

School Board of Levy County

Joyce M. Bullock Elementary School



2022-23 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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 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	2021-22: No Grade 2020-21: No Grade 2018-19: No Grade 2017-18: 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 was approved by the Levy County School Board on 10/25/2022.

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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130 SW 3RD ST, Williston, FL 32696

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

School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-2	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	52%

School Grades History

Year
Grade

School Board Approval

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SIP Authority

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<https://www.floridacims.org>.

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Our mission 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

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Cribbs, Hillary	Principal	<p>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.</p>
DeCamp, Stacey	Assistant Principal	<p>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.</p>
Hart, Ashley	Instructional Coach	<p>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.</p>
Woolson, Susan	School Counselor	<p>The job duty and responsibility of the guidance counselor is to oversee the ESOL program, 504 plans in the school, and also</p>

Name	Position Title	Job Duties and Responsibilities
		<p>ensures 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.</p>
<p>Coleman, Patricia</p>	<p>Teacher, K-12</p>	<p>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. She also serves as a liaison for her team ensuring that all voices are heard. She is a vital part of the leadership team.</p>
<p>Priddy, Dianne</p>	<p>Teacher, K-12</p>	<p>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.</p>
<p>Erickson, Elizabeth</p>	<p>Teacher, K-12</p>	<p>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.</p>
<p>Stolfus, Liana</p>	<p>Teacher, PreK</p>	<p>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</p>

Name	Position Title	Job Duties and Responsibilities
		<p>team ensuring that all voices are heard. She is a vital part of the leadership team.</p>
Bannon, Kait	Instructional Coach	<p>Her responsibility is to provide professional development for the whole school in math instruction. This would involve whole group professional development, small group professional development, and modeling in the classroom for teachers. She is a 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.</p>
List, Kelsey	Other	<p>AVID Site Coordinator- Her responsibility is to provide professional development for the whole school in the area of AVID and/or be part of planning all PD so to reflect AVID in all training opportunities. This would involve whole group professional development, small group professional development, and modeling in the classroom for teachers. She promotes college and career readiness each week on the morning announcements and in monitoring "goal achievers" on campus. She collects and analyzes data that supports reaching our AVID and SIP goals.</p>

Demographic Information

Principal start date

Wednesday 7/1/2020, Hillary Cribbs

Number of teachers with a 2022 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.*

24

Number of teachers with a 2022 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

37

Total number of students enrolled at the school

656

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

4

Identify the number of instructional staff who joined the school during the 2022-23 school year.

9

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	0	590
Attendance below 90 percent	34	72	59	0	0	0	0	0	0	0	0	0	0	0	165
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	14	0	0	0	0	0	0	0	0	0	0	0	14
Course failure in Math	0	0	2	0	0	0	0	0	0	0	0	0	0	0	2
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level who have 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	63	142	131	0	0	0	0	0	0	0	0	0	0	0	336

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Retained Students: Current Year	19	19	15	0	0	0	0	0	0	0	0	0	0	0	53
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Thursday 8/25/2022

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	190	199	201	0	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	0	
One or more suspensions	0	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	0	
Course failure in Math	0	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	0	
Level 1 on 2019 statewide FSA Math assessment	0	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	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	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	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	190	199	201	0	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	0	
One or more suspensions	0	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	0	
Course failure in Math	0	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	0	
Level 1 on 2019 statewide FSA Math assessment	0	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	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	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	0
Students retained two or more times	0	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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement		50%	56%					49%	57%
ELA Learning Gains								59%	58%
ELA Lowest 25th Percentile								55%	53%
Math Achievement		49%	50%					58%	63%
Math Learning Gains								64%	62%
Math Lowest 25th Percentile								42%	51%
Science Achievement		52%	59%					50%	53%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				

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

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
ELL											
HSP											
FRL											

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											

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	59
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	59

ESSA Federal Index	
Total Points Earned for the Federal Index	59
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%	0
English Language Learners	
Federal Index - English Language Learners	61
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
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%	0
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%	0
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%	0
Hispanic Students	
Federal Index - Hispanic Students	63
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	

Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
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%	0
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%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	50
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

Grade Levels

- KG ELA 62% and Math 70% Proficiency
- KG Math 67% Stretch Growth
- KG Stretch Growth for ELA- 35%
- 1st Grade ELA 56% and Math 50% Proficiency
- 1st Grade Reading Typical Growth 73%
- 1st Grade Reading Stretch Growth 41%
- 1st Grade Math Typical Growth 73%
- 1st Grade Math Stretch Growth 49%
- 2nd Grade ELA 56% and Math 43% Proficiency
- 2nd Grade Reading Typical 77%
- 2nd Grade Reading Stretch 54%
- 2nd Grade Math Typical 54% and 24% Stretch

Subgroups

- AA - 37% proficient in ELA, 31% proficient in Math
- AA - 63% met typical, 21% met stretch in Reading
- AA - 58% met typical, 40% met stretch in Math

ESOL - 35% proficient in ELA, 41% proficient in Math
ESOL - 63% met typical, 34% met stretch in Reading
ESOL - 69% met typical, 48% met stretch in Math
SWD - 46% proficient in ELA, 46% proficient in Math
SWD - 77% met typical & 41% met stretch growth in Reading
SWD - 56% met typical & 41% met stretch growth in Math

Additional Data-

WIDA/Access- KG 0/19 dismissed/proficient; 1st 2/24 dismissed/proficient; 2nd 2/15 dismissed/proficient

215 discipline referrals; Teachers with high (10 or more) Disproportionate Referral Data; Disruption 60 and Inappropriate Physical Contact 54

High Referring Teachers- Appling, Carussos, Helvey, Liles, Meringer, Priddy, Schmidt, Smith, Stegall

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

ELA in 1st and 2nd- Proficiency
Math in 1st and 2nd- Proficiency
Stretch Growth (Highest Stretch in whole school is 67% in KG Math)
ESOL and AA proficiency

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

Contributing Factors:

COVID

New curriculum for ELA (Overall improvement seen in 21-22 from 20-21)

Lack of spiraling curr in Math; 22-23 will have new curriculum and refined maps

Increased populations of subgroups

New Actions for Improvement:

1st year of implementation of new reading curriculum in 21/22, and improvement was seen campus wide. 2nd year implementation plan district wide has been refined.

ELA Coaching/pull out

Interventionists/teachers assigned to 1st and 2nd grade

Math Coaching/pull out

Math Check in with district math coach mid 1st Semester

PD on Math Small Groups- Math Coach TBD; Number Talks Training- 8/2/22

UDL for ELA and Math Instruction

Community Classroom in 1st grade for ESOL students, with ELL para push in support for ELA

Mentors assigned to students, focus on our struggling behaviorally and academically students.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

2nd grade Cohort increased proficiency and growth- ELA

New Cohort of KG ended the year with higher proficiency and growth for ELA and Math

1st grade ELA increase the % making typical growth

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

Reading Curriculum Change- Shift in Expectation with the curriculum and standards
Reading Coach-Push in/Support/Peer Observations
High numbers from our VPK feeding into our Kindergarten, better preparedness.

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

- Fidelity to the curriculum maps and standards based planning and preparation
- Problem Solving Teams for Tier 1, 2, and 3
- iReady Next Steps for students-small groups;
- Intervention time provided for every student K-2, so to even accelerate students who need beyond their grade level content.

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.

- SIP Days that focus on dissecting the curriculum maps, standards, assessments for the upcoming 9 weeks. Weekly Collaborative planning with coaches and Admin.
- iReady Mid year training of dissecting data
- Intervention materials
- Differentiated Instruction
- UDL

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

- Data Meetings held twice per year, beginning and mid year for K-2. This way we talk about the "whole picture" of every student multiple times per year.
- End of Year Data meetings for 2nd graders shifting to our sister school, WES for 3rd grade.
- Monthly Lead Team and Faculty Meetings to share PD choice opportunities or needs for all teachers on campus
- AVID schoolwide focus

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to ELA

**Area of Focus
Description
and Rationale:
Include a
rationale that
explains how it
was identified
as a critical
need from the
data reviewed.**

This is a critical need based on the data reviewed because our school-wide proficiency was 57% in 2022. We still have a significant number of students that did not reach mid-late for phonics.

**Measurable
Outcome:
State the
specific
measurable
outcome the
school plans to
achieve. This
should be a
data based,
objective
outcome.**

62% of K-2 students will be proficient in Reading as measured by i-Ready Diagnostic 3 in May 2023.

**Monitoring:
Describe how
this Area of
Focus will be
monitored for
the desired
outcome.**

iReady usage and percentage of passed of lessons, with a specific focus on phonics, will be reviewed monthly at grade level planning to ensure students are meeting requirements and getting adequate exposure to a differentiated lesson path. Three times per year K-2 teachers will meet to discuss and adjust instruction for students in Tier 1 and Tier 2, with a specific focus on phonics. Every 5-6 weeks K-2 teachers will meet with administration, coaches and counselor to discuss and adjust instruction for students in Tier 3, with a specific focus on phonics. Data analysis of phonics/standards based report card assessments.

**Person
responsible for
monitoring
outcome:**

Hillary Cribbs (hillary.cribbs@levyk12.org)

**Evidence-
based Strategy:
Describe the
evidence-based
strategy being
implemented
for this Area of
Focus.**

Foundational Skills to Support Reading for Understanding in K-3- JBES K-2 teachers will teach students to decode words, analyze word parts, and write and recognize words, using From Phonics to Reading/Sadlier.

**Rationale for
Evidence-
based Strategy:
Explain the
rationale for
selecting this
specific**

Phonics impacts every other area of Reading. As a student's decoding skills become more automatic and they become more strategic in using their growing language comprehension skills, these skills intertwine. The result: students develop into skilled, fluent readers (Scarborough's Reading Rope, 2001)

**strategy.
Describe the
resources/
criteria used
for selecting
this strategy.**

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Classroom walkthroughs will occur during phonics instruction by instructional coach to provide feedback on effective instructional practices and use of the Sadlier program. Professional Development sessions provided by instructional coach specifically in the area of Phonics.

Person Responsible Ashley Hart (ashley.hart@levyk12.org)

#2. Instructional Practice specifically relating to Math

Area of Focus
Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

This is a critical need based on the data reviewed because our school-wide proficiency was 53% in 2022. We still have a significant number of students that are not mid to late in Numbers and Operations.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve.
This should be a data based, objective outcome.

62% of K-2 students will be proficient in Math as measured by i-Ready Diagnostic 3 in May 2023.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

iReady usage and percentage of passed of lessons, with a specific focus on Numbers and Operations, will be reviewed monthly at grade level planning to ensure students are meeting requirements and getting adequate exposure to a differentiated lesson path. Three times per year K-2 teachers will meet to discuss and adjust instruction for students in Tier 1 and Tier 2, with a specific focus on Numbers and Operations. Every 5-6 K-2 teachers will meet with administration, coaches and counselor to discuss and adjust instruction for students in Tier 3, with a specific focus on Numbers and Operations. Data analysis of "Numbers and Operations Standards" on standards based report card assessments.

Person responsible for monitoring outcome:

Hillary Cribbs (hillary.cribbs@levyk12.org)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

Teaching Math to Young Children- JBE K-2 teachers will teach numbers and operations using a developmental progression. We will start with a focus on Number Talks.

Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

According to IES, research shows a strong correlation between early math instruction in the areas of numbers and operations and positive effects on early math achievement. Number talks help kids develop a conceptual understanding. By seeing multiple methods of solving the same problem (mentally), kids have a deeper understanding of the math and their own ideas are then solidified. Developing a conceptual understanding, on the other hand, will help kids to actually understand and make sense of the formal algorithms.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Classroom walkthroughs will occur during Math (Number Talks) instruction by instructional coach to provide feedback on effective instructional practices. Professional Development sessions provided by instructional coach and or district coach specifically in the area of Number Talks.

Person Responsible Kait Bannon (kaitlyn.bannon@levyk12.org)

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

N/A

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

N/A

Measurable Outcomes:

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

N/A

Grades 3-5: Measureable Outcome(s)

N/A

Monitoring:

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

N/A

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Evidence-based Practices/Programs:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

N/A

Rationale for Evidence-based Practices/Programs:

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

N/A

Action Steps to Implement:

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
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N/A

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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

Building positive relationships with all stakeholders is very important to us. We will 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, Family Learning Night x 2, Parent Conference Weeks x 2, etc. 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 school culture and environment.

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.