

Fort Braden School



2017-18 School Improvement Plan

Fort Braden School

15100 BLOUNTSTOWN HWY, Tallahassee, FL 32310

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (As Reported on Survey 3)
Combination School PK-8	Yes	100%
Primary Service Type (per MSID File)	Charter School	2016-17 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	37%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	C	C	C*	B

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

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

SIP Authority and Template

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.

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 monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for Fort Braden School

DA Region and RED	DA Category and Turnaround Status
Northwest - Wallace Selph	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement

The primary mission of Fort Braden School is to encourage students to become successful lifelong learners. For this to occur, the administration, staff, parents, students and community recognize the essential blend of intellectual, physical and emotional growth and development. Students are encouraged to develop independence and an individual identity while displaying cooperation, respect and responsibility for the greater community.

b. Provide the school's vision statement

Every child that comes to Fort Braden can be guaranteed an appropriate, comprehensive and caring education. Our goal is to provide our children with the tools necessary to become lifelong learners and seek their visions for success in a global society.

2. School Environment

a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Fort Braden School administration, teachers, and staff have the unique opportunity to create a smooth transition from grade level to grade level starting from PreK through 8th grade for the majority of the students at the school. By fostering an environment that centers around parent communication and respect for all people, all stakeholders can work collectively together to raise student achievement and cultural awareness of students from various backgrounds. Teachers create positive, caring communities within their classrooms during the beginning of the school year and throughout the remainder of the year. Many classrooms provide opportunities for a Student of the Week to be recognized and celebrated during the school year. Students are also recognized for accomplishments at school-wide assemblies and on the morning news program. Additionally, through a centers-based approach to teaching, teachers are able to have conversations with their students during learning centers which results in teachers and students building relationships and opportunities to provide cultural awareness on teams and school wide. Additionally, administration, teachers and staff meet regularly to discuss the progress of students and how various backgrounds can be incorporated into the current curriculum. Lastly, all clubs and extra curricular activities before and after school allow students and teachers to interact in positive ways to build relationships and work with students.

b. Describe how the school creates an environment where students feel safe and respected before, during and after school

Fort Braden School faculty and staff feel that every student needs and deserves to learn in an environment where they feel respected and safe while they are at school. To ensure a safe learning environment, members of Fort Braden School provide supervision before, during and after school. Supervision is provided on the bus ramp, at parent pick-up, on the P.E. court, on the playgrounds, in the lunchroom, hallways, classrooms, etc.. The teachers create an environment that fosters a culture of trust so that students feel safe in the classroom and school community. Also, the goal is to ensure that students feel comfortable enough to talk with their teachers, administrators, or guidance counselors about any issue that is affecting their learning. Additionally, teachers greet students at the door upon entering the classroom and closely monitor their mode of transportation home to ensure a safe transition from school to home.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Fort Braden implements Positive Behavior Intervention Support (PBIS) for students in grades PreK-8. At the elementary level, teachers use a variety of approaches to ensure that students remain focused and on task. Students are able to accumulate Good Manners Stars for positive behavior. The Good Manners Stars are then submitted for various rewards on a monthly basis. Additionally, students in the elementary grades have their behavior monitored through the use of a color system, clip system, and through the use of a technology tool called ClassDoJo. Middle School students also have the opportunity to earn PBIS rewards. Teachers communicate with parents via Agenda Book, Gradebook, or through conferences in an effort to minimize distractions. Interim citizenship interventions are provided for students who have a 1 or 2 in citizenship. The purpose of this communication is to allow students to recognize the barriers that prevent them from being successful in the classroom. PBIS is supported by the PTO, Administration, Teachers and Staff.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Fort Braden School ensures that the social-emotional needs of all students are being met in a variety of ways. Guidance counselors are available to meet with students throughout the school day. Additionally, the school Intervention Assistance Team (IAT) meets once a week to discuss students, teacher concerns, and to provide follow-up information on students. Additionally, the School Psychologist, social worker, and Program Specialist works closely with counselors, teachers, and administration to ensure that each student is receiving the accommodations and/or modifications necessary for an appropriate education. Mentors are also assigned to select students in an effort to support their academics and to motivate their social development.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system

Fort Braden School's early warning system includes screening all students prior to and during their enrollment. Administration, counselors, teachers, and staff members work closely together in an effort to monitor student attendance, discipline, family background and experiences. Designees monitor the number of days absent in a thirty-day period and look for a patterns of non-attendance which may include leaving early or arriving late. On a weekly basis, the Intervention Action Team (IAT) meets with administration, parents, and teachers to ensure that students in MTSS, ESE, and other pertinent programs are afforded the appropriate accommodations and modifications in a timely fashion. The school also works with local agencies (e.g., Turn About, Success Academy) to ensure that every possible support mechanism is in place to provide support for all students.

b. Provide the following data related to the school's early warning system

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Attendance below 90 percent	12	21	8	24	9	14	28	16	21	0	0	0	0	153	
One or more suspensions	1	1	6	4	10	6	17	10	16	0	0	0	0	71	
Course failure in ELA or Math	0	0	0	2	0	0	9	10	0	0	0	0	0	21	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0		

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students exhibiting two or more indicators	0	0	1	0	0	2	10	1	8	0	0	0	0	22	

c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

There are a plethora of strategies employed by Fort Braden to improve the academic performance of students who were identified by the early warning system. The strategies include:

- Intensive Reading or Intensive math classes
- Study hall during the morning hours
- Morning lab opportunities
- Parent/Teacher Conferences
- Progress Reports
- Data/Grade Chats with administration and teachers
- Progress Monitoring (e.g., Successmaker, AR)
- Monthly progress monitoring meetings
- Parent notices
- Gradebook
- Quarterly Behavior Interventions
- Monthly attendance checks/letters
- Intervention Assistance Team (IAT)

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2) and (b)(7)(A)(iii)(I).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP Link

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

2. Description

- The school will be governed by the statutory definition of parental involvement, and will carry out programs, activities, and procedures in accordance with the definition outlined in Section 9101(32), ESEA;

- Involve the parents of children served in Title I, Part A in decisions about how Title I, Part A funds reserved for parental involvement are spent [Section 1118(b)(1) and (c)(3)];
- Jointly develop/revise with parents the school parental involvement policy and distribute it to parents of participating children and make available the parental involvement plan to the local community [Section 1118 (b)(1)];
- Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under this part, including the planning, review, and improvement of the school parental involvement policy and the joint development of the schoolwide program plan under section 1114(b)(2) [Section 1118(c)(3)];
- Use the findings of the parental involvement policy review to design strategies for more effective parental involvement, and to revise, if necessary, the school's parental involvement policy [Section 1118(a)(E)];
- If the plan for Title I, Part A, developed under Section 1112, is not satisfactory to the parents of participating children, the school will submit parent comments with the plan when the school submits the plan to the local educational agency [Section 1118(b)(4)];
- Provide to each parent an individual student report about the performance of their child on the state assessment in at least mathematics, language arts, and reading [Section 1111(h)(6)(B)(i)];
- Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in 34 CFR Section 200.56 [Section 1111(h)(6)(B)(ii)]; and
- Provide each parent timely notice information regarding their right to request information on the professional qualifications of the student's classroom teachers and paraprofessionals [Section (h)(6)(A)].

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Fort Braden builds and sustains partnerships with the local community agencies by sponsoring Parent Night Activities, participation in School Advisory Committee (SAC) meetings, PTO meetings, and through communications such as the school newsletter. The school newsletter is published monthly to communicate what is happening at the school. Additionally, electronic communications such as email, listserv, and Gradebook are utilized to build and sustain partnerships with local community. Finally, through the Leon County Schools Mentor, Partner, and Volunteer programs, business relationships are established between the school and community members in an effort to better support our school, community, and students.

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
Jackson, Jimbo	Principal
Mehr, Lisa	Assistant Principal
Bolden, Benny	Assistant Principal

b. Duties

1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

The leadership team consists of the Principal, Assistant Principal, Deans, select general education teachers (primary and intermediate), exceptional student education (ESE) teachers, reading coach, guidance counselor, social worker, school psychologist, & speech language pathologist.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

Members of the MTSS leadership team were involved with developing the School Improvement Plan by reviewing data, identifying areas that need to be addressed, helping set clear expectations for instruction, and identifying resources.

Title I dollars will be used to supplement programs at Fort Braden. These will include parental involvement, professional development for all staff, and providing additional instruction to targeted students. School administrators will coordinate these efforts.

District Liaison provides services and support to students and parents. The liaison coordinates with Title I and other programs to ensure student needs are met.

The district receives funds to support Ghazvini Learning Center. Services are coordinated with district Drop-Out Prevention and Neglected and Delinquent programs.

The district receives supplemental funds for improving basic education programs through the purchase of small equipment to supplement education programs. New technology in classrooms will increase the instructional strategies provided to students and new instructional software will enhance literacy and math skills of struggling students.

Services are provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners.

District Homeless coordinator provides resources (clothing, school supplies, social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. Title I provides a resource teacher to support Title I students in non-Title I schools.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Jimbo Jackson	Principal
Norma Lamonica	Parent
Maggie Lewis-Butler	Business/Community
Jane Sauls	Business/Community
Rebecca Johnson	Teacher
Tatiana Echevarria	Teacher
Kim Slms	Parent
Ellen Hulbert	Parent
Patti Tucker	Parent
Martha Crow	Business/Community
Cedrick Jones	Parent
David Mock	Parent
Daria Bass	Education Support Employee
Amanda Abbott	Parent
Deborah Sellers	Parent
Jessica Johnson	Parent

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

a. Evaluation of last year's school improvement plan

At the beginning of the school year, stakeholders were given copies of Fort Braden's School Improvement Plan. During monthly SAC meetings, goals and progress towards these goals were discussed with input from parents and teachers noted in the SAC minutes. Mid-year and end of year data was also provided and reviewed at SAC meetings in an effort to determine progress. Additionally, all stakeholders were given the opportunity to comment and ask questions about how the goals were achieved and if changed to the plan were required.

b. Development of this school improvement plan

The School Advisory Council assisted in preparing the proposed School Improvement Plan, including improvement strategies and measures. After Fort Braden School conducted annual needs assessment based on state and district goals, performance standards, local and state achievement data, and school climate survey results, the SAC reviewed the school's Vision and Mission and set priorities for goals and objectives to be included in the School Improvement Plan.

c. Preparation of the school's annual budget and plan

The school leadership team in conjunction with the SAC committee have reviewed the annual budget and approved the allocation of funds for the 2017-2018 school year.

2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

The school used the allotted funds towards student achievement through periodic celebrations for reading success (e.g., Accelerated Reader), writing success, Positive Behavior Intervention Support and Attendance Recognition/Celebrations.

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Jackson, Jimbo	Principal
Mehr, Lisa	Assistant Principal
Bolden, Benny	Assistant Principal
Sims, Kimberly	Dean

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable

The major initiatives of the Literacy Leadership Team this year will be differentiated instruction, common assessments, progress monitoring, and Accelerated Reader (AR) Goals. Teachers will differentiate instruction in reading based on the Leveled Readers incorporated in the Wonders program in addition to the use of Corrective Reading materials. Teachers will use common assessments in reading within each grade level K through 8. Each grade level will meet monthly with administration to review multiple data points in reading, writing and math for each of their students. The principal has set a school-wide goal for AR points. Grade level teams are keeping track of the points accumulated each week to meet this goal. Students must score an 80% or higher on the comprehension test in order for the points to count towards the school goal.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(IV).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Fort Braden encourages positive working relationships between teachers by assigning groups of teachers to Professional Learning Communities (PLC's). Additionally, teachers are required to attend monthly faculty meetings that allow for the sharing of ideas, progress monitoring updates, school and safety concern, and the opportunities to share new ideas or events. Elementary teacher teams have grade level common planning. Middle School teachers meet monthly to discuss middle school and team concerns with the support of school administration.

2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

1. Regular faculty and team meetings and new teacher orientation - Principal
2. New teacher meetings - Assistant Principal
3. Positive reinforcements - Administration
4. Involve current employees in the interview process for hiring new employees - Principal
5. Professional Learning Communities (PLC) - Varies
6. Mentor teachers are assigned as a source of support

3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

Alternative Certification and Professional Education Competence - Mastery of the Florida Educator Accomplished Practices will be the focus of bi-weekly meetings of the mentor and mentee. Release time is provided for required pre-observation conferences, classroom observations, and post-observation feedback conferences.

Rationale for Pairing

All mentor teachers are effective teachers as documented by high student achievement. The mentors will be trained in the district's Beginning Teacher Program Mentoring Process.

Planned Mentoring Activities

Ongoing professional development, teacher observation and feedback, and collegial conversations.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Wonders is a K-5 reading program that combines research-based instruction with new tools to meet today's challenges with ELA standards in which every component and every lesson is designed for effective and efficient instruction to assist students with Florida Standards Assessment. The Wonders materials assist teachers in creating better readers and writers while also providing intervention for struggling students. The program includes digital learning tools, including mobile apps and interactive whiteboard lessons, scaffolding and differentiation in every lesson.

GO Math! K-8 offers an engaging and interactive approach to covering the Math Florida State Standards. Its seamless digital path and Write-in Student Edition ensure that students can access content at appropriate levels of depth and rigor. GO Math! instructional support provides teachers with the opportunity to focus on depth of learning in the classroom. The Go Math! comprehensive digital path promotes comprehensive understanding of common core state standards and mathematical practices.

Additionally, teachers are provided district pacing guides which align to Florida Standards. These guides are implemented within classrooms with fidelity and monitored through administrative walkthroughs, lesson plans and classroom observations.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Utilizing student data, administration and teachers identify students who require additional interventions, enrichment and supports. These interventions include Leveled Literacy Interventions, small group instruction, before and after school assistance. A Gifted Certified teacher provides enrichment opportunities on a weekly basis to identified students. Ongoing formative assessments are used to determine success of the learning goal(s) and drive further instruction.

If students are having difficulty attaining the proficient level on state assessments, the MTSS problem solving model is used to determine possible interventions to be provided by the classroom teacher.

The 4-step problem-solving model involves:

Step 1: Define, in objective and measurable terms, the goal(s) to be attained (what is it we want students/educators/systems to know and be able to do).

Step 2: Identify possible reasons why the desired goal(s) is not being attained.

Step 3: Develop and implement a well-supported plan involving evidence-based strategies to attain the goal(s) (based on data that verified the reasons identified in Step 2).

Step 4: Evaluate the effectiveness of the plan in relation to stated goals.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year: 32,400

Pioneer Afterschool Mentoring Program (PAMP) supports the creation of community learning centers that provide academic enrichment opportunities during non-school hours for children, particularly students who attend high-poverty and low-performing schools. The program helps students meet state and local student standards in core academic subjects, such as reading and math, offers students a broad array of enrichment activities that can complement their regular academic programs, and offers literacy and other educational services to the families of participating children.

Strategy Rationale

It is the mission of the Fort Braden PAMP to provide a combination of services for students and parents incorporating an academically, socially, and culturally rich environment to help children grow and extend their learning experience, while providing safety and guidance.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Jackson, Jimbo, jacksonj@leonschools.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Data is collected and analyzed from annual assessments, report card grades, and teacher reports to determine students eligibility and program activities.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(V).

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Throughout the year, Fort Braden communicates (flyers, curriculum information, and telephone conversations) with area daycare providers. There is a pre-kindergarten program on-site which serves 3 and 4 year olds. Our program includes VPK students, school readiness, and ESE students. Each Spring following kindergarten registration, an orientation is held for incoming kindergarten students and their parents (Kindergarten Roundup). Incoming kindergarten students visit kindergarten classes, tour the school, and are invited to eat lunch in the cafeteria. Parents of incoming kindergarten students are invited back to school to meet kindergarten teachers and hear about curriculum, schedules, procedures and expectations of kindergarten at Fort Braden. An informative handbook is provided to each family. Area daycare centers are invited to bring their upcoming kindergarten students to this event.

As students prepare to transition to middle school, the school provides opportunities for 5th Grade students to shadow middle school class schedules. Additionally, during Orientation and Open House, parents are provided grade level expectations, as well as information on discipline and how to be successful at the middle school level.

b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

Students meet one-on-one with teachers and counselors to complete their course request forms. Health and Career Education, Band, Art, Physical Education, and Technology courses are components of the middle school students' course requests in addition to the core requirements. Prior to visits from local high schools, our students have the opportunity to meet with teachers and/or administrators to ensure meaningful course selections. Then the local high school administrators and counselors meet with the 8th graders to ensure appropriate placement.

Fort Braden School also has the Advancement Via Individual Development (AVID) program for students in grades 4-8. AVID is a college readiness system that is designed to assist the student in the middle. Teachers are given the opportunity to attend AVID trainings for continued professional development.

2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

Eligible students have the opportunity to participate in rigorous course content while at the middle school level. Fort Braden School offers high school courses in Algebra I, Earth Space Science, and Geometry Honors. Middle school students also have the opportunity to participate in Advanced courses across the core curriculum. Leon Virtual school courses are available to students who aspire to substitute one of their elective courses for the opportunity to work on a high school level course, such as HOPE or Spanish I.

3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

Programs such as AVID offer background and exposure to college readiness opportunities. Students have the opportunity to network with their peers or to attend meetings at their zoned high school in an effort to bridge learning. Students also gain exposure to career and technical education through the Health and Career Education options in the middle school curriculum.

The Pioneer Assisting Teachers (PAT) program is a component of the Health and Career Education class. Middle school students have the opportunity to visit other elementary classrooms to assist with

reading or other classroom needs. The daily visits are a routine part of the schedule for each student that participates in the PAT class.

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

N/A

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key


Strategic Goals Summary

- G1.** Increase in the number of students scoring at proficiency or above in Reading by 3% as measured by the Florida Standards Assessment.
- G2.** Increase the number of students performing proficient or above in ELA by 3% as measured by the Florida Standards Assessment.
- G3.** Increase in the number of students who are proficient in Mathematics by 3% as measured by the Florida Standards Assessment.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. Increase in the number of students scoring at proficiency or above in Reading by 3% as measured by the Florida Standards Assessment. 1a

 G089853

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	

Targeted Barriers to Achieving the Goal 3

- Parental involvement and Student Attendance.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Grant resources and sharing of resources.

Plan to Monitor Progress Toward G1. 8

Data progress monitoring meetings

Person Responsible

Jimbo Jackson

Schedule

Monthly, from 9/19/2017 to 5/15/2018

Evidence of Completion

Formative and summative assessments that measure student proficiency levels

G2. Increase the number of students performing proficient or above in ELA by 3% as measured by the Florida Standards Assessment. 1a

G089854

Targets Supported 1b

Indicator	Annual Target
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Targeted Barriers to Achieving the Goal 3

- Limited resources that may limit full implementation of writing conventions, personnel resources, and student attendance. Teachers need to develop comprehensive scales/rubrics for the Language Arts Florida Standards in writing, that clearly state the expected outcomes for responding to literature and informative text.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Grant resources, sharing resources, and professional development in writing. Use of rubrics by teachers and students to monitor progress on writing assignments

Plan to Monitor Progress Toward G2. 8

Data/Progress Monitoring Meetings

Person Responsible

Jimbo Jackson

Schedule

Monthly, from 8/14/2017 to 5/29/2018

Evidence of Completion

Formative and summative assessments that measure student proficiency levels

G3. Increase in the number of students who are proficient in Mathematics by 3% as measured by the Florida Standards Assessment. 1a

G089855

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	

Targeted Barriers to Achieving the Goal 3

- Standards based instruction being at or above expected grade level. Decreased student engagement. Limited resources hindering the implementation of differentiated instructions at all grade levels/ability levels. Student attendance.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Grant resources and sharing of resources. Florida Standards Item Specifications in Mathematics for grades 3 through 8. Go Math! resources for all students.

Plan to Monitor Progress Toward G3. 8

Data progress monitoring meetings

Person Responsible

Jimbo Jackson

Schedule

Monthly, from 8/14/2017 to 5/29/2018

Evidence of Completion

Formative and summative assessments that measure student proficiency levels

Action Plan for Improvement


For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  **S123456** = Quick Key


G1. Increase in the number of students scoring at proficiency or above in Reading by 3% as measured by the Florida Standards Assessment. **1**

 **G089853**

G1.B1 Parental involvement and Student Attendance. **2**

 **B239572**

G1.B1.S1 Instruction will be scaffolded to meet individual needs while using rigorous, complex texts. Teachers will also provide opportunities for students to practice skills, strategies, and process that develop higher order thinking skills. All students will be taught using the district adopted curriculum and highly qualified teachers in the reading classrooms. Interventions will be monitored while using specific district adopted materials for instruction. Teachers will use donors.org, business partners, and mentoring partnerships to help increase resources. **4**

 **S252482**

Strategy Rationale

To assist in improving overall student performance in all subject areas.

Action Step 1 **5**

Monthly Autism Spectrum Disorder training for teachers.

Person Responsible

Jimbo Jackson

Schedule

Monthly, from 8/14/2017 to 5/29/2018

Evidence of Completion

Successmaker Report, AIMSweb, Teen Biz, and classroom assessments (e.g., Go Math, Wonders)

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Monthly Progress Monitoring Meetings

Person Responsible

Jimbo Jackson

Schedule

Monthly, from 8/14/2017 to 5/29/2018

Evidence of Completion

Weekly assessments and review of instructional materials and Reports (e.g., Successmaker, AR, AIMSWeb).

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Progress Monitoring Meetings

Person Responsible

Jimbo Jackson

Schedule

Monthly, from 8/14/2017 to 5/29/2018

Evidence of Completion

Formative and summative assessments that measure student proficiency levels, Individual Progress Monitoring Submissions, and Progress Monitoring Notebooks.

G2. Increase the number of students performing proficient or above in ELA by 3% as measured by the Florida Standards Assessment. 1

G089854

G2.B1 Limited resources that may limit full implementation of writing conventions, personnel resources, and student attendance. Teachers need to develop comprehensive scales/rubrics for the Language Arts Florida Standards in writing, that clearly state the expected outcomes for responding to literature and informative text. 2

B239573

G2.B1.S1 Training in writing strategies on research based programs and on-going professional development at the district and school level related to proficiency in writing and best instructional practices. 4

S252483

Strategy Rationale

Action Step 1 5

Monthly Reading Professional Learning Communities will be held with teachers.

Person Responsible

Jimbo Jackson

Schedule

Weekly, from 8/14/2017 to 5/29/2018

Evidence of Completion

Leon Leads, classroom assessments, and district writing assessments

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Attend progress monitoring meetings/discussion of writing progress at team meetings

Person Responsible

Jimbo Jackson

Schedule

Weekly, from 8/14/2017 to 5/29/2018

Evidence of Completion

Weekly assessments and review of instructional materials

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Data progress monitoring meetings

Person Responsible

Jimbo Jackson

Schedule

Monthly, from 8/14/2017 to 5/29/2018


Evidence of Completion

Formative and summative assessments that measure student proficiency levels


G3. Increase in the number of students who are proficient in Mathematics by 3% as measured by the Florida Standards Assessment. 1

 G089855

G3.B1 Standards based instruction being at or above expected grade level. Decreased student engagement. Limited resources hindering the implementation of differentiated instructions at all grade levels/ability levels. Student attendance. 2

 B239574

G3.B1.S1 Through the use of differentiated instruction, teachers will effectively scaffold new information and instruct students how to identify and apply critical information. Teachers will also provide opportunities to practice skills, strategies, and processes that include the examination of errors in reasoning. 4

 S252484

Strategy Rationale

To ensure that students comprehend what is being taught.

Action Step 1 5

Monthly Math Professional Learning Communities will be held with teachers.

Person Responsible

Jimbo Jackson

Schedule

Weekly, from 8/14/2017 to 5/29/2018

Evidence of Completion

Leon Leads, AIMSWeb, Successmaker, Teen Biz, ThinkCentral, and classroom assessments

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Attend progress monitoring meetings

Person Responsible

Jimbo Jackson

Schedule

Monthly, from 8/14/2017 to 5/29/2018

Evidence of Completion

Weekly assessments and review of instructional materials

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Progress Monitoring Meetings

Person Responsible

Jimbo Jackson

Schedule

Monthly, from 8/14/2017 to 5/29/2018

Evidence of Completion

Formative and summative assessments that measure student proficiency levels, progress monitoring notebooks, teacher and administrative sharing and feedback.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.MA1 M346867	Data progress monitoring meetings	Jackson, Jimbo	9/19/2017	Formative and summative assessments that measure student proficiency levels	5/15/2018 monthly
G2.B1.S1.MA1 M346868	Data progress monitoring meetings	Jackson, Jimbo	8/14/2017	Formative and summative assessments that measure student proficiency levels	5/29/2018 monthly
G3.MA1 M346873	Data progress monitoring meetings	Jackson, Jimbo	8/14/2017	Formative and summative assessments that measure student proficiency levels	5/29/2018 monthly
G1.B1.S1.MA1 M346865	Progress Monitoring Meetings	Jackson, Jimbo	8/14/2017	Formative and summative assessments that measure student proficiency levels, Individual Progress Monitoring Submissions, and Progress Monitoring Notebooks.	5/29/2018 monthly
G1.B1.S1.MA1 M346866	Monthly Progress Monitoring Meetings	Jackson, Jimbo	8/14/2017	Weekly assessments and review of instructional materials and Reports (e.g., Successmaker, AR, AIMSweb).	5/29/2018 monthly
G1.B1.S1.A1 A330064	Monthly Autism Spectrum Disorder training for teachers.	Jackson, Jimbo	8/14/2017	Successmaker Report, AIMSweb, Teen Biz, and classroom assessments (e.g., Go Math, Wonders)	5/29/2018 monthly
G2.MA1 M346870	Data/Progress Monitoring Meetings	Jackson, Jimbo	8/14/2017	Formative and summative assessments that measure student proficiency levels	5/29/2018 monthly
G2.B1.S1.MA1 M346869	Attend progress monitoring meetings/ discussion of writing progress at team meetings	Jackson, Jimbo	8/14/2017	Weekly assessments and review of instructional materials	5/29/2018 weekly
G2.B1.S1.A1 A330065	Monthly Reading Professional Learning Communities will be held with teachers.	Jackson, Jimbo	8/14/2017	Leon Leads, classroom assessments, and district writing assessments	5/29/2018 weekly
G3.B1.S1.MA1 M346871	Progress Monitoring Meetings	Jackson, Jimbo	8/14/2017	Formative and summative assessments that measure student proficiency levels, progress monitoring notebooks, teacher and administrative sharing and feedback.	5/29/2018 monthly
G3.B1.S1.MA1 M346872	Attend progress monitoring meetings	Jackson, Jimbo	8/14/2017	Weekly assessments and review of instructional materials	5/29/2018 monthly
G3.B1.S1.A1 A330066	Monthly Math Professional Learning Communities will be held with teachers.	Jackson, Jimbo	8/14/2017	Leon Leads, AIMSweb, Successmaker, Teen Biz, ThinkCentral, and classroom assessments	5/29/2018 weekly

V. Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. Increase in the number of students scoring at proficiency or above in Reading by 3% as measured by the Florida Standards Assessment.

G1.B1 Parental involvement and Student Attendance.

G1.B1.S1 Instruction will be scaffolded to meet individual needs while using rigorous, complex texts. Teachers will also provide opportunities for students to practice skills, strategies, and process that develop higher order thinking skills. All students will be taught using the district adopted curriculum and highly qualified teachers in the reading classrooms. Interventions will be monitored while using specific district adopted materials for instruction. Teachers will use donors.org, business partners, and mentoring partnerships to help increase resources.

PD Opportunity 1

Monthly Autism Spectrum Disorder training for teachers.

Facilitator

Administration, Guidance Counselors, Team Leaders

Participants

Teachers of students in grades Pre-K through 8th

Schedule

Monthly, from 8/14/2017 to 5/29/2018

G2. Increase the number of students performing proficient or above in ELA by 3% as measured by the Florida Standards Assessment.

G2.B1 Limited resources that may limit full implementation of writing conventions, personnel resources, and student attendance. Teachers need to develop comprehensive scales/rubrics for the Language Arts Florida Standards in writing, that clearly state the expected outcomes for responding to literature and informative text.

G2.B1.S1 Training in writing strategies on research based programs and on-going professional development at the district and school level related to proficiency in writing and best instructional practices.

PD Opportunity 1

Monthly Reading Professional Learning Communities will be held with teachers.

Facilitator

Professional Learning Community Team Members

Participants

Teachers and representatives Pre-K through 8.

Schedule

Weekly, from 8/14/2017 to 5/29/2018

G3. Increase in the number of students who are proficient in Mathematics by 3% as measured by the Florida Standards Assessment.

G3.B1 Standards based instruction being at or above expected grade level. Decreased student engagement. Limited resources hindering the implementation of differentiated instructions at all grade levels/ability levels. Student attendance.

G3.B1.S1 Through the use of differentiated instruction, teachers will effectively scaffold new information and instruct students how to identify and apply critical information. Teachers will also provide opportunities to practice skills, strategies, and processes that include the examination of errors in reasoning.

PD Opportunity 1

Monthly Math Professional Learning Communities will be held with teachers.

Facilitator

Administration, Guidance Counselors, Teacher Teams and Team Leaders

Participants

Teachers and representatives for all students in grades Pre-K through 8.

Schedule

Weekly, from 8/14/2017 to 5/29/2018

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

VII. Budget

1	G1.B1.S1.A1	Monthly Autism Spectrum Disorder training for teachers.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0561 - Fort Braden School			\$0.00
2	G2.B1.S1.A1	Monthly Reading Professional Learning Communities will be held with teachers.				\$0.00
3	G3.B1.S1.A1	Monthly Math Professional Learning Communities will be held with teachers.				\$0.00
Total:						\$0.00