



# School Improvement Plan 2023 - 2024



**Bulloch County  
Julia P. Bryant Elementary School**

SCHOOL IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Bulloch County
School Name	Julia P. Bryant Elementary School
Team Lead	Stephanie M. Compton
Federal Funding Options to Be Employed (SWP Schools) in this Plan (Select all that apply)	Traditional funding (Federal funds budgeted separately)

Factors(s) Used by District to Identify Students in Poverty (Select all that apply)	
<input checked="" type="checkbox"/>	Free/Reduced meal application
<input type="checkbox"/>	Community Eligibility Program (CEP) - Direct Certification ONLY
<input type="checkbox"/>	Other (if selected, please describe below)

2. SCHOOL IMPROVEMENT GOALS

2.1 Overarching Need # 1

Overarching Need

Overarching Need as identified in CNA Section 3.2	Increase reading proficient among all students
Root Cause # 1	Inconsistency of structures used to teach reading across all grade levels
Goal	Julia P. Bryant Elementary will increase its CCRPI ELA weighted content mastery score for all students by 3% from 64.6% in 2022 to 65.7% in 2023; to 66.7% in 2024; to 67.7% in 2025 by implementing Jan Richardson's Guided Reading Framework.

Action Step # 1

Action Step	K-5 reading teachers will participate in PD for Jan Richardson's Guided Reading Framework.
Funding Sources	Title I, Part A
Subgroups	N/A
Systems	Professional Capacity
Method for Monitoring Implementation	Agendas, sign-in sheets
Method for Monitoring Effectiveness	Illuminate Guided Reading Level Report iReady Reading Diagnostic
Position/Role Responsible	Teachers, administration, district staff
Timeline for Implementation	Quarterly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 2

Action Step	K-5 reading teachers will participate in peer observations to improve their implementation practice of the Jan Richardson framework
Funding Sources	Title I, Part A Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Professional Capacity
Method for Monitoring Implementation	Peer observation calendar
Method for Monitoring Effectiveness	Illuminate Guided Reading Level Report iReady Reading Diagnostic
Position/Role Responsible	Teachers, administrators
Timeline for Implementation	Quarterly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 3

Action Step	K-5 reading teachers will utilize the leveled library as a resource for guided reading
Funding Sources	Title I, Part A Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities

Action Step # 3

Subgroups	N/A Immigrant
Systems	Coherent Instruction
Method for Monitoring Implementation	Resource room check out log
Method for Monitoring Effectiveness	Illuminate Guided Reading Level Report iReady Reading Diagnostic
Position/Role Responsible	Teachers/administration
Timeline for Implementation	Monthly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 4

Action Step	Collect and analyze guided reading data for progress monitoring on a monthly basis through PLCs
Funding Sources	Title I, Part A Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction
Method for Monitoring Implementation	Formal and informal guided reading progress monitoring data PLC meeting notes
Method for Monitoring Effectiveness	Illuminate Guided Reading Level Report iReady Reading Diagnostic

Action Step # 4

Position/Role Responsible	Teachers/administration
Timeline for Implementation	Monthly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Solution Tree, Inc or other organization to provide PLC professional learning through conferences/workshops setting
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Action Step # 5

Action Step	Design and implement a master schedule that includes more academic support for students identified as SWD in the regular education classroom
Funding Sources	Title I, Part A Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction
Method for Monitoring Implementation	Master schedule Instructional staff schedules
Method for Monitoring Effectiveness	Illuminate Guided Reading Level Report iReady Reading Diagnostic
Position/Role Responsible	Teachers, paraprofessionals, administration
Timeline for Implementation	Yearly

Action Step # 5

<p>What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?</p>	
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2. SCHOOL IMPROVEMENT GOALS

2.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	Implement comprehensive school-wide intervention and recognition plans
Root Cause # 1	Behavior expectations and recognition systems are established by not implemented or communicated consistently to all stakeholders
Goal	Julia P. Bryant Elementary will increase its overall CCRPI weighted content mastery score by 3% from 64.9% in 2022 to 66.0% in 2023; to 67.0% in 2024; to 68.0% in 2025 by implementing comprehensive school-wide intervention and recognition plans to ensure students are supported, engaged, and successful.

Action Step # 1

Action Step	Attend monthly professional development to identify and discuss implementation of high engagement strategies into classroom instruction
Funding Sources	Title I, Part A Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Professional Capacity
Method for Monitoring Implementation	Agenda Sign-in sheet Monthly presentation
Method for Monitoring Effectiveness	Infinite Campus Discipline Report Infinite Campus Attendance Report
Position/Role Responsible	Teachers, paras, admnistration
Timeline for Implementation	Monthly



Action Step # 1

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Solution Tree or other organization for professional learning opportunities related to student engagement
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Action Step # 2

Action Step	Attend monthly professional development to identify and discuss the implementation of effective behavior management strategies
Funding Sources	Title I, Part A Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Professional Capacity
Method for Monitoring Implementation	Agenda Sign-in sheet Monthly presentation
Method for Monitoring Effectiveness	Infinite Campus Discipline Report Infinite Campus Attendance Report
Position/Role Responsible	All JPB Faculty & Staff
Timeline for Implementation	Monthly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Solution Tree or other organization for professional learning
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Action Step # 3

Action Step	Review and reteach school-wide behavior expectations flowchart throughout the school year (quarterly )-Respect, Responsibility, & Ready to Learn
Funding Sources	Title I, Part A Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Supportive Learning Environment
Method for Monitoring Implementation	Quarterly review presentation Lesson plans
Method for Monitoring Effectiveness	Infinite Campus Discipline Reports Infinite Campus Attendance Reports
Position/Role Responsible	All school staff
Timeline for Implementation	Quarterly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 4

Action Step	Utilize monthly Kid Talk PLC meetings to analyze critical data (academic, behavior, and attendance) to determine appropriate supports are in place to ensure student success
Funding Sources	Title I, Part A Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners

Action Step # 4

Subgroups	Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction
Method for Monitoring Implementation	MTSS Progress Monitoring Data A. Academics B. Behavior C. Attendance
Method for Monitoring Effectiveness	Infinite Campus Discipline Reports Infinite Campus Attendance Reports
Position/Role Responsible	Teachers, paras, administration
Timeline for Implementation	Quarterly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Brave Tomorrow Counseling Services (or other professional counselors with an MOU on file with our district)
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Action Step # 5

Action Step	Implement a positive incentive program to recognize students who exhibit the pillars of character for JPB (respectful, responsible, & ready to learn); Weekly-Golden Bears, Monthly-Student of the Month, & Quarterly-Celebration Event
Funding Sources	Title I, Part A Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant

Action Step # 5

Systems	Supportive Learning Environment
Method for Monitoring Implementation	Golden Bear Recipients Student of the Month Recipients Behavior Celebration Attendance
Method for Monitoring Effectiveness	Infinite Campus Discipline Report Infinite Campus Attendance Report
Position/Role Responsible	All school staff
Timeline for Implementation	Weekly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 6

Action Step	Communicate school wide behavior expectations to faculty, staff, students, and parents
Funding Sources	Title I, Part A Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Family and Community Engagement
Method for Monitoring Implementation	Signed behavior contracts
Method for Monitoring Effectiveness	Infinite Campus Discipline Reports Infinite Campus Attendance Reports
Position/Role Responsible	Teachers, administration
Timeline for Implementation	Yearly

Action Step # 6

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 7

Action Step	Incorporate community counselors (Brave Tomorrow) to support students with intensive mental health needs
Funding Sources	Title I, Part A Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Supportive Learning Environment
Method for Monitoring Implementation	Service log indicating students served on a weekly basis
Method for Monitoring Effectiveness	Infinite Campus Discipline Reports Infinite Campus Attendance Reports
Position/Role Responsible	Counselors, administration, Brave Tomorrow staff
Timeline for Implementation	Monthly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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