# Joyce M. Bullock Elementary School



# 2020-21 Schoolwide Improvement Plan

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# Joyce M. Bullock Elementary School

## 130 SW 3RD ST, Williston, FL 32696

## http://www.levyk12.org/schools

**Demographics**

## Principal: Hillary Cribbs

Start Date for this Principal: 7/4/2020

| | |
|---|---|
| **2019-20 Status**<br>(per MSID File) | Active |
| **School Type and Grades Served**<br>(per MSID File) | Elementary School<br>PK-2 |
| **Primary Service Type**<br>(per MSID File) | K-12 General Education |
| **2018-19 Title I School** | Yes |
| **2018-19 Economically Disadvantaged (FRL) Rate**<br>(as reported on Survey 3) | *[Data Not Available]* |
| **2018-19 ESSA Subgroups Represented**<br>(subgroups with 10 or more students)<br>(subgroups in orange are below the federal threshold) | Economically Disadvantaged Students<br>English Language Learners<br>Hispanic Students |
| **School Grades History** | 2018-19: No Grade<br><br>2017-18: No Grade<br><br>2016-17: No Grade<br><br>2015-16: No Grade |
| **2019-20 School Improvement (SI) Information*** | |
| **SI Region** | Northeast |
| **Regional Executive Director** | Dustin Sims |
| **Turnaround Option/Cycle** | N/A |
| **Year** | |
| **Support Tier** | |
| **ESSA Status** | N/A |
| * As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here. | |

**School Board Approval**

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

## SIP Authority

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

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

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

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

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

## Purpose and Outline of the SIP

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

## Part I: School Information

### School Mission and Vision

#### Provide the school's mission statement

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

#### Provide the school's vision statement

Building Lifelong Learners

### School Leadership Team

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

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

## Demographic Information

**Principal start date**
Saturday 7/4/2020, Hillary Cribbs

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
0

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
0

**Total number of teacher positions allocated to the school**
35

**Demographic Data**

| | |
|---|---|
| **2020-21 Status**<br>(per MSID File) | Active |
| **School Type and Grades Served**<br>(per MSID File) | Elementary School<br>PK-2 |
| **Primary Service Type**<br>(per MSID File) | K-12 General Education |
| **2018-19 Title I School** | Yes |
| **2018-19 Economically Disadvantaged (FRL) Rate**<br>(as reported on Survey 3) | *[Data Not Available]* |
| **2018-19 ESSA Subgroups Represented**<br>(subgroups with 10 or more students)<br>(subgroups in orange are below the federal threshold) | Economically Disadvantaged Students<br>English Language Learners<br>Hispanic Students |
| **School Grades History** | 2018-19: No Grade<br>2017-18: No Grade<br>2016-17: No Grade<br>2015-16: No Grade |
| **2019-20 School Improvement (SI) Information\*** | |
| **SI Region** | Northeast |
| **Regional Executive Director** | Dustin Sims |
| **Turnaround Option/Cycle** | N/A |
| **Year** | |
| **Support Tier** | |
| **ESSA Status** | N/A |
| \* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here. | |

**Early Warning Systems**

**Current Year**

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

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Number of students enrolled | 614 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 614 |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Course failure in ELA | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Level 1 on 2019 statewide ELA assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Level 1 on 2019 statewide Math assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

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

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

**The number of students identified as retainees:**

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Retained Students: Current Year | 15 | 29 | 10 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 54 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

**Date this data was collected or last updated**

Tuesday 8/4/2020

**Prior Year - As Reported**

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

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

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

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

**The number of students identified as retainees:**

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Retained Students: Current Year | 15 | 13 | 15 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 43 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

**Prior Year - Updated**

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

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

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

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

**The number of students identified as retainees:**

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Retained Students: Current Year | 15 | 13 | 15 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 43 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

# Part II: Needs Assessment/Analysis

**School Data**
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

| School Grade Component | 2019 | | | 2018 | | |
|---|---|---|---|---|---|---|
| | School | District | State | School | District | State |
| ELA Achievement | 0% | 49% | 57% | 0% | 43% | 56% |

| School Grade Component | 2019 | | | 2018 | | |
|---|---|---|---|---|---|---|
| | School | District | State | School | District | State |
| ELA Learning Gains | 0% | 59% | 58% | 0% | 44% | 55% |
| ELA Lowest 25th Percentile | 0% | 55% | 53% | 0% | 44% | 48% |
| Math Achievement | 0% | 58% | 63% | 0% | 52% | 62% |
| Math Learning Gains | 0% | 64% | 62% | 0% | 47% | 59% |
| Math Lowest 25th Percentile | 0% | 42% | 51% | 0% | 40% | 47% |
| Science Achievement | 0% | 50% | 53% | 0% | 46% | 55% |

### EWS Indicators as Input Earlier in the Survey

| Indicator | Grade Level (prior year reported) | | | Total |
|---|---|---|---|---|
| | K | 1 | 2 | |
| | (0) | (0) | (0) | 0 (0) |

### Grade Level Data
**NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.**

| ELA | | | | | | |
|---|---|---|---|---|---|---|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |

| MATH | | | | | | |
|---|---|---|---|---|---|---|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |

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

### Subgroup Data

| 2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Subgroups | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2016-17 | C & C Accel 2016-17 |

| 2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Subgroups | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2015-16 | C & C Accel 2015-16 |

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

| ESSA Federal Index | |
|---|---|
| ESSA Category (TS&I or CS&I) | N/A |
| OVERALL Federal Index – All Students | 79 |
| OVERALL Federal Index Below 41% All Students | NO |
| Total Number of Subgroups Missing the Target | 0 |
| Progress of English Language Learners in Achieving English Language Proficiency | 79 |
| Total Points Earned for the Federal Index | 79 |
| Total Components for the Federal Index | 1 |
| Percent Tested | |

| Subgroup Data | |
|---|---|
| **Students With Disabilities** | |
| Federal Index - Students With Disabilities | |
| Students With Disabilities Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Students With Disabilities Subgroup Below 32% | 0 |
| **English Language Learners** | |
| Federal Index - English Language Learners | 79 |
| English Language Learners Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years English Language Learners Subgroup Below 32% | 0 |
| **Asian Students** | |
| Federal Index - Asian Students | |
| Asian Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Asian Students Subgroup Below 32% | 0 |
| **Black/African American Students** | |
| Federal Index - Black/African American Students | |
| Black/African American Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Black/African American Students Subgroup Below 32% | 0 |
| **Hispanic Students** | |
| Federal Index - Hispanic Students | 78 |
| Hispanic Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Hispanic Students Subgroup Below 32% | 0 |
| **Multiracial Students** | |
| Federal Index - Multiracial Students | |

| Multiracial Students | |
|---|---|
| Multiracial Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Multiracial Students Subgroup Below 32% | 0 |
| **Native American Students** | |
| Federal Index - Native American Students | |
| Native American Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Native American Students Subgroup Below 32% | 0 |
| **Pacific Islander Students** | |
| Federal Index - Pacific Islander Students | |
| Pacific Islander Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Pacific Islander Students Subgroup Below 32% | 0 |
| **White Students** | |
| Federal Index - White Students | |
| White Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years White Students Subgroup Below 32% | 0 |
| **Economically Disadvantaged Students** | |
| Federal Index - Economically Disadvantaged Students | 75 |
| Economically Disadvantaged Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32% | 0 |

## Analysis

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

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

At JBE, 40% of African Americans showed proficiency on Reading on Diagnostic 3 for the 2018-2019 school year. Unfortunately we do not have end of year data for the 2019-2020 school year, therefore, we are continuing work in this area. Based on our most recent data points, ELA is still an area of weakness for our students. Additionally, JBE is the feeder school for WES showing the following FSA data: Students with Disabilities and Black sub groups in ELA and Math are below the 41% and decreased in the 2018-2019 school year in reading and math. Contributing factors included students needing more differentiated support in small group, as well as the need for parent and student involvement in school events. There has been a continuing

trend that these two subgroups have been low performing for our school over the last several years.

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

JBE is the feeder school for WES showing the following FSA data for the 2018-2019 school year: Fourth grade Math declined from 71% to 62%. This decline was not evident on our progress monitoring data used during the school year. Looking at our subgroup population, the learning gains in ELA in our Hispanic population showed a 6% decline. Contributing factors for this decline include an influx of hispanic students entering from other countries with little to no language acquisition.

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

JBE is the feeder school for WES showing the following FSA data for the 2018-2019 school year:
Overall, the largest gap was in Math lowest quartile, 9% below state average, and in ELA learning gains of our lowest quartile, 7% below state average. The factors that contributed to this gap is the consistent decline and need of our ESE and black subgroup, as they are also the bottom quartile. The need for specialized and purposeful small group instruction to close the gap will help to increase learning gains fo the bottom quartile.

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

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

### Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

JBE is the feeder school for WES showing the following FSA data for the 2018-2019 school year:
173 Level 1 on state assessments in grades 3-5
68 students attendance is below 90% (81 students at JBE)

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

JBE is the feeder school for WES showing the following FSA data for the 2018-2019 school year:
1. SWD ELA achievement and learning gains
2. SWD Math achievement and learning gains
3. Black ELA achievement and learning gains
4. Black Math achievement and learning gains

## Part III: Planning for Improvement

### Areas of Focus:

| #1. Instructional Practice specifically relating to ELA | |
|---|---|
| Area of Focus Description and Rationale: | JBE: 40% of African Americans showed proficiency on Reading on Diagnostic 3 in 2018-2019.<br>JBE is the feeder school for WES showing the following FSA data:<br>Students with Disabilities and Black sub groups in ELA and Math are below the 41% and decreased in the 2018-2019 school year in reading and math. Contributing factors include students needing more differentiated support in small group, as well as the need for parent and student involvement in school events. There has been a continuing trend that these two subgroups have been low performing for our school over the last several years. |
| Measureable Outcome: | 70% of K-2 students will be proficient in Reading as measured by i-Ready Diagnostic 3 in May 2021. To reach this goal, we will have an increased focus on African American student proficiency moving from 40% to 50%. |
| Person responsible for monitoring outcome: | Hillary Cribbs (hillary.cribbs@levyk12.org) |
| Evidence-based Strategy: | Joyce Bullock will enter its third year implementing an evidence-based phonological awareness and phonics programs school-wide including explicit/ multisensory instructional strategies. |
| Rationale for Evidence-based Strategy: | After the first year of implementation, we saw an increase from 60% proficient in ELA to 65% on i-Ready Diagnostic 3 2019. In the area of phonics we reduced the percent of students below grade level: 1st- 50% to 34%, 2nd- 41% to 39%. In PA, K- 42% to 40% and 1st- 23% to 19%. |

### Action Steps to Implement

1. To engage parents, specifically African American parents in their child's progress, teachers will make contact to invite them to Open House nights, parent conferences, and any other classroom events that would foster parent/school relationships.
2. Teachers will analyze all student data, attendance rates, discipline, writing, and grade level assessments from the previous school year to identify areas in need of extra support in small groups.
3. Individual PD on analyzing student needs with student work to group students into areas of focus to provide small group support leading to grouping for daily 30 minute reading intervention.
4. Continue with Imagine Learning to support English Language Learners.
5. i-Ready teacher PD- Curriculum Associates will provide training to teachers in regards to using data from diagnostic to make a plan for action steps to support student proficiency and growth
6. We will continue to implement Multisensory/Explicit Instruction.

| Person Responsible | Lauren Whitehurst (lauren.whitehurst@levyk12.org) |
|---|---|

### Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

**Although ELA is our main focus, we will still analyze math data and provide additional support for students in need in an effort to increase proficiency across both subject areas.**

**JBE is beginning its first year as an AVID school and will focus on the following goals:**
**Our School Leadership Team and AVID Site Team will work to implement AVID strategies in second grade and a campus-wide focus on organization, with a support culture, as evidenced by 50% of classroom walkthroughs, observations, lesson plans, and binders/take home folders. .**

**Our AVID Site team will commit to meet monthly, using Months at a Glance as a guide for discussion, this school year as evidenced by site team agendas, minutes, and calendar invites.**

## Part IV: Positive Culture & Environment

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

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

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

JBE builds positive relationships with all stakeholders through interactions during morning and afternoon drop off and pick up. There are also opportunities for engagement with staff through the School Advisory Council. We also offer opportunities for families and staff to get involved through events like our Back to School Bash, Open House, etc., and all have a virtual option for families that need it. We strive to have open communications with families through our Remind messages, Skyward messenger, School Messenger Phone
Home calls, and Facebook page. We keep parents up to date on events through these messages, monthly school calendar, and online school calendar. Surveys are provided after events to collect parent input and reflections are made for improvements.

We are also offering professional development to our teachers with Dr. Constantino to continue our work in the area of parent involvement. Dr. Constantino's Engage Every Family initiative is specifically designed to assist with parent-teacher relationships.

**Parent Family and Engagement Plan (PFEP) Link**

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

## Part V: Budget

| 1 | III.A. | Areas of Focus: Instructional Practice: ELA | $0.00 |
|---|--------|---------------------------------------------|-------|
| | | **Total:** | **$0.00** |