# Long Branch Elementary School



# 2017-18 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) | **2016-17 Title I School** | **2016-17 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 | 92% |

## School Grades History

| Year | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---|---|---|---|---|
| Grade | D | C | 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 is pending approval by the Duval County School Board.

## 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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE'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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

## DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

## 2017-18 DA Category and Statuses for Long Branch Elementary School

| DA Region and RED | DA Category and Turnaround Status |
|---|---|
| Northeast - Cassandra Brusca | - N/A |

# I. Part I: Current School Status

## A. Supportive Environment

### 1. School Mission and Vision

#### a. Provide the school's mission statement.

Long Branch Elementary is a place where all students are encouraged to strive for excellence academically, socially, and emotionally in a safe and supportive atmosphere. Opportunities are available for enrichment, intervention, and remediation as necessary. We set high expectations for all students. Our entire school community shares the belief that all children can and will learn.

#### b. Provide the school's vision statement.

Long Branch Elementary is preparing all of our students for their future in a global economy.

### 2. School Environment

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

Our faculty and staff participated in pre-planning professional development, which focused on the areas of school culture, and building relationships and rapport with peers and students. Our 2017-2018 theme is centered around the "Fish! Philosophy" and we will use the book "Fish!: A Proven Way to Book Morale and and Improve Results" throughout the school year in order to boost teacher and student morale. Students will be highlighted and celebrated when displaying positive interactions with others and relationship building.

During pre-planning, the school also participated in a community backpack and supply giveaway, sponsored by our faith-based sponsor, to aid in community relations and develop partnerships with stakeholders. Orientation was hosted for teachers, students and parents, giving them an on-boarding 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 Elementary School develops a district-mandated Safe Schools Plan yearly. All faculty and staff members are trained, drills are conducted and the plan, in its entirety, is implemented throughout the school to effectively enforce the safety and well-being of all stakeholders.

The FOUNDATIONS committee meets monthly to create policies, survey common areas, monitor procedures and make changes as needed.

Long Branch has a security guard who monitors the perimeter of the building and interior classroom doors to better ensure the safety of those on campus before, during and after hours. Two way radios are used building-wide to ensure timely communication among the team.

#### 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.

A school-wide positive behavior discipline plan has been implemented for the 2017-2018 school year. There are clear and concise expectations for learning and behavior of students. Rituals and routines have been established that should be utilized school-wide. All staff were given a schedule/ expectations, specific to their responsibilities.

During the first week of the school year, the principal and assistant principal held assemblies with all students to share/clarify behavioral expectations and the Student Code of Conduct expectations of behavior. Behavior expectation assemblies are held each semester and/or as needed to remind remind students of the continued expectations.

Every classroom has implemented the color-coded behavior chart to assist in monitoring student behavior. Each color on the chart has some type of reward or consequence. Class clipboards are also utilized, by traveling with each class to resource, lunch, recess and restroom breaks, in order for staff to track student behavior.

A Student-Parent Handbook was created to communicate our expectations and was sent home the first week of school.

Long Branch Elementary School is a uniform school which limits additional distractions to the learning environment. Students displaying "Super Viking" pride by coming to school dressed in uniform, move up one color on the behavior chart, upon arriving to class each morning, from the "Ready to Learn" start position.

**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 due to more than 90% of our school population qualifying for free or reduced meals. We also have received a grant form the US Depwartment of Agriculture to take part in the Fresh Fruit and Veggie Program. Through this program students receive and nutritiuous afternoon snack of fruit or veggies everyday.

Our school counselor works with the classroom teachers to identify and service our academically and behaviorally struggling students. She also runs social skills groups and support groups for students. We have
Team Up which is a high-quality, comprehensive, school-based after-school program that provides educational and enrichment opportunities for our students. An after-school snack and dinner is provided for students that are in our Team Up after school program.

## 3. Early Warning Systems
The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

**a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.**

The administration team, and/or school counselor monitors student attendance, progress reports, and discipline data.

-Attendance-Track attendance of students below 90 percent and have school counselor and social worker to intervene through conducting an attendance meeting to provide parents with support and strategies for for getting their children to school daily, on time.

-Suspensions-Follow the district's student code of conduct and multiple actions are taken before a student is given a suspension if warranted by the student code of conduct. These actions include, but are not limited to, teacher and parent conferences, assistant principal and principal conferences, guidance referrals, in class/out time out, restorative justice, class suspension and detentions. Mentors and counseling groups for students with multiple referrals will also be provided.

- Course Failure - Students are given progress reports every quarter and teacher and parent conferences are held in order to review a student's weaknesses prior to final grades being submitted at the end of the quarter.

- Level 1 State-wide Assessment Score- Teachers who believe that a student will score a level 1 based on I-Ready data, Achieve 3000 and baseline tests will have parent conferences and develop a progress monitoring plan to help ensure student success. Additional support is given to students by the Reading Interventionist, Reading Coach, Instructional Paraprofessionals and Tutors.

**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 | 21 | 26 | 26 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 73 |
| One or more suspensions | 0 | 0 | 0 | 6 | 12 | 14 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 32 |
| Course failure in ELA or Math | 0 | 0 | 0 | 3 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 7 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 8 | 16 | 13 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 37 |

*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 | 34 | 36 | 38 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 108 |

**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 ensure they receive appropriate 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. Our Reading Coach, Reading Interventionist and other Certificated Teachers also work with the students providing tutoring after school.

**B. Family and Community Engagement**

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2) and (b)(7)(A)(iii)(I).

**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.**

**a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?**

Yes

*1. PFEP 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 it's mission by providing incentives for our students to continue to strive for academic achievement. 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

### 1. School Leadership Team

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

| Name | Title |
|---|---|
| Clayton, Alecia | Principal |
| jordan, ashley | Assistant Principal |
| Jackson, Melanie | Instructional Coach |

**b. Duties**

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

The school leadership team members are all part of the collaborative planning process and monitors the implementation of the curriculum guides and data that effects student achievement.1 The team meets regularly:
1. To facilitate the design and implementation of the school improvement plan.
2. To encourage support and involvement from parents and the community.
3. To review school achievement data and develop instructional goals
4. To plan and facilitate professional development opportunities for teachers and staff.
5. To identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks and develop strategies for enhance their learning.

Administration:
Provides and supports a common vision for the use of data-based decision-making; ensures that the school-based team is implementing RtI; facilitate professional development opportunities for teachers and staff; conducts assessment of RtI skills of school staff; ensures implementation of intervention support and documentation requirements; ensures adequate professional development to support RtI implementation; facilitate and implement school improvement plan; and communicates with parents regarding school based RtI plans and activities.

School Counselor:
Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students; links community agencies to schools and families to support the child's academic, emotional, behavioral, and social success; provides consultation services to general and special education teachers, parents, and administrators; provides group and individual student interventions; and conducts direct observations of student behavior.

Reading Coach:
Provide professional development in all grades; utilizes student data to
determine professional development needs; establishes coaching cycles for individual teachers to model and support the use of highly effective literacy strategies to increase reading proficiency and/or math proficiency.

Lead Math/Science Teacher

Provides peer coaching and modeling and feedback to administration regarding math/science instruction and progress throughout the building.

***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.***

School Counselor and District ESE Specialist:
Responsible for scheduling and facilitating Response to Intervention (RtI) Team meetings, initiating and monitoring Multi-Response Team (MRT) procedures.

Reading Interventionist and Varying Exceptionalities (VE) Teacher:
Responsible for small group tier 2 and tier 3 interventions.

Administrators:
Responsible for monitoring the RtI process.

Reading Coach:
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 |
|---|---|
| Alecia Clayton | Principal |
| Isadora Allen | Parent |
| Issac Kennedy | Business/Community |
| Letitia Petty | Parent |
| Cyteria Boykins-Carter | Teacher |
| Heather Chappell | Education Support Employee |
| Carletta Jones | Parent |

## b. Duties

### 1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes
The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

*a. Evaluation of last year's school improvement plan*

The SAC reviews data presented by administration to determine strategies that worked and assist with the development of next steps.

*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 a color printer for use school-wide, totaling $1242.90.

### 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 |
| --- | --- |
| Clayton, Alecia | Principal |
| jordan, ashley | Assistant Principal |
| Jackson, Melanie | Instructional Coach |
| 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. The LLT's initiatives include:
-Encouraging reading by spearheading a school wide kick off; promoting a love for reading
-Planning Literacy Week which includes Literacy Night for students and parents
-End of the Year Reading Celebration for students who meet their reading goals
-I-Ready Incentives
-Achieve 3000 Incentives
-25 Book Reading Campaign

Additional LLT Members:
Pamela Cloute
Christy McDaniel
Melanie Buxton
Stephanie Phillips

## D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

**1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.**

Resource classes are strategically scheduled to ensure grade level and subject level collaborative planning. Each group plans with coaches and administration once a week during Common Planning. Classroom teachers are encouraged to plan together on the other days during their resource blocks. A balance of activities for fun and work are incorporated into pre-planning, faculty meetings, professional development, and social activities planned by the social committee.

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

Administration will attend teacher recruitment fairs, and work with DCPS Human Resource Department along with Teach For America to identify quality candidates. The team interviews a number of candidates when positions become available 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 district's Teacher Development and Support (TDS) program. All teachers attend job-embedded professional development weekly and completes individual professional development plans to

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

The TDS program supports new teachers and allows them the opportunity to meet with their mentors weekly. TDS 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 TDS 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 TDS 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 TDS 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 administration and 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:** 6,480

Improve reading, math and science proficiency through differentiation of instruction based on student needs, with teacher-led small group interventions. Reading Interventionist will perform pull-outs based on current student data. Coach 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 proficiency among all students in all content areas.

***Strategy Purpose(s)***

- Core Academic Instruction

***Person(s) responsible for monitoring implementation of the strategy***
Clayton, Alecia , sappa1@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 iReady, Achieve 3000 and district progress monitoring assessments to determine the effectiveness of the additional differentiated small group instruction and interventions.

### 2. Student Transition and Readiness

#### a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, §
1114(b)(7)(A)(iii)(V).

***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. Upon entering Long Branch, a Student Teacher Meet and Greet is scheduled to get the students acclimated to our school.
For students transitioning to Middle School, a transition to middle school field trip is scheduled to the neighborhood middle school for students to tour, meet the staff and socialize with current students.

#### 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 part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

## 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 there is an emphasis on connecting learning within and across grade-levels through procedural skill/fluency and application shifts in all core subject areas, then there will be an increase in student achievement.

**G2.** If student code of conduct infractions are decreased by 75% using PBIS strategies and Class Dojo incentives, then the number of disciplinary referrals given during transition times 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 there is an emphasis on connecting learning within and across grade-levels through procedural skill/ fluency and application shifts in all core subject areas, then there will be an increase in student achievement. `1a`

🔑 G098411

### Targets Supported `1b`

| Indicator | Annual Target |
|---|---|
| School Grade - Percentage of Points Earned | 54.0 |
| FSA ELA Achievement | 33.0 |
| FSA Mathematics Achievement | 45.0 |
| Statewide Science Assessment Achievement | 41.0 |

### 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.

- Teachers lack of knowledge in disaggregation of data.

- Lack of instructional strategies and resources proven to increase reading achievement, growth and/or proficiency for individual students.

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

- Professional Learning Communiites

- Effective use of the district approved curriculum for all core subject areas

- Florida Standards Assessment Item Specifications

- FCAT 2.0 Grade 5 Science Item Specifications

- Gizmos

- iReady Diagnostic and Blended Learning Data

- Achieve 3000 Level Set and Blended Learning Data

- 

### Plan to Monitor Progress Toward G1. `8`

Student performance data from class and district assessments

### Person Responsible
Alecia Clayton

### Schedule
Weekly, from 8/14/2017 to 6/1/2018

### *Evidence of Completion*
District data analysis, classroom data, classroom observations, classroom monitoring feedback forms

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

`1a`

🔍 G098412

## Targets Supported `1b`

| Indicator | Annual Target |
|---|---|
| 2+ Behavior Referrals | 15.0 |

## Targeted Barriers to Achieving the Goal `3`

- Staff members not effectively implementing the school-wide discipline plan

- Low parental support of interventions

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

- Class Dojo data tracking

- Teacher interventions/ consequences for Minor Offense Referral (Class I violations)

- "No Nonsense Nurturer" training for faculty and staff

## Plan to Monitor Progress Toward G2. `8`

Discipline referrals written by teachers

### Person Responsible
ashley jordan

### Schedule
Daily, from 8/14/2017 to 6/1/2018

### *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 there is an emphasis on connecting learning within and across grade-levels through procedural skill/ fluency and application shifts in all core subject areas, then there will be an increase in student achievement. 1

🔑 G098411

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

🔑 B264757

**G1.B1.S1** The Instructional Coach will model lessons to demonstrate the implementation of the District curriculum. 4

🔑 S280569

**Strategy Rationale**

Research-based Best Practices

**Action Step 1** 5

Lessons will be modeled in each content area to demonstrate effective implementation and delivery of the curriculum.

**Person Responsible**

Melanie Jackson

**Schedule**

Weekly, from 8/14/2017 to 6/1/2018

***Evidence of Completion***

Common planning agendas and teacher lesson plans

**Action Step 2** 5

The Instructional Coach will implement Collaborative Coaching Cycles to build the capacity of teachers.

**Person Responsible**

Melanie Jackson

**Schedule**

Weekly, from 8/14/2017 to 6/1/2018

***Evidence of Completion***

Lesson Plan implementation

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

Fidelity of implementation will be monitored through teacher observations and support provided through the coaching cycle.

### Person Responsible

Alecia Clayton

### Schedule

Daily, from 8/14/2017 to 6/1/2018

### *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 performance

### Person Responsible

Alecia Clayton

### Schedule

Weekly, from 8/14/2017 to 6/1/2018

### *Evidence of Completion*

Teacher feedback forms, observations, student work, and District data

**G1.B1.S2** The Instructional Coach will implement Collaborative Coaching Cycles with teachers new to the content area/grade level. 4

🔑 S280570

### Strategy Rationale

Research-based Best Practices

### Action Step 1 5

Determine the level of proficiency of each of the grade level standards based on student data from multiple sources and develop focus calendars to support remediation of the standards

#### Person Responsible

Melanie Jackson

#### Schedule

Biweekly, from 10/19/2016 to 6/1/2018

#### *Evidence of Completion*

Focus calendars for small group instruction

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

Teacher lesson plans and differentiated small group lesson plans will be reviewed to determine the fidelity of implementation.

#### Person Responsible

ashley jordan

#### Schedule

Weekly, from 8/28/2017 to 10/29/2018

#### *Evidence of Completion*

Classroom monitoring forms and student assessment data will be used for evidence of implementation

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

Classroom walk-throughs and weekly common planning sessions will be conducted to monitor the effectiveness of the strategy

### Person Responsible

ashley jordan

### Schedule

On 5/25/2018

### *Evidence of Completion*

Classroom monitoring forms, common planning agendas, and Mini-assessment data will be used to monitor the effectiveness of the implementation

**G1.B2** Teachers lack of knowledge in disaggregation of data. `2`

🔑 B264758

**G1.B2.S1** Provide teachers with support in analyzing and responding to school and district-based data. `4`

🔑 S280571

### Strategy Rationale

Teachers will be able to use the data to make instructional decisions and drive Tier II instruction.

**Action Step 1** `5`

Provide teachers with support in analyzing and disaggregating data.

### Person Responsible

ashley jordan

### Schedule

Weekly, from 8/14/2017 to 5/25/2018

### *Evidence of Completion*

Lesson Plans

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

Fidelity of implementation will be monitored through teacher observations and support provided through common planning.

### Person Responsible

ashley jordan

### Schedule

Weekly, from 8/14/2017 to 5/25/2018

### *Evidence of Completion*

Teacher observations, Monitoring feedback forms, Coaching logs and Data notebook

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

Effectiveness will be monitored through teacher observations and the delivery of differentiated Tier II instruction.

### Person Responsible

ashley jordan

### Schedule

Weekly, from 8/14/2017 to 5/25/2018

### *Evidence of Completion*

Teacher Data Notebooks, Observation, Student Work , and District-Based Data

**G1.B3** Lack of instructional strategies and resources proven to increase reading achievement, growth and/or proficiency for individual students. 2

🔑 B264759

**G1.B3.S1** To aquire and utililize additional resources needed to meet the needs of all students. 4

🔑 S280572

### Strategy Rationale

Needs assessment showed the lack of resources needed to meet the needs

**Action Step 1** 5

Collaborate with district to aquire the additional resources.

**Person Responsible**

**Schedule**

On 9/25/2017

***Evidence of Completion***

List of needed resources

**Action Step 2** 5

Develop and deliver the required professional development

**Person Responsible**

**Schedule**

Monthly, from 10/16/2017 to 8/31/2018

***Evidence of Completion***

PD Calendar

**Action Step 3** `5`

Monitor implementaion of newly aquired curriculm resources and deploy coaching support when needed

> ### Person Responsible
>
> ### Schedule
>
> Weekly, from 10/23/2017 to 8/31/2018
>
> ### *Evidence of Completion*
>
> Classroom observational data and coaching logs

## Plan to Monitor Fidelity of Implementation of G1.B3.S1 `6`

Leadership team will meet weekly to ensure materials were aquaired, professional develoment has been delivered, and on-going classroom monitoring will take place.

> ### Person Responsible
>
> Alecia Clayton
>
> ### Schedule
>
> Weekly, from 10/23/2017 to 8/31/2018
>
> ### *Evidence of Completion*
>
> Leadership meeting agendas

## Plan to Monitor Effectiveness of Implementation of G1.B3.S1 `7`

Classroom observation data with be analyzed to ensure that eduactional practices are changing.

> ### Person Responsible
>
> Alecia Clayton
>
> ### Schedule
>
> Monthly, from 10/23/2017 to 8/31/2018
>
> ### *Evidence of Completion*
>
> Leadership Team Meeting Agendas

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

🔑 G098412

**G2.B1** Staff members not effectively implementing the school-wide discipline plan 2

🔑 B264760

**G2.B1.S1** No Nonsense Nurturer professional development for faculty and staff 4

🔑 S280573

**Strategy Rationale**

Teachers need to be equipped with the necessary tools to prevent the occurrence of negative classroom behaviors through deescalation strategies

**Action Step 1** 5

Teachers will attend the No Nonsense Nurture professional development

**Person Responsible**

Alecia Clayton

**Schedule**

Monthly, from 8/14/2017 to 6/1/2018

***Evidence of Completion***

focus walks

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

Classroom visits and focus walks

**Person Responsible**

ashley jordan

**Schedule**

Weekly, from 8/14/2017 to 6/1/2018

***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 and the use of the school-wide discipline plan

### Person Responsible

Alecia Clayton

### Schedule

Weekly, from 8/14/2017 to 6/1/2018

### *Evidence of Completion*

Classroom visits and focus walk documentation

**G2.B2** Low parental support of interventions `2`

🔑 B264761

**G2.B2.S1** Improve communication by providing parents with timely feedback on interventions. `4`

🔑 S280574

### Strategy Rationale

Parents need to know what interventions are available so that they can support the classroom teacher and the school in their efforts.

**Action Step 1** `5`

Provide students with a behavior/communication folder to inform parents of their child's daily progress, and any interventions that were implemented throughout the school day.

### Person Responsible

Alecia Clayton

### Schedule

Daily, from 8/14/2017 to 6/1/2018

### *Evidence of Completion*

Behavior folder sent home with a daily grade and 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**

Alecia Clayton

**Schedule**

Daily, from 8/14/2017 to 6/1/2018

***Evidence of Completion***

Parent communication logs and daily behavior folders

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

Accessibility to conferences and communication

**Person Responsible**

Alecia Clayton

**Schedule**

Daily, from 8/14/2017 to 6/1/2018

***Evidence of Completion***

Communication logs and daily behavior folders

**G2.B2.S2** The school will collaborate with district support staff to provide ouside services to address the behavorial and social needs of students. 4

🔑 S280575

### Strategy Rationale

Parents need more resources to help support their children's needs outside of academics.

**Action Step 1** 5

Collaborate with the district support staff and IMPACT team to determine student needs

**Person Responsible**

Alecia Clayton

**Schedule**

On 10/23/2017

***Evidence of Completion***

**Action Step 2** 5

Develop an action plan for the IMPACT team to support parents

**Person Responsible**

Alecia Clayton

**Schedule**

On 10/23/2017

***Evidence of Completion***

Action plan and Calendar

**Action Step 3** 5

Monitor support from the IMPACT team through monitoring meetings

**Person Responsible**

Alecia Clayton

**Schedule**

Biweekly, from 10/30/2017 to 8/31/2018

***Evidence of Completion***

Leadership Team Meeting Agendas

## Action Step 4 `5`

Make changes to action plan as needed based on data

### Person Responsible

Alecia Clayton

### Schedule

Monthly, from 11/6/2017 to 8/31/2018

### *Evidence of Completion*

## Plan to Monitor Fidelity of Implementation of G2.B2.S2 `6`

Review collection of deliverables from each action step to detemine if wach step was completed with fidelity.

### Person Responsible

Alecia Clayton

### Schedule

Biweekly, from 10/30/2017 to 8/31/2018

### *Evidence of Completion*

All deliverables collected for each step

## Plan to Monitor Effectiveness of Implementation of G2.B2.S2 `7`

Monthly meetings will be held with principla, district support staff and IMPACT team members to ensure sopport is benficial to the students.

### Person Responsible

Alecia Clayton

### Schedule

Monthly, from 10/30/2017 to 8/31/2018

### *Evidence of Completion*

Increase in student progress

## IV. Implementation Timeline

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|---|---|---|---|---|---|
| **2018** | | | | | |
| G1.B3.S1.A1 A378294 | Collaborate with district to aquire the additional resources. | | 9/25/2017 | List of needed resources | 9/25/2017 one-time |
| G2.B2.S2.A1 A378299 | Collaborate with the district support staff and IMPACT team to determine student needs | Clayton, Alecia | 10/23/2017 | | 10/23/2017 one-time |
| G2.B2.S2.A2 A378300 | Develop an action plan for the IMPACT team to support parents | Clayton, Alecia | 10/23/2017 | Action plan and Calendar | 10/23/2017 one-time |
| G1.B2.S1.MA1 M409815 | Effectiveness will be monitored through teacher observations and the delivery of differentiated... | jordan, ashley | 8/14/2017 | Teacher Data Notebooks, Observation, Student Work , and District-Based Data | 5/25/2018 weekly |
| G1.B2.S1.MA1 M409816 | Fidelity of implementation will be monitored through teacher observations and support provided... | jordan, ashley | 8/14/2017 | Teacher observations, Monitoring feedback forms, Coaching logs and Data notebook | 5/25/2018 weekly |
| G1.B2.S1.A1 A378293 | Provide teachers with support in analyzing and disaggregating data. | jordan, ashley | 8/14/2017 | Lesson Plans | 5/25/2018 weekly |
| G1.B1.S2.MA1 M409813 | Classroom walk-throughs and weekly common planning sessions will be conducted to monitor the... | jordan, ashley | 8/28/2017 | Classroom monitoring forms, common planning agendas, and Mini-assessment data will be used to monitor the effectiveness of the implementation | 5/25/2018 one-time |
| G1.MA1 M409819 | Student performance data from class and district assessments | Clayton, Alecia | 8/14/2017 | District data analysis, classroom data, classroom observations, classroom monitoring feedback forms | 6/1/2018 weekly |
| G2.MA1 M409826 | Discipline referrals written by teachers | jordan, ashley | 8/14/2017 | Discipline Referrals in FOCUS | 6/1/2018 daily |
| G1.B1.S1.MA1 M409811 | Increase in student performance | Clayton, Alecia | 8/14/2017 | Teacher feedback forms, observations, student work, and District data | 6/1/2018 weekly |
| G1.B1.S1.MA1 M409812 | Fidelity of implementation will be monitored through teacher observations and support provided... | Clayton, Alecia | 8/14/2017 | Review coaching logs and lesson plans that show evidence of collaboration and implementation | 6/1/2018 daily |
| G1.B1.S1.A1 A378290 | Lessons will be modeled in each content area to demonstrate effective implementation and delivery... | Jackson, Melanie | 8/14/2017 | Common planning agendas and teacher lesson plans | 6/1/2018 weekly |
| G1.B1.S1.A2 A378291 | The Instructional Coach will implement Collaborative Coaching Cycles to build the capacity of... | Jackson, Melanie | 8/14/2017 | Lesson Plan implementation | 6/1/2018 weekly |
| G2.B1.S1.MA1 M409820 | Administration will visit classrooms and monitor effectiveness of instruction and the use of the... | Clayton, Alecia | 8/14/2017 | Classroom visits and focus walk documentation | 6/1/2018 weekly |
| G2.B1.S1.MA1 M409821 | Classroom visits and focus walks | jordan, ashley | 8/14/2017 | Focus walk documentation; decrease in referrals | 6/1/2018 weekly |
| G2.B1.S1.A1 A378297 | Teachers will attend the No Nonsense Nurture professional development | Clayton, Alecia | 8/14/2017 | focus walks | 6/1/2018 monthly |
| G2.B2.S1.MA1 M409822 | Accessibility to conferences and communication | Clayton, Alecia | 8/14/2017 | Communication logs and daily behavior folders | 6/1/2018 daily |
| G2.B2.S1.MA1 M409823 | Communicate in a regular and timely fashion with parents | Clayton, Alecia | 8/14/2017 | Parent communication logs and daily behavior folders | 6/1/2018 daily |
| G2.B2.S1.A1 A378298 | Provide students with a behavior/ communication folder to inform parents of their child's daily... | Clayton, Alecia | 8/14/2017 | Behavior folder sent home with a daily grade and intervention support listed | 6/1/2018 daily |

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|---|---|---|---|---|---|
| G1.B1.S2.A1 🔑 A378292 | Determine the level of proficiency of each of the grade level standards based on student data from... | Jackson, Melanie | 10/19/2016 | Focus calendars for small group instruction | 6/1/2018 biweekly |
| G1.B3.S1.MA1 🔑 M409817 | Classroom observation data with be analyzed to ensure that eduactional practices are changing. | Clayton, Alecia | 10/23/2017 | Leadership Team Meeting Agendas | 8/31/2018 monthly |
| G1.B3.S1.MA1 🔑 M409818 | Leadership team will meet weekly to ensure materials were aquaired, professional developnent has... | Clayton, Alecia | 10/23/2017 | Leadership meeting agendas | 8/31/2018 weekly |
| G1.B3.S1.A2 🔑 A378295 | Develop and deliver the required professional development | | 10/16/2017 | PD Calendar | 8/31/2018 monthly |
| G1.B3.S1.A3 🔑 A378296 | Monitor implementaion of newly aquired curriculm resources and deploy coaching support when needed | | 10/23/2017 | Classroom observational data and coaching logs | 8/31/2018 weekly |
| G2.B2.S2.MA1 🔑 M409824 | Monthly meetings will be held with principla, district support staff and IMPACT team members to... | Clayton, Alecia | 10/30/2017 | Increase in student progress | 8/31/2018 monthly |
| G2.B2.S2.MA1 🔑 M409825 | Review collection of deliverables from each action step to detemine if wach step was completed with... | Clayton, Alecia | 10/30/2017 | All deliverables collected for each step | 8/31/2018 biweekly |
| G2.B2.S2.A3 🔑 A378301 | Monitor support from the IMPACT team through monitoring meetings | Clayton, Alecia | 10/30/2017 | Leadership Team Meeting Agendas | 8/31/2018 biweekly |
| G2.B2.S2.A4 🔑 A378302 | Make changes to action plan as needed based on data | Clayton, Alecia | 11/6/2017 | | 8/31/2018 monthly |
| G1.B1.S2.MA1 🔑 M409814 | Teacher lesson plans and differentiated small group lesson plans will be reviewed to determine the... | jordan, ashley | 8/28/2017 | Classroom monitoring forms and student assessment data will be used for evidence of implementation | 10/29/2018 weekly |

## V. Professional Development Opportunities

*Professional development opportunities identified in the SIP as action steps to achieve the school's goals.*

**G1.** If there is an emphasis on connecting learning within and across grade-levels through procedural skill/fluency and application shifts in all core subject areas, then there will be an increase in student achievement.

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

**G1.B1.S1** The Instructional Coach will model lessons to demonstrate the implementation of the District curriculum.

### PD Opportunity 1

Lessons will be modeled in each content area to demonstrate effective implementation and delivery of the curriculum.

**Facilitator**

Instructional Coach

**Participants**

3-5 Content Area Teachers

**Schedule**

Weekly, from 8/14/2017 to 6/1/2018

### PD Opportunity 2

The Instructional Coach will implement Collaborative Coaching Cycles to build the capacity of teachers.

**Facilitator**

Instructional Coach

**Participants**

3-5 Content Area Teachers

**Schedule**

Weekly, from 8/14/2017 to 6/1/2018

**G1.B2** Teachers lack of knowledge in disaggregation of data.

**G1.B2.S1** Provide teachers with support in analyzing and responding to school and district-based data.

### PD Opportunity 1

Provide teachers with support in analyzing and disaggregating data.

#### Facilitator

Assistant Principal

#### Participants

3-5 Teachers

#### Schedule

Weekly, from 8/14/2017 to 5/25/2018

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

**G2.B1** Staff members not effectively implementing the school-wide discipline plan

**G2.B1.S1** No Nonsense Nurturer professional development for faculty and staff

### PD Opportunity 1

Teachers will attend the No Nonsense Nurture professional development

#### Facilitator

District staff

#### Participants

3-5 Teachers, Paraprofessionals, and Admin

#### Schedule

Monthly, from 8/14/2017 to 6/1/2018

## 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 | Lessons will be modeled in each content area to demonstrate effective implementation and delivery of the curriculum. | $0.00 |
|---|---|---|---|
| 2 | G1.B1.S1.A2 | The Instructional Coach will implement Collaborative Coaching Cycles to build the capacity of teachers. | $0.00 |
| 3 | G1.B1.S2.A1 | Determine the level of proficiency of each of the grade level standards based on student data from multiple sources and develop focus calendars to support remediation of the standards | $0.00 |
| 4 | G1.B2.S1.A1 | Provide teachers with support in analyzing and disaggregating data. | $0.00 |
| 5 | G1.B3.S1.A1 | Collaborate with district to aquire the additional resources. | $19,342.95 |

| | Function | Object | Budget Focus | Funding Source | FTE | 2017-18 |
|---|---|---|---|---|---|---|
| | 5100 | 360-Rentals | 1061 - Long Branch Elementary School | UniSIG | | $810.53 |
| | | | Notes: Rentals- Curriculum Associates - Online digital toolbox for I-Ready Site License | | | |
| | 5100 | 510-Supplies | 1061 - Long Branch Elementary School | UniSIG | | $16,276.80 |
| | | | Notes: Heinemann-Fountas/Leveled Literacy Intervention (LLI) Kits | | | |
| | 5100 | 510-Supplies | 1061 - Long Branch Elementary School | UniSIG | | $2,255.62 |
| | | | Notes: Houghton Mifflin Harcourt - Saxon Phonics & Spelling student kit and materials | | | |

| 6 | G1.B3.S1.A2 | Develop and deliver the required professional development | $9,900.50 |
|---|---|---|---|

| | Function | Object | Budget Focus | Funding Source | FTE | 2017-18 |
|---|---|---|---|---|---|---|
| | 6400 | 310-Professional and Technical Services | 1061 - Long Branch Elementary School | UniSIG | | $263.72 |
| | | | Notes: Houghton Mifflin Harcourt - Saxon Phonics & Spelling Training Started Full Day Professional Development | | | |
| | 6400 | 310-Professional and Technical Services | 1061 - Long Branch Elementary School | UniSIG | | $697.16 |
| | | | Notes: Substitutes for teachers who are attending professional development (workshops). Kelly Services and Duval County Public Schools have contract. Kelly Services provides temporary coverage when a teacher is excused for Temporary Duty Elsewhere (TDE) for professional development. | | | |
| | 6400 | 311-Subagreements up to $25,000 | 1061 - Long Branch Elementary School | UniSIG | | $744.97 |
| | | | Notes: Contracted Services - First $25,000 - Literacy and Mathematics professional development with Student Achievement Partners and Instruction Partners | | | |
| | 6400 | 312-Subagreements greater than $25,000 | 1061 - Long Branch Elementary School | UniSIG | | $8,194.65 |

| | | | |
|---|---|---|---|
| | | *Notes: Contracted Services - Greater than $25,000 - Literacy and Mathematics professional development with Student Achievement Partners and Instruction Partners* | |
| 7 | G1.B3.S1.A3 | **Monitor implementaion of newly aquired curriculm resources and deploy coaching support when needed** | **$0.00** |
| 8 | G2.B1.S1.A1 | **Teachers will attend the No Nonsense Nurture professional development** | **$0.00** |
| 9 | G2.B2.S1.A1 | **Provide students with a behavior/communication folder to inform parents of their child's daily progress, and any interventions that were implemented throughout the school day.** | **$0.00** |
| 10 | G2.B2.S2.A1 | **Collaborate with the district support staff and IMPACT team to determine student needs** | **$46,854.95** |

| | Function | Object | Budget Focus | Funding Source | FTE | 2017-18 |
|---|---|---|---|---|---|---|
| | 6100 | 312-Subagreements greater than $25,000 | 1061 - Long Branch Elementary School | UniSIG | | $39,089.98 |
| | | | *Notes: Contract Services Invo Healthcare - Greater than $25,000 - The Invo Team provides effective educationally-based therapy and behavioral intervention services and comprehensive wrap around support services to students who are dealing with Adverse Childhood Experiences (ACEs); Emotional, Physical, and Sexual Abuse, Neglect, Parent Separation/Divorce, Witness to Domestic Violence, Mental Illness, Incarceration, and Death of Family. These wrap around services will include behavior analysts, behavior technicians, social workers, mental health counselors, substance abuse counselors, and cultural competency support specialists to provide direct services.* | | | |
| | 6100 | 311-Subagreements up to $25,000 | 1061 - Long Branch Elementary School | UniSIG | | $744.97 |
| | | | *Notes: Contract Services - Up to $25,000 - Invo Healthcare - The Invo Team provides effective educationally-based therapy and behavioral intervention services and comprehensive wrap around support services to students who are dealing with Adverse Childhood Experiences (ACEs); Emotional, Physical, and Sexual Abuse, Neglect, Parent Separation/Divorce, Witness to Domestic Violence, Mental Illness, Incarceration, and Death of Family. These wrap around services will include behavior analysts, behavior technicians, social workers, mental health counselors, substance abuse counselors, and cultural competency support specialists to provide direct services.* | | | |
| | 6400 | 312-Subagreements greater than $25,000 | 1061 - Long Branch Elementary School | UniSIG | | $7,020.00 |
| | | | *Notes: Contract Services Invo Healthcare - Greater than $25,000 - The Invo Team provides effective educationally-based therapy and behavioral intervention services and comprehensive wrap around support services to students who are dealing with Adverse Childhood Experiences (ACEs); Emotional, Physical, and Sexual Abuse, Neglect, Parent Separation/Divorce, Witness to Domestic Violence, Mental Illness, Incarceration, and Death of Family. These wrap around services will include behavior analysts, behavior technicians, social workers, mental health counselors, substance abuse counselors, and cultural competency support specialists to provide direct services.* | | | |

| | | | |
|---|---|---|---|
| 11 | G2.B2.S2.A2 | **Develop an action plan for the IMPACT team to support parents** | **$0.00** |
| 12 | G2.B2.S2.A3 | **Monitor support from the IMPACT team through monitoring meetings** | **$0.00** |
| 13 | G2.B2.S2.A4 | **Make changes to action plan as needed based on data** | **$0.00** |
| | | **Total:** | **$76,098.40** |