Long Branch Elementary School

2018-19 Schoolwide Improvement Plan

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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)	2017-18 Title I School	2017-18 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	2017-18	2016-17	2015-16	2014-15
Grade	D	D	C	F*

School Board Approval

This plan is pending approval by the Duval County School Board.

SIP Authority

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.

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. 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: School Information

School Mission and Vision

Provide the school's mission statement.

Long Branch Elementary will prepare students for the future through learning experiences that provide the opportunities to acquire knowledge and skills to support academic achievement, personal growth and success in a positive and diverse environment every day. We are developing Productive, Open-Minded, Well-Behaved, Engaged and Responsible (P.O.W.E.R.) students.

Provide the school's vision statement.

Our goal is to work in partnership with our parents and community to create a safe environment where all students are respected and motivated as learners who are empowered to engage in preparing for a promising future filled with potential.

School Leadership Team

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

Name	Title
Shelton, Maysha	Principal
jordan, ashley	Assistant Principal
Jackson, Melanie	Instructional Coach

Duties

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 a part of the collaborative planning process. All leadership team member responsibilities have been outlined in the Distributed Leadership document and will be reviewed at the July 17, 2018 meeting to ensure that expectations relating to responsibilities are explicitly identified.

It will be the responsiblity of all leadership members to engage with stakeholders to support attainment of school goals relating to instruction, learning, best practices and the implementation of the set curriculum with fidelity. The members will provide support through conducting a needs analysis, identifying next steps, monitoring, providing feedback and enhancing the refinement of practice as instructional leaders. This process will include stakeholder feedback and ideas in order to promote a healthy shared decision making cycle and increase buy-in.

The implementation of the curriculum guides and data that effects student achievement. The leadership team
meets regularly to:
1. facilitate the ongoing review of the school improvement plan strategies for effectiveness
2. review informal and formal data sets relating to teacher efficacy, learning environment, student achievement and discipline in relation to attainment of the established goals
3. use the existing data as a tool to guide daily practice, the development of learning opportunities and assess impact through reflection by using the continuous improvement cycle process
4. facilitate ongoing professional development opportunities for teachers and staff

5. strategize support and involvement from parents and the community
6. review progress of growth plans and support measures specific to teachers and/or students

Administration:
1. communicates and supports a common vision for the use of data-based decision-making; ensures that the
school-based team is implementing appropriate instructional and behavioral protocols on a consistent basis.
2. facilitates on-going professional development opportunities for teachers and staff; monitors the continuous improvement cycle to support the refinment of practice
3. monitors RtI procedures and ensures implementation of intervention support and documentation requirements
4. leads the on-going review of the school improvement using the school improvement plan to drive the process
5. communicates with stakeholders to increase involvement, support and engagement
Reading and Math Coach:
1. provide professional development in all grades; utilizes multiple data sources to determine professional development needs
2. facilitates coaching cycles for individual teachers to model and support the use of high effect strategies to increase achievement
3. supports the planning and implementation process during PLCs through the use of the instructional framework, student work protocols, vetting assessments and facilitating data dives; supports the reflection process to refine teaching and learning
4. maximizes the instructional time by enagaging with teachers and students in the classroom to layer support, provide real-time coaching and increase intentional practice

Early Warning Systems

Year 2017-18

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	14	9	10	0	0	0	0	0	0	0	33
Level 1 on statewide assessment	0	0	0	17	16	13	0	0	0	0	0	0	0	46

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	32	26	0	0	0	0	0	0	0	99

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	13	0	0	0	0	0	0	0	0	0	13
Retained Students: Previous Year(s)	0	0	0	10	0	0	0	0	0	0	0	0	0	10

Date this data was collected

Monday 7/16/2018

Year 2016-17 - As Reported

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

Year 2016-17 - Updated

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

Part II: Needs Assessment/Analysis

Assessment & Analysis
Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

Overall, ELA performed the lowest

Which data component showed the greatest decline from prior year?

ELA Lowest 25th Percentile moved from 45% to 33%

Which data component had the biggest gap when compared to the state average?

ELA achievement (school: 22%, state: 56%)

Which data component showed the most improvement? Is this a trend?

Science achievement moved from 31% to 41%

Describe the actions or changes that led to the improvement in this area.

Remediation procedures

School Data
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	22%	50%	56%	38%	46%	52%
ELA Learning Gains	29%	51%	55%	55%	49%	52%
ELA Lowest 25th Percentile	33%	46%	48%	69%	45%	46%
Math Achievement	35%	61%	62%	55%	57%	58%
Math Learning Gains	42%	59%	59%	64%	60%	58%
Math Lowest 25th Percentile	38%	48%	47%	53%	49%	46%
Science Achievement	41%	55%	55%	35%	49%	51%

EWS Indicators as Input Earlier in the Survey							
Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Attendance below 90 percent	0 (0)	0 (0)	0 (0)	21 (21)	26 (26)	26 (26)	73 (73)
One or more suspensions	0 (0)	0 (0)	0 (0)	6 (6)	12 (12)	14 (14)	32 (32)
Course failure in ELA or Math	0 (0)	0 (0)	0 (0)	14 (3)	9 (4)	10 (0)	33 (7)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	17 (8)	16 (16)	13 (13)	46 (37)

Grade Level Data
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	23%	50%	-27%	57%	-34%
	2017	21%	51%	-30%	58%	-37%
Same Grade Comparison		2%				
Cohort Comparison						
04	2018	14%	49%	-35%	56%	-42%
	2017	26%	52%	-26%	56%	-30%
Same Grade Comparison		-12%				
Cohort Comparison		-7%				
05	2018	30%	51%	-21%	55%	-25%
	2017	22%	48%	-26%	53%	-31%
Same Grade Comparison		8%				
Cohort Comparison		4%				

MATH

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	33%	59%	-26%	62%	-29%
	2017	54%	62%	-8%	62%	-8%
Same Grade Comparison		-21%				
Cohort Comparison						
04	2018	26%	60%	-34%	62%	-36%
	2017	33%	64%	-31%	64%	-31%
Same Grade Comparison		-7%				
Cohort Comparison		-28%				
05	2018	44%	61%	-17%	61%	-17%
	2017	12%	57%	-45%	57%	-45%
Same Grade Comparison		32%				
Cohort Comparison		11%				

SCIENCE

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	38%	56%	-18%	55%	-17%
	2017					
Cohort Comparison						

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	4	29		7	16						
BLK	21	27	30	35	41	38	36				

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
WHT	27			36							
FRL	23	30	35	36	41	36	40				

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	13	24		17	29	42					
BLK	24	37	46	34	33	43	28				
FRL	23	38	48	34	33	43	32				

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	Math Achievement
Rationale	During the 2017-2018 School Year the data reflects a need for improvement in the area of math. While the school performance data for achievement, gains and lowest quartile were maintained or increased, the overall data reflects the need for improvement for each math subcategory in which students performed below the 50th percentile. Comparing data to district and state, the school performance was between 9 to 27 percentage points less than the District averages for Achievement, Gains and Lowest Quartile. The math teachers need additional support with the implementation of the curriculum, gauging learning and teaching for effectiveness, process of identifying and embedding best practices in instruction and the effective use of data to prescribe instructional practices.
Intended Outcome	The overall targets for the 2018-2019 school year in the area of math will support the overall goal established for the school grade increase to a "C" or better. Specifically, math targets will increase by 10 points in each of the three reporting categories.
Point Person	Maysha Shelton (sheltonm@duvalschools.org)

Action Step	
Description	- The Principal will identify an experienced candidate for the Math Coach position whose data demonstrates the ability to support the attainment of the desired school results; Coach will support teachers on Coaching Plans. - The Principal will identify teachers in need of support and refinement of practice, develop and monitor Coaching Plans; Coach will support teachers on Coaching Plans. - Administrators will support the work through reinforcing expectations, conducting walkthroughs and providing feedback, participating in PLCs, building accountability measures to refine practice and conduct data chats (i.e. lesson plans, instruction, assessment, student ownership, differentiation, blended learning usage and parent communcation) - Ongoing professional development opportunities will be offered, monitored and reviewed for implementation to impact instruction - Relevant data will be accumulated through schoolwide progress monitoring trackers, reviewed to identify implications of teaching and learning and used to drive instruction
Person Responsible	Maysha Shelton (sheltonm@duvalschools.org)

Plan to Monitor Effectiveness	
Description	- Walkthrough documentation will be reviewed and used to guide the next steps process for Admin, Coaches and Teachers - Coaching Plans will be developed and monitored to increase teacher effectiveness with implementing standards based instruction and assessments - The Math Coach will be included as a part of the School Leadership Team and will be held accountable for the identified responsibilities listed in 1B of this plan. The effectiveness of the Coach will be monitored by the Principal through daily observation and feedback, weekly coaching logs and professional development follow-up. - Data Chat information will be evident in the classroom, lesson plans, instructional practices and student conversations
Person Responsible	Maysha Shelton (sheltonm@duvalschools.org)

Activity #2	
Title	Literacy Achievement Areas
Rationale	During the 2017-2018 School Year the data reflects a need for improvement in the area of literacy. The school performance data for achievement, gains and lowest quartile dropped from the previous year which reflects the need for improvement for each literacy subcategory. Respectively, students performed in the 20th, 30th and 40th percentiles. Comparing data to district and state, the school performance was between 7 to 32 percentage points less than the District averages for Achievement, Gains and Lowest Quartile. The literacy teachers need additional support with the implementation of the curriculum, gauging learning and teaching for effectiveness, process of identifying and embedding best practices in instruction and the effective use of data to prescribe instructional practices. This includes the need to embed schoolwide reading and writing strategies in all classes to enhance content specific comprehension and the ability to write/respond within the appropriate contexts.In addition, small group instruction will be planned using current data sources and tools in order to meet the needs of individual students. The small group instructional materials are available however supplemental materials will need to be purchased using the funds from UniSIG (to include the finalization of the use of t$674.80 remaining from 2017-2018 and $128.55 from the current year's budget line item).
Intended Outcome	The overall targets for the 2018-2019 school year in the area of math will support the overall goal established for the school grade increase to a "C" or better. Specifically, literacy targets will increase by 10 points in each of the three reporting categories.
Point Person	Maysha Shelton (sheltonm@duvalschools.org)

Action Step	
Description	- Administrators will support the work through reinforcing expectations, conducting walkthroughs and providing feedback, participating in PLCs, building accountability measures to refine practice and conduct data chats (i.e. lesson plans, instruction, assessment, student ownership, differentiation, blended learning usage and parent communcation) - The Principal will identify teachers in need of support and refinement of practice, develop and monitor Coaching Plans; Coach will support teachers on Coaching Plans. - Ongoing professional development opportunities will be offered, monitored and reviewed for implementation to impact instruction (i.e. differentiation tools, reading across contents, writing in different contexts, etc.) - Relevant data will be accumulated through schoolwide progress monitoring trackers, reviewed to identify implications of teaching and learning and used to drive instruction
Person Responsible	Maysha Shelton (sheltonm@duvalschools.org)

Plan to Monitor Effectiveness	
Description	- Walkthrough documentation will be reviewed and used to guide the next steps process for Admin, Coaches and Teachers - Coaching Plans will be developed and monitored to increase teacher effectiveness with implementing standards based instruction and assessments - The Reading Coach will be included as a part of the School Leadership Team and will be held accountable for the identified responsibilities listed in 1B of this plan. The effectiveness of the Coach will be monitored by the Assistant Principal through daily observation and feedback, weekly coaching logs and professional development follow-up. - The Reading Interventionist will be included as a part of the School Leadership Team and will be held accountable for supporting the identfied students on a daily basis to decrease

the achievement gap. The effectiveness of the Interventionist will be monitored by the Principal through daily observation and feedback, weekly logs and professional development follow-up.
- Data Chat information will be evident in the classroom, lesson plans, instructional practices and student conversations

Person Responsible   Maysha Shelton (sheltonm@duvalschools.org)

Activity #3	
Title	Climate and Culture
Rationale	Absenteeism rate, discipline data and survey results reflect the need for a systematic approach to decrease the negative effects on the school culture, climate and learning.

Intended Outcome	- Decrease missed days of school whether due to attendance absence or discipline consequence - Decrease the number of discipline offenses to maximize the exposure to instructional time with the teachers - Decrease the gap between the reported school level data versus the District data on the culture surveys
Point Person	Maysha Shelton (sheltonm@duvalschools.org)

Action Step

Description	- Ongoing professional development for creating and supporting a positive culture will be facilitated throughout the year - Weekly monitoring of attendance data by the School Counselor and/or the Social Worker who will contact parents to problem solve and provide support; process will be documented - Administrators will facilitate monthly AIT meetings as an intervention to habitually tardy or absent students - Faculty members will provide students with progressive consequences however corrective action procedures will be used to modify behavior and increase time on instructional tasks - Students will attend to instructional tasks even when a serving a discipline consequence at the school - The adults will change the culture by shifting practice to provide a culturally sensitive, intentionally supportive and instructionally focused environment.
Person Responsible	Maysha Shelton (sheltonm@duvalschools.org)

Plan to Monitor Effectiveness

Description	- Administrators will support the implementation of strategies acquired from professional development and monitor effectiveness - Walkthrough and observation data will be accumulated, reviewed and used to make necessary adjustments to address behaviors, engagement with learning and attendance - Attendance strategies to support the family and consistently engage the student will be provided, monitored and assessed on an ongoing basis - Faculty and staff will demonstrate the consistent use of positive reinforcement and proactive strategies to interact with students; this will decrease the negative affect of misbehavior on the instructional momentum.
Person Responsible	Maysha Shelton (sheltonm@duvalschools.org)

Activity #4	
Title	Leadership Development and Support
Rationale	To ensure that standards based instructional support is consistent and continuous. To create a multi-tiered instructional leadership team consisting of a Master Principal who serves as the principal over a zone of schools and a turnaround principal on special assignment. The turnaround principal on special assignment will support the Master Principal in cultivating an instructional team of teachers by: providing continuous administrative support, guidance with teachers and support staff with methods and proven strategies that transform daily instructional practices and cultivate learning environments while ultimately increasing student achievement.
Intended Outcome	Increased daily instructional practices that support engaged student learning and increased demonstration of grade level mastery of Florida Standards.
Point Person	Maysha Shelton (sheltonm@duvalschools.org)

Action Step	
Description	o Provide secondary leadership and instructional support that is focused on increasing student achievement and closing the achievement gap in tested grades; o Serves as Alternative Principal under the direct guidance of the principal or as designee in the absence of the Master principal o Support the school's academic leadership development and professional learning (assistant principals, coaches, interventionist, instructional leads) to ensure the success of all students in the learning environment; o Support the master principal's communicated expectations and direct feedback from measures to instructional staff in order to ensure accountability for all participants engaged in the educational process is shared. o Support and promote the school's vision for student learning, climate and culture; community partnerships, and family/stakeholder engagement.
Person Responsible	Carolyn Davis (davisc@duvalschools.org)

Plan to Monitor Effectiveness	
Description	*Recruit and retain a diverse team of high quality personnel. *Team members have the opportunity to develop professionally *Increased Student Achievement *Increased support for the leadership team
Person Responsible	Carolyn Davis (davisc@duvalschools.org)

Part IV: Title I Requirements

Additional Title I Requirements
This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

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

PFEP Link

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

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.

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.

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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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

Part V: Budget	
Total:	$78,517.50