

Duval County Public Schools

Long Branch Elementary School



2019-20 Schoolwide Improvement Plan

Table of Contents

| | |
|---------------------------------------|-----------|
| School Demographics | 3 |
| Purpose and Outline of the SIP | 4 |
| School Information | 7 |
| Needs Assessment | 11 |
| Planning for Improvement | 15 |
| Title I Requirements | 18 |
| Budget to Support Goals | 19 |

Long Branch Elementary School

3723 FRANKLIN ST, Jacksonville, FL 32206

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

Demographics

Principal: Wayman Graham II

Start Date for this Principal: 7/30/2019

| | |
|--|---|
| 2019-20 Status (per MSID File) | Active |
| School Type and Grades Served (per MSID File) | Elementary School KG-5 |
| Primary Service Type (per MSID File) | K-12 General Education |
| 2018-19 Title I School | Yes |
| 2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) | 100% |
| 2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk) | Students With Disabilities* Black/African American Students* Economically Disadvantaged Students* |
| School Grades History | 2018-19: C (51%) 2017-18: D (34%) 2016-17: D (35%) 2015-16: C (53%) 2014-15: F (27%) |
| 2019-20 School Improvement (SI) Information* | |
| SI Region | Northeast |
| Regional Executive Director | Cassandra Brusca |
| Turnaround Option/Cycle | N/A |
| Year | |
| Support Tier | |
| ESSA Status | N/A |
| * As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here . | |

School Board Approval

This plan was approved by the Duval County School Board on 10/1/2019.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.

Table of Contents

| | |
|---------------------------------------|-----------|
| Purpose and Outline of the SIP | 4 |
| School Information | 7 |
| Needs Assessment | 11 |
| Planning for Improvement | 15 |
| Title I Requirements | 18 |
| Budget to Support Goals | 19 |

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) | 2018-19 Title I School | 2018-19 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 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|-------|---------|---------|---------|---------|
| Grade | C | D | D | C |

School Board Approval

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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 | Job Duties and Responsibilities |
|-------------------|-----------|--|
| Graham, Wayman | Principal | <p>A. PRIMARY FUNCTION The Principal will provide leadership and administration which will motivate instructional and support personnel to strive for superior performance so as to provide the best possible opportunities for student growth and development, both educationally and personally.</p> <p>B. LINE OF AUTHORITY Directly responsible to the Superintendent of Schools except in the areas of curriculum and instruction where the responsibility is to the Director of Educational Services, unless modified by the Superintendent of Schools.</p> <p>C. SUPERVISION OF OTHERS Direct supervision over:</p> <ol style="list-style-type: none"> 1. Licensed Staff 2. Head custodian 3. Head cook 4. Secretarial/clerical staff 5. All regular instructional and other professional staff members assigned to the school. <p>D. AREAS OF RESPONSIBILITY In addition to the primary function, the elementary principal shall be responsible for:</p> <ol style="list-style-type: none"> 1. Developing and administering the general school routine, and coordinate all activities within the school building. 2. Participating in the selection of new teaching and classified personnel. 3. Observing, counseling, and motivating professional staff toward performances to attain the educational goals of the District. 4. Utilizing to the fullest extent possible, all available school facilities, materials, and staff service personnel. 5. Continually evaluating existing programs and practices, curriculum content, and pilot or experimental programs. 6. Maintaining an educational philosophy and school climate which encourages a cooperative and participating attitude on the part of all teachers and students. 7. Maintaining a standard of student behavior designed to command respect and minimize school and classroom interruptions. 8. Resolving student behavioral problems on buses. 9. Encouraging and initiating continued improvement in curriculum and teaching methods in cooperation with District Administration, subject area specialists, and faculty. 10. Identifying intellectual, physical, social and emotional needs affecting |

| Name | Title | Job Duties and Responsibilities |
|------------------|---------------------|---|
| | | <p>students' success in school, and taking steps to direct and coordinate the efforts of teachers and parents with staff services and special education personnel.</p> <p>11. Planning and submitting annual budget needs for the building to the Director of Business Affairs prior to April 1 of each year.</p> <p>12. Maintaining effective communication to keep the staff, students, and parents properly informed.</p> <p>13. Orienting new personnel assigned to the school.</p> |
| Agbaje, Lamarius | Assistant Principal | <p>1. Supervision with Faculty/Staff - Assist in: hiring/orientation; evaluating; working through concerns and classroom management; planning and directing meetings, staff development, trainings and inservices; communication: listening, feedback, and encouragement for all staff.</p> <p>2. Supervision with students - Assist in: orientation; counseling; discipline; due process; data gathering; student recognition; and securing student services with outside agencies.</p> <p>3. Communication and public relations with parents, business leaders and community members. Listen and respond to parent concerns with sensitivity.</p> <p>4. Conduct parent and student meetings and attend all after school activities.</p> <p>5. Curriculum/Instruction - Assist in: selection, training and implementation of district standards and initiatives; scheduling; implementation of goals and selection of instructional materials. Analyze test data, determine ways to improve instruction and student goals. Design and implement programming for Title 1, assisting with programming for ESL students, etc.</p> <p>6. Facilities - Assist in: supervision of custodial staff; creating and implementing safety and crisis response plans; maintaining facility and equipment.</p> <p>7. Assist Principal with developing and managing school budget.</p> <p>8. Make presentations to students, staff, patrons and peers at conferences.</p> <p>9. Develop the school's yearly and monthly calendars and organize and oversee scheduling for staff and students.</p> <p>10. Act as a liaison between Central Office, the BOE and staff.</p> <p>11. Perform any other related duties as required or assigned.</p> |

Early Warning Systems

Current Year

The number of students by grade level that exhibit each early warning indicator listed:

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|---------------------------------|-------------|---|---|----|----|----|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Number of students enrolled | 0 | 0 | 0 | 38 | 30 | 47 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 115 |
| Attendance below 90 percent | 0 | 0 | 0 | 8 | 7 | 7 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 22 |
| One or more suspensions | 0 | 0 | 0 | 6 | 8 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 19 |
| Course failure in ELA or Math | 0 | 0 | 0 | 11 | 10 | 16 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 37 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 11 | 10 | 16 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 37 |

The number of students with two or more early warning indicators:

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|--------------------------------------|-------------|---|---|----|----|----|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Students with two or more indicators | 0 | 0 | 0 | 11 | 10 | 16 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 37 |

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 | 11 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 11 |
| Students retained two or more times | 0 | 0 | 0 | 4 | 8 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 15 |

FTE units allocated to school (total number of teacher units)

9

Date this data was collected or last updated

Sunday 8/18/2019

Prior Year - 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 | 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 with two or more early warning indicators:

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|--------------------------------------|-------------|---|---|----|----|----|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Students with two or more indicators | 0 | 0 | 0 | 41 | 32 | 26 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 99 |

Prior Year - 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 | 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 with two or more early warning indicators:

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|--------------------------------------|-------------|---|---|----|----|----|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Students with two or more indicators | 0 | 0 | 0 | 41 | 32 | 26 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 99 |

Part II: Needs Assessment/Analysis

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 | 2019 | | | 2018 | | |
|-----------------------------|--------|----------|-------|--------|----------|-------|
| | School | District | State | School | District | State |
| ELA Achievement | 20% | 50% | 57% | 23% | 49% | 55% |
| ELA Learning Gains | 53% | 56% | 58% | 36% | 56% | 57% |
| ELA Lowest 25th Percentile | 67% | 50% | 53% | 45% | 54% | 52% |
| Math Achievement | 50% | 62% | 63% | 35% | 62% | 61% |
| Math Learning Gains | 80% | 63% | 62% | 34% | 63% | 61% |
| Math Lowest 25th Percentile | 65% | 52% | 51% | 42% | 54% | 51% |
| Science Achievement | 22% | 48% | 53% | 31% | 50% | 51% |

EWS Indicators as Input Earlier in the Survey

| Indicator | Grade Level (prior year reported) | | | | | | Total |
|---------------------------------|-----------------------------------|-------|-------|---------|---------|---------|---------|
| | K | 1 | 2 | 3 | 4 | 5 | |
| Number of students enrolled | 0 (0) | 0 (0) | 0 (0) | 38 (0) | 30 (0) | 47 (0) | 115 (0) |
| Attendance below 90 percent | 0 (0) | 0 (0) | 0 (0) | 8 (21) | 7 (26) | 7 (26) | 22 (73) |
| One or more suspensions | 0 (0) | 0 (0) | 0 (0) | 6 (6) | 8 (12) | 5 (14) | 19 (32) |
| Course failure in ELA or Math | 0 (0) | 0 (0) | 0 (0) | 11 (14) | 10 (9) | 16 (10) | 37 (33) |
| Level 1 on statewide assessment | 0 (0) | 0 (0) | 0 (0) | 11 (17) | 10 (16) | 16 (13) | 37 (46) |

Grade Level Data

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

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

| ELA | | | | | | |
|-----------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 03 | 2019 | 21% | 51% | -30% | 58% | -37% |
| | 2018 | 23% | 50% | -27% | 57% | -34% |
| Same Grade Comparison | | -2% | | | | |
| Cohort Comparison | | | | | | |
| 04 | 2019 | 31% | 52% | -21% | 58% | -27% |
| | 2018 | 14% | 49% | -35% | 56% | -42% |
| Same Grade Comparison | | 17% | | | | |
| Cohort Comparison | | 8% | | | | |
| 05 | 2019 | 20% | 50% | -30% | 56% | -36% |
| | 2018 | 30% | 51% | -21% | 55% | -25% |
| Same Grade Comparison | | -10% | | | | |
| Cohort Comparison | | 6% | | | | |

| MATH | | | | | | |
|-----------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 03 | 2019 | 41% | 61% | -20% | 62% | -21% |
| | 2018 | 33% | 59% | -26% | 62% | -29% |
| Same Grade Comparison | | 8% | | | | |
| Cohort Comparison | | | | | | |
| 04 | 2019 | 65% | 64% | 1% | 64% | 1% |
| | 2018 | 26% | 60% | -34% | 62% | -36% |
| Same Grade Comparison | | 39% | | | | |
| Cohort Comparison | | 32% | | | | |
| 05 | 2019 | 36% | 57% | -21% | 60% | -24% |
| | 2018 | 44% | 61% | -17% | 61% | -17% |
| Same Grade Comparison | | -8% | | | | |
| Cohort Comparison | | 10% | | | | |

| SCIENCE | | | | | | |
|-----------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 05 | 2019 | 24% | 49% | -25% | 53% | -29% |
| | 2018 | 38% | 56% | -18% | 55% | -17% |
| Same Grade Comparison | | -14% | | | | |
| Cohort Comparison | | | | | | |

Subgroup Data

| 2019 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 2017-18 | C & C Accel 2017-18 |
| SWD | 9 | 57 | 69 | 35 | 71 | 60 | 25 | | | | |

| 2019 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 2017-18 | C & C Accel 2017-18 |
| BLK | 20 | 53 | 67 | 52 | 81 | 63 | 22 | | | | |
| FRL | 20 | 53 | 67 | 49 | 80 | 67 | 21 | | | | |
| 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 | | | | |
| 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 | | | | |

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

| ESSA Federal Index | |
|---|------|
| ESSA Category (TS&I or CS&I) | N/A |
| OVERALL Federal Index – All Students | 51 |
| OVERALL Federal Index Below 41% All Students | NO |
| Total Number of Subgroups Missing the Target | 0 |
| Progress of English Language Learners in Achieving English Language Proficiency | |
| Total Points Earned for the Federal Index | 357 |
| Total Components for the Federal Index | 7 |
| Percent Tested | 100% |
| Subgroup Data | |
| Students With Disabilities | |
| Federal Index - Students With Disabilities | 47 |
| Students With Disabilities Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Students With Disabilities Subgroup Below 32% | |
| English Language Learners | |
| Federal Index - English Language Learners | |

| English Language Learners | |
|--|-----|
| English Language Learners Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years English Language Learners Subgroup Below 32% | |
| Native American Students | |
| Federal Index - Native American Students | |
| Native American Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Native American Students Subgroup Below 32% | |
| Asian Students | |
| Federal Index - Asian Students | |
| Asian Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Asian Students Subgroup Below 32% | |
| Black/African American Students | |
| Federal Index - Black/African American Students | 51 |
| Black/African American Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Black/African American Students Subgroup Below 32% | |
| Hispanic Students | |
| Federal Index - Hispanic Students | |
| Hispanic Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Hispanic Students Subgroup Below 32% | |
| Multiracial Students | |
| Federal Index - Multiracial Students | |
| Multiracial Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Multiracial Students Subgroup Below 32% | |
| Pacific Islander Students | |
| Federal Index - Pacific Islander Students | |
| Pacific Islander Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Pacific Islander Students Subgroup Below 32% | |
| White Students | |
| Federal Index - White Students | |
| White Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years White Students Subgroup Below 32% | |

| Economically Disadvantaged Students | |
|--|----|
| Federal Index - Economically Disadvantaged Students | 51 |
| Economically Disadvantaged Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32% | |

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

ELA Achievement showed the lowest performance at 20% proficiency. Students reading well below grade level contributed to last year's performance.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Science showed the greatest decline going from 41% to 22%. A novice Science teacher in 5th grade led to the decline in proficiency.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

ELA Achievement had the greatest gap when compared to the state average. The state average is 57% and L.B.E. is 20%. Low level readers contributed to this gap in proficiency

Which data component showed the most improvement? What new actions did your school take in this area?

The most improvement was in Math Learning Gains going from 42% to 80%. This was do to a supplemental resource that was used called Acaletics

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

The major area of concern is the low student proficiency in ELA in all grade levels.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. The first priority is address the low level readers on our campus.
2. The second priority is address the learning gains in ELA on our campus.
3. The third priority is to build capacity in our teachers to address the low level readers on campus.
4. The fourth priority is to utilize a supplemental resource called Corrective Reading to address our reading deficits and utilize interventions to increase student outcomes.
5. The fifth priority is to build capacity in Science to increase Science proficiency.

Part III: Planning for Improvement

Areas of Focus:

#1

Title

My area of focus will be to build capacity in teachers that are new to content areas at Long Branch Elementary.

Rationale

We have changed our school grade level structure to increase reading times throughout the campus. We currently have three teachers in each grade level (3rd, 4th, and 5th) and on each grade level we have a 2 way split and a self-contained teacher. The self contained teachers on each grade level are new to content areas. We need to build capacity in each teacher to ensure students are receiving the maximum learning experience.

State the measurable outcome the school plans to achieve

The measurable outcome for ELA proficiency is to increase at least 25% in proficiency and increase 15 percentage points in Science.

Person responsible for monitoring outcome

Wayman Graham (grahamw@duvalschools.org)

Evidence-based Strategy

The evidence based strategy that will be utilized is benchmark assessments, I-Ready and Achieve 3000, small group differentiated instruction, and Corrective Reading.

Rationale for Evidence-based Strategy

The rationale for using the Evidence-based strategies aforementioned stem from our need to use research-based strategies and resources that have proven to increase student outcomes in similar demographics. The list of resources are: Benchmark assessments, I-Ready and Achieve 3000, small group differentiated instruction, and Corrective Reading.

Action Step

Description

1. The action steps are give diagnostic tests to learn student reading levels.
2. Teach standards at grade level then meet students on their level in small group to bring them up to standard using interventions (Reading strategies, Four Column Method, etc).
3. Properly train professionals on campus to utilize Corrective Reading.
4. Implement Corrective Reading supplemental resource with fidelity.
5. Implement the Million Word Campaign with Fidelity.

Person Responsible

Wayman Graham (grahamw@duvalschools.org)

| | |
|---|--|
| #2 | |
| Title | I plan to incorporate field trips to build capacity in my students. |
| Rationale | I plan to get students excited about learning by using some field trips as a learning experience. |
| State the measurable outcome the school plans to achieve | The FSA will be the measurable outcome. An increase in science data by at least 15 points is the goal. |
| Person responsible for monitoring outcome | Wayman Graham (grahamw@duvalschools.org) |
| Evidence-based Strategy | The evidence-based strategy will be the written responses from the field trips pertaining to the lesson plans. |
| Rationale for Evidence-based Strategy | The evidence is based on the best measure of student understanding. |
| Action Step | |
| Description | <ol style="list-style-type: none"> 1. Create lesson plan for field trip. 2. Go on learning field trip. 3. Get responses from students. 4. Apply learning experience to core subject/s. 5. |
| Person Responsible | Lamarius Agbaje (moultrieagbaje@duvalschools.org) |
| #3 | |
| Title | |
| Rationale | |
| State the measurable outcome the school plans to achieve | |
| Person responsible for monitoring outcome | [no one identified] |
| Evidence-based Strategy | |
| Rationale for Evidence-based Strategy | |
| Action Step | |
| Description | <ol style="list-style-type: none"> 1. 2. 3. 4. 5. |
| Person Responsible | [no one identified] |

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

The remaining schoolwide improvement priorities will be centered around creating systems that will create sustainability for maximum student outcomes. This entails constant progress monitoring, constant professional development, teacher and administration reflection and the consistent use of research-based practices. We must meet students at their level and increase their capacity in all subject areas. Classroom management will be a large part of the school improvement plan and we will utilize AVID best practices to assist with behavioral and academic challenges. Field trips will assist in this effort. I will

purchase supplies for tutoring to also assist with increasing student achievement. Tutoring will play a very critical role in the success of our students.

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 Schoolwide Improvement Plan 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 from the US Department of Agriculture to take part in the Fresh Fruit and Veggie Program. Through this program students receive a nutritious 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

The approved budget does not reflect any amendments submitted for this project.

| | | | |
|--------|--------|---|--------|
| 1 | III.A. | Areas of Focus: My area of focus will be to build capacity in teachers that are new to content areas at Long Branch Elementary. | \$0.00 |
| 2 | III.A. | Areas of Focus: I plan to incorporate field trips to build capacity in my students. | \$0.00 |
| 3 | III.A. | Areas of Focus: | \$0.00 |
| Total: | | | \$0.00 |