behavior, and personal information using Skyward.

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

Staff is trained on the role of the MTSS at a faculty meeting at the beginning of the year. Expectations for the team are presented and a calendar with meeting dates is provided as well. Parents are presented with the MTSS process at the beginning of the year by teachers, a flyer explaining MTSS is in all students planners and handbooks, and all parents whose child is in the process is given full explanation at a parent conference.

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Jaime Handlin	Principal
Melissa Lewis	Assistant Principal
Lauren Whitehurst	Reading Coach
Susan Liles	Response to Intervention Teacher
Debra Osteen	Second Grade Teacher
Jennifer Adkins	Second Grade ESE Teacher
Patty Coleman	First Grade Teacher
Devyn Chorvat	First Grade ESE Teacher
Heather Sims	Kindergarten Teacher
Dian Dudeck	Kindergarten ESE Teacher

How the school-based LLT functions

The school-based LLT meets twice a month to review school-wide data from progress monitoring assessments and/or CIM data that are completed each month by each grade level. The team reviews the data and identifies areas of strengths and weaknesses. The team then develops an action plan to help shore up the gaps based on the data and supports each grade level in obtaining these goals.

Major initiatives of the LLT

The LLT will primarily focus on the learning gains of the subgroups that did not make adequate gains and the support needed by the teachers and students to make adequate increases. The school will focus on school-wide reading incentives including Book-It and Accelerated Reader. We will work to analyze data to ensure that the common core standards are being effectively taught and students demonstrate success of those standards. Parent awareness of the changes in the common core state standards and the language arts block in elementary school will also be a focus.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

At Joyce Bullock Elementary, every teacher is involved in analyzing school and grade level data after every progress monitoring period. The data meetings involve conversation on how each grade level impacts the progress of students. Action plans are generated to help guide future instruction, with input from all teachers. Plans are carried out and results of data are reviewed again to see if action plan strategies were effective for the improvement in reading.

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

Our school sends out notices to area day cares inviting them to bring the students to visit our school in the Spring of each year. We have a large percentage of day cares that take advantage of this opportunity. Our Pre-K and Head Start students on our campus also visit the kindergarten classrooms to get a feel for what to expect the following year. Our Pre-K and Head Start teachers also meet with the kindergarten teachers in the Spring of each year to determine how to best transition the students. Joyce Bullock Elementary offers incoming kindergarteners a staggered start to the school year to make the transition easier for the student. 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.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students		49%		63%
American Indian				
Asian				
Black/African American		31%		44%
Hispanic		41%		55%
White		56%		70%
English language learners		34%		42%
Students with disabilities		31%		44%
Economically disadvantaged		42%		58%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)			
Students in lowest 25% making learning gains (FCAT 2.0)			

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	32	47%	79%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	12	16%	65%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	21	29%	63%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	326	80%	85%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

Area 3: Mathematics

Elementary and Middle School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students		64%		63%
American Indian				
Asian				
Black/African American		44%		48%
Hispanic		56%		59%
White		72%		70%
English language learners		45%		48%
Students with disabilities		56%		42%
Economically disadvantaged		59%		58%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains			
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)			

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)			
Participation in STEM-related experiences provided for students			

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	63	10%	8%
Students retained, pursuant to s. 1008.25, F.S.	45	7%	5%
Students who are not proficient in reading by third grade	98	62%	50%
Students who receive two or more behavior referrals	41	7%	5%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	10	2%	1%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

The school has a Parent Involvement Plan as required by Title One. It is housed on the Parent Involvement Plan state website.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
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Goals Summary

- G1.** Joyce Bullock Elementary School will increase student proficiency in reading in K-2.
- G2.** Joyce Bullock Elementary will increase math proficiency of students in K-2.

Goals Detail

G1. Joyce Bullock Elementary School will increase student proficiency in reading in K-2.

Targets Supported

- Reading (AMO's, CELLA)
- Writing
- EWS
- EWS - Elementary School

Resources Available to Support the Goal

- Joyce Bullock teachers use the following instructional tools in the classroom: Lakeshore phonics listening centers, Wilson Phonics Daily Oral Language cards, oral language card stories, text talk lessons, leveled text, grade level sight word lists, Read Naturally Live, Fast ForWord, Mega Words, Great Leaps, and grade level fluency passages.
- Rosetta Stone and paraprofessional support for ELL students throughout all grade levels.

Targeted Barriers to Achieving the Goal

- Students lack background knowledge, correct grammar skills, and oral language skills to understand what is being taught.
- Students lack stamina and the ability to listen for periods of time and follow directions for assessment purposes.

Plan to Monitor Progress Toward the Goal

Reading assessment review

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Stanford Achievement Test 10 in Reading, FAIR, LIAs, ORF scores, and CELLA scores, writing progress monitoring scores

G2. Joyce Bullock Elementary will increase math proficiency of students in K-2.

Targets Supported

Resources Available to Support the Goal

- The school utilizes On-Core supplemental math curriculum, X-tra Math web-based fluency program, and CPALMS.
- District wide curriculum maps with common vocabulary and pacing.

Targeted Barriers to Achieving the Goal

- The school lacks necessary resources to teach Common Core State Standards effectively.
- The school lacks consistency within all grade levels of instructional strategies and vocabulary.
- Lack of knowledge in home of Common Core State Standard Mathematical Practices and strategies, as well as rigorous learning expectations.

Plan to Monitor Progress Toward the Goal

Review grade level data to monitor progress of mastery of skills

Person or Persons Responsible

School Leadership Team and grade level team leaders

Target Dates or Schedule:

Monthly

Evidence of Completion:

CIM assessments, LIA, and Stanford Achievement Test 10 in Math

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Joyce Bullock Elementary School will increase student proficiency in reading in K-2.

G1.B3 Students lack background knowledge, correct grammar skills, and oral language skills to understand what is being taught.

G1.B3.S1 Teachers will incorporate effective vocabulary instruction and strategies in acquisition lessons.

Action Step 1

Acquisition lessons will include writing in response to reading activities.

Person or Persons Responsible

All classroom teachers

Target Dates or Schedule

Daily in lessons and during instructional time

Evidence of Completion

Acquisition lesson plans and writing samples

Facilitator:

Literacy Leadership Team and Core Connections

Participants:

All classroom and special area teachers

Action Step 2

Acquisition lessons will have explicit vocabulary instruction embedded in the reading comprehension units.

Person or Persons Responsible

All classroom teachers

Target Dates or Schedule

Daily in lessons and during instructional time

Evidence of Completion

Lesson plans and acquisition lessons on dropbox

Facilitator:

Jennifer Partrick: Learning Focused SchoolsAdminis

Participants:

All classroom teachers

Plan to Monitor Fidelity of Implementation of G1.B3.S1

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

Person or Persons Responsible

Administration and Reading Coach

Target Dates or Schedule

Monthly in lesson plan review and in classroom walk throughs

Evidence of Completion

Acquisition lessons, grade level planning minutes, classroom walk throughs, and comprehension assessment scores

Plan to Monitor Effectiveness of G1.B3.S1

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

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

CIM assessments results for reading comprehension and vocabulary; writing progress monitoring, FAIR AP 3 Vocabulary percentiles

G1.B3.S2 All ELL students will work on one session of Rosetta Stone on a daily basis and receive small group intervention from paraprofessional support staff.

Action Step 1

Have ELL students work in small group and on Rosetta Stone sessions

Person or Persons Responsible

ESOL Paraprofessionals, ESOL certified teachers

Target Dates or Schedule

daily

Evidence of Completion

Rosetta Stone reports and CELLA scores

Plan to Monitor Fidelity of Implementation of G1.B3.S2

Monitor student usage of Rosetta Stone and student progress of sessions

Person or Persons Responsible

Response to Intervention Teacher, ESOL Paraprofessional

Target Dates or Schedule

monthly

Evidence of Completion

Rosetta Stone logs, student schedules

Plan to Monitor Effectiveness of G1.B3.S2

Review Rosetta Stone reports, CIM data, and Skyward grades

Person or Persons Responsible

School Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Rosetta Stone student progress reports, ELL student progress on CIM comprehension and vocabulary assessments, and CELLA scores.

G1.B5 Students lack stamina and the ability to listen for periods of time and follow directions for assessment purposes.

G1.B5.S1 Increase time for students to utilize practice probes to build stamina with listening assignments.

Action Step 1

Teachers will administer practice probes based on learned skills to build listening comprehension skills

Person or Persons Responsible

All classroom teachers

Target Dates or Schedule

Bi-monthly

Evidence of Completion

Individual lesson plans on dropbox

Plan to Monitor Fidelity of Implementation of G1.B5.S1

Ensure all teachers have practice probes and use as guided by literacy leadership team. Class results will be documented by classroom teachers and reviewed by literacy team.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Every 6 weeks

Evidence of Completion

Sample probes per grade level, data sheets, and meeting minutes

Plan to Monitor Effectiveness of G1.B5.S1

Review school wide data, by grade level performance on probes

Person or Persons Responsible

School Leadership Team

Target Dates or Schedule

Every 6 weeks

Evidence of Completion

Practice probe data

G1.B5.S4 Implement use of fluency programs such as Great Leaps and Read Naturally Live.

Action Step 1

Provide students with fluency practice using Read Live and/or Great Leaps

Person or Persons Responsible

Classroom teachers, tutoring teachers, and paraprofessional support

Target Dates or Schedule

Daily during reading intervention

Evidence of Completion

Intervention lesson plans on Dropbox and Read Live reports

Plan to Monitor Fidelity of Implementation of G1.B5.S4

Review Read Live reports and fluency data school-wide

Person or Persons Responsible

Literacy Leadership Team, Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Fluency data sheets, CWT evidence of fluency practice and monitoring, and meeting minutes.

Plan to Monitor Effectiveness of G1.B5.S4

Review student fluency growth data

Person or Persons Responsible

School-based Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

FAIR Progress Monitoring results, progress monitoring monthly fluency probes

G2. Joyce Bullock Elementary will increase math proficiency of students in K-2.

G2.B1 The school lacks necessary resources to teach Common Core State Standards effectively.

G2.B1.S1 All classroom teachers will collaboratively plan math acquisition lessons, incorporating essential question, activating strategies, distributed summarizing, assessment prompts, common vocabulary, mathematical practices and extended thinking activities.

Action Step 1

Set planning dates for lessons and math acquisition lesson template

Person or Persons Responsible

Administration

Target Dates or Schedule

August 2013

Evidence of Completion

Staff Google Calendar and Dropbox grade level folders

Action Step 2

Teachers will plan math acquisition lessons, sharing researched and created materials/activities to enhance instruction

Person or Persons Responsible

Grade level team members

Target Dates or Schedule

Weekly Tuesday planning meetings

Evidence of Completion

Dropbox acquisition lesson folders

Action Step 3

Teachers will implement acquisition lessons.

Person or Persons Responsible

All classroom teachers

Target Dates or Schedule

Daily

Evidence of Completion

Individual lesson plans in dropbox folder, classroom walkthroughs, and formal observations.

Action Step 4

Teachers administered a math diagnostic test to students to group according to abilities and guide instruction for intervention and enrichment

Person or Persons Responsible

Classroom teachers in first and second grade

Target Dates or Schedule

October-May

Evidence of Completion

Diagnostic test reports and iReady reports

Plan to Monitor Fidelity of Implementation of G2.B1.S1

Review of acquisition lessons and implementation in classroom instruction and iReady student performance reports. Monies will be set aside to help supplement instructional materials lacking for student use.

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Lesson plan check sheets, classroom walk throughs, and iReady reports

Plan to Monitor Effectiveness of G2.B1.S1

Monitor CIM data, Skyward grades, and student progress with iReady

Person or Persons Responsible

School based leadership team

Target Dates or Schedule

Monthly

Evidence of Completion

Increase of student math achievement on CIM data, Skyward grades, and iReady reports

G2.B2 The school lacks consistency within all grade levels of instructional strategies and vocabulary.

G2.B2.S1 Use of common vocabulary and strategies throughout grade level and school.

Action Step 1

Schedule and complete professional development on effective vocabulary instruction

Person or Persons Responsible

Administration

Target Dates or Schedule

August 2013

Evidence of Completion

Sign in sheets of participants and followup forms

Action Step 2

Teachers will plan vocabulary instruction within acquisition lessons for math

Person or Persons Responsible

All classroom teachers

Target Dates or Schedule

Weekly Tuesday planning meetings

Evidence of Completion

Dropbox Acquisition plan folders

Facilitator:

Levy Math Institute: Dr. Gross

Participants:

1-2 grade level representatives

Plan to Monitor Fidelity of Implementation of G2.B2.S1

Review of acquisition lesson plans and implementation of vocabulary instruction

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Individual lesson plan folders and classroom walkthroughs

Plan to Monitor Effectiveness of G2.B2.S1

Monitor CIM and Skyward grades

Person or Persons Responsible

School based leadership team

Target Dates or Schedule

Monthly

Evidence of Completion

Increase in performance on math CIM assessments and Skyward grades

G2.B4 Lack of knowledge in home of Common Core State Standard Mathematical Practices and strategies, as well as rigorous learning expectations.

G2.B4.S1 Provide parents with opportunities to receive help in understanding the new math expectations and ways to help their student at home.

Action Step 1

Provide parents with materials to use at home and teach them the instructional math strategies and mathematical practices.

Person or Persons Responsible

School based Leadership Team

Target Dates or Schedule

October

Evidence of Completion

Sign in sheets, parent take home materials

Action Step 2

Provide parents with resources and support to help understand math instruction being done in the classroom

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

Conferences in October and February

Evidence of Completion

Conference meeting notes

Plan to Monitor Fidelity of Implementation of G2.B4.S1

Meet with teachers to discuss parent support given and any additional resources that may be needed in the home. Provide resources to parents that are needed or requested.

Person or Persons Responsible

School based Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

All children are provided with materials and resources to support learning in the home, documented with a class roster check-off sheet.

Plan to Monitor Effectiveness of G2.B4.S1

Review data to evaluate student progress of Math standards and strategies

Person or Persons Responsible

School based leadership team

Target Dates or Schedule

Quarterly

Evidence of Completion

CIM assessment data

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

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

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

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

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G1. Joyce Bullock Elementary School will increase student proficiency in reading in K-2.

G1.B3 Students lack background knowledge, correct grammar skills, and oral language skills to understand what is being taught.

G1.B3.S1 Teachers will incorporate effective vocabulary instruction and strategies in acquisition lessons.

PD Opportunity 1

Acquisition lessons will include writing in response to reading activities.

Facilitator

Literacy Leadership Team and Core Connections

Participants

All classroom and special area teachers

Target Dates or Schedule

Daily in lessons and during instructional time

Evidence of Completion

Acquisition lesson plans and writing samples

PD Opportunity 2

Acquisition lessons will have explicit vocabulary instruction embedded in the reading comprehension units.

Facilitator

Jennifer Partrick: Learning Focused SchoolsAdminis

Participants

All classroom teachers

Target Dates or Schedule

Daily in lessons and during instructional time

Evidence of Completion

Lesson plans and acquisition lessons on dropbox

G2. Joyce Bullock Elementary will increase math proficiency of students in K-2.

G2.B2 The school lacks consistency within all grade levels of instructional strategies and vocabulary.

G2.B2.S1 Use of common vocabulary and strategies throughout grade level and school.

PD Opportunity 1

Teachers will plan vocabulary instruction within acquisition lessons for math

Facilitator

Levy Math Institute: Dr. Gross

Participants

1-2 grade level representatives

Target Dates or Schedule

Weekly Tuesday planning meetings

Evidence of Completion

Dropbox Acquisition plan folders

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Joyce Bullock Elementary School will increase student proficiency in reading in K-2.	\$16,800
G2.	Joyce Bullock Elementary will increase math proficiency of students in K-2.	\$12,400
Total		\$29,200

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Other	Evidence-Based Materials	Professional Development	Personnel	Total
Title One	\$21,500	\$500	\$2,000	\$4,800	\$400	\$29,200
Total	\$21,500	\$500	\$2,000	\$4,800	\$400	\$29,200

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G1. Joyce Bullock Elementary School will increase student proficiency in reading in K-2.

G1.B3 Students lack background knowledge, correct grammar skills, and oral language skills to understand what is being taught.

G1.B3.S1 Teachers will incorporate effective vocabulary instruction and strategies in acquisition lessons.

Action Step 2

Acquisition lessons will have explicit vocabulary instruction embedded in the reading comprehension units.

Resource Type

Professional Development

Resource

Learning Focused: Effective Vocabulary Instruction professional development and professional literature

Funding Source

Title One

Amount Needed

\$4,800

G1.B5 Students lack stamina and the ability to listen for periods of time and follow directions for assessment purposes.

G1.B5.S4 Implement use of fluency programs such as Great Leaps and Read Naturally Live.

Action Step 1

Provide students with fluency practice using Read Live and/or Great Leaps

Resource Type

Evidence-Based Program

Resource

Read Live web-based computer fluency program and aide to oversee student usage and progress

Funding Source

Title One

Amount Needed

\$12,000

G2. Joyce Bullock Elementary will increase math proficiency of students in K-2.

G2.B1 The school lacks necessary resources to teach Common Core State Standards effectively.

G2.B1.S1 All classroom teachers will collaboratively plan math acquisition lessons, incorporating essential question, activating strategies, distributed summarizing, assessment prompts, common vocabulary, mathematical practices and extended thinking activities.

Action Step 2

Teachers will plan math acquisition lessons, sharing researched and created materials/activities to enhance instruction

Resource Type

Evidence-Based Materials

Resource

Number lines, geometric shapes, center activities, leveled math guided readers, measurement tools

Funding Source

Title One

Amount Needed

\$2,000

Action Step 4

Teachers administered a math diagnostic test to students to group according to abilities and guide instruction for intervention and enrichment

Resource Type

Evidence-Based Program

Resource

iReady math diagnostic assessment and intervention/enrichment program

Funding Source

Title One

Amount Needed

\$9,500

G2.B4 Lack of knowledge in home of Common Core State Standard Mathematical Practices and strategies, as well as rigorous learning expectations.

G2.B4.S1 Provide parents with opportunities to receive help in understanding the new math expectations and ways to help their student at home.

Action Step 1

Provide parents with materials to use at home and teach them the instructional math strategies and mathematical practices.

Resource Type

Other

Resource

Mathematical strategies and mathematical practices flip charts, practice games for home use

Funding Source

Title One

Amount Needed

\$500

Action Step 2

Provide parents with resources and support to help understand math instruction being done in the classroom

Resource Type

Personnel

Resource

Leadership team members provide materials and instruction to parents

Funding Source

Title One

Amount Needed

\$400