
Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	6
Needs Assessment	12
Planning for Improvement	15
Positive Culture & Environment	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: 7/1/2019

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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 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%)
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 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 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	6
Needs Assessment	12
Planning for Improvement	15
Title I Requirements	0
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)	2019-20 Title I School	2019-20 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	95%

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	C	C	D	D

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, position title, and job duties/responsibilities 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

Name	Title	Job Duties and Responsibilities
		<p>faculty.</p> <p>10. Identifying intellectual, physical, social and emotional needs affecting 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>
Smith, Zabrina	Assistant Principal	<p>Major Responsibilities and Duties:</p> <p>Instructional Management</p> <ol style="list-style-type: none"> 1. Participate in development and evaluation of educational programs. 2. Encourage and support development of innovative instructional programs, helping teachers pilot such efforts when appropriate. 3. Promote the use of technology in teaching/learning process. <p>Assistant Principal</p> <p>Job Description</p> <p>School/Organizational Climate</p> <ol style="list-style-type: none"> 4. Promote a positive, caring climate for learning. 5. Deal sensitively and fairly with persons from diverse cultural backgrounds. 6. Communicate effectively with students and staff. <p>School/Organizational Improvement</p> <ol style="list-style-type: none"> 7. Participate in development of campus improvement plans with staff, parents, and community members. 8. Help principal develop, maintain, and use information systems to maintain and records to track progress on campus performance objectives and academic excellence indicators. <p>Personnel Management</p> <ol style="list-style-type: none"> 9. Observe employee performance, record observations, and conduct evaluation conferences. Serve as second appraiser for designated teacher appraisal system. 10. Assist principal in interviewing, selecting, and orienting new staff. <p>Administration and Fiscal/Facilities Management</p> <ol style="list-style-type: none"> 11. Supervise operations in principal's absence. 12. Help plan daily school activities by participating in the development of class schedules, teacher assignments, and extracurricular activity schedules. 13. Supervise reporting and monitoring of student attendance and work with attendance clerk on followup investigations. 14. Work with department heads and faculty to compile annual budget requests based on documented

Name	Title	Job Duties and Responsibilities
		<p>program needs.</p> <p>15. Requisition supplies, textbooks, and equipment; check inventory; maintain records; and verify receipts for materials.</p> <p>16. Assist with safety inspections and safety-drill practice activities.</p> <p>17. Coordinate transportation, custodial, cafeteria, and other support services.</p> <p>18. Comply with federal and state laws, State Board of Education rule, and board policy.</p> <p>Student Management</p> <p>19. Ensure that students are adequately supervised during non-instructional periods.</p> <p>20. Help to develop a student discipline management system that results in positive student behavior.</p> <p>Assistant Principal</p> <p>Job Description</p> <p>21. Ensure that school rules are uniformly observed and that student discipline is appropriate and equitable.</p> <p>22. Conduct conferences on student and school issues with parents, students, and teachers.</p> <p>Professional Growth and Development</p> <p>23. Participate in professional development to improve skills related to job assignment.</p> <p>School/Community Relations</p> <p>24. Articulate the school's mission to community and solicit its support in realizing mission.</p> <p>25. Demonstrate awareness of school-community needs and initiate activities to meet those needs.</p> <p>26. Use appropriate and effective techniques to encourage community and parent involvement.</p> <p>27. Other duties as assigned.</p>

Demographic Information

Principal start date

Monday 7/1/2019, Wayman Graham II

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

2

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

5

Total number of teacher positions allocated to the school

8

Demographic Data

2020-21 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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 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%)
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 .	

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	25	52	40	48	32	37	0	0	0	0	0	0	0	234
Attendance below 90 percent	64	67	80	60	72	60	0	0	0	0	0	0	0	403
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	7	0	0	0	0	0	0	0	0	0	0	7
Course failure in Math	0	0	7	0	0	0	0	0	0	0	0	0	0	7
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	38	33	40	24	26	0	0	0	0	0	0	0	161

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	7	7	14	12	13	0	0	0	0	0	0	0	53
Students retained two or more times	0	2	0	3	1	1	0	0	0	0	0	0	0	7

Date this data was collected or last updated

Friday 9/18/2020

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	
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

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	
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

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	
	(0)	(0)	(0)	(0)	(0)	(0)	0 (0)

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	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%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	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				
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				

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?

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. Instructional Practice specifically relating to Standards-aligned Instruction

Area of Focus Description and Rationale: Long Branch Elementary's Area of Focus is to increase Standards Walk Through data by showing an increase in Instructional Alignment and Assessment in Mathematics and Reading. Based on our 5-Essential Survey data, teachers need to be ensured that our school is committed to Teacher Collaboration (51% Neutral) based on actions. Additionally, many of our Teachers are new to the education field and Long Branch and need the support that is necessary to increase student achievement.

Measurable Outcome: We plan to have 90% of all classroom teachers showing a positive growth in Standards Alignment and Assessment by January 2021. Additionally, the data aligned to Instructional Delivery and Student Assessment should not have more than a 1.5 variation. We would like to increase the 5-Essential Survey data by 20% points as it pertains to Teacher Collaboration.

Person responsible for monitoring outcome: Wayman Graham (grahamw@duvalschools.org)

Evidence-based Strategy: Evidence is based on standards walk-through and student assessment data.

Rationale for Evidence-based Strategy: The rationale for the evidence-based strategy provides the why the strategy was chosen.

Action Steps to Implement

The Action Steps include using our PLCs to develop Teachers and Coaches through effective training and professional development. Additionally, the plan will include using Common Planning to produce a product through standard-based lesson planning to increase instructional delivery of standards and alignment of standards. Use an Acaletics style Standards club to build capacity in teachers.

Person Responsible Wayman Graham (grahamw@duvalschools.org)

Reading Coach will meet with Reading Teachers to go over standards (unpacking) and help teachers on standards-based lesson planning. (Reading Standards Club)

Person Responsible Zabrina Smith (smithz@duvalschools.org)

Math Coach will meet with Math Teachers to go over standards (unpacking) and help teachers on standards-based lesson planning. (Math Standards Club)

Person Responsible Wayman Graham (grahamw@duvalschools.org)

#2. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale: Long Branch Elementary's Area of Focus is to increase Standards Walk Through data by showing an increase in Instructional Alignment and Assessment in Mathematics. Based on our 5-Essential Survey data, teachers need to be ensured that our school is committed to Teacher Collaboration (51% Neutral) based on actions. Additionally, many of our Teachers are new to the education field and Long Branch and need the support that is necessary to increase student achievement.

Measurable Outcome: We plan to have 90% of all classroom teachers showing a positive growth in Standards Alignment and Assessment by January 2021. Additionally, the data aligned to Instructional Delivery and Student Assessment should not have more than a 1.5 variation. We would like to increase the 5-Essential Survey data by 20% points as it pertains to Teacher Collaboration.

Person responsible for monitoring outcome: Wayman Graham (grahamw@duvalschools.org)

Evidence-based Strategy: Evidence is based on standards walk-through and student assessment data.

Rationale for Evidence-based Strategy: The Action Steps include using our PLCs to develop Teachers and Coaches through effective training and professional development. Additionally, plan will include using Common Planning to produce a product through standard-based lesson planning to increase instructional delivery of standards and alignment of standards. Use an Acaletics style Standards club to build capacity in teachers.

Action Steps to Implement

During common planning teachers will work with Math Coach to create a product for instructional delivery and assessment that properly aligns instruction to standards.

Person Responsible Wayman Graham (grahamw@duvalschools.org)

#3. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: Long Branch Elementary's Area of Focus is to increase Standards Walk Through data by showing an increase in Instructional Alignment and Assessment in ELA. Based on our 5-Essential Survey data, teachers need to be ensured that our school is committed to Teacher Collaboration (51% Neutral) based on actions. Additionally, many of our Teachers are new to the education field and Long Branch and need the support that is necessary to increase student achievement.

Measurable Outcome: We plan to have 90% of all classroom teachers showing a positive growth in Standards Alignment and Assessment by January 2021. Additionally, the data aligned to Instructional Delivery and Student Assessment should not have more than a 1.5 variation. We would like to increase the 5-Essential Survey data by 20% points as it pertains to Teacher Collaboration.

Person responsible for monitoring outcome: Wayman Graham (grahamw@duvalschools.org)

Evidence-based Strategy: Evidence is based on standards walk-through and student assessment data.

Rationale for Evidence-based Strategy: The Action Steps include using our PLCs to develop Teachers and Coaches through effective training and professional development. Additionally, plan will include using Common Planning to produce a product through standard-based lesson planning to increase instructional delivery of standards and alignment of standards. Use an Acaletics style Standards club to build capacity in teachers.

Action Steps to Implement

During common planning teachers will work with Reading Coach to create a product for instructional delivery and assessment that properly aligns instruction to standards.

Person Responsible Zabrina Smith (smithz@duvalschools.org)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

The school improvement team will address the remaining school-wide improvement priorities by focusing on unpacking standards and connecting strategies that will be necessary in implementing skills and strategies needed to show teacher growth in standards based instruction during our PLCs.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

Our school seeks to continuously build on a positive school culture by giving all stakeholders a voice in the growth of our learning community. We have meetings, ask for feedback and create buy-in by utilizing the feedback from our stakeholders. We are able to do this because all stakeholders have complete access to the administration at all times and can communicate in real-time when they deem it necessary.

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.

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Math	\$0.00
3	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00
Total:			\$0.00