

Duval County Public Schools

Long Branch Elementary School



2022-23 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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 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	2021-22: C (51%) 2018-19: C (51%) 2017-18: D (34%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* 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

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Elementary School KG-5</p>	<p>2021-22 Title I School</p> <p style="text-align: center;">Yes</p>	<p>2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="text-align: center;">100%</p>
<p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p>Charter School</p> <p style="text-align: center;">No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">93%</p>

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	C	C	C	C

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SIP Authority

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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 as Independent thinkers, independent learners and independent earners.

School Leadership Team

Membership

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Graham, Wayman	Principal	Instructional Management 1. Monitor instructional and managerial processes to ensure that program activities are related to program outcomes and use findings to take corrective actions. 2. Regularly consult the campus-level committee about planning, operation, supervision, and evaluation of campus education program. Include students and community representatives when appropriate.

Demographic Information

Principal start date

Monday 7/1/2019, Wayman Graham II

Number of teachers with a 2022 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.*

0

Number of teachers with a 2022 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.*

0

Total number of teacher positions allocated to the school

14

Total number of students enrolled at the school

312

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

3

Identify the number of instructional staff who joined the school during the 2022-23 school year.

3

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	67	47	54	51	40	50	0	0	0	0	0	0	0	309
Attendance below 90 percent	51	37	38	34	22	23	0	0	0	0	0	0	0	205
One or more suspensions	9	6	8	4	4	7	0	0	0	0	0	0	0	38
Course failure in ELA	24	0	3	1	0	0	0	0	0	0	0	0	0	28
Course failure in Math	6	1	1	0	0	0	0	0	0	0	0	0	0	8
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	32	16	23	0	0	0	0	0	0	0	71
Level 1 on 2022 statewide FSA Math assessment	0	0	0	27	12	14	0	0	0	0	0	0	0	53
Number of students with a substantial reading deficiency	24	37	40	31	17	24	0	0	0	0	0	0	0	173

Using the table above, complete the table below with the number of students by current grade level who have 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	2	3	4	9	20	27	0	0	0	0	0	0	0	65

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	3	0	0	3	0	1	0	0	0	0	0	0	0	7
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Date this data was collected or last updated

Wednesday 8/31/2022

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	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

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	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

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	27%	50%	56%				20%	50%	57%
ELA Learning Gains	48%						53%	56%	58%
ELA Lowest 25th Percentile	50%						67%	50%	53%
Math Achievement	51%	48%	50%				50%	62%	63%
Math Learning Gains	63%						80%	63%	62%
Math Lowest 25th Percentile	80%						65%	52%	51%
Science Achievement	40%	59%	59%				22%	48%	53%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	21%	51%	-30%	58%	-37%
Cohort Comparison		0%				
04	2022					
	2019	31%	52%	-21%	58%	-27%
Cohort Comparison		-21%				
05	2022					
	2019	20%	50%	-30%	56%	-36%
Cohort Comparison		-31%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	41%	61%	-20%	62%	-21%
Cohort Comparison		0%				
04	2022					
	2019	65%	64%	1%	64%	1%
Cohort Comparison		-41%				
05	2022					
	2019	36%	57%	-21%	60%	-24%
Cohort Comparison		-65%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	24%	49%	-25%	53%	-29%
Cohort Comparison						

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	21	38		34	67		27				
BLK	26	46	40	51	61	92	38				
FRL	24	44	55	49	61	79	39				
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				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	51
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	359
Total Components for the Federal Index	7
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	37
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
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%	0
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%	0
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%	0
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%	0
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%	0
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%	0
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%	0
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%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	50
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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 for the 21-22 school year show growth in almost every area.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

The greatest need for improvement is reading proficiency.

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 are the low reading levels (grade level) of test takers, 2 years of covid, and attendance.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

The most improved was math gains.

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

Acaletics, Moby Max, Freckle, small group instruction and teacher-led centers were the contributing factors.

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

Constant reading and a strong literacy campaign will 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.

We have common planning weekly and professional learning communities bi-weekly (at least, sometimes weekly).

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

We have new curriculum and standards so we will implementing professional development across the board.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to B.E.S.T. Standards

**Area of Focus
Description and
Rationale:
Include a
rationale that
explains how it
was identified
as a critical
need from the
data reviewed.**

B.E.S.T. are new to the state and we must adopt best practices for implementation for K-5.

**Measurable
Outcome:
State the
specific
measurable
outcome the
school plans to
achieve. This
should be a
data based,
objective
outcome.**

The school plans to achieve 50% reading proficiency.

**Monitoring:
Describe how
this Area of
Focus will be
monitored for
the desired
outcome.**

The Area of Focus will be monitored by our benchmark walk-through tool.

**Person
responsible for
monitoring
outcome:**

Wayman Graham (grahamw@duvalschools.org)

**Evidence-based
Strategy:
Describe the
evidence-based
strategy being
implemented
for this Area of
Focus.**

Modeling will be the evidence-based strategy utilized for teachers and will be checked for fidelity by the benchmark walk through tool. We will also use reading materials such as Scholastic News to assist. We will have teachers and paraprofessionals committed to working with students in small group. Anchor charts and posters are also essential to student academic growth. Purchasing the necessary supplies from the storeroom and poster maker will ensure student success in the classroom. We will use arts integration in ELA with the Cathedral Arts Program in 3rd grade to assist with B.E.S.T. implementation.

**Rationale for
Evidence-based
Strategy:
Explain the
rationale for
selecting this
specific
strategy.**

The rationale is based on need for teacher development and the B.E.S.T. standards being relatively new and the curriculum being unfamiliar.

Describe the resources/ criteria used for selecting this strategy.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

No action steps were entered for this area of focus

#2. Instructional Practice specifically relating to Math

**Area of Focus
Description and
Rationale:
Include a
rationale that
explains how it
was identified as
a critical need
from the data
reviewed.**

Florida Reveal is the new math curriculum and Acaletics is a district mandate for our region.

**Measurable
Outcome:
State the specific
measurable
outcome the
school plans to
achieve. This
should be a data
based, objective
outcome.**

The school plans to achieve 50% math proficiency.

**Monitoring:
Describe how
this Area of
Focus will be
monitored for the
desired outcome.**

This area will be monitored by the benchmark walk-through tool.

**Person
responsible for
monitoring
outcome:**

Wayman Graham (grahamw@duvalschools.org)

**Evidence-based
Strategy:
Describe the
evidence-based
strategy being
implemented for
this Area of
Focus.**

The math interventionist will model the proper implementation of the new curriculum and teachers will be checked weekly for fidelity by the benchmark walk-through tool. We will also use math materials like Acaletics to supplement the learning. We will have teachers, math interventionist, and paraprofessionals committed to working with students in small group. Anchor charts and posters are also essential to student academic growth. Purchasing the necessary supplies from the storeroom and poster maker will ensure student success in the classroom.

**Rationale for
Evidence-based
Strategy:
Explain the
rationale for
selecting this
specific strategy.
Describe the
resources/
criteria used for**

The rationale is based on the need for teacher development for the new curriculum and implementing Acaletics with fidelity.

selecting this strategy.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

No action steps were entered for this area of focus

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

Modeling, small group instruction, assessment and progress monitoring will be the instructional practice. The gradual release of responsibility model will be our foundation.

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

Modeling, small group instruction, assessment and progress monitoring will be the instructional practice. The gradual release of responsibility model will be our foundation.

Measurable Outcomes:

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

We would like to have 50% of the students at a level 3.

Grades 3-5: Measureable Outcome(s)

We would like to have 50% of the students at a level 3.

Monitoring:

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

Progress will be monitored using formative and summative assessments based on benchmarks and data from the standards walk-through tool.

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Graham, Wayman, grahamw@duvalschools.org

Evidence-based Practices/Programs:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

The programs that will be used are Benchmark Advance, Freckle, Achieve 3000, and Moby Max.

Rationale for Evidence-based Practices/Programs:

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

The programs are research and evidence-based programs with a proven track record of success that have been adapted to the BEST standards.

Action Steps to Implement:

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
We will modeling for teachers, utilizing differentiated professional development, having common planning and PLCs. This will be monitored by a BEST standards walk-through tool, assessment data and feedback will be given.	Graham, Wayman, grahamw@duvalschools.org

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

Describe how the school addresses building a positive school culture and environment.

We implement student character through monthly character trait incentives. Additionally, we have student and employee of the month recognition. We have employee giveaways and incentive parties for students. We have monthly outings as well. We have a student arcade. We have after-school programs that help boost our school culture. We have toy giveaways and an outdoor student area.

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

We have stakeholders such as the Jacksonville Jaguars that strongly support Long Branch in various capacities such as outings to the pro-football stadium. We have Liftjax that supports our robotics program and other initiatives. We have East Coast Repair that provides yearbooks, toys for students and other resources. We have Read USA and the Diary Council that contribute to Long Branch.