

Duval County Public Schools

Long Branch Elementary School



2020-21 TSSSA Plan

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Eligibility and Allocation

Eligibility

Eligibility for 2020-21 TSSSA will be based on 2019 school grades and meeting one of the following criteria: a school implementing a turnaround plan or a turnaround school that has improved to a C or higher and has exited turnaround status within the last two years.

The preliminary allocation is based on a per-FTE funding amount of \$500 or as provided by the General Appropriations Act. Districts are required to complete a district-level plan. In addition, school-level plans are also required. The district and school level plans must be submitted to your school board for approval by August 1. The school board approved plan is due to the Bureau of School Improvement no later than September 1.

Allocation

School ID	School Name	Implementing	Exited Year 1	Exited Year 2	Preliminary Allocation	Updated Allocation
1061	Long Branch Elementary School			Y	\$61,935.00	

Plan Assurances

Family and Community Partnerships

Assure that the school will implement strategies to establish comprehensive support services that develop family and community partnerships.

YES

Academic and Character Standards

Assure that the school will implement strategies to establish clearly defined and measurable high academic and character standards.

YES

Parental Involvement

Assure that the school will implement strategies to increase parental involvement and engagement in the child's education.

YES

Incentives for Instructional Personnel

Assure that the school will implement strategies to identify, recruit, retain, and reward instructional personnel.

YES

Professional Development

Assure that the school will implement strategies to provide professional development that focuses on academic rigor, direct instruction, and creating high academic and character standards.

YES

Focused Instruction

Assure that the school will implement strategies to provide focused instruction to improve student academic proficiency, which may include additional instruction time beyond the normal school day or school year.

YES

Plan Items

Family and Community Partnerships

Explain how the school will establish comprehensive support services that develop family and community partnerships.

Parent and Family Liaison

? To ensure our parents and families have a person to connect to at the school. Our parent liaison will be beneficial to work to bridge the gap between home and school by helping parents get the information and support they need to ensure their child's academic and social success. The parents will have a private link, connection, and bridge to the school. LBE parent liaison will serve as the contact person who initiates a close connection/relationship and maintains that communication/link between the two parties in order to ensure concerted action and cooperation toward agreed-upon goals on both sides.

Family Nights/Parent Academies

? To further expand the support and strategies to increase parent engagement, our school plans to host several parent academy nights. Ongoing research shows that family engagement in schools improves student achievement, reduces absenteeism, and restores parents' confidence in their children's education. Students with involved parents or other caregivers earn higher grades and test scores, have better social skills, and show improved behavior.

? Long Branch Elementary School will host several parent engagement activities, and parent academy courses (during the day and evening) utilizing DCPS Parent Academy district staff. The school will host the following events/parent academy courses: Supporting Your K-2 Reader at Home, Tips for a Successful Transition to Kindergarten, Attendance Matters, Building a Successful Family, Building and Rebuilding Your Credit, Managing Money, Why Is Reading Important (Literacy Event), and How to Create a FOCUS Account.

Administration/School Counselor

? Administration and the school counselor will collaborate with Full-Service Schools and the established partnerships. Students will have the opportunity to participate in wrap-around services that may occur during school hours, before or after school. These services allow students to receive counseling services. They may participate in after school programs such as the Communities in Schools Team-Up, and benefit from City Year in-class tutoring funded via AmeriCorps. Finally, students and families benefit from social work services via the Communities in Schools' Achievers for Life program.

Volunteering Opportunities

? The impact of volunteers in the school is paramount to improving relationships between families and school. Family and community members will have opportunities to volunteer

throughout the year. They may volunteer in a variety of ways: they can serve in the front office, in classrooms, on field trips, and/or via after school programs. Our school's partners who'd like to impact the school may also volunteer to participate on the school's advisory council or Parent-teacher organization.

Academic and Character Standards

Explain the strategies the school will implement to establish clearly defined and measurable high academic and character standards.

Reading Interventionist: To ensure the students get an added layer of support, the reading interventionist will work directly with students for Tier II and Tier III instruction. Based on data, the reading interventionist will plan and work with the teacher to ensure students who need any added support are seen daily. The reading interventionist will also keep a progress monitoring log of student progress toward standards mastery.

Prescribed Professional Development for teachers based on observations, walk-throughs, the teacher needs surveys. Once a month, administration will host a "Terrific Tuesday" professional development for teachers who need a refresher or quick professional development session on a specific topic identified from teacher professional development survey.

Software/License (Renaissance): Continued implementation of Saxon Phonics program for grades K-2 as well as Reading Mastery. In addition, K-5 grade students will immerse in Accelerated Reader program to bridge gaps in reading 30 minutes each week during scheduled small group instruction. Students will be encouraged and supported in making the finish line of learning a million words this school year. Students will access to Renaissance at home as well.

Content Specialists - To ensure the teachers and students receive the academic support needed in Reading/ELA, Math, and Science, the school will utilize the supplemental content specialist to support classroom instruction, both whole-group, and small group. The supplemental content specialist will support the high academic standards set to ensure every learning experience is aligned to standards-based instruction. Prescribed differentiated Math and Reading centers based upon Freckle, i-Ready/Achieve data, and module assessments with continuous monitoring of mastery using the gradual release of responsibility model.

Classroom Library (Scholastic): While the best predictor of reading success is the amount of time spent reading, reading achievement is also influenced by the frequency, amount, and diversity of reading activities. By providing access to a rich classroom library, teachers promote greater amounts of reading, increased reading frequency, and more diverse reading experiences among their students, thus helping them to attain greater levels of reading achievement.

Vertical common planning to ensure standards mastery and to improve instruction.

Administration will monitor data weekly providing staff a data analysis for Freckle, I-Ready (Reading and Math), District Assigned Technology. Students will be recognized for achievement monthly.

Parental Involvement

Explain the strategies the school will implement to increase parental involvement and engagement in the child's education.

Parental Involvement:

To assure that the school will implement strategies to increase parental involvement and engagement in the child's education, Long Branch Elementary will:

? Ensure our parents and families have a person to connect to at the school. Our parent liaison will be beneficial to work to bridge the gap between home and school by helping parents get the information and support they need to ensure their child's academic and social success.

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? Increase Parent Involvement and support by consistently communicating with families to ensure their awareness of what is happening in the school and how they can be involved. Parents will receive weekly school newsletters. In addition, we will post events and meetings on our school website, marquee, school-based social media sites, and ClassDojo to increase home-to-school communication.

? Parent support will be solicited through face to face invites during assemblies and school events such as Back-to-School Orientation, Open House, In-School Parent Conference Days, SAC, PTA, Literacy and Math Night, and monthly Home-School Parent Connection (Parent Tips on how to improve academic achievement, Nurture kindness, respect, and responsibility, boost motivation, and support homework and study habits.

? The school will follow up using the school messenger automated calling system. After each meeting, parents will complete an exit ticket or survey to provide feedback on the event/activities. The information will be used to make adjustments as needed.

Volunteering Opportunities

? The impact of volunteers in the school is paramount to improving relationships between families and school. Family and community members will have opportunities to volunteer throughout the year. They may volunteer in a variety of ways: they can serve in the front office, in classrooms, on field trips, and/or via after school programs. Our school's partners who'd like to impact the school may also volunteer to participate on the school's advisory council or Parent-teacher organization.

Incentives for Instructional Personnel

Explain the strategies the school will implement to identify, recruit, retain, and reward instructional personnel.

As referenced in the **K-12 ESEA Common Program Guidance**, Recruitment, retention and reward incentives must be based on a three-year aggregate state value-added model (VAM) score. If state VAM is not available, another student growth model may be proposed. The student growth model must be fair and reliable. The LEA must submit the model demonstrating the classification and distribution of non-state VAM teacher scores for approval. Incentives can be part of a structured pay system or a Memorandum of Understanding (MOU); however, the above criteria shall apply. Incentives for attendance and non-instructional personnel are not allowable. Recruitment incentives for teachers with less than one year of experience or for hard to staff positions will be considered on a case by case basis.

To assure that the school will implement strategies to identify, recruit, retain, and reward instructional personnel, Long Branch Elementary will:

- ? Providing teachers with the much-needed assistance of a paraprofessional, our Paraprofessional will assist teachers in the classroom, supervise students outside of the classroom, or provide administrative support for teaching. Job duties will range from filing papers to supplementing the regular classroom curriculum with additional enrichment activities for students.
- ? Provide teachers with the opportunity to grow professionally through meaningful opportunities to become school leaders in areas such as Growth Mindset, Technology, and mentoring.
- ? Monthly teacher shout outs. Teachers will be recognized as they demonstrate going above and beyond to ensure students are successful. For example, morning and after school tutoring, facilitating parent meetings, and Implementing academic programs for students.
- ? Monthly the Sunshine Committee/PBIS Team will issue rewards monthly to students, faculty, and staff, and schedule teacher morale events.
- ? On-going coaching support will be provided to all teachers in the ELA, math, and science content. The on-site instructional coaches and district specialists will create a culture of learning and facilitate a growth mindset for teachers. Administration, coaches, and the interventionist will meet regularly with teachers to develop their skills and receive one-on-one coaching when needed.
- ? The state has instituted bonuses, supplements, and other incentives to attract and retain teachers in underperforming schools.

Professional Development

Explain the strategies the school will implement to provide professional development that focuses on academic rigor, direct instruction, and creating high academic and character standards.

To assure that the school will implement strategies to provide professional development that focuses on academic rigor, direct instruction, and creating high academic and character standards, we will:

- ? As a result of a professional development survey, the administration identified that the teachers need more professional development to increase content knowledge, practice aligning curriculum, and student task to Florida item specifications and Achievement Level Descriptors which will assist in increasing academic rigor, develop skills in direct instruction and deliver high academic standards.
- ? The following professional development strategies have been established for the school using the Gradual Release of Responsibility Model (GRRM):
- ? Weekly common planning with Administration and coaches in ELA, math, and science.
- ? Review student work using EQUIP Protocol
- ? Bi-monthly training (TDE) and planning data-driven lessons, small group instruction, progress monitoring using Florida Achievement Level Descriptors for grades 3rd - 5th); unpacking standards (K-2)
- ? Vertical Articulation early release planning days.
- ? Establish Terrific Tuesday professional Development - quick professional development to sharpen best practices, ways to engage students in the learning process.
- ? Coaching Cycles: Based on weekly observations/walk-throughs, the Reading and Math coach implement coaching cycles to assist teachers with developing rigorous lessons to increase student engagement, promote higher-level thinking, and align instruction to Florida state standards. The coaches plan and co-teach lessons with teachers to implement the focus agreed upon. Coaching Cycles include, but are not limited to: rigorous questioning, student engagement, using student data to focus student instruction, and developing data-based

small group instruction.

? Teachers and leaders are surveyed after each professional learning session to better understand their needs and revisions are made based on feedback. The survey results and revisions made are communicated to the participants at the beginning of the next session. This process ensures transparency and helps create a safe learning environment for staff.

? Administration, Coaches, and Teachers will participate in school-wide book study “Tough Kid Toolbox” and “Eleven Rings”.

? Develop year-long PD plan that addresses identified needs.

Focused Instruction

Explain the strategies the school will implement to provide focused instruction to improve student academic proficiency, which may include additional instruction time beyond the normal school day or school year.

To assure that the school will implement strategies to provide focused instruction to improve student academic proficiency:

? Student Laptops - This line item will be used to support all grade levels. The laptops and charging cart will be used for blended learning platforms such as Freckle, iReady, Achieve 3000, ACALETICS, and Accelerated Reader).

Supplemental Materials 3rd-5th (Rally and MAFs)

? Aligning reading center activities based on the standards to ensure any standards which are not mastered will be remediated. 3rd thru 5th-grade students will utilize iReady and Rally Mastery books.

? In math, teachers will use Ready Florida math books to remediate the appropriate standards below current grade levels to ensure students' background knowledge deficits are met.

? Through this practice, students who have a grade level deficit will receive remediation of past grade-level work to ensure they have the background to be successful on future standards taught.

Supplies

? Copier- Schools need photocopiers. Whether it's for printing worksheets in the classroom or copying student documents in the office, good photocopiers are essential. Copy machines are vital in schools. Teachers need them to photocopy classwork, homework, and assessments for each of their hundred-or-so students. Failing machines can translate into late nights for teachers and time taken away from more important tasks like supporting students. This line item will be used to support reading, writing, science, and math. The supplies are needed to support teachers and tutors in their efforts to enhance and support differentiated small group instruction; As there are many types of learners, these supplies will help teachers keep the students engaged during instruction. These supplies will also assist students with keeping organized with the subject areas.

Part V: Budget

This section will assist in generating a school TSSSA budget for submission based upon each budget item tied to a Plan Item identified in the Part III: Plan Items.

Access the budget by clicking the blue Manage Budget button. This will direct you to the Budget page. This page includes the breakdown of funds by Plan Item.