Long Branch Elementary School

2016-17 Schoolwide Improvement Plan

Long Branch Elementary School

3723 FRANKLIN ST, Jacksonville, FL 32206

http://www.duvalschools.org/longbranch

School Demographics

School Type and Grades Served (per MSID File)	**2015-16 Title I School**	**2015-16 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School KG-5	Yes	100%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	96%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	C	F*	F	F

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 11/1/2016.

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 a monitoring status of "Former F" (see page 4). 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.

Table of Contents

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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes,](#) is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code:](#)

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Long Branch Elementary School

DA Region and RED	DA Category and Turnaround Status
Northeast - [Cassandra Brusca](#)	Comprehensive Support & Improvement - Implementing Cycle 1 Dmt

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

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

b. 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.

2. School Environment

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

Prior to the launch of the 2016-2017 Opening of School, our faculty and staff particapted in Early Return and Preplanning Professional Development which really focused in the area of culture, building relationships and rapport with students. The school also participated in a community backpack and supply giveaway to aid in community relations and developing partnerships with stakeholders. Orientation was hosted for new faculty and students, giving them an onboarding experience to Long Branch. Long Branch hosts an Open House for families annually for parents 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.

b. 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.

c. 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.

d. 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. 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.

3. 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).

a. 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.

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

1. 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	
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 or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	16	13	0	0	0	0	0	0	0	29
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	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	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	41	33	20	2	0	0	0	0	0	0	96

c. 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.

B. Family and Community Engagement

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).

1. 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).

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

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

2. Description

The mission of the parental involvement program at Long Branch Elementary School is to establish a collaborative environment in which parents, teachers, families and students work together to improve and promote academic success which will produce productive citizens in society. This will be provided through parent conferences, workshops and various opportunities for parental involvement in school activities

2. 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. We also encourage stakeholders to become involved as volunteers or members of our school advisory council.

C. 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).

1. School Leadership Team

a. Membership

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

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

b. Duties

1. 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.

2. 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.

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2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Viveca Brown	Principal
Nadege Richards	Education Support Employee
Marion Butler	Parent
Veronica Dawson	Parent
Vanessa Sloan	Parent
Karen Moore	Teacher
Jabari Hall	Student

b. Duties

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

a. 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.

b. 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.

c. 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.

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

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

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

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

3. Literacy Leadership Team (LLT)

a. Membership
Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

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

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

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.

D. 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).

1. 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.

2. 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.

3. 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.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. 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.

b. Instructional Strategies

1. 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 RtI 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.

2. 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: After School Program

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

To improve reading proficiency among al students.

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.

2. Student Transition and Readiness

a. 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).

1. 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 the early childhood center serving students in grade levels K-2. 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.

b. College and Career Readiness

1. 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

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

N/A

3. 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

4. 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

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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"Â? 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.

C. Strategic Goals

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 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"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, 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 Reading proficiency target. `1a`

🔍 G086499

Targets Supported `1b`

Indicator	Annual Target
AMO Math - All Students	75.0
AMO Reading - All Students	63.0

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.

-

Resources Available to Help Reduce or Eliminate the Barriers `2`

- Effective use of Common Planning

- Educational Articles on Student Engagement

- Professional Learning Communiites

Plan to Monitor Progress Toward G1. `8`

Students engagement increase during mini-lesson

Person Responsible
Renee Williams

Schedule
Daily, from 8/8/2016 to 6/9/2017

Evidence of Completion
Observation feedback continue to Monitor Fidelity/ Effectiveness

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. 1a

🔍 G086500

Targets Supported 1b

Indicator	Annual Target
One or More Suspensions	60.0

Targeted Barriers to Achieving the Goal 3

- Teachers implementing CHAMPs consistently

- Parental support of interventions

- Re-enforcing guidelines for success during transitions

Resources Available to Help Reduce or Eliminate the Barriers 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

Plan to Monitor Progress Toward G2. 8

Discipline referrals written by teachers

Person Responsible
Viveca Brown

Schedule
Daily, from 8/8/2016 to 6/2/2017

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 Reading proficiency target. `1`

🔍 G086499

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

🔍 B229854

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

🔍 S242515

Strategy Rationale

Research-based Best Practices

Action Step 1 `5`

Common Planning/Modeling Engagement

Person Responsible

Renee Williams

Schedule

Weekly, from 8/8/2016 to 6/9/2017

Evidence of Completion

Engagement Mini-Lesson Form and Lesson Plans. Monitor Fidelity/ Effectivness

Action Step 2 `5`

Coaching Cycles/Parallel Teaching

Person Responsible

Nadege richards

Schedule

Weekly, from 8/8/2016 to 6/9/2017

Evidence of Completion

Lesson Plan implementation, exit tickets and formative assessments

Action Step 3 `5`

Person Responsible

Schedule

Evidence of Completion

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

The modeling of Engagement Mini-Lessons

Person Responsible

Renee Williams

Schedule

Daily, from 8/8/2016 to 6/9/2017

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 8/8/2016 to 6/9/2017

Evidence of Completion

Engagement Mini-Lesson Form continue to Monitor Fidelity/ Effectiveness

G1.B1.S2 Collaborative Coaching Cycles 4

🔑 S242516

Strategy Rationale

50% new faculty building capacity

Action Step 1 5

Determining the lowest three standards of each grade level based on i-ready/Achieve 3000 and develop focus calendars

Person Responsible

Viveca Brown

Schedule

Biweekly, from 10/19/2016 to 6/2/2017

Evidence of Completion

Focus calendars for collaborative coaching cycles

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

🔑 B229855

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

🔑 S242517

Strategy Rationale

Best Practices

Action Step 1 5

Engagement Planning

Person Responsible

Renee Williams

Schedule

Daily, from 8/24/2016 to 6/2/2017

Evidence of Completion

Lesson Plans

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

Engagement Planning

Person Responsible

Renee Williams

Schedule

Weekly, from 8/8/2016 to 5/31/2017

Evidence of Completion

Agenda and Minutes from Common Planning, Monitor Fidelity/ Effectiveness

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

Engagement Planning

Person Responsible

Renee Williams

Schedule

Daily, from 8/24/2016 to 6/2/2017

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 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. `1`
🔑 G086500

G2.B1 Teachers implementing CHAMPs consistently `2`
🔑 B229857

G2.B1.S1 CHAMPs professional development for faculty and staff `4`
🔑 S242519

Strategy Rationale

Best Practices

Action Step 1 `5`

Teachers will attend CHAMPs training

Person Responsible

Viveca Brown

Schedule

Annually, from 8/17/2016 to 6/2/2017

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 8/24/2016 to 6/2/2017

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 8/24/2016 to 6/2/2017

Evidence of Completion

Classroom visits and focus walk documentation

G2.B2 Parental support of interventions 2

🔑 B229858

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

🔑 S242520

Strategy Rationale

To get input and support from parents, they need to know specifically all the school is doing for their children.

Action Step 1 5

For students who are in Tier 2 and Tier 3, provide a short sheet/sticker to include on the progress report that specifies what interventions are being provided.

Person Responsible

Viveca Brown

Schedule

Quarterly, from 10/17/2016 to 6/2/2017

Evidence of Completion

Progress reports sent home with intervention support listed

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 8/24/2016 to 6/2/2017

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 8/24/2016 to 6/2/2017

Evidence of Completion

Communication logs and daily planners

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.B1.S1.A3 🔑 A313870	[no content entered]		No Start Date		No End Date one-time
G1.B1.S2.MA1 🔑 M324254	[no content entered]		No Start Date		No End Date one-time
G1.B1.S2.MA1 🔑 M324255	[no content entered]		No Start Date		No End Date one-time
G1.B2.S1.MA1 🔑 M324257	Engagement Planning	Williams, Renee	8/8/2016	Agenda and Minutes from Common Planning, Monitor Fidelity/ Effectiveness	5/31/2017 weekly
G2.MA1 🔑 M324263	Discipline referrals written by teachers	Brown, Viveca	8/8/2016	Discipline Referrals in FOCUS	6/2/2017 daily
G1.B2.S1.MA1 🔑 M324256	Engagement Planning	Williams, Renee	8/24/2016	Lesson Plans	6/2/2017 daily
G1.B2.S1.A1 🔑 A313872	Engagement Planning	Williams, Renee	8/24/2016	Lesson Plans	6/2/2017 daily
G2.B1.S1.MA1 🔑 M324259	Administration will visit classrooms and monitor effectiveness of instruction	Brown, Viveca	8/24/2016	Classroom visits and focus walk documentation	6/2/2017 daily
G2.B1.S1.MA1 🔑 M324260	Classroom visits and focus walks	Brown, Viveca	8/24/2016	Focus walk documentation; decrease in referrals	6/2/2017 daily
G2.B1.S1.A1 🔑 A313873	Teachers will attend CHAMPs training	Brown, Viveca	8/17/2016	focus walks	6/2/2017 annually
G2.B2.S1.MA1 🔑 M324261	Accessibility to conferences and communication	Brown, Viveca	8/24/2016	Communication logs and daily planners	6/2/2017 daily
G2.B2.S1.MA1 🔑 M324262	Communicate in a regular and timely fashion with parents	Brown, Viveca	8/24/2016	Communication logs and daily planners	6/2/2017 daily
G2.B2.S1.A1 🔑 A313874	For students who are in Tier 2 and Tier 3, provide a short sheet/sticker to include on the progress...	Brown, Viveca	10/17/2016	Progress reports sent home with intervention support listed	6/2/2017 quarterly
G1.B1.S2.A1 🔑 A313871	Determining the lowest three standards of each grade level based on i-ready/ Achieve 3000 and...	Brown, Viveca	10/19/2016	Focus calendars for collaborative coaching cycles	6/2/2017 biweekly
G1.MA1 🔑 M324258	Students engagement increase during mini-lesson	Williams, Renee	8/8/2016	Observation feedback continue to Monitor Fidelity/ Effectiveness	6/9/2017 daily
G1.B1.S1.MA1 🔑 M324252	Increase in student engagement during the modeling	Williams, Renee	8/8/2016	Engagement Mini-Lesson Form continue to Monitor Fidelity/ Effectiveness	6/9/2017 daily
G1.B1.S1.MA1 🔑 M324253	The modeling of Engagement Mini-Lessons	Williams, Renee	8/8/2016	Review coaching logs and lesson plans that show evidence of collaboration and implementation	6/9/2017 daily
G1.B1.S1.A1 🔑 A313868	Common Planning/Modeling Engagement	Williams, Renee	8/8/2016	Engagement Mini-Lesson Form and Lesson Plans. Monitor Fidelity/ Effectivness	6/9/2017 weekly
G1.B1.S1.A2 🔑 A313869	Coaching Cycles/Parallel Teaching	richards, Nadege	8/8/2016	Lesson Plan implementation, exit tickets and formative assessments	6/9/2017 weekly

V. 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 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 8/8/2016 to 6/9/2017

PD Opportunity 2

Coaching Cycles/Parallel Teaching

Facilitator

Reading Coach

Participants

K-5 ELA Teachers

Schedule

Weekly, from 8/8/2016 to 6/9/2017

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 8/24/2016 to 6/2/2017

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.

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 8/17/2016 to 6/2/2017

VI. Technical Assistance Items

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

VII. Budget

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.S1.A3		$0.00
4	G1.B1.S2.A1	Determining the lowest three standards of each grade level based on i-ready/Achieve 3000 and develop focus calendars	$0.00
5	G1.B2.S1.A1	Engagement Planning	$0.00
6	G2.B1.S1.A1	Teachers will attend CHAMPs training	$0.00
7	G2.B2.S1.A1	For students who are in Tier 2 and Tier 3, provide a short sheet/sticker to include on the progress report that specifies what interventions are being provided.	$0.00
		Total:	$0.00