Joyce M. Bullock Elementary School

2023-24

Schoolwide Improvement Plan (SIP)

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Joyce M. Bullock Elementary School

130 SW 3RD ST, Williston, FL 32696

http://www.levyk12.org/schools

School Board Approval

This plan was approved by the Levy County School Board on 10/10/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://www.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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, preparing 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, Stakeholder Involvement and SIP Monitoring

School Leadership Team
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 as it relates to SIP implementation 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.
DeCamp, Stacey	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.
Bannon, Kait	Instructional Coach	Her responsibility is to provide professional development for the whole school in math instruction. This would involve whole group professional development, small group

Name	Position Title	Job Duties and Responsibilities
		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.
Breeding, Cindy	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
Priddy, Dianne	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.
Baker, 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 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.
Helvey, Aericka	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.

Name	Position Title	Job Duties and Responsibilities
Pullings Battles, Na'triel	School Counselor	The job duty and responsibility of the guidance counselor is to oversee the ESOL program, 504 plans in the school, and also 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
List, Kelsey	Other	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.

Stakeholder Involvement and SIP Development
Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Our draft SIP is written with our School Leadership (AVID Lead) team over the summer in several different stages (with instructional coaches and then with the complete lead team). Then on our first day back with staff we look at the draft SIP and gather input and feedback. With this feedback we make tweaks and adjustments, and we present our draft SIP to the district instructional team. We also present our draft SIP to our SAC at the August meeting, gathering their feedback and input. We make final adjustments based on any feedback we received at SAC.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

Our SIP Is regularly monitored through our monthly School Leadership (AVID Lead) meetings, Faculty Meetings, and SAC Meetings. Data that has been acquired between meetings is shared and progress is evaluated. We specifically look at our subgroups that have the largest gaps. We make revisions to the plan, based on these meetings that we feel will shift our students towards success and meeting the intended goal.

Demographic Data
Only ESSA identification and school grade history updated 3/11/2024

2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	52%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	N/A
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	English Language Learners (ELL) Hispanic Students (HSP) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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	
Absent 10% or more days	41	34	36	0	0	0	0	0	0	111
One or more suspensions	7	5	3	0	0	0	0	0	0	15
Course failure in English Language Arts (ELA)	5	27	24	0	0	0	0	0	0	56
Course failure in Math	5	10	8	0	0	0	0	0	0	23
Level 1 on statewide ELA assessment	30	36	36	0	0	0	0	0	0	102
Level 1 on statewide Math assessment	21	14	16	0	0	0	0	0	0	51
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	30	36	36	0	0	0	0	0	0	102

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	105	101	99	0	0	0	0	0	0	305

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	5	27	24	0	0	0	0	0	0	56
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

The number of students by current grade level that had two or more early warning indicators:

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

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) Updated (pre-populated)
Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

The number of students by current grade level that had two or more early warning indicators:

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

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*		48	53		50	56			
ELA Learning Gains									
ELA Lowest 25th Percentile									
Math Achievement*		52	59		49	50			
Math Learning Gains									
Math Lowest 25th Percentile									
Science Achievement*		41	54		52	59			
Social Studies Achievement*					51	64			
Middle School Acceleration					47	52			
Graduation Rate					42	50			
College and Career Acceleration						80			
ELP Progress	81	48	59	59			66		

In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	81
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	81
Total Components for the Federal Index	1
Percent Tested	
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	59

2021-22 ESSA Federal Index	
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	59
Total Components for the Federal Index	1
Percent Tested	
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD				
ELL	81			
AMI				
ASN				
BLK				
HSP	81			
MUL				
PAC				
WHT				
FRL	81			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD				
ELL	61			
AMI				
ASN				
BLK				
HSP	63			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
MUL				
PAC				
WHT				
FRL	50			

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students												81
SWD												
ELL											1	81
AMI												
ASN												
BLK												
HSP											1	81
MUL												
PAC												
WHT												
FRL											1	81

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students												59
SWD												
ELL												61
AMI												
ASN												

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	ELP Progress
					2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS							
BLK												
HSP												63
MUL												
PAC												
WHT												
FRL												50

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	ELP Progress
					2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS							
All Students												66
SWD												
ELL												66
AMI												
ASN												
BLK												
HSP												67
MUL												
PAC												
WHT												
FRL												68

Grade Level Data Review– State Assessments (pre-populated)
The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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.

III. Planning for Improvement

Data Analysis/Reflection
Answer the following reflection prompts after examining any/all relevant school data sources.

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

iReady Reading and Math in 1st grade and iReady Reading and Math in 2nd grade. Proficiency for our African American students and SWDs is very concerning with highlighting concerns with our 2nd grade African American students in Math (9%). A special lens on SWDs in 1st grade with a proficiency at 16%. STAR data indicates that 1st and 2nd grade were at 62% and 61% in Reading and KG STAR data indicates they were at 65%.

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

The biggest drop was in 1st grade in iReady in Reading. The cohort dropped 15 points from their scores in KG. Cohorts are dropping as they progress. SWDs showed a decline from 46% to 34% from last year to this year in proficiency for Reading. Our African American population increased in proficiency, but it is still low at 39% for Reading. SWDs and African Americans maintained low proficiency in Math, but did not show a decrease from the previous year.

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.

We were above the state average in every grade for Reading and Math, K-2. Our areas that were above the state average, but the closest were KG Math at 65% (State at 64.48) and 1st grade Reading at 62% (State at 61.47). The areas that are significantly above the state average were KG Reading at 69% (State 62.46), 1st grade math at 85% (State 79.71) and 2nd grade Math at 80% (State 70.57). We believe that our heavy instruction in PK and KG on foundational skills and new math curriculum and routines impacted these significantly above gaps between our school and the state.

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

STAR proficiencies across the campus are above 60%. K reading went up 2% points in iReady. Our SWDs and African American students both increased proficiency from the previous year in iReady. For our SWDs, we did alter our model of how they are being served between resource rooms, interventionists, small groups with coaching, push ins to separate classrooms, etc. In KG there were fewer new teachers in classrooms. Implementation of Number Talks and new Math Big Ideas Curriculum.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Behavior (in the 2nd semester, there were 12+ students with 3 or more referrals), and attendance (an average of 30% of every grade level has more than 15 days absent during the school year). During the 4th quarter, 82 kids in KG lost 10% of their instructional time; 66 kids in 1st, and 63 kids in 2nd grade).

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

1- Maximize instructional time - student attendance, including time lost to behavior.
2- Reading achievement
3 - Math achievement

Area of Focus
(Identified key Area of Focus that addresses the school's highest priority 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 crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Reading Proficiency- Our proficiency on iReady was 52% and on STAR Reading was 64%.

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

For the 23-24 School year, JBE will increase student proficiency on STAR Reading by 5 percentage points (From 64%-69%) and increase proficiency by 5 percentage points for SWDs (36%-41%), in Reading EOY STAR data,

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

iReady usage and percentage of passed of lessons will be reviewed monthly at grade level planning, with a focus on foundational areas of Phonemic Awareness and Phonics 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 foundational skills needed to read and eventually comprehend. We will meet more frequently as needed based on how students respond to intervention.

Person responsible for monitoring outcome:

Hillary Cribbs (hillary.cribbs@levyk12.org)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

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 UFLI and From Phonics to Reading/Sadlier during all levels of Tier instruction.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Phonemic Awareness and Phonics impacts every other area of Reading. Developing awareness of the segments of sounds in speech and how they link to letters, along with teaching students to decode words, analyze word parts, and write and recognize words will result in decoding skills become more automatic. There is strong evidence that these interventions are proven to work. The result: students develop into skilled, fluent readers (Scarborough's Reading Rope, 2001)

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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 PA/phonics instruction by instructional coach to provide feedback on effective instructional practices and use of Heggerty, UFLI and Sadlier program, along with AVID strategies.

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

By When: 2023-24 SY

In addition, classroom walkthroughs will occur during Reading Intervention by administrators at minimum two times per year on effective instructional practices and use of Heggerty, UFLI and Sadlier program, along with AVID strategies.

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

By When: 2023-24 SY

Learning Walks and Professional Development sessions provided by our Instructional Coach, specifically in the area of foundational skills, AVID, and explicit instruction.

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

By When: Scheduled by August 2023

#2. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Math Proficiency on iReady was 48% and STAR it was 77% at the 40th percentile. Specifically within our our iReady Proficiency Numbers and Operations and Algebraic Thinking were our lowest domains at 47%.

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

For the 23-24 School year, JBE will increase student proficiency in STAR Math by 3% (77% to 80%), as evidenced by EOY STAR data, also increasing proficiency by 5% specifically for SWDs (58%-63%).

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 and Algebraic Thinking, 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 and Algebraic Thinking. Data analysis of "Numbers and Operations Standards and Algebraic Thinking" on standards based report card assessments

Person responsible for monitoring outcome:

Hillary Cribbs (hillary.cribbs@levyk12.org)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Teaching Math to Young Children- Teaching Numbers and Operations using a developmental progression. We will utilize Number Talks to do this systematically on our campus.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Teaching Math to Young Children- Teaching Numbers and Operations using a developmental progression. "Effective instruction depends on identifying the knowledge children already possess and building on that knowledge to help them take the next developmental step. Developmental progressions can help identify the next step by providing teachers with a road map for developmentally appropriate instruction for learning different skills."

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 2 - Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Provide Number Talks PD with all K-2 Math Staff (with a specific focus on New Staff), walking through the daily routines and progressions for each grade level. Number Talks is the first 10 minutes of the math block, where students are practicing doing math quickly and accurately, along with discussing with their peers.

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

By When: August 2023

Classroom walkthroughs will occur during Math (Number Talks- first 10 minutes of the math block, where students are practicing doing math quickly and accurately, along with discussing with their peers) instruction by instructional coach to provide feedback on effective instructional practices, as well as the remainder of the math block.

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

By When: 2023-24 School Year

In addition, classroom walkthroughs will occur during Math Intervention by administrators at minimum two times per year on effective instructional practices, through the use of AVID strategies and explicit instruction components.

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

By When: 2023-24 SY

Learning Walks and Professional Development sessions provided by instructional coach and or district coach specifically in the area of Number Talks, explicit instruction, and AVID strategies.

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

By When: Scheduled by August 2023

#3. Positive Culture and Environment specifically relating to Other

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Parent/Guardian attendance at SAC/PTO meetings, Family Nights, and Conferences. JBE has on five or less families represented at our monthly SAC Meetings (combined with two sister schools to keep a larger pool of parents). JBE has on average 100-150 average attendance at Family Nights, including students. This is out of a school of 670 plus students. JBE hosts parent conference weeks/nights twice per year with an average attendance of 10-12 parents per class attending in person.

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

For the 23-24 school year, JBE will increase parent/guardian attendance at Family Nights, Conference Weeks/Nights and SAC Meetings by 15%, as evidenced by rosters/sign in sheets.

(SAC- 10 people, Conference Week/Night- 14 families per K-2 homeroom, 150 people for Family Night 1 and/or 2)

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

Rosters and sign ins will be collected at the conclusion of each event. At the conclusion of the first event, results will be reported out to AVID Lead Team and staff in order to evaluate progress and make goals for the remaining events. Each month at AVID Lead Team meetings we will devote time to planning and problem solving barriers for parent engagement events and opportunities.

Person responsible for monitoring outcome:
Hillary Cribbs (hillary.cribbs@levyk12.org)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

According to the Evidence for ESSA, Safety and Community- LEAs or schools will prioritize safety, community, and collaboration amongst all stakeholders including faculty, parents and caregivers, and the community has an evidence level of promising.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

"Academic success for students requires a partnership between educators and families. If caregivers aren't involved in what's happening at school, they aren't prepared to support learning at home as children grow. Furthermore, children whose families aren't involved in their education get the message that school isn't important to the adults in their lives.....We must include opportunities to elevate family voices and to involve them in the process to ensure they get what they need." (Morris, 2022)

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 3 - Promising Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Get stakeholder feedback on what is believed to be beneficial at parent events/engagement opportunities through a Google Survey.

Person Responsible: Stacey DeCamp (stacey.decamp@levyk12.org)

By When: August 2023

Plan parent engagement opportunities (Including AVID Parent Workshops) for parents/guardians to attend on campus or within the community with the help of the feedback from the survey to stakeholders and with collaboration of the AVID Lead Team.

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

By When: Fall 2023

After each parent engagement opportunity, gather feedback through surveys to all stakeholders involved. Then use feedback to make adjustments to future events.

Person Responsible: Stacey DeCamp (stacey.decamp@levyk12.org)

By When: Ongoing throughout the 23-24 SY

Title I Requirements

Schoolwide Program Plan (SWP) Requirements
This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

The School Improvement Plan will be disseminated through Monthly SAC Meetings (Staff, Parents, Community members), available copies in the front office, copies provided and sent home upon request (through a Facebook post), shared and evaluated at monthly AVID Lead Team Meetings and Faculty meetings. Each month at monthly AVID Lead team meetings, Faculty Meetings, and SAC we talk about our progress towards our SIP goals and action steps that being taken to address each goal.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.
List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

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. At Family Learning Nights we have opportunities for staff, students and families to bond over common activities, like games and STEAM activities. At Parent Conference Nights, teachers, students, and families have the opportunity to collaborate about progress towards standards, independent student goals, achievements, etc. This allows home and school to become partners in moving students forward towards achievement. 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. 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.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii))

At JBES, we plan to strengthen our academic program through a focus on our areas that we believe can grow us the most- ELA and Math. Through the implementation of our programs of UFLI and Phonics to Reading in all levels of tiered instruction we believe we can get kids reading more accurately. Ultimately building their comprehension focus of a text. In Math we believe developing a consistent, developmentally appropriate daily routine through Number Talks will enable students to be able to not only do the math required, but talk about it with others in a way only students can when they have mastery of a concept. We plan to increase the quality and amount of learning time at JBE by protecting instruction at all costs-- schedules will be evaluated to required minutes are being met, along with examining if additional minutes can be added to support instruction. Special activities will be planned around the instructional blocks as much a possible. Attendance will continue to be a major focus for our students, with incentives in place for classes/teams/houses through our AVID College and Career Competition, attendance contracts, 3 day calls, 5 day calls and 9 day calls with a conference, and more. This year we are adding additional opportunities for math interventions on our campus, as we have seen an increased need in our data since 2020. Also within the intervention block of the data, students will have access to additional support in ELA. Students who need to be enriched and accelerated will also have the opportunity for this during their daily "Intervention blocks". These students have the opportunities to participate in STEAM activities, challenging texts/discussions, and much more to accelerate their learning beyond grade level content. All students receive STEAM enrichment through our STEAM rotation for Special Area, where students have the opportunity to critically think and problem solve.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

This plan reflects the purpose,the work and common goals for federal, State, and local services/ resources/programs like that of Title II for teacher professional learning, Title III for ELL support, McKinney Vento for student experiencing homelessness, Levy County Prevention Coalition, and Levy County Schools Foundation.

Optional Component(s) of the Schoolwide Program Plan
Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

The need for counseling, mental health services, support services, etc are discussed at our PST (problem solving team) meetings. Our school counselor, along with both admin are involved in all PSTs, making this assurance of assistance possible and timely. Based on feedback that we receive, our behavior interventionist and/or school counselor will/has provided on-going counseling with groups and individuals in need of support in the area of mental health. Parents can also request these services. Sometimes our school counselor is unable to make progress or meet the needs of the student and will refer to a mental health clinician on campus or an outside agency. We also work closely with Unity Family and their mentor services. We have multiple students that benefit each year from this partnership. In addition the Levy County Prevention Coalition also provided mentor services at our request this past year for two students that they already saw in their aftercare program. By it being a collaborative approach to servicing students through our PSTs, we are able to meet the needs of all students this way.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

Our district, our school is an AVID school, meaning we are constantly promoting goals, dreams, future, career, college.... We have a weekly college and career day each Thursday. We encourage students and staff to wear their favorite college or career shirt or attire on this day each week. Also, on these days students listen to Ms. List, our AVID Site Coordinator on the morning announcements, the playing of a college song, students sharing their future plans and or the goals they have met, and so much more. This year each class will have a Florida college name (common names used across Pk-2nd- creating "Houses"). Teams and Houses earn points for showing spirit on college and career days, implementing AVID strategies, setting and reaching goals, etc. Within classrooms, collaborative groups have career names, voted on by the students. At the beginning of each year, many of our classrooms do an "All about me" activity with a focus on what each student aspires to be one day. On Thursdays we also reward with points if classes discuss college or career opportunities with students, evidence of discussion is submitted for points.

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

At JBES, we have all students receiving Tier 1 instruction in academics and behavior. At the beginning of the year we host a "Pep Rally" for all students to provide beginning of the year Tier 1 behavior instruction, that is then carried out and through with teachers in their classrooms. We have a school wide Tier 1 color system/chart for every classroom, classrooms can earn compliments/Plinko parties, opportunities for positive referrals, and each 9 weeks their is an opportunity for a positive behavior incentive. Our school counselor also provides instruction for Tier 1 behavior throughout the year. For tier 2 and tier 3 supports needed we have a school counselor who can pull groups and individual students to work on social skills needed in order to maintain appropriate behavior in the classroom and on campus, along with a interventionist who spends some of her day working with students on these same areas of need. Tracking happens through multiple methods, depending on each individual and records are kept in what is now our MTSS platform, Branching Minds.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

Our school staff have opportunities each month to participate in professional learning. Each month at our monthly Faculty Meeting staff have options of PDs to choose from based on need or want. Some staff may be directed to attend certain sessions. At least three times per year, all staff attends our Tier 1 data review where we engage in specific reflection on our goals for our school and the progress we are making. This gives us opportunities to collect feedback and make adjustments collectively. We also have four SIP Days per year where teachers plan for the upcoming nine weeks of instruction. They reflect on what has been taught/learned/data and make adjustments, along with anticipating learning by looking at upcoming instruction and assessments. This collaborative approach is one that we feel retains teachers as you are never alone in the planning and reflection process. Paraprofessionals have multiple opportunities per year to participate in professional development through monthly faculty meetings, planning and collaboration of interventions with our instructional coaches, online modules (ESE paras and others), and additional trainings and support offered by our district instructional team. We also have mentor/mentee relationships on our campus for new teachers (within their first 2 years or new to our district). This provides a wealth of support to retaining teachers on our campus and ensuring expectations are being followed for instruction. We also have the support of two district mentors who work with teachers on professional learning required in order to receive their Professional Teaching Certificate and reach goals in order to be "in field" and/or of more service to our campus. Our instructional coaches offer ongoing coaching cycles and supports for all instructional staff as well. They also arrange for Peer Observation days, where they go with a teacher to a model teacher classroom and observe in order to reflect on instructional practices.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

Each year our school hosts local daycares on campus for a tour for students and families. Each year we also host a Kindergarten Round Up for incoming Kindergarteners and their families. This event allows families to hear about expectations, campus life, meet some of the kindergarten staff and get a tour. It also is a great way for parents to get answers to their burning questions. We also host screenings on campus for students that may have not been screened at a local daycare, so that we can appropriately place and plan for students coming into Kindergarten.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Instructional Practice: ELA	$0.00
2	III.B.	Area of Focus: Instructional Practice: Math	$0.00
3	III.B.	Area of Focus: Positive Culture and Environment: Other	$0.00
		Total:	$0.00

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No