Joyce M. Bullock Elementary School

2021-22 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: 7/1/2020

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
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 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	2020-21: No Grade 2018-19: No Grade 2017-18: No Grade 2016-17: 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	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

This plan was approved by the Levy County School Board on 10/12/2021.

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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http://www.levyk12.org/schools

School Demographics

School Type and Grades Served (per MSID File)	**2020-21 Title I School**	**2020-21 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

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Our mission at Joyce Bullock Elementary School is to provide a safe and empowering environment and prepare all students for college, career, and community readiness, through rigorous instruction and collaboration with all school partners.

Provide the school's vision statement.

Building Lifelong Learners

School Leadership Team

Membership
Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Cribbs, Hillary	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. She also ensures that IEP goals and objectives are implemented.
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. She also ensures that IEP goals and objectives are implemented. Finally, she oversees discipline for the student body.
Hart, Ashley	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.
Woolson, Susan	School Counselor	The job duty and responsibility of the guidance counselor is to oversee the ESOL program and also ensure the implementation of IEPs and 504s. She also oversees 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	Teacher, ESE	The primary role of this teacher is to provide additional support to students with IEPs and 504s, in addition to students that are considered to be at risk academically. She also serves as a support to teachers in implementing strategies for students who are at risk. She is a vital resource as it is related to the Multi-tiered system of supports and helping to close instructional gaps as well as seeking outside student resources as needed.
Coleman, Patricia	Teacher, K-12	The primary role of the teacher is to provide differentiated instruction to the students in the classroom. She also serves as the Title I Parent and Family Engagement coordinator. As an educator with many years of classroom experience, her valuable input is necessary for the betterment of the school.

Name	Position Title	Job Duties and Responsibilities
		She also serves as a liaison for her team ensuring that all voices are heard. She is a vital part of the leadership team.
Stolfus, Liana	Teacher, PreK	The primary role of the teacher is to provide differentiated instruction to the students in the classroom. As a lead teacher with many years of classroom experience, her valuable input is necessary for the betterment of the school. She also serves as a liaison for her team ensuring that all voices are heard. She is a vital part of the leadership team.
Tiller, Jennifer	Teacher, K-12	The primary role of the teacher is to provide differentiated instruction to the students in the classroom. As an educator with many years of classroom experience, her valuable input is necessary for the betterment of the school. She also serves as a liaison for her team ensuring that all voices are heard. She is a vital part of the leadership team.
Grimes, Sarah	Teacher, K-12	The primary role of the teacher is to provide differentiated instruction to the students in the classroom. As an educator with years of classroom experience, her valuable input is necessary for the betterment of the school. She also serves as a liaison for her team ensuring that all voices are heard. She is a vital part of the leadership team.

Demographic Information

Principal start date
Wednesday 7/1/2020, Hillary Cribbs

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
28

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
1

Total number of teacher positions allocated to the school
35

Total number of students enrolled at the school
671

Identify the number of instructional staff who left the school during the 2020-21 school year.
6

Identify the number of instructional staff who joined the school during the 2021-22 school year.
5

Demographic Data

Early Warning Systems

2021-22

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	190	199	201	0	0	0	0	0	0	0	0	0	0	590
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	2	11	21	0	0	0	0	0	0	0	0	0	0	34

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	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Monday 8/23/2021

2020-21 - 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	
Number of students enrolled	614	0	0	0	0	0	0	0	0	0	0	0	0	614
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math assessment	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	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	29	10	0	0	0	0	0	0	0	0	0	0	54
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

2020-21 - 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	
Number of students enrolled	191	204	149	0	0	0	0	0	0	0	0	0	0	544
Attendance below 90 percent	15	13	13	0	0	0	0	0	0	0	0	0	0	41
One or more suspensions	0	4	0	0	0	0	0	0	0	0	0	0	0	4
Course failure in ELA	0	0	30	0	0	0	0	0	0	0	0	0	0	30
Course failure in Math	0	0	10	0	0	0	0	0	0	0	0	0	0	10
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math assessment	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	0	0	1	0	0	0	0	0	0	0	0	0	0	1

The number of students idenjfied as retainees:

Indicator	Grade Level													Total
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	
Retained Students: Current Year	16	21	9	0	0	0	0	0	0	0	0	0	0	46
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

School Data Review
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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement					49%	57%		43%	56%
ELA Learning Gains					59%	58%		44%	55%
ELA Lowest 25th Percentile					55%	53%		44%	48%
Math Achievement					58%	63%		52%	62%
Math Learning Gains					64%	62%		47%	59%
Math Lowest 25th Percentile					42%	51%		40%	47%
Science Achievement					50%	53%		46%	55%

Grade Level Data Review - State Assessments
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**

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

iReady Reading Diagnostic and iReady Math Diagnostic

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	8/4%	34/17%	102/50%
	Economically Disadvantaged	8/4%	34/17%	102/50%
	Students With Disabilities	5/10%	14/28%	26/51%
	English Language Learners	0/0	1/5%	10/48%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	6/3%	39/20%	110/54%
	Economically Disadvantaged	6/3%	39/20%	110/54%
	Students With Disabilities	2/4%	14/28%	32/63%
	English Language Learners	1/5%	2/10%	7/33%

Grade 2				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	11/8%	41/29%	68/46%
	Economically Disadvantaged	11/8%	41/29%	68/46%
	Students With Disabilities	3/12%	6/22%	11/41%
	English Language Learners	0/0	0/0	6/38%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	3/2%	23/16%	48/32%
	Economically Disadvantaged	3/2%	23/16%	48/32%
	Students With Disabilities	1/4%	5/19%	10/37%
	English Language Learners	0/0	0/0	3/19%

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
ELL											
HSP											
FRL											

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

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	66
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	66
Total Points Earned for the Federal Index	66
Total Components for the Federal Index	1
Percent Tested	

Subgroup Data	
Students With Disabilities	
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	
Federal Index - English Language Learners	66
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
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	
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	
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	
Federal Index - Hispanic Students	67
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	68
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

In general our proficiency in both ELA and Math are lower than in previous years. In 2018/19 our EOY view on iReady Diagnostic Reading 3 was 65% proficient and 20-21 was 52%. In Math it was 76% in 2018-19 and 20-21 was 53%. An increased deficiency is evident, especially when you look at our 2nd graders who were K students in 2018-19 (78% proficient in 18-19 to 32% proficient in Math at the end of their 2nd grade year in 20-21). Our AA, SWD, and ELL subgroups remain a concern. In 20-21, AA students remained low in proficiency from Diagnostic 1 to 3 for both ELA and Math.(Reading ending at 39% and Math 33%). ELLs were 40% proficient in both reading nd math; SWDs 49% in Reading, while being above the school average in Math (56% proficiency). Growth is a positive in all areas, but just not enough to be proficient and make up for lost instructional time.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

ELA and Math proficiency; Sub group data- ELLs, SWDs, AAs

We do not give any state assessments.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

COVID/Loss of instructional time has made a huge impact on academic performance of our students. New actions include- WICORized lessons (Writing, Inquiry, Collaboration, Organization, and Reading strategies) that are part of our AVID implementation;meaningful work sent home with students when quarantined; and a continued connection or contact to the school while missing in person learning.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

We have maintained growth levels at levels since 2019. Growth for Reading Diagnostic 3 in 2018/19 was 74% met typical and 51% met stretch growth. In 2020/21 we had 72% meet typical and 46% meet stretch growth in reading. Growth for Math Diagnostic 3 in 2018/19 was 82% met typical and 59% met stretch growth and in 2020/21 we had 77% meet typical growth and 55% meet stretch growth.

We do not give any state assessments.

What were the contributing factors to this improvement? What new actions did your school take in this area?

We focused on academic engaged time during classroom instruction, making sure we are using our minutes effectively. We will continue this focus on academic engaged time and providing small group and tiered instruction to students showing deficiencies. We will also be WICORizing our lesson plans through AVID and continuing our student goal setting, students monitoring their goals and iReady/ Reflex progress.

What strategies will need to be implemented in order to accelerate learning?

We will be using WICOR strategies in our lessons in all classrooms, including our separate classrooms. WICOR is Writing, Inquiry, Collaboration, Organization, Reading strategies to engage students in the areas of ELA, Math, Science and Social Studies.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

We will be giving our staff professional learning opportunities around WICOR strategies and how to implement them in their lesson plans at each monthly faculty meeting. We have "WICOR" look fors in our classroom walkthrough to give feedback to teachers on the strategies we are implementing.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

We will be meeting with teachers monthly to review their data at Problem Solving Teams. We meet with teachers serving Tier 3 students biweekly. We meet with our School Leadership team to discuss Tier 1 concerns weekly. We have data meetings, which are an extensive version of PSTs (Problem Solving Teams)three times per year. Peer observations are offered to all staff to further develop their understanding of the kinds of lessons that are going to move achievement forward. We will host two Open Houses (one in the Fall and one in the Spring) to involve parents in the achievement of their students, along with two conference nights in which parents are updated about progress. Students who are two or more grade levels behind in reading will receive individual progress monitoring plan updates monthly. We host monthly SAC (School Advisory Committee) meetings in which all parents and stakeholders are given the opportunity to provide input into our school improvement plans.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:	Our area of focus is to increase proficiency in ELA for African Americans and English Language Learners. Only 39% of African Americans showed proficiency on iReady Reading Diagnostic 3 at the end of the year. In reference to our ELLs, 22% are below grade level and 26% are performing early or on grade level by the end of the year. Compounding factors include staff and student absences as a result of Covid-19. This is very concerning since there has been a continuing trend with these two subgroups performing lower than other subgroups for several years.
Measurable Outcome:	65% of K-2 students will be proficient in Reading and African American students will improve Reading proficiency from 39% to 50% as measured by i-Ready Diagnostic 3 in May 2022.
Monitoring:	Student progress will be monitored through MTSS. This system of supports is discussed monthly during teacher data meetings as well as Problem Solving Team meetings. During these meetings, current student performance will be reviewed and next steps will be discussed.
Person responsible for monitoring outcome:	Hillary Cribbs (hillary.cribbs@levyk12.org)
Evidence-based Strategy:	For all grade levels we will utilize the BEST standards report in iReady, which identifes which standards have been fully or partially mastered. This year we are also fully implementing AVID, focusing on WICOR strategies, in an effort to increase proficiency across subject areas. We will also be introducing two book studies for staff; one focused on reaching students of all backgrounds and one focused on evidence based strategies to teach phonics.
Rationale for Evidence-based Strategy:	The iReady report will allow us to specifically identify student needs, allowing us to make instructional decisions that best suit those needs. This will also provide additional support for intervention and small group planning. AVID is an evidence based program that has been used for many years in our district. It was implemented during the 20-21 school year in an effort to increase engagement and promote student success. AVID encompaases highly effevtive teachig practices. The book studies will allow staff to gain knowledge and expertise concerning how to reach all learners.

Action Steps to Implement

Classroom walkthroughs and observations will be completed in order to follow up on strageties that are being introduced at monthly faculty meetings. These observations and walk throughs will also provide insight on how well teachers understand the AVID stratgies that are being introduced, as well as the implementation of knowledge gained from specific iready reports being used. In addition, our lead team will be participating in a book study focused on explicit phonics instruction so that we can gain knowlegde pertaining to effective instruction, so that we can share it with the remainder of our staff.

Person Responsible	Hillary Cribbs (hillary.cribbs@levyk12.org)

#2. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale:	Our area of focus is to increase proficiency in Math for African Americans and English Language Learners. Only 33% of African Americans showed proficiency on iReady Math Diagnostic 3 at the end of the year. This was a decrease from years prior. In reference to our ELLs, 25% are below grade level and 22% tested early or on grade level at the end of the year. This is very concerning since there has been a continuing trend with these two subgroups performing lower than other students previously. Compounding factors include staff and student absences as a result of Covid-19.
Measurable Outcome:	65% of K-2 students and 50% of African American students will be proficient in Math as measured by i-Ready Diagnostic 3 in May 2022. As for our ELL students, our goal is to decrease students below grade level by 5%.
Monitoring:	Student progress will be monitored through MTSS. This system of supports is discussed monthly during teacher data meetings as well as Problem Solving Team meetings. During these meetings, current student performance will be reviewed and next steps will be discussed.
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy:	For 1st and 2nd grade we will utilize the prerequisite report in order to identify specific student deficits in math. For all grade levels we will utilize the BEST standards report in iReady, which identifes which standards have been fully or partially mastered. This year we are also fully implementing AVID, focusing on WICOR strategies, in an effort to increase proficiency across subject areas. We will also be introducing a book study for staff focused on reaching students of all backgrounds.
Rationale for Evidence-based Strategy:	The iReady reports will allow us to specifically identify student needs, allowing us to make instructional decisions that best suit those needs. The reports will also provide additional support for intervention and small group planning. AVID is an evidence based program that has been used for many years in our district. The book study will allow staff to gain knowledge and expertise concerning how to reach all learners.

Action Steps to Implement

Classroom walkthroughs and observations will be completed in order to follow up on strageties that are being introduced at monthly faculty meetings. These observations and walk throughs will also provide insight on how well teachers understand the AVID stratgies that are being introduced, as well as the implementation of knowledge gained from specific iready reports being used.

Person Responsible	Hillary Cribbs (hillary.cribbs@levyk12.org)

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Our information is not available on SafeSchoolsforAlex.org, however, our plan is listed below.

We are a PBIS school and plan to continue with our school-wide systems in order to respond proactively to behavior. We monitor behavior using MTSS through classroom color charts and discuss classes and individual students at problem solving team meetings. We also discuss school wide discipline at Lead Team meetings as well as PBIS meetings. Last year we had 4 students with 3 or more referrals and would love to reduce that number. In an effort to reduce these, we will continue to offer class and school wide incentives for good behavior.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

Building positive relationships with all stakeholders is very important to us. Although, due to COVID restrictions, we continue interacting with and getting to know our families during morning and afternoon drop off and pick up. Opportunities for engagement are also available during our School Advisory Council meetings. We continue to offer opportunities for families and staff to get involved through events like our Back to School Bash, Open House, etc., and we provide the option to meet virtually in case it's needed. Multiple modes of communication are available through Remind messages, Skyward messenger, phone calls home, and our facebook page. We keep families informed of upcoming activities and events using these options, as well as sharing our monthly school and online calendar with stakeholders. Surveys are regularly provided after events in order to collect parent input and provide an opportunity for reflection and improvement. We also plan to host events off campus at partnering organizations that support our school in an effort to reach families that may be more comfortable in a different setting. For example, we plan to host an event in the Spring at Unity, which provides after school opportunities for the students in our area. Also, through our AVID program our students are offered opportunities to set goals and share with the school during announcements when they have been met. We also encourage participation of our Thursday college and career day where students can wear anything that promotes either college or career.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Students - Students make a conscious effort to engage in academics and maintain respect for other students and staff members.

Staff Members - Staff members communicate clearly and with respect to all other stakeholders and make an effort to build working relationships with families and colleagues.

Parents - Parents keep an open line of communication with teachers and other staff members and support student learning.

District Personnel - District personnel serve as a support to all stakeholders.

Community Partners - Offer additional services to students and families to maintain a positive partnership with stakeholders.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA	$0.00
2	III.A.	Areas of Focus: Instructional Practice: Math	$0.00
		Total:	**$0.00**