

Duval County Public Schools

Long Branch Elementary School



2015-16 School Improvement Plan

Long Branch Elementary School

3723 FRANKLIN ST, Jacksonville, FL 32206

<http://www.duvalschools.org/longbranch>

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	92%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	100%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	F*	D	C	B

*Preliminary Informational Baseline School Grade

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan was approved by the Duval County School Board on 12/7/2015.

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, B or C with at least one F in the prior three years
- 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-C 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)

2015-16 DA Category and Statuses

DA Category	Region	RED
Focus	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

Long Branch Elementary School mission is to provide educational excellence in every classroom, for every student, every day.

Provide the school's vision statement

The vision for Long Branch Elementary is that every student is inspired and prepared for success in college or a career, and life.

School Environment

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

Prior to the launch of the 2015-2016 Opening of School, our faculty and staff hosted a community backpack and supply giveaway to aid in developing relationships and building connections. We hosted Orientation for new faculty and students, giving them an opportunity to meet, greet and be welcomed into our Long Branch Family. Long Branch hosts an Open House for families to have the opportunity to come in and experience their students learning environment, learn strategies and/or best practices to be used during home learning. We conduct individual student surveys and testing to better understand students specific needs.

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

Long Branch implements the CHAMPS and Foundations systems. School-wide expectations have been reviewed by grade levels and by individual classes. In addition a Positive Behavior Plan has been implemented. There are ritual and routines for both school arrival and dismissal that include adult supervision and guideline for success. The HERO K-12 platform aids in our data tracking and monitoring of specific behaviors. The school security guard monitors all perimeter and interior classroom doors to better ensure we remain safe and secure. Two way radios are used building wide to ensure timely communication.

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

Long Branch Elementary School is a uniform school which limits additional distractions to the learning environment. A Positive Behavior Plan was implemented to be clear and concise as to the expectations of all. each teacher was encouraged to work with their grade level to implement a uniform behavioral system, especially in the intermediate grades where the classes are departmentalized. All staff were given a schedule/expectations specific to their responsibilities. Teachers are focused on learning and engaging students. We have assemblies by grade levels to review expectations. A Parent Handbook was created to communicate our expectations as well as student compacts.

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

Long Branch Elementary is connected to a Full Service School. The Full Service Schools collaboration enables United Way and its partners to connect our students and families to a critical range of therapeutic, health and social services and address non-academic barriers to success in school. We offer the Blessings in a Backpack program to our students. Blessings in a Backpack partners with Long Branch to ensure our students are fed on the weekends throughout the school year 90% of our school population qualifies for free or reduced meals. We partner with Ponte Vedra Tutors to provide mentors and tutoring for our K-2 students. Our guidance counselor works with the classroom teachers to identify and serve our academically and behaviorally struggling students to receive services. She also runs social skills groups and support groups for students. We have Team Up which is a high-quality, comprehensive, school-based afterschool program that provides educational and enrichment opportunities for our students. Our school offers free breakfast, lunch and snack to all students. Dinner is provided for students that are in our Team Up after school program. Reading Interventionists, Math Coach and Reading Coach also work with the students providing tutoring. We also utilize the monthly character traits around lessons and morals, and recognize each classroom's student of the month.

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

A team consisting of administration and school counselor look at attendance and truancy; suspensions; retentions; level 1's and 2's; Progress Monitoring Plans (PMPs), and teacher judgement to identify the students in critical need.

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	3	4	5	
Attendance below 90 percent	19	18	9	10	6	5	67
One or more suspensions	4	6	1	8	3	2	24
Course failure in ELA or Math	2	3	0	5	0	0	10
Level 1 on statewide assessment	0	0	0	24	17	18	59
	0	0	0	0	0	0	
	0	0	0	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	3	4	5	
Students exhibiting two or more indicators	3	3	7	4	3	20

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

Our school counselor works with classroom teachers to identify and serve our academically and behaviorally struggling students to receive services. She also facilitates social skills groups and support groups for students. We are connected to the Springfield Full Service School at Andrew Jackson High School. We have Team Up that provides tutoring and enrichment services, as well as dinner. Our Exceptional Education Teacher (ESE teacher), Reading Interventionist, Math Coach and Reading Coach also work with the students providing tutoring.

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/205758>.

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 has secured several business partners to support the school and its mission. We acknowledge them in our school newsletters and at sponsored events.

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:

Name	Title
Brown, Viveca	Principal
richards, Nadege	Instructional Coach
Williams, Renee	Instructional Coach
Clayton, Alecia	Assistant Principal
Moore, karen	Instructional Media

Duties

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

We are all part of the collaborative planning process to monitor the implementation of the curriculum guides and monitor the data to effect student achievement. Professional development needs will be identified and a model for implementing - on/off site professional development, coaching, and/or

modeling.

Coaches will be responsible for assisting teachers with progress monitoring and the Response to Intervention (RtI) process.

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

The School Counselor and District ESE Specialist are responsible for scheduling and facilitating the RtI Team meetings, initiating and monitoring (Multi-Response Team) MRT procedures. Reading interventionist and Varying Exceptionalities (VE) teacher will be responsible for small group tier 2 and tier 3 interventions. Administrators will be responsible for monitoring the RtI process. Coaches will be responsible for assisting teachers with progress monitoring and the RtI process. The RtI team will meet monthly to review data and provide updates to interventions that are in place for Tier 2 students. Every four to six weeks RtI intervention meetings will be conducted to review the progress of Tier 2 and Tier 3 Interventions.

Title I funds will be utilized for 1 Pre- Kindergarten teacher, 1 Pre- Kindergarten paraprofessional, 1 instructional paraprofessional and all field trips. We also are providing family nights to provide a home-school connection.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Viveca Brown	Principal
Marva Payne	Education Support Employee
Nadege Richards	Education Support Employee
Cherry Newman	Education Support Employee
Angela Brown	Parent
Marion Butler	Parent
Samantha Fleming	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

Our School Advisory Council assists in the preparation and evaluation of our School Improvement Plan and Annual Budget. A School Advisory Council is an elected committee made up of parents, staff, administrators, businesses, community members and students (in secondary schools) who work together to help a school improve. By state law, school boards must establish an advisory council for each school.

The role of a School Advisory Council is to assist in the preparation of the annual budget, and in the development and evaluation of the School Improvement Plan. The SAC is the school committee that deals with issues relating to school improvement. The General Appropriations Act provides a portion of funds for use by the SAC that is to be used for implementing the School Improvement Plan.

Development of this school improvement plan

The SAC committee will assist with the review of the SIP, relevant data, identify problem areas, develop improvement strategies and monitor their implementation.

Preparation of the school's annual budget and plan

The SAC is also responsible for determining budget expenditures allocated to the SAC by the state. Bylaws are reviewed annually which describe SAC duties and activities as well as the procedures for elections and appointments. Additionally, the SAC involvement is to facilitate and foster communication and collaboration between our educational committees and groups, our community and families and business partners in support of the school improvement plan and mission. SAC shall provide on-going direction to the groups within and serve as the liaison of the school in reaching goals.

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

School Improvement funds were utilized to purchase every student an academic planner total allocation \$707.00.

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

Yes

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

Literacy Leadership Team (LLT)

Membership:

Name	Title
Brown, Viveca	Principal
richards, Nadege	Instructional Coach
Clayton, Alecia	Assistant Principal
Moore, karen	Instructional Media
Williams, Renee	Teacher, ESE

Duties

Describe how the LLT promotes literacy within the school

The LLT is the driving force in making our school a literacy based environment. The LLT is a collaborative team that encourages a literate climate to support teaching and learning. This year the team will support teachers in developing Text Dependent Questions and provide strategies and support with helping students to respond using evidence from the text. The team will also coordinate Literacy Week this year. The structure for the extended hour is implemented and monitored with fidelity. Our lowest quartile students are receiving tier 2 and tier 3 interventions.

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

Resources are designed to ensure grade level and subject level collaborative planning with coaches and administration at least twice a week during Common Planning. Classroom teachers are encouraged to plan together on the other two days during their resource blocks. A balance of activities for fun and work are incorporated into pre-planning, faculty meetings and professional development.

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

Administration attended Teacher Recruitment Fairs, partnered DCPS Human Resources Department along with Teach For America to identify quality candidates. Leadership Team interviewed a number of candidates to find the right teachers for our students. Novice teachers and teachers new to our school but not the profession are assigned a mentor to acclimate them to the school culture and academic landscape. New teachers are enrolled in the districts MINT program. All teachers attend job-embedded professional development to meet their individual professional development plans.

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

The MINT program supports new teachers and meet with their mentors weekly. MINT supports activities such as:
mentor observation cycles where new teachers receive formative feedback and targeted coaching; new teacher observations of model teachers with a focus on identified challenges and Educator Accomplished Practices; PDF monthly MINT learning sessions that focus on identified areas of need; and collaborative learning groups provide additional layers of support and learning activities. New teachers and new to Duval County teachers participate in the MINT program for up to 3 years depending on certification requirements. The school based support team consists of an administrator, PDF, mentor and coach. The district MINT specialist provides additional support. Mentors are assigned carefully with effective and highly effective ratings from last year's evaluation, CET training, as well as, grade level/subject area and certification.

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

Through the direction of our administration and instructional coaches, grade levels have collaborative planning a minimum of once a week to make sure that instruction is aligned with the standards. Focus walks are utilized for noticings for improvement and/or use of model classrooms.

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

Data is provided to the teachers from the previous school year. Students are identified as bottom quartile receive push in services from our Reading Interventionists. A list of all retainees as well as our 1's and 2's are provided to our school counselor to ensure that Rtl packets have been started and monitored. A list of students on PMPs is also monitored by the school counselor. Excessive attendance and tardys is also monitored by the school counselor. Our VE teacher pushes in to

classrooms to provide academic assistance with our ESE students. Differentiation happens in each classroom as part of best practices and meeting the needs of each student.

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: Extended School Day

Minutes added to school year: 10,800

Alignment with District Initiative to improve reading proficiency. Differentiation of instruction based on student needs, with teacher-led small group interventions. Students will remain with present grade level, using grade level appropriate text. Reading Interventionist will perform pull-outs based on current student data. Coaches will monitor and model appropriate intervention strategies. Teachers will hold differentiated small group instruction based on current data and proven intervention strategies.

Strategy Rationale

District mandate for lowest 300 schools in the state to improve reading proficiency.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Brown, Viveca, brownv5@duvalschools.org

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

Data will be collected through progress monitoring tools such as PMPs and RtI Interventions to determine the effectiveness of the differentiated small groups.

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

Strategies are in place for students to make the transition from early childhood programs. Instructional strategies such as differentiation of tasks allow students to work independently and/or in small group settings. Students are also assigned partners in the classroom. Students and their parents can participate in Books and Brunch during lunch time at specified times throughout the school year.

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

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

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 student engagement is increase by 50% during the instruction of core curriculum lessons then, 57% of students will reach mastery of instructional concepts as prescribed by our AMO Reading proficiency target.

- G2.** If student code of conduct infractions are decreased by 75% using PBIS strategies and Hero K-12 incentives, then the number of disciplinary referrals giving during transitions time in common areas should decrease by more than 60% thus supporting a safe and orderly learning environment for students and staff.

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 student engagement is increase by 50% during the instruction of core curriculum lessons then, 57% of students will reach mastery of instructional concepts as prescribed by our AMO Reading proficiency target. 1a

G071736

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	71.0
AMO Reading - All Students	57.0

Resources Available to Support the Goal 2

- Effective use of Common Planning
- Educational Articles on Student Engagement
- Professional Learning Communiites

Targeted Barriers to Achieving the Goal 3

- Teacher capacity, over 50% of the faculty is new to the school and or the field of teaching.
- Proper planning and preparation, differentiated professional development for all tiers of teachers.
-

Plan to Monitor Progress Toward G1. 8

Students engagement increase during mini-lesson

Person Responsible

Renee Williams

Schedule

Daily, from 8/24/2015 to 6/10/2016

Evidence of Completion

Observation feedback

G2. If student code of conduct infractions are decreased by 75% using PBIS strategies and Hero K-12 incentives, then the number of disciplinary referrals given during transitions time in common areas should decrease by more than 60% thus supporting a safe and orderly learning environment for students and staff.

1a

G071737

Targets Supported 1b

Indicator	Annual Target
One or More Suspensions	60.0

Resources Available to Support the Goal 2

- HERO K-12 Data tracking
- Teacher interventions/ consequences for Minor Offense Referral (Class I violations)
- School-wide guidelines for success
- CHAMP's training for faculty and staff

Targeted Barriers to Achieving the Goal 3

- Teachers implementing CHAMPs consistently
- Parental support of interventions
- Re-enforcing guidelines for success during transitions

Plan to Monitor Progress Toward G2. 8

Discipline referrals written by teachers

Person Responsible

Viveca Brown

Schedule

Daily, from 8/24/2015 to 6/10/2016

Evidence of Completion

Discipline Referrals in FOCUS

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 student engagement is increase by 50% during the instruction of core curriculum lessons then, 57% of students will reach mastery of instructional concepts as prescribed by our AMO Reading proficiency target. **1**

 G071736

G1.B1 Teacher capacity, over 50% of the faculty is new to the school and or the field of teaching. **2**

 B187024

G1.B1.S1 Coaches will model lessons incorporating engagement strategies **4**

 S198443

Strategy Rationale

Research-based Best Practices

Action Step 1 **5**

Common Planning/Modeling Engagement

Person Responsible

Renee Williams

Schedule

Weekly, from 8/17/2015 to 6/10/2016

Evidence of Completion

Engagement Mini-Lesson Form and Lesson Plans

Action Step 2 5

Coaching Cycles/Parallel Teaching

Person Responsible

Nadege richards

Schedule

Weekly, from 8/17/2015 to 6/10/2016

Evidence of Completion

Lesson Plan implementation, exit tickets and formative assessments

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

The modeling of Engagement Mini-Lessons

Person Responsible

Renee Williams

Schedule

Daily, from 8/24/2015 to 6/10/2016

Evidence of Completion

Review coaching logs and lesson plans that show evidence of collaboration and implementation

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

Increase in student engagement during the modeling

Person Responsible

Renee Williams

Schedule

Daily, from 8/24/2015 to 6/10/2016

Evidence of Completion

Engagement Mini-Lesson Form

G1.B1.S2 Collaborative Coaching Cycles 4

 S198444

Strategy Rationale

50% new faculty building capacity

Action Step 1 5

Person Responsible

Schedule

Evidence of Completion

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

Person Responsible

Schedule

Evidence of Completion

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

Person Responsible

Schedule

Evidence of Completion

G1.B2 Proper planning and preparation, differentiated professional development for all tiers of teachers. 2

 B187025

G1.B2.S1 Provide professional development on how to plan for engagement 4

 S198445

Strategy Rationale

Best Practices

Action Step 1 5

Engagement Planning

Person Responsible

Renee Williams

Schedule

Daily, from 8/24/2015 to 6/10/2016

Evidence of Completion

Lesson Plans

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Engagement Planning

Person Responsible

Renee Williams

Schedule

On 6/10/2016

Evidence of Completion

Agenda and Minutes from Common Planning

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Engagement Planning

Person Responsible

Renee Williams


Schedule

Daily, from 8/24/2015 to 6/10/2016


Evidence of Completion

Lesson Plans

G2. If student code of conduct infractions are decreased by 75% using PBIS strategies and Hero K-12 incentives, then the number of disciplinary referrals given during transitions time in common areas should decrease by more than 60% thus supporting a safe and orderly learning environment for students and staff. 1

 G071737

G2.B1 Teachers implementing CHAMPs consistently 2

 B187027

G2.B1.S1 CHAMPs professional development for faculty and staff 4

 S198447

Strategy Rationale

Best Practices

Action Step 1 5

Teachers will attend CHAMPs training

Person Responsible

Viveca Brown

Schedule

Annually, from 8/17/2015 to 6/10/2016

Evidence of Completion

focus walks

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

Classroom visits and focus walks

Person Responsible

Viveca Brown

Schedule

Daily, from 8/24/2015 to 6/10/2016

Evidence of Completion

Focus walk documentation; decrease in referrals

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

Administration will visit classrooms and monitor effectiveness of instruction

Person Responsible

Viveca Brown

Schedule

Daily, from 8/24/2015 to 6/10/2016

Evidence of Completion

Classroom visits and focus walk documentation

G2.B2 Parental support of interventions 2

 B187028

G2.B2.S1 Improve communication through providing parents with timely feedback on interventions. 4

 S198448

Strategy Rationale

Action Step 1 5

Person Responsible

Schedule

Evidence of Completion

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

Communicate in a regular and timely fashion with parents

Person Responsible

Viveca Brown

Schedule

Daily, from 8/24/2015 to 6/10/2016

Evidence of Completion

Communication logs and daily planners

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

Accessibility to conferences and communication

Person Responsible

Viveca Brown

Schedule

Daily, from 8/24/2015 to 6/10/2016

Evidence of Completion

Communication logs and daily planners

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.B1.S1.A1	Common Planning/Modeling Engagement	Williams, Renee	8/17/2015	Engagement Mini-Lesson Form and Lesson Plans	6/10/2016 weekly
G1.B1.S2.A1	[no content entered]			one-time	
G1.B2.S1.A1	Engagement Planning	Williams, Renee	8/24/2015	Lesson Plans	6/10/2016 daily
G2.B1.S1.A1	Teachers will attend CHAMPs training	Brown, Viveca	8/17/2015	focus walks	6/10/2016 annually
G2.B2.S1.A1	[no content entered]			one-time	
G1.B1.S1.A2	Coaching Cycles/Parallel Teaching	richards, Nadege	8/17/2015	Lesson Plan implementation, exit tickets and formative assessments	6/10/2016 weekly
G1.MA1	Students engagement increase during mini-lesson	Williams, Renee	8/24/2015	Observation feedback	6/10/2016 daily
G1.B1.S1.MA1	Increase in student engagement during the modeling	Williams, Renee	8/24/2015	Engagement Mini-Lesson Form	6/10/2016 daily

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.MA1	The modeling of Engagement Mini-Lessons	Williams, Renee	8/24/2015	Review coaching logs and lesson plans that show evidence of collaboration and implementation	6/10/2016 daily
G1.B2.S1.MA1	Engagement Planning	Williams, Renee	8/24/2015	Lesson Plans	6/10/2016 daily
G1.B2.S1.MA1	Engagement Planning	Williams, Renee	8/24/2015	Agenda and Minutes from Common Planning	6/10/2016 one-time
G1.B1.S2.MA1	[no content entered]			one-time	
G1.B1.S2.MA1	[no content entered]			one-time	
G2.MA1	Discipline referrals written by teachers	Brown, Viveca	8/24/2015	Discipline Referrals in FOCUS	6/10/2016 daily
G2.B1.S1.MA1	Administration will visit classrooms and monitor effectiveness of instruction	Brown, Viveca	8/24/2015	Classroom visits and focus walk documentation	6/10/2016 daily
G2.B1.S1.MA1	Classroom visits and focus walks	Brown, Viveca	8/24/2015	Focus walk documentation; decrease in referrals	6/10/2016 daily
G2.B2.S1.MA1	Accessibility to conferences and communication	Brown, Viveca	8/24/2015	Communication logs and daily planners	6/10/2016 daily
G2.B2.S1.MA1	Communicate in a regular and timely fashion with parents	Brown, Viveca	8/24/2015	Communication logs and daily planners	6/10/2016 daily

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.

G1. If student engagement is increase by 50% during the instruction of core curriculum lessons then, 57% of students will reach mastery of instructional concepts as prescribed by our AMO Reading proficiency target.

G1.B1 Teacher capacity, over 50% of the faculty is new to the school and or the field of teaching.

G1.B1.S1 Coaches will model lessons incorporating engagement strategies

PD Opportunity 1

Common Planning/Modeling Engagement

Facilitator

Math Coach

Participants

K-5 Math Teachers

Schedule

Weekly, from 8/17/2015 to 6/10/2016

PD Opportunity 2

Coaching Cycles/Parallel Teaching

Facilitator

Reading Coach

Participants

K-5 ELA Teachers

Schedule

Weekly, from 8/17/2015 to 6/10/2016

G1.B2 Proper planning and preparation, differentiated professional development for all tiers of teachers.

G1.B2.S1 Provide professional development on how to plan for engagement

PD Opportunity 1

Engagement Planning

Facilitator

Math Coach

Participants

K-5 Teachers

Schedule

Daily, from 8/24/2015 to 6/10/2016

G2. If student code of conduct infractions are decreased by 75% using PBIS strategies and Hero K-12 incentives, then the number of disciplinary referrals given during transitions time in common areas should decrease by more than 60% thus supporting a safe and orderly learning environment for students and staff.

G2.B1 Teachers implementing CHAMPs consistently

G2.B1.S1 CHAMPs professional development for faculty and staff

PD Opportunity 1

Teachers will attend CHAMPs training

Facilitator

District staff

Participants

teachers

Schedule

Annually, from 8/17/2015 to 6/10/2016

Technical Assistance Items

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

Budget

Budget Data			
1	G1.B1.S1.A1	Common Planning/Modeling Engagement	\$0.00
2	G1.B1.S1.A2	Coaching Cycles/Parallel Teaching	\$0.00
3	G1.B1.S2.A1		\$0.00
4	G1.B2.S1.A1	Engagement Planning	\$0.00
5	G2.B1.S1.A1	Teachers will attend CHAMPs training	\$0.00
6	G2.B2.S1.A1		\$0.00
			Total: \$0.00