Fort Braden School

2022-23 Schoolwide 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: 6/13/2021

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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	*[Data Not Available]*
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Multiracial Students Students With Disabilities White Students
School Grades History	2021-22: No Grade 2020-21: (38%) 2018-19: C (52%) 2017-18: C (42%)
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	Rachel Heide
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.

School Board Approval

This plan is pending approval by the 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
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

Name	Position Title	Job Duties and Responsibilities
Lanter, Todd	Principal	School wide instructional leader. Responsible for making sure the SIP is implemented successfully throughout all areas of the school. Responsible for involving community stakeholders in an effort to improve the educational value of the school.
Wallace, Darren	Assistant Principal	Works closely with the principal in the implementation of the SIP. Works closely with the principal to encourage stakeholders to be an integral part of the SIP process and implementation.
Gautney, Christopher	Dean	Works closely with the AP's in an effort to provide the faculty, staff, and students with the tools necessary for the successful implementation of the SIP.
Sims, Kimberly	Assistant Principal	Responsible for the successful implementation of the SIP in accordance with Curriculum. Assists the principal with creating an environment for faculty, staff, and students that is conducive to learning.

Demographic Information

Principal start date
Sunday 6/13/2021, Jim Jackson

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

1

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

7

Total number of teacher positions allocated to the school

49

Total number of students enrolled at the school

634

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

20

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

20

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	84	80	74	55	83	75	65	74	77	0	0	0	0	667
Attendance below 90 percent	30	30	26	13	27	23	28	36	38	0	0	0	0	251
One or more suspensions	5	5	3	6	14	10	13	13	25	0	0	0	0	94
Course failure in ELA	0	0	0	0	0	0	0	4	2	0	0	0	0	6
Course failure in Math	0	0	0	0	0	0	0	4	3	0	0	0	0	7
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	24	32	30	26	40	29	0	0	0	0	181
Level 1 on 2022 statewide FSA Math assessment	0	0	0	27	34	45	24	29	21	0	0	0	0	180
Number of students with a substantial reading deficiency	2	11	29	23	19	20	19	25	15	0	0	0	0	163
	0	0	0	0	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level who have two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	3	9	11	13	24	21	22	35	32	0	0	0	0	170

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	4	4	1	0	1	0	1	4	2	0	0	0	0	17
Students retained two or more times	0	1	0	0	0	0	1	1	0	0	0	0	0	3

Date this data was collected or last updated

Wednesday 7/6/2022

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	58	77	53	80	85	75	82	91	81	0	0	0	0	682
Attendance below 90 percent	2	16	13	4	12	9	6	14	7	0	0	0	0	83
One or more suspensions	3	2	1	3	5	8	22	29	16	0	0	0	0	89
Course failure in ELA	0	0	0	0	0	0	3	8	3	0	0	0	0	14
Course failure in Math	0	0	0	0	0	0	1	6	4	0	0	0	0	11
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	5	10	27	32	22	0	0	0	0	96
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	5	19	25	31	27	0	0	0	0	107
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	1	0	0	2	8	16	25	14	0	0	0	0	66

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	3	0	4	1	1	1	2	0	0	0	0	0	14
Students retained two or more times	0	0	0	0	0	1	0	1	0	0	0	0	0	2

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

Indicator	Grade Level													Total
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	
Number of students enrolled	58	77	53	80	85	75	82	91	81	0	0	0	0	682
Attendance below 90 percent	2	16	13	4	12	9	6	14	7	0	0	0	0	83
One or more suspensions	3	2	1	3	5	8	22	29	16	0	0	0	0	89
Course failure in ELA	0	0	0	0	0	0	3	8	3	0	0	0	0	14
Course failure in Math	0	0	0	0	0	0	1	6	4	0	0	0	0	11
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	5	10	27	32	22	0	0	0	0	96
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	5	19	25	31	27	0	0	0	0	107
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	
Students with two or more indicators	0	1	0	0	2	8	16	25	14	0	0	0	0	66

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	3	0	4	1	1	1	2	0	0	0	0	0	14
Students retained two or more times	0	0	0	0	0	1	0	1	0	0	0	0	0	2

Part II: Needs Assessment/Analysis

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

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement				32%			44%	60%	61%
ELA Learning Gains				35%			49%	58%	59%
ELA Lowest 25th Percentile				32%			46%	50%	54%
Math Achievement				37%			53%	60%	62%
Math Learning Gains				39%			55%	60%	59%
Math Lowest 25th Percentile				37%			47%	49%	52%
Science Achievement				47%			43%	59%	56%
Social Studies Achievement				23%			69%	64%	78%

Grade Level Data Review - State Assessments
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	55%	61%	-6%	58%	-3%
Cohort Comparison		0%				
04	2022					
	2019	44%	57%	-13%	58%	-14%
Cohort Comparison		-55%				
05	2022					
	2019	45%	56%	-11%	56%	-11%
Cohort Comparison		-44%				
06	2022					
	2019	40%	54%	-14%	54%	-14%
Cohort Comparison		-45%				
07	2022					
	2019	45%	56%	-11%	52%	-7%
Cohort Comparison		-40%				
08	2022					
	2019	43%	59%	-16%	56%	-13%
Cohort Comparison		-45%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	46%	63%	-17%	62%	-16%
Cohort Comparison		0%				
04	2022					
	2019	60%	66%	-6%	64%	-4%
Cohort Comparison		-46%				
05	2022					

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
	2019	48%	61%	-13%	60%	-12%
Cohort Comparison		-60%				
06	2022					
	2019	46%	53%	-7%	55%	-9%
Cohort Comparison		-48%				
07	2022					
	2019	52%	60%	-8%	54%	-2%
Cohort Comparison		-46%				
08	2022					
	2019	46%	45%	1%	46%	0%
Cohort Comparison		-52%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2022					
	2019	44%	54%	-10%	53%	-9%
Cohort Comparison						
06	2022					
	2019					
Cohort Comparison		-44%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	46%	44%	2%	48%	-2%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2022					
2019					
CIVICS EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2022					
2019	68%	75%	-7%	71%	-3%
HISTORY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2022					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	100%	69%	31%	61%	39%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	67%	-67%	57%	-57%

Subgroup Data Review

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	14	20	22	25	31	32	25				
ELL	22	35	33	26	42		25				
BLK	21	21		15	32		25				
HSP	33	43	44	39	49	43	47	21	67		
MUL	39	42		33							
WHT	33	32	29	40	36	31	49	28	60		
FRL	29	35	33	32	37	38	44	25	48		

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	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		

ESSA Data Review

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	
OVERALL Federal Index Below 41% All Students	N/A
Total Number of Subgroups Missing the Target	
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	
Total Components for the Federal Index	
Percent Tested	

Subgroup Data

Part III: Planning for Improvement

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

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

In examining Fort Braden School data for the past three test administrations, we see that there has been a consistent decline in our Science, Civics, ELA, and Math scores over that period. During those test administrations the school results were as follows ELA 44% to a 35%, Math 53% to a 36%, Civics, 69% to a 48%, and Science 43% to a 31%.

Several subgroups showed a decline over the same three test administrations. Our African-American, White, Students with disabilities, English Language Learners and Economically Disadvantage students were all significantly under performing based on the FPPI for those administrations. The FPPI indicates that subgroups performing below 41% on the federal index should be targeted for improvement. The ELL subgroup showed a decline on the ELA FSA going from a 28% to a 12% and 36% to a 12% proficiency in Math FSA. The SWD subgroup showed a decline on the ELA FSA going from 11% to a 10%. The African American group showed a decline of 2% from 29% to 27% in ELA. The White student subgroup decreased 1% going from 33% to 32% in ELA and decreased 5% from 40% to 35% in Math. The Hispanic subgroup decreased 2% going from 33% to 31% and decreased 7% from 39% to 32% in Math.

The school showed a slight improvement in the SWD subgroup of 19% to a 21% proficiency in Math FSA. There was also slight increase Math for African American students in Math from 15% to 22%.

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

Based on our 2021-22 data, there are several areas that needs improvement. The major areas of concern are 5th grade science, 3-8 ELA 3-8 Math, and 7th Grade Civics were are lowest performing areas. Our school demonstrated 36% proficiency on the Math FSA compared to the district average of 53%. Our school demonstrated 21% proficiency on the NGSSS 5th Grade Science Assessment compared to the district average of 47%. Our school demonstrated 48% proficiency on the NGSSS Civics EOC compared to the district average of 73%. Our school demonstrated 35% proficiency on the

ELA FSA compared to the district average of 53%.
Our school STAR Progress Monitoring Data in reading showed that at the 3rd grade level 45%, 4th grade level 40%, 5th Grade 29%, 6th grade 19%, 7th grade, 8th grade 18% of students were proficient. According to STAR 26% of student in grade 3-8 in ELA were proficient and 39% proficient in math grade 3-8.

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

The contributing factors to the need for improvement include lack of consistent student attendance, teacher turn over, discipline concerns resulting in time out of the classroom, student's lack of foundational knowledge due to digital learning. The instructional ability to identify grade level materials with the ability to implement rigorous Tier 2&3 interventions coupled with higher order questions to allow students to be proficient learners. The new actions that would be needed to to address these needs for improvement would be support for appropriate attendance, a school wide discipline plan where all classes use the same language and redirections, a solid intervention schedule with specific staff in place to provide interventions o all students needs, hiring of intervention specialist to monitor and intervene with students across all grade levels.

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

The areas that showed the most improvement from the 2020-21 to 2021-22 statewide assessment were Civics, ELA, and Learning Gains. In civics the school improved 25% from a 23% in 2021 to 48% in 2022. The next biggest area of in improvement was in learning gains in both ELA and Math. The school improved Learning gains in ELA from 39% to 48% a 9% increase. In the bottom 25% the school improved from 32% to 41% a 9% increase. The school improved Learning gains in Math from 39% to 48% a 9% increase. In the bottom 25% the school improved from 37% to 46 a 9% increase. Overall in ELA the school improved 3% from a 32% in 2021 to a 35% in 2022.

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

In the area of Civics more consistently following the district pacing guide, and more application of civics in the real world. A school wide focus on reading and utilizing the Accelerated Reader program for students to read more and gain fluency in reading. The focus of the school you utilize iReady on a consistent basis and analyze data based on the iReady and STAR.

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

In the 2022-2023 School Year, students are being progress monitored with the STAR Reading and Math every 30 days. Students are also being identified as having a substantial reading deficiency receive intensive reading and math instruction. We will implement Language Live for the bottom 10% of level 1 students in ELA to help close the academic gap. iReady is implemented across all grade levels for 30 minutes in order to assist students in missed concepts and close the achievement gap.

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

Teachers will meet monthly at progress monitoring meetings to discuss data and growth on all students. Teachers have the opportunity to receive virtual training on STAR Reading and Math and how to interpret data. Secondary ELA developer are meeting with middle school ELA teachers to work on instructional techniques and strategies to improve reading comprehension. The school's Academic Dean will meet monthly to provide strategies for teachers to implement in the classroom.

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

As teachers complete professional developments and utilize these strategies and knowledge in the classroom, instructional coaches and administrators will make observations during walkthroughs and perform regular classroom visits to ensure fidelity in the implementation of the strategies. Teachers will be given feedback and offered professional development in order to ensure strategies are being used effectively. Administration will meet monthly with teachers to discuss the data results of their students in order to adjust instruction as need for students. The school will implement common board configurations to standardize the attention on the learning focus for the day. Agendas will be utilized for grades 4-8 in order for students track learning activities and keep parents involved in their students education. The school implement iReady, Language Live, and STAR across grade levels. Team meetings will be scheduled regularly to discuss instructional techniques and planning.

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

:

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

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	As a school (grades 3-8), 66% of Fort Braden students are level 1 or level 2 students with only 34% of students being proficient. Most students are more than a year behind on reading at grade level according to STAR data. Students lack the ability to comprehend on grade level texts and vocabulary. It is our goal to provide additional resources by utilizing a reading interventionist to target students in 3-8 grade to provide strategies and tools for students and teachers to raise student comprehension levels on grade level text.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	The goal at Fort Braden School is that 45% of all matched standard curriculum students who meet the attendance requirement will show proficiency on the 2022-23 on the FSA ELA Exam or other ELA State Progress Monitoring.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The Fort Braden ELA teachers will meet with admin monthly to go over data and create plans in order to monitor progress. The school will use the quarterly STAR and iReady data to monitor and adjust instruction for student growth.
Person responsible for monitoring outcome:	Todd Lanter (lantert@leonschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Fort Braden School ELA teachers will be required to utilize the new BEST Standard and LCS curriculum with fidelity. Teachers will attend professional development with other teachers across the district and will submit lesson plans weekly to the APC to review, plan for instruction, create hands-on learning activities.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	New state standards have been adopted and need to be implemented with the new curriculum to monitor the new standards. Teachers will need assistance with the new progress monitoring system for all grades as relates to monitoring for proficiency. Teachers will need training on the new standards, curriculum and FAST progress monitoring tool.

Action Steps to Implement

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

1. All Teachers will attend trainings on the BEST Standards.
2. The school will follow the district developed curriculum or ELA and utilize materials to build background knowledge and concepts.
3. Teachers will submit lesson plans weekly to the APC to plan for instruction, review data, and create classroom assessments that model the FAST Progress Monitoring System the test items specification.
4. Academic Dean will monitor student data and meet teacher to discuss and plan lesson that target areas of weakness for students in obtaining proficiency in the BEST standards.

Person Responsible   Todd Lanter (lantert@leonschools.net)

#2. Instructional Practice specifically relating to Social Studies	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	This past year, the school was at 48% proficiency for the 2021-22 school year, we expect 65% of our students to show proficiency on the Civics End of Course Assessment. Some students lack vocabulary and decoding skills, so it is our goal to ensure classroom remediation of social studies concepts and terms are provide as interventions so that students can perform at the appropriate academic level for success. Students also lack experiences and involvement in local, state, and national government. The department will utilize hands on activities and field trips to give them the experiences to master the standards.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	The goal at Fort Braden School is that 65% of all matched standard curriculum students who meet the attendance requirement will show proficiency on the 2022-23 Civics End of Course Exam.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The Fort Braden Civics teacher will meet with admin monthly to go over data and create plans in order to monitor progress.
Person responsible for monitoring outcome:	Christopher Gautney (gautneyc1@leonschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Fort Braden School civics teachers will be required to utilize the LCS Civics curriculum with fidelity. Teachers will attend professional development with other teachers across the district and will meet monthly with the Dean of Students to review data, plan for instruction, and create hands-on, experiential learning activities. The civics teachers will participate in a PLC with other teachers at other school in order learn the curriculum and activities to increase comprehension of standards. In preparation for 7th grade civics 6th grade students will be enrolled in a law studies class in order to prepare students for 7th civics.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy.	All other schools in the district that utilize this curriculum out-perform those that do not use the curriculum. This proven curriculum sufficiently prepares students to perform on the Civics EOC and adequately prepares them for future social studies classes as it incorporates stimulus based questions, reading in the content area, vocabulary enhancement and test taking strategies.

Describe the resources/ criteria used for selecting this strategy.

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

1. All 7th graders participating in intensive reading classes will be utilizing civics based articles starting in the second semester to increase civics awareness in preparation for the Civics EOC.
2. The school will follow the district developed curriculum map for civics and utilize materials to build background knowledge and concepts in Civics.
3. Teachers will attend LCS Civics curriculum professional development trainings.
4. Teachers will meet monthly with Dean of Students to plan for instruction, review data, and create classroom assessments that model the Civics EOC per the test items specification. By using the test item specification, teachers will create tests with questions that will mirror complexity and test structure so that students are familiar with the structure of the questions that they will see on the EOC.
Quarterly professional development is provided to Civics teachers regarding the EOC, assessment development and standards alignment to support this action step.

Person Responsible   Christopher Gautney (gautneyc1@leonschools.net)

#3. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	As a school (grades 3-8), 65% of Fort Braden students are level 1 or level 2 students with only 35% of students being proficient. Most students are more than a year behind in math level according to STAR data. Students lack the ability to compute grade level math problems due to a lack of fundamental math skills. It is our goal to provide additional resources by utilizing a math interventionist and academic dean to target students in 3-8 grade to provide strategies and tools for students and teachers to raise student comprehension levels on grade level text.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	The goal at Fort Braden School is that 45% of all matched standard curriculum students who meet the attendance requirement will show proficiency on the 2022-23 on the Math Statewide Progress Monitoring Assessments.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The Fort Braden Math teachers will meet with admin monthly to go over data, update focus calendar to monitor pacing, and create plans in order to monitor/accelerate student progress. The school will use the quarterly STAR and iReady data to monitor and adjust instruction for student growth.
Person responsible for monitoring outcome:	Kimberly Sims (simsk@leonschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	New state standards have been adopted and need to be implemented with the new curriculum to monitor the new standards. Teachers will need assistance with the new progress monitoring system for all grades as relates to monitoring for proficiency. Teachers will need training on the new standards, curriculum and FAST progress monitoring tool.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for	New state standards have been adopted and need to be implemented with the new curriculum to monitor the new standards. Teachers will need assistance with the new progress monitoring system for all grades as relates to monitoring for proficiency. Teachers will need training on the new standards, curriculum and FAST progress monitoring tool.

selecting this strategy.

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

1. The school will follow the district developed curriculum or Math and utilize materials to build background knowledge and concepts.
2. Teachers will submit lesson plans weekly to the APC to plan for instruction, review data, and create classroom assessments that model the FAST Progress Monitoring System the test items specification.
3. Academic Dean will monitor student data and meet teacher to discuss and plan lesson that target areas of weakness for students in obtaining proficiency in the BEST standards.
4. Monthly, administration and/or instructional coaches will hold data chats with teachers. Also, monthly, teachers will hold data chats with students, where the progress toward their set goals will be discussed and new goals will be set.

Person Responsible   Todd Lanter (lantert@leonschools.net)

#4. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	According to our subgroups data showed a decline over the same three test administrations. Our African-American and Students with Disabilities, English Language Learners were all significantly under performing based on the FPPI for those administrations. The FPPI indicates that subgroups performing below 41% on the federal index should be targeted for improvement. The ELL subgroup showed a decline on the ELA FSA going from a 28% to a 12% and 36% to a 12% proficiency in Math FSA. The SWD subgroup showed a decline on the ELA FSA going from 11% to a 10%. The African American group showed a decline of 2% from 29% to 27% in ELA. The White student subgroup decreased 1% going from 33% to 32% in ELA and decreased 5% from 40% to 35% in Math. The Hispanic subgroup decreased 2% going from 33% to 31% and decreased 7% from 39% to 32% in Math.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	The goal at Fort Braden School is that 25% of all SWD students that are matched standard curriculum students who meet the attendance requirement will show proficiency on the 2022-23 State Assessments and ELA and Math. The goal at Fort Braden School is that 35% of all African American students that are matched standard curriculum students who meet the attendance requirement will show proficiency on the 2022-23 State Assessments and ELA and Math. The goal at Fort Braden School is that 25% of all ELL students that are matched standard curriculum students who meet the attendance requirement will show proficiency on the 2022-23 State Assessments and ELA and Math. The goal at Fort Braden School is that 41% of all Hispanic students that are matched standard curriculum students who meet the attendance requirement will show proficiency on the 2022-23 State Assessments and ELA and Math.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Students will begin interventions the first week of school in August, based on end of year progress monitoring and state assessment data. Goal setting for each student will take place once baseline progress monitoring assessments are administered. BEST standards based assessments will be used to monitor students' mastery. Data chats between teachers and instructional coaches will take place monthly and new goals will be set for students as they progress. Data chats will be monitored by administration. These strategies will be monitored through walkthroughs and observations by coaches and administration.
Person responsible for monitoring outcome:	Kimberly Sims (simsk@leonschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being	SWD students will be in smaller groups to receive individualized assistance and teaching strategies to increase learning growth in Math and ELA. In grades 6-8 students will be placed in a learning strategies to give students additional support in mastering benchmarks in ELA, and Math. All other subgroups will work with the Math and Reading Interventionists weekly to get assistance in mastering the benchmarks in ELA and Math.

implemented for this Area of Focus.

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

Utilizing the learning strategies and the interventionists for core instruction assistance will help to provide students with more small-group instruction to better meet their needs, which is an effective strategy to use with our population. Having instructional coaches and resource teachers providing core instruction for the lowest 25% will allow for smaller groups and the ability to better meet their individual needs based on progress monitoring assessments and classroom data.

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

No action steps were entered for this area of focus

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

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

- ◦ The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- ◦ The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

- ◦ Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

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

According to STAR Early Literacy Data in Kindergarten 70% of students are at or above benchmark level. In 1st grade 48% of students at or above benchmark level. In 2nd Grade 30% of students scored proficient.

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

According to the 2021-22 administration of FSA ELA proficiency results were as follows: 31% in third grade, 36% in 4th grade, and 37% in 5th Grade.

According to STAR Progress monitoring in ELA proficiency results were as follows: 45% in 3rd grade, 40% in 4th grade, and 29% in 5th grade.

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

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.

- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and

- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

60% of all matched standard curriculum students who meet the attendance requirement K students will achieve proficiency on the statewide ELA assessment.
75% of all matched standard curriculum students who meet the attendance requirement 1st grade students will achieve proficiency on the statewide ELA assessment.
60% of all matched standard curriculum students who meet the attendance requirement 2nd grade students will achieve proficiency on the statewide ELA assessment.

Grades 3-5: Measureable Outcome(s)

40% of all matched standard curriculum students who meet the attendance requirement 3rd grade students will achieve proficiency on the statewide ELA assessment.
40% of all matched standard curriculum students who meet the attendance requirement 4th grade students will achieve proficiency on the statewide ELA assessment.
45% of all matched standard curriculum students who meet the attendance requirement 5th grade students will achieve proficiency on the statewide ELA assessment.

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

Students will begin interventions the first week of school in August, based on end of year progress monitoring and state assessment data. Goal setting for each student will take place once baseline progress monitoring assessments are administered. BEST standards-based assessments will be used to monitor students' mastery. Feedback will be provided to students weekly. Data chats will be monitored by administration monthly in the classroom and progress monitoring meeting. Specific strategies will be shared with teachers during during collaborative planning meetings with the academic dean in order to meet the

needs of their classroom population. These strategies will be monitored through walkthroughs and observations by coaches and administration.

Person responsible for monitoring outcome:
Select the person responsible for monitoring this outcome.

Lanter, Todd, lantert@leonschools.net

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

- ◦ Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?

- ◦ Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?

- ◦ Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

The SAVVAS reading program will be utilized for grades K-5 for the 2022-2023 school year. This program meets Florida's definition of evidence-based, is aligned with the district's K-12 Comprehensive Evidence Based Reading Plan, and is aligned to the BEST ELA Standards. Intervention groups for reading will begin the first week of school, utilizing end of the year progress monitoring data and statewide assessment data to create groups. All Level 1 students will work with a reading interventionist teacher daily. Students will also be required to use a corrective reading program, Aimsweb, and iReady program.

Rationale for Evidence-based Practices/Programs:
Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- ◦ Do the evidence-based practices/programs address the identified need?

- ◦ Do the identified practices/programs show proven record of effectiveness for the target population?

The SAVVAS program includes resources for all tiers of student instruction. Having instructional coaches and
reading teacher interventionist as a resource providing core instruction for the lowest 25% will allow for smaller groups and the ability to better meet their individual needs based on progress monitoring assessments and classroom data.

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

- Literacy Leadership

- Literacy Coaching

- Assessment

- Professional Learning

Action Step	Person Responsible for Monitoring
Literacy Leadership Fort Braden will have a Literacy Team which will consist of administration, reading coach, and intervention teachers. This team will meet monthly to plan professional development opportunities related to literacy, organize and run the AR, iReady, Aimsweb, and Corrective reading programs and enlist the assistance of community partners to meet our literacy goals related to the measurable outcomes listed above.	Lanter, Todd, lantert@leonschools.net
Professional Learning With the guidance of the Literacy Team, professional development opportunities will be offered monthly for teachers on , based on data trends from progress monitoring. Self-paced courses through Canvas, offered by LCS, will also be shared with teachers. Professional development opportunities will also be offered based data gathered by administration and instructional support teachers during walkthroughs.	Lanter, Todd, lantert@leonschools.net

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

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

Through collaboration and positive decision-making, along with soliciting support from community stakeholders, the leadership team of Fort Braden School strives to create a learning-rich, stress free environment. This environment is conducive to learning and creates an atmosphere in which teachers are allowed to instruct seamlessly. The leadership team at Fort Braden also strives to connect teacher-leaders with the leadership team so that the faculty/staff of Fort Braden has a direct say in what is occurring on campus and in the classroom. We as the leaders of the school strive for all to have a part in the ownership of the learning environment. The leadership team strives to remain proactive and not reactive to situations

in order to create a learning environment free from chaos and stress. the vision, values, mission, and the goals of the school must be a conglomeration of the school and all of the stakeholders.

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

School leadership-create a positive learning environment; an environment free of stress. Provide students and faculty/staff with the tools necessary for success in todays global world market. We as school leaders must create an environment that is conducive to learning for all students.

Faculty/staff-create classroom environments conducive to learning and environments where students feel safe. These individuals must be certain of their roles and relationships as they pertain to the learning environment and as they relate to creating a positive school culture and environment.

Parents/guardians-Stay in constant communication with the leadership of the school and the faculty/staff so that the school in aware of issues that may hinder the education of the student. Parents and guardians (through SAC and PTO) need to have a say in the vision, mission, values, and goal of the school.

Community-Allowing this group of stakeholders access to the vision, mission, values, and goals of the school is critical in creating a positive school culture and environment.