

Joyce M. Bullock Elementary School



2014-15 School Improvement Plan

Joyce M. Bullock Elementary School

130 SW 3RD ST, Williston, FL 32696

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

School Demographics

School Type

Elementary

Title I

Yes

Free/Reduced Price Lunch

%

Alternative/ESE Center

No

Charter School

No

Minority

%

School Grades History

Year

Grade

School Board Approval

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

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. 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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridaCIMS.org>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

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

DA Regions

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

DA Categories

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

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

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

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	Wayne Green
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Our mission is to provide rigorous instruction, guidance, and encouragement to empower students to be lifelong learners and responsible citizens. We foster a positive school climate, which respects and values diversity and nurtures everyone's self-esteem. Maintaining high expectations, we commit to a system of support through collaboration with staff, students, parents, and community.

Provide the school's vision statement

Building Lifelong Learners

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Upon enrollment in the school, all families complete an ethnicity questionnaire. This information is put into the school district's database where all personnel can access it. The information is used for a multitude of purposes such as disaggregating data by subgroups and creating class lists to ensure a balance of ethnicity. Teachers contact all families to welcome them to the school and build an open line of communication between the parents and school.

Describe how the school creates an environment where students feel safe and respected before, during and after school

The school fosters an environment of respect and safety by being a Positive Behavioral Support school. Students are provided with instruction on Acting Safely, Being Respectful and Responsible, and Caring and Sharing. Teachers reward students for exhibiting these positive behaviors by nominating them for weekly incentives and student of the month recognition. These behaviors are not only recognized at school but also on the bus, before and after school.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Being a positive behavior school, we have a system in place for multiple levels of behavior management. The following lists our behavioral levels. Students are recognized for exhibiting positive behaviors through biweekly and monthly incentives as well.

JBE PBS Tiers:

Tier 1:

School-wide PBS:

- Classes earn tokens (charms) to add to their class chain. Once a set number of tokens are earned, class rolls dice to earn a PBS reward. Charms are distributed by staff other than teachers. Teachers reward through classroom management/positive reward system. Class can earn tokens through lunchroom behavior, sidewalk/hallway behavior, special area behavior, recognition for weekly character ed focus etc. Individuals can earn for the class for exemplary citizenship. Big events will be planned each semester for students with no referrals.
- Positive Postcards

- Positive Phone Calls
- Project Wisdom Morning Announcements/Homeroom Conversations

Classroom PBS:

Teachers set classroom reward system.

Tier 2:

- Teachers are provided with a Tier 2 Weekly Smiley Chart. Goal sheets focus on following ABC's (not individualized). Parents sign at end of week. Teachers determine classroom reward. Mrs. Gant meets with students to explain process/follow up.
- Bus ABC behavior chart which specifies appropriate behaviors for the bus.

Tier 3:

- Need is based on response to Tier 2
- Teacher/PST discusses needs
- Check-in: Students meet in café in morning to receive individualized BRAG sheet
- Teachers rate behaviors throughout day
- Check-out: Students are visited in afternoon to mark progress of day.
- Parent signature each night
- Students receive BRAG buck for meeting goal and parent signature
- BRAG store- Students spend BRAG bucks in store on Fridays.
- McDonald's lunch for 15 bucks on Tuesday/Thursday.
- Students goal sheet is revised as needed.
- Students graduate when teacher approves due to meeting goal most everyday. Reward: Pizza party with 4 friends that helped them improve their behavior.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

The school's guidance counselor provides small group and individual counseling as needed for children who struggle building emotional and social skills. Through the use of role playing and social stories, students learn appropriate ways to interact with others.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

The school looks at the attendance of students, failing grades in ELA and Math, and time spent in ISS or OSS with loss of instruction.

Provide the following data related to the school's early warning system

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

Indicator	Grade Level			Total
	K	1	2	
Attendance below 90 percent	36	24	32	92
One or more suspensions	1	3	0	4
Course failure in ELA or Math	29	20	5	54
Level 1 on statewide assessment	0	0	0	

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level			Total
	K	1	2	
Students exhibiting two or more indicators	11	29	27	67

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

The school holds weekly Problem Solving Team meetings to ensure all students attendance, behavior and grades are looked at on a monthly basis. Interventions for academics are put into place when students start to show weakness in ELA and Math, which may result in the MTSS process for documenting those interventions. Students are assigned to remedial groups for those instructional areas in which they are showing difficulty and additional aide support is provided to assist in their learning. In the area of behavior, students who exhibit behaviors that lead to or have caused ISS/OSS are started on the PBS tier supports of intervention and possibly start small group counseling to work on exhibiting appropriate behaviors. Attendance is also evaluated at PST meetings. After each child generates five absences in a nine week period, parents are notified by a letter warning of students possible failure if absences reach 9 in the 9 weeks period. Phone calls are made by administration and incentives are put into place to reward students for attendance at school.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/188068>.

Description

A PIP has been uploaded for this school or district - see the link above.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

The school is active in many community events that build partnerships within the community. These events range from community parades, fundraisers like Relay for Life, and community festivals. By participating in these events, community partnerships support our students during school events like fundraisers, carnivals, and our annual back to school bash. We also have community members join us during our Literacy Week and Career Day in which they read to children and speak out their various career roles.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Handlin, Jaime	Principal
Lewis, Melissa	Assistant Principal
Adkins, Jennifer	Other
Liles, Susan	Teacher, K-12
Gant, Lisa	Guidance Counselor

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

The school-based LLT meets twice a month to review school-wide data from progress monitoring assessments that are completed each month by each grade level. The team reviews the data and identifies areas of strengths and weaknesses. The team then develops an action plan to help shore up the gaps based on the data and supports each grade level in obtaining these goals. The role of the RtI Teacher is to provide tier 2 intervention support to teacher, provide tier 3 interventions, and collect data to provide appropriate interventions. The role of the reading coach is to provide professional development and support to ensure fidelity of core instruction in the classroom. The role of the principal is to ensure fidelity of core instruction, as well as tier 2 and tier 3 interventions. The role of the assistant principal is to monitor student attendance and behavior management in the classroom environment. The role of the guidance counselor is to provide tier 2 and tier 3 behavior interventions, and collect data to provide interventions. There are two teacher representatives from each grade level, one being an ESE teacher, to ensure we are looking at the needs of all types of learners that can support the MTSS process and the general education teacher to ensure the interventions are on grade level and aligned with the grade level curriculum maps.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

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

Title I funds are utilized to support classroom instruction and intervention school-wide. Funds are used to purchase research-based programs, supplemental materials, professional books, and technological resources that enhance classroom instruction. These funds also help to pay salaries for Title I paraprofessionals who support differentiated instruction in the classrooms, as well as additional tutoring instructors to work with at risk students.

Title II funds are used to provide professional development for both administrators and instructional staff.

Title III is used to provide extra support for ELL students, including the purchase of Rosetta Stone for

all ELL students and the hardware necessary to run the program in the classrooms. It also helps fund additional hours to pay staff to tutor students and instructional materials to support learning. Title X helps families and children with resources under the McKinney-Veto Act to eliminate barriers for a free and appropriate education.

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

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

School Advisory Council (SAC)

Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Jennifer Holder	Parent
Rita Inman	Business/Community
Devyn Chorvat	Teacher
Patty Coleman	Teacher
Rebeca Savona	Education Support Employee
Jaime Handlin	Principal
Pricilla Fugate	Teacher
Bobbie Gowland	Parent
Emily Hancock	Teacher
Tina Roberts	Parent
Michelle Hampton	Parent
Melissa Boyd	Parent
Catherine Davis	Parent
Gorardo Flores	Parent
Sonia Lopez	Parent
Mayra Jimenez	Parent
Patty Griffith	Teacher
Daisy Izzo	Parent
Mark Poupard	Parent
Heather Phillips	Parent

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

Joyce Bullock Elementary SAC reviews the school improvement plan goals and achievement. We discuss the outcomes for student performance and take input from parents on goals and strategies for the upcoming year in relation to our strength and weaknesses.

Development of this school improvement plan

The SAC reviews the results of any needs assessment conducted by the school administration. They assist in the development of the school improvement plan and provide recommendations on specific components of the plan, such as, the goals of the school, indicators of school and student progress, and strategies and evaluation procedures to measure students' performance.

Preparation of the school's annual budget and plan

The schools annual budget is prepared by the principal and her secretary. Funds are allocated for necessary items that must be paid for from those funds. The budget is presented to the SAC for review and allows for the principal to discuss the various items on the budget that need to be paid. Teacher allocated funds for the classroom are discussed and SAC provides input on the dollar amount given to teachers to purchase resources.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

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

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

No

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Joyce Bullock actively seeks participants from all backgrounds to participate in the decision making process for the school. We send home invites to all parents, include our meeting in the monthly newsletter, and send home phone homes to all families as well.

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Handlin, Jaime	Principal
Lewis, Melissa	Assistant Principal
Adkins, Jennifer	Instructional Coach
Browning, Georgia	Teacher, K-12
Chorvat, Devyn	Teacher, ESE
Cook, Jamie	Teacher, K-12
Cooper, Monica	Teacher, K-12
Gant, Lisa	Guidance Counselor
Liles, Susan	Teacher, K-12
Osteen, Debra	Teacher, K-12
Sims, Heather	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

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

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Teachers throughout the school have many assigned roles that allow for collaborative efforts in the decisions that guide the school functions and student instruction. Teachers meet weekly for collaborative planning sessions by grade level. Leadership team meets twice a month to review student data and plan future events and instructional decisions for the school. The MTSS team meets every Monday with assigned teachers to discuss student progress and the differentiated instruction in the classroom.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

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

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

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

Training for the beginning teachers in the "Beginning Teacher Induction Program" includes the following topics: Professionalism, Educational jargon, How to get to know your students, and How to create a positive relationship with parents. Training for mentors includes: Learning the personality traits of your new mentee, The role of the mentor, How to develop a welcome basket for your beginning teacher (school supplies, etc.), The stages of development of a new teacher, Learning three types of conferencing techniques to use with the new teacher and How to observe with a focus.

Mentoring activities also include, but are not limited to, providing assistance with interventions and strategies, classroom management techniques, implementation of FRI and Team READ strategies and Common Core standards, implementing grading policies, providing or attending various workshops, in-services, parent conferencing and team or department meetings.

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

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

The school aligns its instructional programs by utilizing the state adopted core curriculum for ELA (Reading Street) and Math (Go Math) instruction. All intervention programs are aligned to the core curriculum as well.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

The school uses i-Ready diagnostic data in reading and math, and classroom data to differentiate instruction in the classroom and during reading and math intervention blocks. Students are provided leveled instruction not only during core curriculum instruction, but also during reading intervention time. Students needing remediation in identified skills are provided small group instruction of those skills and others are provided enrichment to further the comprehension and development of all reading and math skills.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Before School Program

Minutes added to school year: 45

Students are remediated on the skills in which they are deficit using the i-Ready computer program.

Strategy Rationale

Students need additional time to acquire skills that they are missing from previous grade levels. The program will help close the gap by shoring up those missing skills.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Adkins, Jennifer, jennifer.adkins@levy.k12.fl.us

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Data will be collected on a monthly basis showing growth from the first diagnostic assessment, through progress monitoring assessments, and mid/end of year diagnostic. These reports will be viewed at the weekly MTSS meetings.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Our school sends out notices to area day cares inviting them to bring the students to visit our school in the Spring of each year. We have a large percentage of daycares that take advantage of this opportunity. The Pre-K and Head Start students on our campus also visit the kindergarten classrooms

to get a feel for what to expect the following year. Pre-K and Head Start teachers also meet with the kindergarten teachers in the Spring of each year to determine how to best transition the students. Joyce Bullock Elementary offers incoming kindergarteners a staggered start to the school year to make the transition easier for the student. Three to four students come to school each day for the first week to get acclimated to their new environment and teacher. The following week, all kindergarteners join one another to start the year as a full class. Prior to the school year beginning, paraprofessionals screen incoming kindergarten students to help prepare teachers for instruction and for student placement in classes. Any child who did not have the screening before entering kindergarten will be screened during staggered start.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

N/A

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

N/A

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

N/A

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

N/A

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If Joyce Bullock Elementary School implements high yield strategies, then reading comprehension will increase to 67% for all students and 50% for students with disabilities as measured on the Stanford Achievement Test.
- G2.** If Joyce Bullock Elementary School implements the Mathematical Practices, then we will increase math proficiency to 75% for all students.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. If Joyce Bullock Elementary School implements high yield strategies, then reading comprehension will increase to 67% for all students and 50% for students with disabilities as measured on the Stanford Achievement Test. **1a**

 G038450

Targets Supported **1b**

Indicator	Annual Target
AMO Reading - All Students	
AMO Reading - SWD	

Resources Available to Support the Goal **2**

- Joyce Bullock teachers use the following instructional tools in the classroom: Lakeshore phonics listening centers, Wilson Phonics Daily Oral Language cards, oral language card stories, text talk lessons, leveled text, grade level sight word lists, Read Naturally Live, Mega Words, Great Leaps, and grade level fluency passages, Waterford Reading, O.W.L., Reading Street, i-Ready, and CPalms close reading lessons,
- Rosetta Stone and paraprofessional support for ELL students throughout all grade levels.
- Paraprofessional support to aide in reading intervention in all grade levels.

Targeted Barriers to Achieving the Goal **3**

- Students lack stamina to read long texts and apply comprehension skills to answer questions.
- Students have limited background knowledge, vocabulary, and oral language skills to understand what is being taught.
- Intentional spiral review not evident in all content areas.

Plan to Monitor Progress Toward G1. **8**

Reading assessment review

Person Responsible

Jaime Handlin

Schedule

Every 6 Weeks, from 10/17/2014 to 5/29/2015

Evidence of Completion

i-ready reading diagnostic assessments and ongoing progress monitoring, grade level benchmark summative assessments

G2. If Joyce Bullock Elementary School implements the Mathematical Practices, then we will increase math proficiency to 75% for all students. 1a

G038451

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	

Resources Available to Support the Goal 2

- The school utilizes Go Math, X-tra Math web-based fluency program, i-Ready, Engage NY and CPALMS.
- District wide curriculum maps with common vocabulary and pacing.

Targeted Barriers to Achieving the Goal 3

- The school lacks consistency within all grade levels of instructional strategies and math vocabulary.
- Parents lack the background knowledge of the new mathematical strategies and rigorous learning expectations to effectively support students at home.
- Teachers and students lack familiarity of Go Math curriculum.

Plan to Monitor Progress Toward G2. 8

Review grade level data to monitor progress of mastery of skills

Person Responsible

Melissa Lewis

Schedule

Annually, from 9/15/2014 to 5/22/2015

Evidence of Completion

grade level assessment data, i-Ready diagnostic assessments, and Stanford Achievement Test

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key


G1. If Joyce Bullock Elementary School implements high yield strategies, then reading comprehension will increase to 67% for all students and 50% for students with disabilities as measured on the Stanford Achievement Test. **1**

 G038450

G1.B1 Students lack stamina to read long texts and apply comprehension skills to answer questions. **2**

 B092262

G1.B1.S1 Teachers will administer summative assessments every 6 weeks that build in length and complexity. **4**

 S110151

Strategy Rationale

Students need to be able to concentrate for extended periods of time to read multiple texts to comprehend, compare, and write about those texts. Teacher will utilize this data to help make instructional decisions.

Action Step 1 **5**

Summative assessments will be given at the end of every language arts unit (6 weeks) to build student stamina.

Person Responsible

Jennifer Adkins

Schedule

Every 6 Weeks, from 10/3/2014 to 5/22/2015

Evidence of Completion

student summative assessment data

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Tests will be purchased for all students to complete at 6 week intervals.

Person Responsible

Jennifer Adkins

Schedule

Every 6 Weeks, from 10/3/2014 to 5/22/2015

Evidence of Completion

Purchase orders of assessment materials, summative data collection by teacher in dropbox

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Monitor summative assessment data and student performance on end of year reading assessment

Person Responsible

Jennifer Adkins

Schedule


Quarterly, from 10/3/2014 to 6/5/2015

Evidence of Completion

SAT 10 Reading data and end of year summative data.

G1.B1.S2 ESE students will receive additional targeted instruction for an additional 30 minutes per day.

4

 S110179

Strategy Rationale

ESE students need more opportunity for acceleration and review of unmastered skills.

Action Step 1 5

ESE students will receive an additional 30 minutes of reading instruction beyond the 120 minute language arts block and 40 minute intervention block.

Person Responsible

Susan Liles

Schedule

Weekly, from 9/2/2014 to 5/1/2015

Evidence of Completion

Schedules of teachers and paraprofessional support working with students.

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Students will attend extended learning opportunity a minimum of 3 times per week.

Person Responsible

Susan Liles

Schedule

Weekly, from 9/2/2014 to 5/1/2015

Evidence of Completion

Classroom walkthroughs, informal observation

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

ESE student performance will be monitored monthly

Person Responsible

Susan Liles

Schedule

Monthly, from 9/8/2014 to 5/1/2015

Evidence of Completion

grade level assessment data, summative assessment data, i-ready progress monitoring

G1.B3 Students have limited background knowledge, vocabulary, and oral language skills to understand what is being taught. 2

 B092264

G1.B3.S1 Teachers will incorporate effective vocabulary instruction and strategies in language arts lessons. 4

 S103173

Strategy Rationale

Increased vocabulary development will lead to better comprehension of texts read.

Action Step 1 5

Language Arts lessons will include writing in response to reading activities.

Person Responsible

Jennifer Adkins

Schedule

Weekly, from 8/25/2014 to 5/22/2015

Evidence of Completion

Language Arts lesson plans and writing samples

Action Step 2 5

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

Person Responsible

Jennifer Adkins

Schedule

Daily, from 8/25/2014 to 5/22/2015

Evidence of Completion

Lesson plans on dropbox

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

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

Person Responsible

Jennifer Adkins

Schedule

Monthly, from 8/25/2014 to 5/29/2015

Evidence of Completion

Language Arts lessons, grade level planning minutes, classroom walk throughs, and comprehension assessment scores, SAT 10 scores.

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

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

Person Responsible

Jaime Handlin


Schedule

Monthly, from 9/8/2014 to 5/22/2015

Evidence of Completion

grade level assessments results for reading comprehension and vocabulary; writing progress monitoring

G1.B3.S2 All ELL students will work on one session of Rosetta Stone on a daily basis and receive small group intervention from paraprofessional support staff. 4

 S103174

Strategy Rationale

ELL students need to build language acquisition skills to develop a better understanding of the english language and what they read.

Action Step 1 5

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

Person Responsible

Susan Liles

Schedule

Daily, from 9/2/2014 to 5/1/2015

Evidence of Completion

Rosetta Stone reports and CELLA scores

Plan to Monitor Fidelity of Implementation of G1.B3.S2 6

Monitor student usage of Rosetta Stone and student progress of sessions

Person Responsible

Susan Liles

Schedule

Monthly, from 9/2/2014 to 5/1/2015

Evidence of Completion

Rosetta Stone logs, student schedules

Plan to Monitor Effectiveness of Implementation of G1.B3.S2 7

Review Rosetta Stone reports, grade level data, and Skyward grades

Person Responsible

Susan Liles

Schedule

Monthly, from 9/2/2014 to 5/1/2015

Evidence of Completion

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

G1.B3.S3 All students will utilize i-Ready for differentiated instruction on reading skills. 4

 S137475

Strategy Rationale

Performance on i-Ready diagnostic indicates overall performance is below level in K-2.

Action Step 1 5

Students will complete 3 prescribed reading lessons per week.

Person Responsible

Melissa Lewis

Schedule

Daily, from 9/8/2014 to 4/27/2015

Evidence of Completion

completion of i-ready lessons by student

Plan to Monitor Fidelity of Implementation of G1.B3.S3 6

Teachers will monitor student lesson mastery

Person Responsible

Melissa Lewis

Schedule

Weekly, from 10/6/2014 to 5/25/2015

Evidence of Completion

Student reports of lesson completion

Plan to Monitor Effectiveness of Implementation of G1.B3.S3 7

Review lesson performance of profile groups

Person Responsible

Melissa Lewis

Schedule

Monthly, from 1/5/2015 to 5/25/2015

Evidence of Completion

PST meetings and intervention grouping movement.

G1.B5 Intentional spiral review not evident in all content areas. 2

 B125473

G1.B5.S1 Teachers will utilize the core curriculum to fidelity. 4

 S137465

Strategy Rationale

Reading Street curriculum offers a spiraled scope and sequence of comprehension skills to ensure mastery.

Action Step 1 5

Teacher will collaborate weekly developing lesson plans utilizing the core curriculum.

Person Responsible

Jennifer Adkins

Schedule

Weekly, from 9/1/2014 to 5/25/2015

Evidence of Completion

lesson plans on dropbox

Plan to Monitor Fidelity of Implementation of G1.B5.S1 6

Lesson plans and instruction following the scope and sequence of the core curriculum

Person Responsible

Melissa Lewis

Schedule

Biweekly, from 9/1/2014 to 5/25/2015

Evidence of Completion

classroom walkthroughs, administrator attendance at collaboration meetings

Plan to Monitor Effectiveness of Implementation of G1.B5.S1 7

Monitor student assessment data and lesson plans

Person Responsible

Jaime Handlin


Schedule

Monthly, from 9/1/2014 to 5/25/2015

Evidence of Completion

Lesson plans, student assessment data on dropbox, correspondence to teachers regarding lesson plans, classroom walkthrough forms, teacher evaluations.

G2. If Joyce Bullock Elementary School implements the Mathematical Practices, then we will increase math proficiency to 75% for all students. 1

 G038451

G2.B1 The school lacks consistency within all grade levels of instructional strategies and math vocabulary. 2

 B092267

G2.B1.S1 All classroom teachers will collaboratively plan math lessons and use common assessments to disaggregate data to drive instruction. 4

 S103181

Strategy Rationale

Students need more opportunity to engage in complex thinking of mathematical problems and how to solve them using multiple strategies.

Action Step 1 5

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

Person Responsible

Melissa Lewis

Schedule

Weekly, from 8/27/2014 to 5/28/2015

Evidence of Completion

math lesson plans

Action Step 2 5

Students will complete 2 prescribed math lesson per week.

Person Responsible

Melissa Lewis

Schedule

Daily, from 9/8/2014 to 5/29/2015

Evidence of Completion

Diagnostic test reports and iReady reports

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Review of math lessons and implementation of classroom instruction and iReady student performance reports.

Person Responsible

Melissa Lewis

Schedule

Monthly, from 9/15/2014 to 5/22/2015

Evidence of Completion

Lesson plans, classroom walk throughs, and iReady reports, curriculum based assessments

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Monitor grade level assessment data, Skyward grades, and student progress with iReady

Person Responsible

Melissa Lewis

Schedule

Monthly, from 9/8/2014 to 5/22/2015

Evidence of Completion

Increase of student math achievement on grade level assessment data, Skyward grades, and iReady reports

G2.B2 Parents lack the background knowledge of the new mathematical strategies and rigorous learning expectations to effectively support students at home. **2**

 B092268

G2.B2.S1 Parents need to be educated on the Florida standards, mathematical practices, and the rigor of the new state assessment. **4**

 S103182

Strategy Rationale

If parents have an awareness of the expectations, they more likely to effectively support their children.

Action Step 1 **5**

Schedule and complete parent training on math standards and strategies.

Person Responsible

Jennifer Adkins

Schedule

On 9/25/2014

Evidence of Completion

Sign in sheets of participants and evaluation forms

Action Step 2 **5**

Provide parent night to educate and allow experience with the new state assessment.

Person Responsible

Melissa Lewis

Schedule

On 10/16/2014

Evidence of Completion

Sign in sheets, parent invites, website, and evaluation forms

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Review feedback on evaluation forms from parent meeting

Person Responsible

Melissa Lewis

Schedule

Annually, from 3/2/2015 to 5/22/2015

Evidence of Completion

Parent surveys

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

grade level assessment data and Skyward grades

Person Responsible

Melissa Lewis

Schedule

Monthly, from 9/15/2014 to 5/22/2015

Evidence of Completion

Increase in performance on math grade level assessments, homework completion, Skyward grades, and positive responses on parent surveys

G2.B4 Teachers and students lack familiarity of Go Math curriculum. 2

 B125671

G2.B4.S1 Teachers and students need opportunity to use core curriculum with a defined scope and sequenced with supporting resources, 4

 S137601

Strategy Rationale

This is the first year of implementation of the Go Math curriculum.

Action Step 1 5

Provide teachers with supported planning with Go Math resources.

Person Responsible

Jennifer Adkins

Schedule

On 8/13/2014

Evidence of Completion

lesson plans, meeting notes from collaborative planning

Plan to Monitor Fidelity of Implementation of G2.B4.S1 6

monitor lesson plans, classroom instruction, and unit assessment data

Person Responsible

Melissa Lewis

Schedule

Monthly, from 9/8/2014 to 5/25/2015

Evidence of Completion

lesson plans, classroom walkthroughs, peer observations, formal observations, PST meetings

Plan to Monitor Fidelity of Implementation of G2.B4.S1 6

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G2.B4.S1 7

Review student assessment data

Person Responsible

Jaime Handlin

Schedule

Monthly, from 9/19/2014 to 5/25/2015

Evidence of Completion

Grade level student assessment data on dropbox

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B3.S1.A1	Language Arts lessons will include writing in response to reading activities.	Adkins, Jennifer	8/25/2014	Language Arts lesson plans and writing samples	5/22/2015 weekly
G1.B3.S2.A1	Have ELL students work in small group and on Rosetta Stone sessions	Liles, Susan	9/2/2014	Rosetta Stone reports and CELLA scores	5/1/2015 daily
G2.B1.S1.A1	Teachers will plan math lessons, sharing researched and created materials/activities to enhance instruction.	Lewis, Melissa	8/27/2014	math lesson plans	5/28/2015 weekly
G2.B2.S1.A1	Schedule and complete parent training on math standards and strategies.	Adkins, Jennifer	9/25/2014	Sign in sheets of participants and evaluation forms	9/25/2014 one-time
G1.B1.S1.A1	Summative assessments will be given at the end of every language arts unit (6 weeks) to build student stamina.	Adkins, Jennifer	10/3/2014	student summative assessment data	5/22/2015 every-6-weeks
G1.B1.S2.A1	ESE students will receive an additional 30 minutes of reading instruction beyond the 120 minute language arts block and 40 minute intervention block.	Liles, Susan	9/2/2014	Schedules of teachers and paraprofessional support working with students.	5/1/2015 weekly
G1.B5.S1.A1	Teacher will collaborate weekly developing lesson plans utilizing the core curriculum.	Adkins, Jennifer	9/1/2014	lesson plans on dropbox	5/25/2015 weekly
G1.B3.S3.A1	Students will complete 3 prescribed reading lessons per week.	Lewis, Melissa	9/8/2014	completion of i-ready lessons by student	4/27/2015 daily
G2.B4.S1.A1	Provide teachers with supported planning with Go Math resources.	Adkins, Jennifer	8/13/2014	lesson plans, meeting notes from collaborative planning	8/13/2014 one-time
G1.B3.S1.A2	Language Arts lessons will have explicit vocabulary instruction embedded in the reading comprehension units.	Adkins, Jennifer	8/25/2014	Lesson plans on dropbox	5/22/2015 daily
G2.B1.S1.A2	Students will complete 2 prescribed math lesson per week.	Lewis, Melissa	9/8/2014	Diagnostic test reports and iReady reports	5/29/2015 daily
G2.B2.S1.A2	Provide parent night to educate and allow experience with the new state assessment.	Lewis, Melissa	10/16/2014	Sign in sheets, parent invites, website, and evaluation forms	10/16/2014 one-time

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.MA1	Reading assessment review	Handlin, Jaime	10/17/2014	i-ready reading diagnostic assessments and ongoing progress monitoring, grade level benchmark summative assessments	5/29/2015 every-6-weeks
G1.B3.S1.MA1	Review data of grade level understanding of vocabulary, comprehension skills, and writing samples.	Handlin, Jaime	9/8/2014	grade level assessments results for reading comprehension and vocabulary; writing progress monitoring	5/22/2015 monthly
G1.B3.S1.MA1	Explicit vocabulary instruction and collaborative planning using vocabulary strategies and text talk lessons	Adkins, Jennifer	8/25/2014	Language Arts lessons, grade level planning minutes, classroom walk throughs, and comprehension assessment scores, SAT 10 scores.	5/29/2015 monthly
G1.B1.S1.MA1	Monitor summative assessment data and student performance on end of year reading assessment	Adkins, Jennifer	10/3/2014	SAT 10 Reading data and end of year summative data.	6/5/2015 quarterly
G1.B1.S1.MA1	Tests will be purchased for all students to complete at 6 week intervals.	Adkins, Jennifer	10/3/2014	Purchase orders of assessment materials, summative data collection by teacher in dropbox	5/22/2015 every-6-weeks
G1.B5.S1.MA1	Monitor student assessment data and lesson plans	Handlin, Jaime	9/1/2014	Lesson plans, student assessment data on dropbox, correspondence to teachers regarding lesson plans, classroom walkthrough forms, teacher evaluations.	5/25/2015 monthly
G1.B5.S1.MA1	Lesson plans and instruction following the scope and sequence of the core curriculum	Lewis, Melissa	9/1/2014	classroom walkthroughs, administrator attendance at collaboration meetings	5/25/2015 biweekly
G1.B3.S2.MA1	Review Rosetta Stone reports, grade level data, and Skyward grades	Liles, Susan	9/2/2014	Rosetta Stone student progress reports, ELL student progress on grade level comprehension and vocabulary assessments, and CELLA scores.	5/1/2015 monthly
G1.B3.S2.MA1	Monitor student usage of Rosetta Stone and student progress of sessions	Liles, Susan	9/2/2014	Rosetta Stone logs, student schedules	5/1/2015 monthly
G1.B1.S2.MA1	ESE student performance will be monitored monthly	Liles, Susan	9/8/2014	grade level assessment data, summative assessment data, i-ready progress monitoring	5/1/2015 monthly
G1.B1.S2.MA1	Students will attend extended learning opportunity a minimum of 3 times per week.	Liles, Susan	9/2/2014	Classroom walkthroughs, informal observation	5/1/2015 weekly
G1.B3.S3.MA1	Review lesson performance of profile groups	Lewis, Melissa	1/5/2015	PST meetings and intervention grouping movement.	5/25/2015 monthly
G1.B3.S3.MA1	Teachers will monitor student lesson mastery	Lewis, Melissa	10/6/2014	Student reports of lesson completion	5/25/2015 weekly
G2.MA1	Review grade level data to monitor progress of mastery of skills	Lewis, Melissa	9/15/2014	grade level assessment data, i-Ready diagnostic assessments, and Stanford Achievement Test	5/22/2015 annually
G2.B1.S1.MA1	Monitor grade level assessment data, Skyward grades, and student progress with iReady	Lewis, Melissa	9/8/2014	Increase of student math achievement on grade level assessment data, Skyward grades, and IReady reports	5/22/2015 monthly
G2.B1.S1.MA1	Review of math lessons and implementation of classroom instruction and iReady student performance reports.	Lewis, Melissa	9/15/2014	Lesson plans, classroom walk throughs, and iReady reports, curriculum based assessments	5/22/2015 monthly
G2.B2.S1.MA1	grade level assessment data and Skyward grades	Lewis, Melissa	9/15/2014	Increase in performance on math grade level assessments, homework completion, Skyward grades, and positive responses on parent surveys	5/22/2015 monthly
G2.B2.S1.MA1	Review feedback on evaluation forms from parent meeting	Lewis, Melissa	3/2/2015	Parent surveys	5/22/2015 annually

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B4.S1.MA1	Review student assessment data	Handlin, Jaime	9/19/2014	Grade level student assessment data on dropbox	5/25/2015 monthly
G2.B4.S1.MA1	monitor lesson plans, classroom instruction, and unit assessment data	Lewis, Melissa	9/8/2014	lesson plans, classroom walkthroughs, peer observations, formal observations, PST meetings	5/25/2015 monthly
G2.B4.S1.MA1	[no content entered]			one-time	

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget Rollup

Summary

Description	Total
Goal 1: If Joyce Bullock Elementary School implements high yield strategies, then reading comprehension will increase to 67% for all students and 50% for students with disabilities as measured on the Stanford Achievement Test.	74,500
Goal 2: If Joyce Bullock Elementary School implements the Mathematical Practices, then we will increase math proficiency to 75% for all students.	1,000
Grand Total	75,500

Goal 1: If Joyce Bullock Elementary School implements high yield strategies, then reading comprehension will increase to 67% for all students and 50% for students with disabilities as measured on the Stanford Achievement Test.

Description	Source	Total
B1.S1.A1 - Benchmark assessment materials for grades K-2		2,500
B1.S2.A1 - Paraprofessional support for student intervention	Title I Part A	72,000
Total Goal 1		74,500

Goal 2: If Joyce Bullock Elementary School implements the Mathematical Practices, then we will increase math proficiency to 75% for all students.

Description	Source	Total
B2.S1.A1 - Parent Math Strategies flip book for home use	Title I Part A	500
B2.S1.A2 - Copies of mathematical strategies flip books for parents	Title I Part A	500
Total Goal 2		1,000