

School Board of Levy County

Joyce M. Bullock Elementary School



2019-20 Schoolwide Improvement Plan

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Joyce M. Bullock Elementary School

130 SW 3RD ST, Williston, FL 32696

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

Demographics

Principal: Hillary Cribbs

Start Date for this Principal: 7/1/2015

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-2
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	English Language Learners Hispanic Students Economically Disadvantaged Students
School Grades History	2018-19: No Grade 2017-18: No Grade 2016-17: No Grade 2015-16: No Grade 2014-15: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

This plan is pending approval by the Levy County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.

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School Demographics

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

School Grades History

Year
Grade

School Board Approval

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SIP Authority

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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. 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	Job Duties and Responsibilities
Lewis, Melissa	Principal	The primary responsibilities of the principal is the safety and security of the students in the school. She manages the everyday functions of the school and facilitates the decisions of all instructional decisions for the school. She is in charge of all recruitment and retention of staff, evaluations and professional learning. In addition, she handles the budgeting of materials and supplies to run the school and to support instruction, including Title I.
Gant, Lisa	School Counselor	The job duty and responsibility of the guidance counselor is to oversee the ESOL program, 504 plans in the school, and support the IEP plans and implementation. She also oversee the PBiS initiative and organizes events for students for positive behavior and career days. She provides small group and individual counseling with students, supporting their social/emotional needs along with meeting classes during the special area rotation for character development lessons.
Whitehurst, Lauren	Instructional Coach	Her responsibility is to provide professional development for the whole school in reading instruction. This would involve whole group professional development, small group professional development, and modeling in the classroom for teachers. She is the main facilitator for the MTSS problem-solving process supporting teachers through analyzing data to appropriately support student needs, evaluate resources and instructional practices, create and prepare groups based on need, and develop teacher strengths to support students.
Webber, Amy	Assistant Principal	The primary responsibilities of the assistant principal is the safety and security of the students in the school. She supports the principal in managing the everyday functions of the school and supports all instructional decisions for the school. She supports all recruitment and retention of staff, evaluations and professional learning. In addition, she supports the budgeting of materials and supplies to run the school and to support instruction, including Title I. Finally, she oversees discipline for the student body.

Early Warning Systems

Current Year

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Number of students enrolled	187	171	168	0	0	0	0	0	0	0	0	0	0	526
Attendance below 90 percent	34	25	19	0	0	0	0	0	0	0	0	0	0	78
One or more suspensions	10	6	7	0	0	0	0	0	0	0	0	0	0	23
Course failure in ELA or Math	15	33	28	0	0	0	0	0	0	0	0	0	0	76
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students with two or more indicators	125	105	93	0	0	0	0	0	0	0	0	0	0	0	323

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	15	13	15	0	0	0	0	0	0	0	0	0	0	0	43
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0	

FTE units allocated to school (total number of teacher units)

30

Date this data was collected or last updated

Wednesday 7/17/2019

Prior Year - 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	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	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	3	5	3	0	0	0	0	0	0	0	0	0	0	11

Prior Year - 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	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	0	0	0	0	0

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	3	5	3	0	0	0	0	0	0	0	0	0	0	11

Part II: Needs Assessment/Analysis

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	0%	49%	57%	0%	49%	55%
ELA Learning Gains	0%	59%	58%	0%	55%	57%
ELA Lowest 25th Percentile	0%	55%	53%	0%	53%	52%
Math Achievement	0%	58%	63%	0%	57%	61%
Math Learning Gains	0%	64%	62%	0%	52%	61%
Math Lowest 25th Percentile	0%	42%	51%	0%	46%	51%
Science Achievement	0%	50%	53%	0%	47%	51%

EWS Indicators as Input Earlier in the Survey				
Indicator	Grade Level (prior year reported)			Total
	K	1	2	
Number of students enrolled	187 (0)	171 (0)	168 (0)	526 (0)
Attendance below 90 percent	34 (31)	25 (27)	19 (23)	78 (81)
One or more suspensions	10 (0)	6 (1)	7 (6)	23 (7)
Course failure in ELA or Math	15 (14)	33 (25)	28 (31)	76 (70)
Level 1 on statewide assessment	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.

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

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

2019 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 2017-18	C & C Accel 2017-18
ELL											
HSP											
FRL											

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

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	79
OVERALL Federal Index Below 41% All Students	NO

ESSA Federal Index	
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	79
Total Points Earned for the Federal Index	79
Total Components for the Federal Index	1
Percent Tested	

Subgroup Data	
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Students With Disabilities	
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Federal Index - Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners	
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Federal Index - English Language Learners	79
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	

Native American Students	
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Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	

Asian Students	
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Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	

Black/African American Students	
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Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

Hispanic Students	
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Federal Index - Hispanic Students	78
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	

Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	75
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

JBE: 40% of African Americans showed proficiency on Reading on Diagnostic 3.

JBE is the feeder school for WES showing the following FSA data:

Students with Disabilities and Black sub groups in ELA and Math are below the 41% and decreased in the 2018-2019 school year in reading and math. Contributing factors include students needing more differentiated support in small group, as well as the need for parent and student involvement in school events. There has been a continuing trend that these two subgroups have been low performing for our school over the last several years.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

JBE is the feeder school for WES showing the following FSA data:

Fourth grade Math declined from 71% to 62%. This decline was not evident on our progress monitoring data used during the school year. Looking at our subgroup population, the learning gains in ELA in our Hispanic population showed a 6% decline. Contributing factors for this decline include an influx of hispanic students entering from other countries with little to no language acquisition.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

JBE is the feeder school for WES showing the following FSA data:

Overall, the largest gap was in Math lowest quartile, 9% below state average, and in ELA learning gains of our lowest quartile, 7% below state average. The factors that contributed to this gap is the consistent decline and need of our ESE and black subgroup, as they are also the bottom quartile. The need for specialized and purposeful small group instruction to close the gap will help to increase learning gains fo the bottom quartile.

Which data component showed the most improvement? What new actions did your school take in this area?

JBE is the feeder school for WES showing the following FSA data:

The ELA lowest quartile is up 10% from 2018-2019, and Math lowest quartile is up 7% from 2018-2019. Our school made this sub group a focus for our teachers, collaborating and differentiating lesson plans to meet the needs of these lowest quartile students.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

JBE is the feeder school for WES showing the following FSA data:

173 Level 1 on state assessments in grades 3-5

68 students attendance is below 90% (81 students at JBE)

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

JBE is the feeder school for WES showing the following FSA data:

1. SWD ELA achievement and learning gains
2. SWD Math achievement and learning gains
3. Black ELA achievement and learning gains
4. Black Math achievement and learning gains

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	ELA Proficiency
Rationale	Increasing the number of students promoted to Williston Elementary School being proficient readers.
State the measurable outcome the school plans to achieve	70% of K-2 students will be proficient in Reading as measured by i-Ready Diagnostic 3 in May 2020. To reach this goal, we will have an increased focus on African American student proficiency moving from 40% to 50%.
Person responsible for monitoring outcome	Melissa Lewis (melissa.lewis@levyk12.org)
Evidence-based Strategy	Joyce Bullock will enter its second year implementing an evidence-based phonological awareness and phonics programs school-wide including explicit/multisensory instructional strategies.
Rationale for Evidence-based Strategy	After the first year of implementation, we saw an increase from 60% proficient in ELA to 65% on i-Ready Diagnostic 3 2019. In the area of phonics we reduced the percent of students below grade level: 1st- 50% to 34%, 2nd- 41% to 39%. In PA, K- 42% to 40% and 1st- 23% to 19%.

Action Step

Description	<ol style="list-style-type: none"> 1. In an effort to engage African American parents in their child's progress, teachers will make voice phone calls specifically to these families to invite them to Family Engagement Open House nights, parent conferences, and any other classroom events that would foster parent/school relationships. 2. Data Analysis and School Improvement Plan planning- Teachers analyze student data from Diagnostic 3, attendance rates, discipline factors, fluency, writing, and grade level assessments from the previous school year to identify areas in need of extra support in small groups. 3. Individual PD on analyzing student needs with student work- Individual teachers meet with the reading coach with student work to groups students into areas of focus to provide support in small groups also leading to grouping for daily 30 minute reading intervention support. 4. Imagine Learning- Teachers will be trained to implement this resource in their classroom for our English Language Learners in place of i-Ready lessons. 5. School-wide Improvement Days- ELA Standards PD: Teachers will engage in professional development on grade level standards in order to understand the vertical progression so that expectations are shared across grade levels. Student data with an increased focus on African American students will be reviewed. 6. i-Ready teacher PD- Curriculum Associates will train teachers in reflecting on student work and plan for action steps to support student proficiency and growth from Diagnostic 2 to 3 with a focus on African American students. 7. Multisensory/Explicit Instruction with A Fresh Look at Phonics and Phonological Awareness review- Research shows that students need a systematic, explicit, multisensory program in order to build a solid foundation of reading skills. After successfully using resources to support this last year, teachers will be provided small group review with the reading coach along with coaching, modeling, and observation feedback.
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Person Responsible Lauren Whitehurst (lauren.whitehurst@levyk12.org)

#2

Title Math Proficiency

Rationale Increasing the number of students promoted to Williston Elementary School being proficient in mathematics.

State the measurable outcome the school plans to achieve 80% of K-2 students will be proficient in Math as measured by i-Ready Diagnostic 3 in May 2020. To reach this goal, we will have an increased focus on African American student proficiency moving from 54% to 60%.

Person responsible for monitoring outcome Melissa Lewis (melissa.lewis@levyk12.org)

Evidence-based Strategy Students will receive mathematics support in small groups with multi-sensory modes of instruction.

Rationale for Evidence-based Strategy JBE's K-2 showed 66% proficient in math on i-Ready Diagnostic 3 in the 17-18 school year and improved to 76% for the 18-19 school year. Kindergarten improved from 78% to 84%, 1st from 64% to 70%, and 2nd from 57% to 72%.

Action Step

1. In an effort to engage African American parents in their child's progress, teachers will make voice phone calls specifically to these families to invite them to Family Engagement Open House nights, parent conferences, and any other classroom events that would foster parent/school relationships.
2. Data Analysis and School Improvement Plan planning- Teachers analyze student data from Diagnostic 3, attendance rates, discipline factors, fluency, and grade level assessments from the previous school year to identify areas in need of extra support in small groups.
3. School-wide Improvement Days- Math Standards PD: Teachers will engage in professional development on grade level standards in order to understand the vertical progression so that expectations are shared across grade levels. Student data with an increased focus on African American students will be reviewed.
4. i-Ready teacher PD- Curriculum Associates will train teachers in reflecting on student work and plan for action steps to support student proficiency and growth from Diagnostic 2 to 3 with a focus on African American students.

Description this resource in their classroom for our English Language Learners in place of i-Ready lessons.

Person Responsible Amy Webber (amy.webber@levyk12.org)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

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 Schoolwide Improvement Plan 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.

JBE builds positive relationships through visibility on campus through interactions during morning and afternoon drop off and pick up as well as offering opportunities for engagement with staff through the School Advisory Council, Open House in the Fall and Spring, Back to School Bash, Fall Carnival, Grade Level Performances, Donuts with Dads, Muffins with Moms and Grandparents Day. We strive to have open communications with families through our Remind messages, Skyward messenger, School Messenger Phone Home calls, Facebook page and school website. We keep parents up to date on events through these messages, monthly school calendar, and online school calendar. Surveys are provided after events to collect parent input and reflections are made for improvements.

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.

Every students receives character education from our guidance counselor during the media special area rotation for 25 minutes per week. During the other 20 minutes of that rotation, the guidance counselor meets with individuals and small groups to support specific student needs. Each classroom teacher is provided with Sanford Harmony Social-Emotional curriculum to implement in their classroom. Each teacher completes a student survey of Early Warning Data of Emotional Distress for follow-up. Students' emotional health is reviewed during monthly problem-solving meetings with the leadership team and classroom teachers. In addition to these school level supports, our community works with a school psychologist and behavioral specialist to support student and family needs.

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 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 in addition to a Kindergarten Round-Up night for parents and students to learn about JBE and visit classrooms.

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, teachers 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 classrooms for parents and students.

We also hold a Boo-hoo Yahoo Breakfast and Meeting for new 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 each year in order to familiarize 2nd grade students with the school 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.

The MTSS team supports teachers to prescribe specific interventions for groups of students and individuals using student data and the problem solving method. School resources are reviewed to determine if personnel and money need to be allocated to support interventions and curriculum needs. The processes of MTSS are monitored through 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 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 pay salaries for Title I paraprofessionals who support differentiated instruction in the classrooms and 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 Rosetta Stone, Imagine Learning, and Reading Assistant for ELL students and the hardware necessary to run the program in the classrooms. It helps fund additional hours to pay staff for tutoring and 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: Sanford-Harmony, 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 Day, which allows students to hear about the various career possibilities that are available to them, and the 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.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: ELA Proficiency	\$0.00
2	III.A.	Areas of Focus: Math Proficiency	\$0.00
Total:			\$0.00