

Leon County Schools

Fort Braden School



2019-20 School Improvement Plan

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Fort Braden School

15100 BLOUNTSTOWN HWY, Tallahassee, FL 32310

<https://www.leonschools.net/ftbraden>

Demographics

Principal: Jim Jackson

Start Date for this Principal: 9/18/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School PK-8
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Multiracial Students Students With Disabilities White Students
School Grade	2018-19: C
School Grades History	2017-18: C 2016-17: C 2015-16: C 2014-15: C 2013-14: B
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	Jeff Sewell
Turnaround Option/Cycle	
Year	
Support Tier	NOT IN DA

ESSA Status	TS&I
* 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 Leon 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.

Part I: School Information

School Mission and Vision

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.

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.

School Leadership Team

Membership

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

Name	Title	Job Duties and Responsibilities
Jackson, Jimbo	Principal	<p>The School Leadership Team (SLT) is a group of people who develop educational policies for their school. They also make sure there are resources to support those policies.</p> <p>SLTs Responsibilities Provide ongoing evaluations of a school’s educational programs and their impact on student achievement. Play an important role in school-based decision-making Help to make school cultures more collaborative. SLTs must use consensus-based decision making. In this type of process, all participants contribute to and help shape the final decision. By listening closely to one another, members come up with solutions and proposals that work for the group.</p> <p>This approach is empowering because each member has the opportunity to influence team decisions. When all members are able to voice their opinions and concerns, they are more likely to stay invested in and connected to the work of the team. This sets the stage for greater cooperation and mutual respect.</p>
Sims, Kimberly	Assistant Principal	<p>The School Leadership Team (SLT) is a group of people who develop educational policies for their school. They also make sure there are resources to support those policies.</p> <p>SLTs Responsibilities Provide ongoing evaluations of a school’s educational programs and their impact on student achievement. Play an important role in school-based decision-making Help to make school cultures more collaborative. SLTs must use consensus-based decision making. In this type of process, all participants contribute to and help shape the final decision. By listening closely to one another, members come up with solutions and proposals that work for the group.</p> <p>This approach is empowering because each member has the opportunity to influence team decisions. When all members are able to voice their opinions and concerns, they are more likely to stay invested in and connected to the work of the team. This sets the stage for greater cooperation and mutual respect.</p>
Wallace, Darren	Assistant Principal	<p>The School Leadership Team (SLT) is a group of people who develop educational policies for their school. They also make sure there are resources to support those policies.</p> <p>SLTs Responsibilities Provide ongoing evaluations of a school’s educational programs and their impact on student achievement. Play an important role in school-based decision-making</p>

Name	Title	Job Duties and Responsibilities
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Help to make school cultures more collaborative. SLTs must use consensus-based decision making. In this type of process, all participants contribute to and help shape the final decision. By listening closely to one another, members come up with solutions and proposals that work for the group.

This approach is empowering because each member has the opportunity to influence team decisions. When all members are able to voice their opinions and concerns, they are more likely to stay invested in and connected to the work of the team. This sets the stage for greater cooperation and mutual respect.

The School Leadership Team (SLT) is a group of people who develop educational policies for their school. They also make sure there are resources to support those policies.

SLTs Responsibilities

Provide ongoing evaluations of a school’s educational programs and their impact on student achievement.

Play an important role in school-based decision-making

Help to make school cultures more collaborative.

SLTs must use consensus-based decision making. In this type of process, all participants contribute to and help shape the final decision. By listening closely to one another, members come up with solutions and proposals that work for the group.

This approach is empowering because each member has the opportunity to influence team decisions. When all members are able to voice their opinions and concerns, they are more likely to stay invested in and connected to the work of the team. This sets the stage for greater cooperation and mutual respect.

Crowder, Kari
Dean

Early Warning Systems

Current Year

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Number of students enrolled	78	64	79	93	79	92	97	88	82	0	0	0	0	752
Attendance below 90 percent	17	8	21	19	16	16	30	33	36	0	0	0	0	196
One or more suspensions	2	0	0	0	2	1	6	0	3	0	0	0	0	14
Course failure in ELA or Math	0	0	0	0	0	0	1	2	7	0	0	0	0	10
Level 1 on statewide assessment	0	0	0	7	25	36	39	36	27	0	0	0	0	170

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	1	0	0	3	8	7	17	14	17	0	0	0	0	67

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	2	0	1	7	0	1	1	0	0	0	0	0	0	12
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

756

Date this data was collected or last updated

Wednesday 9/18/2019

Prior Year - As Reported

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	11	9	13	13	11	11	16	28	11	0	0	0	0	123
One or more suspensions	0	0	0	0	0	0	2	0	2	0	0	0	0	4
Course failure in ELA or Math	0	0	4	20	27	29	2	3	3	0	0	0	0	88
Level 1 on statewide assessment	0	0	0	9	22	27	8	13	7	0	0	0	0	86

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	4	13	22	27	8	13	7	0	0	0	0	94

Prior Year - Updated

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	11	9	13	13	11	11	16	28	11	0	0	0	0	123
One or more suspensions	0	0	0	0	0	0	2	0	2	0	0	0	0	4
Course failure in ELA or Math	0	0	4	20	27	29	2	3	3	0	0	0	0	88
Level 1 on statewide assessment	0	0	0	9	22	27	8	13	7	0	0	0	0	86

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	4	13	22	27	8	13	7	0	0	0	0	94

Part II: Needs Assessment/Analysis

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	44%	60%	61%	42%	60%	60%
ELA Learning Gains	49%	58%	59%	45%	53%	57%
ELA Lowest 25th Percentile	46%	50%	54%	32%	41%	52%
Math Achievement	53%	60%	62%	48%	57%	61%
Math Learning Gains	55%	60%	59%	43%	51%	58%
Math Lowest 25th Percentile	47%	49%	52%	34%	44%	52%
Science Achievement	43%	59%	56%	46%	54%	57%
Social Studies Achievement	69%	64%	78%	64%	70%	77%

EWS Indicators as Input Earlier in the Survey										
Indicator	Grade Level (prior year reported)								Total	
	K	1	2	3	4	5	6	7		8
Number of students enrolled	78 (0)	64 (0)	79 (0)	93 (0)	79 (0)	92 (0)	97 (0)	88 (0)	82 (0)	752 (0)
Attendance below 90 percent	17 (11)	8 (9)	21 (13)	19 (13)	16 (11)	16 (11)	30 (16)	33 (28)	36 (11)	196 (123)
One or more suspensions	2 (0)	0 (0)	0 (0)	0 (0)	2 (0)	1 (0)	6 (2)	0 (0)	3 (2)	14 (4)
Course failure in ELA or Math	0 (0)	0 (0)	0 (4)	0 (20)	0 (27)	0 (29)	1 (2)	2 (3)	7 (3)	10 (88)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	7 (9)	25 (22)	36 (27)	39 (8)	36 (13)	27 (7)	170 (86)

Grade Level Data

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

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	55%	61%	-6%	58%	-3%
	2018	51%	61%	-10%	57%	-6%
Same Grade Comparison		4%				
Cohort Comparison						
04	2019	44%	57%	-13%	58%	-14%
	2018	41%	58%	-17%	56%	-15%
Same Grade Comparison		3%				
Cohort Comparison		-7%				
05	2019	45%	56%	-11%	56%	-11%
	2018	43%	57%	-14%	55%	-12%
Same Grade Comparison		2%				
Cohort Comparison		4%				
06	2019	40%	54%	-14%	54%	-14%
	2018	38%	57%	-19%	52%	-14%
Same Grade Comparison		2%				
Cohort Comparison		-3%				
07	2019	45%	56%	-11%	52%	-7%
	2018	33%	54%	-21%	51%	-18%
Same Grade Comparison		12%				
Cohort Comparison		7%				
08	2019	43%	59%	-16%	56%	-13%
	2018	39%	62%	-23%	58%	-19%
Same Grade Comparison		4%				
Cohort Comparison		10%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	46%	63%	-17%	62%	-16%
	2018	69%	64%	5%	62%	7%
Same Grade Comparison		-23%				
Cohort Comparison						
04	2019	60%	66%	-6%	64%	-4%
	2018	42%	62%	-20%	62%	-20%
Same Grade Comparison		18%				
Cohort Comparison		-9%				
05	2019	48%	61%	-13%	60%	-12%
	2018	52%	58%	-6%	61%	-9%
Same Grade Comparison		-4%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		6%				
06	2019	46%	53%	-7%	55%	-9%
	2018	37%	59%	-22%	52%	-15%
Same Grade Comparison		9%				
Cohort Comparison		-6%				
07	2019	52%	60%	-8%	54%	-2%
	2018	42%	55%	-13%	54%	-12%
Same Grade Comparison		10%				
Cohort Comparison		15%				
08	2019	46%	45%	1%	46%	0%
	2018	37%	44%	-7%	45%	-8%
Same Grade Comparison		9%				
Cohort Comparison		4%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	44%	54%	-10%	53%	-9%
	2018	49%	56%	-7%	55%	-6%
Same Grade Comparison		-5%				
Cohort Comparison						
08	2019	46%	44%	2%	48%	-2%
	2018	42%	49%	-7%	50%	-8%
Same Grade Comparison		4%				
Cohort Comparison		-3%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	68%	75%	-7%	71%	-3%
2018	62%	73%	-11%	71%	-9%
Compare		6%			
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	100%	69%	31%	61%	39%
2018	100%	71%	29%	62%	38%
Compare		0%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	67%	-67%	57%	-57%
2018					

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	11	34	43	19	47	48	9	29			
ELL	28	40	44	36	45	47	36				
BLK	29	35	42	40	41	44	19				
HSP	41	46	52	50	55	45	33	54			
MUL	67	67		70	60						
WHT	47	51	42	55	56	50	49	76	61		
FRL	41	48	45	49	52	40	43	67	57		

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 2015-16	C & C Accel 2015-16
SWD	14	28	25	15	27	31	16	43			
ELL	32	55	44	42	42	38	41				
BLK	31	39	32	35	30	10	46	60			
HSP	41	57	50	50	43	32	43	54			
MUL	50			46							
WHT	44	44	27	51	46	41	46	67	27		
FRL	39	43	32	45	40	33	44	54	23		

ESSA Data

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index - All Students	53
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	61

ESSA Federal Index	
Total Points Earned for the Federal Index	529
Total Components for the Federal Index	10
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	30
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	2
English Language Learners	
Federal Index - English Language Learners	42
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners 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	36
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	49
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	66
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	

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
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	54
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	51
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection

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

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

Science achievement showed the lowest performance. Our school scored a 43% achievement level in 2019 compared to the state average of 56%. Upon review of subgroup performance we noted that all subgroups experienced a decline in performance from 2018-2019 with the exception of the WHT subgroup which increased from 46% to 50% proficient.

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

Science achievement. Upon review of subgroup performance we noted that all subgroups experienced a decline in performance from 2018-2019 with the exception of the WHT subgroup which increased from 46% to 50% proficient.

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

ELA state average was 61% proficient. compared to Fort Braden's 44%. Although the gap between the state average and the school average was significant, Fort Braden experienced a 2% increase in 2019 as compared to the previous year's data.

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

ELA lowest 25th percentile learning gains and Math learning gains experienced the most improvement. School wide book study and collegial conversations to determine student needs.

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

Level 1 on state wide assessment for the middle school and attendance below 90% was particularly high for middle school as well.

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

1. On going progress monitoring and data driven planning and instruction through departments with an emphasis on deliberate skill growth based on individual student test results.
2. Early attendance tracking for students who begin to develop a pattern of absenteeism.
3. On going data chats teacher to student. Administration and teacher action plans based on data trends. Ensure that all instruction is tailored to the standards and specifically addresses student deficiencies detected.
4. Resources have been acquired to deliberately address the deficiencies of the students using science the curriculum.
5. Deliberate practice and professional development concentrating on the needs of African American and Exceptional Education students as recognized by ESSA.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	ELA
Rationale	To continuously monitor desired outcomes using progress monitoring tools and data. Frequent targeted meeting to isolate what is working and what is not working in order to steer our instruction toward the desired outcomes.
State the measureable outcome the school plans to achieve	Reading achievement 56%
Person responsible for monitoring outcome	Kimberly Sims (simsk@leonschools.net)
Evidence-based Strategy	<p>Interventions that are being used in grades K-2 are the Wonders Tier 2 Interventions. In grade K the students are working on Phonemic Awareness and Phonics Skills. In grade 1-2 students are working on Phonics, Fluency, and Comprehension skills.</p> <p>In grades 3-5 students are working with the Ready Workbooks. Ready Workbooks are standard based instructional workbooks that are used in small group setting as a reteach of focus standards for our FSA ELA test.</p> <p>In grades 6-8 all students that scored a level 1 of the ELA section of the FSA Test are enrolled in the intensive reading classes. During the intensive reading classes students are working in I Ready books that reteach focus standards needed to be proficient in reading.</p> <p>Students are also receiving daily interventions in reading and math in small groups setting using the reteach sections of our district provided curriculum.</p> <p>Data for interventions is collected for STAR Reading and STAR Math. Progress is tracked through the two programs in addition to AIMSweb for Fluency.</p> <p>The strategies used for the middle school and elementary were on a list of preferred interventions provided to our cost center by LCS teaching and learning reading intervention specialist.</p>
Rationale for Evidence-based Strategy	<ol style="list-style-type: none"> 1. AIMSweb for Fluency used to progress monitor any student at or under the 25th percentile. This is how we determine what students need the fluency intervention group. 2. STAR Reading for comprehension. For grades 1-2 we identify students at or below the 10th percentile to determine early intervention. In grades 3-8 we provide interventions for any student who is predicted to be a level 1 according to STAR progress monitoring baseline assessment. 3. Star progress monitoring. The Star data has proven to be a reliable predictor of FSA ELA achievement level performance.
Action Step	
Description	1. For ELA, teachers have progress monitoring goal sheets for each student in grades 3-8. The goal sheet has the current level for ELA and

- how many points needed to show a gain in ELA. Teachers are updating sheets monthly for progress meetings.
2. Students in grades 3-5 are benchmarked in AIMSweb for Fluency and STAR Reading for comprehension.
 3. Students that are below the 25th percentile in AIMS will be placed in a fluency intervention group that meets 4 days a week for 30 minutes.
 4. Students in grades 3-8 below the 10 percentile in STAR and receiving reading comprehension interventions 4 days a week for 30 minutes.
 5. Students in intervention groups are progress monitored for growth every 30 days.
 6. Students not making growth are referred to the MTSS team for problem solving.
 7. We have

**Person
Responsible**

Kimberly Sims (simsk@leonschools.net)

#2	
Title	Science
Rationale	Based on FSA 5th and 8th grade Science scores for 2018-2019 we decreased 3 percentage points. This was the only area in which we lost ground.
State the measureable outcome the school plans to achieve	Science Achievement 60%
Person responsible for monitoring outcome	Kimberly Sims (simsk@leonschools.net)
Evidence-based Strategy	<ol style="list-style-type: none"> 1. District created base line assessment and the progress monitoring assessment. This is provided to students the first quarter of school. Midpoint assessment provided in December and the final assessment if administered in March. 2. Study Island: computer based program that is directly aligned to the standards. This program provides ongoing progress monitoring that span the three year gap from 6th grade to 8th grade science.
Rationale for Evidence-based Strategy	Study Island was purchased in response to the decrease in scores as a supplement to the core curriculum for 6th - 8th grade science. Study Island has a bank of formative and summative assessments that are aligned to the standard. In addition, upon closer review of the resources provided by study island, the team recognized that the level of complexity embedded in the program reflected the level of complexity of the FSA assessment.
Action Step	
Description	<ol style="list-style-type: none"> 1. Students are receiving whole group and small group instruction in daily science curriculum. 2. Students are working on the Study Island program daily to cover tested standards and content. 3. Students take beginning of the year, mid year, and end of the year to monitor progress. 4. Students not making growth are referred to the MTSS team for problem solving.
Person Responsible	Kimberly Sims (simsk@leonschools.net)

#3	
Title	Math
Rationale	The achievement levels increased from from 48% in 1718 to 53% in 1819. The learning gains for 1718 were 43% to 55% in 1719. The most significant increase came from the the lowest 25% which was 34% in 1718 to 47 in 1819. Math proved to be the highest area of growth. The team decided to repeat was was done last year.

State the measureable outcome the school plans to achieve	Math Achievement 56%
Person responsible for monitoring outcome	Kimberly Sims (simsk@leonschools.net)
Evidence-based Strategy	Teachers are using IReady Reading which is a district provided computerized program where students can work on grade level math skills or remediation skills to close academic gaps. Students take diagnostic test at the beginning, middle, end of the year. Students are also using district approved curriculum for classroom instructions.
Rationale for Evidence-based Strategy	The achievement levels increased from 1718 to 1819 as well as the growth scores. Given the data the same curriculum and instruction will be provided to students in the 1920 school year.

Action Step	
Description	<ol style="list-style-type: none"> 1. For Math, teachers have progress monitoring goal sheets for each student in grades 3-8. The goal sheet has the current level for ELA and how many points needed to show a gain in Math. Teachers update sheets monthly for our data meetings. 2. Students are benchmarked in STAR Math for FSA proficiency. 3. Students that are projected to be a level 1 or 2 are receiving small group instruction in class and as a pull out groups. 4. Students are tested every 30 days to monitor growth on math skills.
Person Responsible	Kimberly Sims (simsk@leonschools.net)

Additional Schoolwide Improvement Priorities (optional)

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

We will intensify our student support through PBIS. We have a safe and drug free school action plan in order to address mental health training for all students. We do on going Bullying and Sexual Harassment training for all students, supplemented with Sanford Harmony curriculum which is used K-5. We have increased our school wide safety training efforts to include, lockdown drills once monthly in addition to the previously required exit drills once monthly. Safety committee meets once monthly to discuss safety concerns and

review current safety practices.

ESSA: The two ESSA Subgroups are the ESE students and the African American students. Our teachers have individual progress monitoring sheets for these students to closely monitor progress using our intervention plan. Data for interventions is collected for STAR Reading and STAR Math. Progress is tracked through the two programs in addition to AIMSweb for Fluency.

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students

- The 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

PFEP Link

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

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

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.

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.

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.

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.

Part V: Budget						
1	III.A	Areas of Focus: ELA				\$0.00
2	III.A	Areas of Focus: Science				\$993.70
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	0000	369-Technology-Related Rentals	0561 - Fort Braden School	General Fund		\$993.70
			<i>Notes: Monies use to purchase study island license.</i>			
3	III.A	Areas of Focus: Math				\$0.00
					Total:	\$993.70