

Duval County Public Schools

Long Branch Elementary School



2021-22 Schoolwide Improvement Plan

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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
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 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%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* 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.

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

School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 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	94%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade	C	C	D	D

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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	Position 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

Name	Position Title	Job Duties and Responsibilities
		<p>in cooperation with District Administration, subject area specialists, and 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>
Glover, Candice	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 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.

Name	Position Title	Job Duties and Responsibilities
		<p>14. Work with department heads and faculty to compile annual budget requests based on documented 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

12

Total number of students enrolled at the school

235

Identify the number of instructional staff who left the school during the 2020-21 school year.

4

Identify the number of instructional staff who joined the school during the 2021-22 school year.

3

Demographic Data

Early Warning Systems

2021-22

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	28	37	62	58	36	34	0	0	0	0	0	0	0	255
Attendance below 90 percent	0	8	30	35	10	8	0	0	0	0	0	0	0	91
One or more suspensions	0	2	2	1	3	1	0	0	0	0	0	0	0	9
Course failure in ELA	0	0	0	28	0	0	0	0	0	0	0	0	0	28
Course failure in Math	0	0	0	6	0	0	0	0	0	0	0	0	0	6
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	3	0	0	0	0	0	0	0	3
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	2	0	0	0	0	0	0	0	2
Number of students with a substantial reading deficiency	0	37	62	58	34	32	0	0	0	0	0	0	0	223

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	37	62	58	34	32	0	0	0	0	0	0	0	223

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	28	0	2	0	0	0	0	0	0	0	30
Students retained two or more times	0	0	0	2	0	0	0	0	0	0	0	0	0	2

Date this data was collected or last updated

Friday 7/30/2021

2020-21 - 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	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

2020-21 - 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	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

Part II: Needs Assessment/Analysis

School Data Review

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				20%	50%	57%	22%	50%	56%
ELA Learning Gains				53%	56%	58%	29%	51%	55%
ELA Lowest 25th Percentile				67%	50%	53%	33%	46%	48%
Math Achievement				50%	62%	63%	35%	61%	62%
Math Learning Gains				80%	63%	62%	42%	59%	59%
Math Lowest 25th Percentile				65%	52%	51%	38%	48%	47%
Science Achievement				22%	48%	53%	41%	55%	55%

Grade Level Data Review - State Assessments

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	2021					
	2019	21%	51%	-30%	58%	-37%
Cohort Comparison						
04	2021					
	2019	31%	52%	-21%	58%	-27%
Cohort Comparison		-21%				
05	2021					
	2019	20%	50%	-30%	56%	-36%
Cohort Comparison		-31%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	41%	61%	-20%	62%	-21%
Cohort Comparison						
04	2021					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	65%	64%	1%	64%	1%
Cohort Comparison		-41%				
05	2021					
	2019	36%	57%	-21%	60%	-24%
Cohort Comparison		-65%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	24%	49%	-25%	53%	-29%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

The tools used to monitor data are I-Ready and PMA data.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	13	13	15
	Economically Disadvantaged	7	7	12
	Students With Disabilities	11	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	22	22	20
	Economically Disadvantaged	20	20	18
	Students With Disabilities	38	0	0
	English Language Learners	50	0	0

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	11	36	36
	Economically Disadvantaged	13	42	40
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	23	32	41
	Economically Disadvantaged	23	32	42
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	19	14	18
	Economically Disadvantaged	20	14	19
	Students With Disabilities	0	17	13
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	24	14	18
	Economically Disadvantaged	25	14	19
	Students With Disabilities	0	17	25
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	21	33	24
	Economically Disadvantaged	21	35	25
	Students With Disabilities	17	17	14
	English Language Learners	0	0	0

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	31			41							
BLK	18	33		35	33		26				
FRL	20	37		34	26		33				
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				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	30
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	152
Total Components for the Federal Index	5
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	36
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners	
Federal Index - 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	29
Black/African American Students Subgroup Below 41% in the Current Year?	YES
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	30
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

The trends show that students are low performing in all content areas.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

The greatest need for improvement is in ELA.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

The contributing factors for the need of improvement are the constantly low reading levels. Corrective and Reading Mastery implementation are the steps that are being taken along with progress monitoring.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

The data components that show the most improvement are science.

What were the contributing factors to this improvement? What new actions did your school take in this area?

The contributing factors are a revised curriculum for science.

What strategies will need to be implemented in order to accelerate learning?

Reading remediation and standards walks and progress monitoring will be needed to accelerate learning.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

There will be PLCs, district and school based professional learning opportunities monthly.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

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. We will utilize posters and charts (poster maker) to help analyze data and assist with professional development.
6. We will utilize supplies and materials that will aid in the learning process.
7. We will create a print-rich environment that is conducive for learning by utilizing technology to aid in this effort.

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.

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.

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. Blended learning platforms such as Reflex Math will be used to assist students in gaining some of the foundational skills.

Measurable Outcome: The measurable outcome will be based on the standards walk through tool and Progress Monitoring Assessments.

Monitoring: The desired outcome is to have less than one point of variation from instructional delivery and assessments. Additionally, we the PMA data to show an upward trend that will be consistent with scoring at least 41% of the points on FSA.

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

Evidence-based Strategy: The evidence based strategy used will be the standards walk through and PMAs.

Rationale for Evidence-based Strategy: The rationale is based on the validity of the standards walk through tool and PMA data.

Action Steps to Implement

Action steps include standards walks, common planning, professional learning communities, progress monitoring assessments, reading remediation, and small group instruction.

Person Responsible [no one identified]

#2. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:

Based on 2020-21 data, ELA was identified as a critical need. Students at our school need support with learning the foundational skills of how to read and also understanding the content they are reading. As an Area of Focus, student success in ELA progress will also increase student achievement in other subject areas.

o The percentage of students in grades 3-5, below Level 3 on the 2021 statewide, standardized English Language Arts assessment are as follows: 3rd grade is 86%, 4th grade is 84%, and 5th grade is 83%.

o The percentage of students in kindergarten through grade 3, based on 2020-2021 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized grade 3 English Language Arts assessment is as follows: 1st - 80% and 2nd - 73%

Measurable Outcome:

K-5 data:

*Increase percentage of K-2 students scoring "At Grade Level" or above by 3-4 percentage points. Decrease number of "Below Grade Level" students by 3-4 percentage points.

*Increase percentage of 3 -5 grade students scoring Level 3 on the 2022 statewide, standardized English Language Arts assessment by 3-4 percentage points. Decrease number of "Below Grade Level" students by 3-4 percentage points.

Monitoring:

Our school leadership team, district content specialist support, and Supplemental Instructional APs will review ELA data from district assessments.

Person responsible for monitoring outcome:

Wayman Graham (grahamw@duvalschools.org)

Evidence-based Strategy:

Data Driven Lesson Planning: Understanding where students are with mastery of standards, using data from informal and formal assessments, planning clear objectives, implementation, and checking for understanding when lesson planning.

Small Group/Differentiated Instruction: Based on data, breaking groups of students into smaller groups to ensure Tier II support is given. Not all students are on the same level, but all standards must be mastered.

Small group instruction will allow teachers to meet students at their level to support their needs.

Progress Monitoring: Ensuring whole group lessons, interventions, and assessments are done with fidelity.

Checking effectiveness from student data.

Instructional Reviews with Action Plans: Collecting data from classrooms in real time and providing immediate and clear feedback for teachers and school leadership teams to work together to ensure effectiveness.

Data-driven Lesson Planning: Effective lesson planning requires teachers to determine three essential components such as the objective, the implementation, and a reflection. <https://www.ascd.org/el/articles/howto-plan-effective-lessons>

Small Group/Differentiated Instruction: Small group instruction is the key to data-driven results and is the gateway to meeting the needs of all learners. <https://www.ascd.org/el/articles/turn-small-reading-groups-intobig-wins>

Rationale for Evidence-based Strategy:

Progress Monitoring: Student progress monitoring helps teachers evaluate how effective their instruction is, either for individual students or for the entire class. <https://www.ascd.org/el/articles/how-student-progressmonitoring-improves-instruction>

Instructional Reviews with Action Plans: The implementation review is a plan designed to 1) recognize accomplishments, 2) track actions, 3) measure implementation impact, 4) evaluate the plan, 5) determine next steps. It may be used by the school alone or with the assistance of the support lead. <https://institutionalresearch.syr.edu/what-we-do/student-ratings/creating-an-action-plan/action-plan-teachingstrategies/>

Action Steps to Implement

Ensure teachers are equipped and comfortable with all four strategies listed above. Professional Development during Early Release Days and Common Planning will be essential for Leadership to support teachers. Based on observational data and teacher feedback, PD topics will be set before each Early Release and Common Planning.

Person Responsible Wayman Graham (grahamw@duvalschools.org)

During Common Planning and individual teacher data chats, specific data pertaining to ELA reading and student success will be discussed and analyzed to ensure we are monitoring progress.

Person Responsible Wayman Graham (grahamw@duvalschools.org)

Give immediate feedback on any observations/walkthroughs conducted by state support, school leadership, district content specialists, and district leadership.

Person Responsible Wayman Graham (grahamw@duvalschools.org)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

After analyzing, we will focus on positive behaviors to keep student referrals low.

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.

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.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

The stakeholders are the myself, as the Principal, the A.P. teachers, paras and all stakeholders in and out of the building from the cafeteria workers to the crossing guard to the teachers to the parents and students. We are all responsible for creating a positive culture.

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				\$67,173.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22

	6400	130-Other Certified Instructional Personnel	1061 - Long Branch Elementary School	Title, I Part A	1.0	\$67,173.00
			<i>Notes: Reading Coach will support teachers with lesson planning and standards aligned instructional delivery and assessments. Tutors will also support students.</i>			
2	III.A.	Areas of Focus: Instructional Practice: ELA				\$0.00
					Total:	\$67,173.00