Escambia County School District

Longleaf Elementary School

2015-16 School Improvement Plan

Longleaf Elementary School

2600 LONGLEAF DR, Pensacola, FL 32526

www.escambia.k12.fl.us

School Demographics

School Type	**2014-15 Title I School**	**2015-16 Economically Disadvantaged (FRL) Rate** (As Reported on Survey 2)
Elementary	Yes	67%

Alternative/ESE Center	**Charter School**	**2015-16 Minority Rate** (Reported as Non-white on Survey 2)
No	No	62%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	C*	B	A	C

Preliminary 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 Escambia 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 with a grade of F within the prior two years. 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 resources available to support the goals and barriers that could hinder achieving those goals (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 is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	1	Melissa Ramsey

Former F		Turnaround Status
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The mission of Longleaf Elementary School is to provide a safe learning environment where students are encouraged to develop into responsible citizens as they progress to their highest potential.

Provide the school's vision statement

The vision of Longleaf Elementary is to develop a school with highest student achievement where students and teachers develop the habits of life long learners.

School Environment

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

During preschool, teachers call parents to introduce themselves and to invite them to an Orientation that is held during preschool week. At Orientation, teachers have an opportunity to meet parents and their students. Teachers use this opportunity to begin to establish a relationship with the family and the student. Teachers also find out the best way to communicate with the parents (best phone number and time to call, text, email). Teachers also let parents know the best way they can get in touch with them.
The first few days of school parents are invited to walk their children to the classroom which gives them another opportunity to ask any questions of the teacher. Teachers also use the first few days of school to get to know their students and determine their interests. Many teachers use an interest survey to get this information.
At Longleaf, the importance of establishing positive relationships with students and parents is emphasized and supported by the administration. All staff are reminded throughout the year of the importance of these relationships and given feedback when positive results are observed.

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

Several years ago our school implemented a Positive Behavior Support (PBS) system. Three schoolwide expectations were established for our students, to be respectful, responsible, and ready. At the beginning of each school year, each expectation is taught and students learn how the expectation is demonstrated as well as examples and non-examples. These expectations are reinforced throughout the year and students are recognized and rewarded for demonstrating them. For each schoolwide expectation, procedures have been established to ensure we have a safe learning environment for our students. For example, students are taught the procedures for the classroom, the hallways, cafeteria, and buses or car rider area. All students are expected to follow the procedures in place and adults carefully supervise students at all times. Students also know the adults at our school are there to help and can be called on at anytime they have a need.
This year a social skills program called LEAPS. The lessons have been infused into our school's core curriculum and are a key component of our school-wide Positive Behavior Support program.

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

At the beginning of each year, our Positive Behavior Support Team (PBS) meets to review our schoolwide expectations, procedures, and rules. This team determines how students will be recognized and rewarded for good behavior. This team also reviews the procedures that are to be used for inappropriate behavior. This information is shared at a faculty meeting and all staff are given an opportunity for input.

Classroom procedures are established at the beginning of the year. These procedures are also communicated to parents (newsletter, Orientation). Although classroom procedures vary, there are classroom rules that are consistent throughout our school.

This year training was provided for "Time To Teach" which is a program focused on teaching students how to be self-disciplined by using preventive rather than reactive strategies and refocusing students so they can continue to learn. A principal component of the program is the need to first develop and maintain positive relationships with students and families.

Each teacher has a specific plan for rewarding appropriate behavior daily and/or weekly, depending on the grade level. Additionally, grade level teams develop weekly or bi-monthly (depending on the grade level) plans for recognizing appropriate behavior. These plans are based on the interest of students and may include art, music, cooking, or sports activities. The activities vary depending on the grade level and are changed throughout the year to keep students motivated. At the end of each year, a schoolwide event is planned to reward and recognize students who maintain good behavior the entire year.

Teachers use a Behavior Infraction Form to document inappropriate behavior that is minor (not following directions, minor disruption in class, etc.). The form includes interventions that the teacher is expected to implement in order to correct the behavior. These interventions include parent contact, timeout, and loss of privileges. If the behavior becomes chronic, grade level and RTI/MTSS meetings are used to develop additional strategies for correcting the behavior.

A component of our LEAPS social skills curriculum is the ability to assess individual students and identifying them as needing Tier ii or Tier iii interventions. These students meet with our PBS Behavior Coach on a regular basis in a small group setting to receive targeted instruction in the areas needing improvement.

Serious infractions are referred to the Principal or Assistant Principal. Every effort is made to involve the parents and appropriate consequences are given.

The PBS/Schoolwide Behavior Team meets each month to review the PBS system and schoolwide discipline plan. Current data is provided and analyzed to determine where improvement is needed. This data includes the kinds of incidents, number of students, time of day, and location.

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

Students needing services as a result of social-emotional needs are referred to our Guidance Counselor. These referrals can come from parents or any staff member. Individual and small group counseling is provided. If additional services are needed or the counselor believes the needs are great, a referral is initiated for services provided outside the school.

Mentors are recruited and trained through our district's Volunteer Office. Referrals for students needing mentors are made to this office and every effort is made to find a suitable mentor. Mentors meet with students at least once a week throughout the year.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

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

Longleaf's administration annually compiles a list of students who meet one or more criteria of an early warning system. These criteria include: attendance below 90 percent, one or more suspensions,

course failure in either English Language Arts or mathematics, and a level one score on the statewide, standardized assessment in English Language Arts or mathematics.

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

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	9	34	19	21	19	20	122
One or more suspensions	0	4	8	9	3	8	32
Course failure in ELA or Math	4	14	13	14	11	4	60
Level 1 on statewide assessment	3	15	5	15	11	18	67

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	
Students exhibiting two or more indicators	3	13	10	9	12	12	59

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

In order to improve student achievement, Longleaf's faculty, staff, and administration work diligently to reduce the number of students who appear on the early warning system list. We have employed strategies for each indicator as follows.

In order to reduce the number of students who are chronically absent we have introduced an incentive system supported by a local business that rewards students for perfect attendance. We also encourage regular attendance and promptness on our closed-circuit television programming. Students who arrive at school tardy and check out early are monitored by our student database system. This allows efficient access to attendance data. In addition, our administrators and data clerk monitor attendance, tardies, and early check outs closely. The parents of students with attendance problems are contacted through phone calls, face to face conferences with administration, and visits from the School Social Worker. If necessary, chronic truants are reported to the authorities.

Longleaf has employed many programs to reduce the number of students failing math or English Language Arts, as well as those scoring a level one on statewide standardized assessments. Student progress in course work is monitored closely by teachers. All students experiencing difficulty with academic material are provided with differentiated instruction in the classroom. If problems in learning persist, teachers make contact with the students' parents and begin a progress monitoring plan. As needed, students with academic deficiencies are entered into a Response to Instruction program which includes classroom interventions. In addition, we offer afterschool tutoring for students in grades one through five at no cost to families. We also provide families with education on testing requirements at grades three through five. To enhance the effectiveness of instruction, all teachers are provided with ongoing professional development to increase and maintain their skills in all areas of the curriculum and assessment.

In effort to reduce the number of suspensions, both in school and out of school, Longleaf has implemented a Positive Behavioral Support (PBS) program. This school wide program rewards students for being respectful, responsible, and ready. Teachers are encouraged to use various interventions to increase positive behaviors and decrease unwanted behaviors. This year we have also implemented a social skills curriculum that allows teachers to identify specific needs of their students and provide preventative instruction for these areas of need.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

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

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

A Parent Involvement Plan has been developed for our school and is reviewed at an annual Title I Parent Meeting. Parents are given an opportunity to give input such as what is working well, what barriers still exist, and how can we improve the level of parent involvement. This plan is shared with the School Advisory Council, faculty and staff, and our PTA Board to ensure all parent involvement activities are aligned and to keep the lines of communication open.

Our goal is to have each parent participate in at least one activity per year. Parent involvement activities are scheduled monthly on a variety of days with morning and evening times to accommodate the schedules of working parents. Childcare is provided for most events to include parents with preschool children. Other types of parent involvement includes classroom and school volunteers, and membership on our School Advisory Council and PTA Board. Parents also receive monthly school newsletters, automated phone calls, and have access to our school's website.

Parents are kept informed of their child's progress through various communications. Teachers send home daily or weekly reports which inform parents on behavior, completion of assignments, and general attitude toward learning. Teachers also conduct parent conferences as often as necessary. For our primary grade students, teachers are provided with a substitute in order to complete parent conferences during the first nine week grading period.

Parents are also invited to many school events intended to involve them in the school experience and share student successes such as Orientation and Open House. Progress reports are sent home at mid-quarter and formal report cards each nine weeks. In addition, parents have access to our FOCUS Parent Portal which allows them to access their student's grades online at any time.

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

Longleaf Elementary participates in many collaborative relationships with the community through formal and informal partnerships. Local groups such as the Girl Scouts and soccer teams use our facilities for their meetings and games. Several local businesses such as Papa Johns, Dominos, Sonic, Whataburger, and Chuck E Cheese support the school and our families with spirit nights, donations of coupons to be used as rewards for behavior or achievement, monetary donations, and the provision of other goods and services. Our school also has formal partnerships with several local businesses including Pine Summit Baptist Church, Firehouse Subs, and IHOP. These organizations provide countless services to our students and families including backpacks of food for students whose homes lack food security, banners and signs promoting our programs, and other donations. A community member also serves on our School Advisory Council. Our school has a working relationship with our local and national PTA, with an active PTA group on our campus. Longleaf Elementary promotes its programs and achievements through media releases to the local press, a Longleaf PTA Facebook page, a school web site, and monthly newsletters.

Longelaf has developed a family and community involvement committee to further develop and increase

our relationships with our families and the Pensacola community. Faculty, staff, and parent representatives meet throughout the year to assist in the develop of effective family involvement strategies.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership:

Name	Title
Thomas, Patti	Principal
Haupt, Melanie	Assistant Principal
Cross, Shannon	Other
Heath, Laureen	Teacher, K-12
Matthews, Keli	Teacher, K-12
Venable, Melissa	Teacher, K-12
Stone, Paulette	Teacher, K-12
Cole, Brandi	Teacher, ESE
Jacobi, Frances	Teacher, K-12
Phillips, Sallie	Teacher, K-12
Adams, Kenli	Teacher, K-12
Sluka, Annmarie	Teacher, K-12

Duties

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

The School Leadership Team at Longleaf Elementary includes representatives of all grade levels and departments at the school. Monthly meetings are held to monitor the implementation of the School Improvement Plan (SIP) and Multi-tiered Support System (MTSS). Principal, Patti Thomas, monitors the process at the school, assists in the collection, analysis, and interpretation of data and development of instructional strategies/interventions, and ensures appropriate professional development and resources are available for members of the team as well as for members of the instructional staff.

Assistant Principal, Melanie Haupt and Shannon Cross, Curriculum Coordinator assist in monitoring the implementation of the SIP and MTSS process at the school, assist in the collection, analysis, and interpretation of data and development of instructional strategies/interventions, and assist to ensure appropriate professional development is available for members of the team as well as members of the instructional staff.

Guidance Counselor, Christopher Gayo, assists in monitoring the implementation of the MTSS process at the school, assists in the collection, analysis and interpretation of data and the development of instructional strategies/interventions, and provides technical support and training for the team and other members of the instructional staff. He also collaborates with colleagues to develop and implement Tier II and Tier III strategies/interventions.

Each member of the School Leadership Team is responsible for engaging their grade level groups in the following activities: reviewing current data and link that data to instructional decisions, review progress monitoring data at the grade level and classroom level to identify students who are meeting/

exceeding benchmarks and those who are at high risk for not meeting the standards. Based on the results of this data analysis, the team will identify professional development and resource needs of the students and staff. Team members also collaborate regularly to problem solve, share effective practices, evaluate implementation of the SIP and MTSS process, practice new processes and skills, and make decisions about program implementation.

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

The School Leadership Team meets regularly to review current data, including student achievement, attendance, and discipline data. The team uses the results of this data analysis to determine the effectiveness of programs and resources being used at the school. A problem solving process is used to identify what additional professional development, personnel, or resources may be needed to meet the needs of the students and staff. Shannon Cross, Assistant Principal, maintains an inventory of available curriculum resources at the school. Dwayne Goss, our Technician IV, maintains an inventory of technology resources and ensures they are equitably available to all students and staff.
Title I, Part A
Longleaf receives support through federal, state, and local programs. Title I funds of $234,924 are used to provide additional personnel at the school level to support the classrooms. This year funds were used to purchase a Curriculum Coordinator and two additional teacher assistants. Additionally, funds are used to purchase resources and materials to supplement classroom instruction, increase parent involvement, and provide staff development for teachers.
Title I, Part C Migrant
Services for migrant children are provided by the district level Title I Office. After thorough checking of the Migrant Student Information Exchange (MSIX) system and our local student database, we have determined there are no migrant children at Longleaf this year.
Title I, Part D
Services to neglected and delinquent students are provided by various district-operated programs. These services are overseen by the Title I Office. Our school does not serve Title I, Part D students.
Title II
Professional development is offered at both the school and district level. Please see each goal area for specific professional development activities. Professional development being offered at the school includes Florida State Standards, Thinking Maps, higher order questioning techniques, data analysis strategies, effective student engagement practices, Whole Brain, LEAPS social skills, and Time to Teach, teacher engagement training.
Title III
Services for English Language Learners (ELL) are provided as required by law. Several ESOL centers are provided at various key locations in the district. Students who do not attend centrally located school-based sites attend their zoned school where ESOL endorsed teachers provide services. All teachers who serve ELL identified students have ESOL endorsement on their teaching certificate. Our school is not an ESOL Center but we serve fifteen ELL students in grades kindergarten through fifth grade. In addition, an itinerant ESOL teacher, funded through Title III monies is assigned to the four students at our school. This teacher assists both the classroom teachers and the ELL students.
Title X - Homeless
The school works with the district's Homeless Coordinator to provide resources (clothing, school supplies, and social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. This program is overseen by the District Title I Office. At Longleaf Elementary, we have four identified homeless students. These four students are sharing the housing of other people due to economic hardship.

Supplemental Academic Instruction (SAI)

Longleaf Elementary received approximately $27,642 in funding for SAI. The funding will used to purchase technology and other resources to support the implementation of the Florida Common Core Standards in classrooms. Funding will also used to provide classroom resources for students not meeting proficiency in reading, mathematics, writing, or science.

Violence Prevention Programs

The school offers non-violence and anti-drug programs to students that incorporates guest speakers, counseling, and classroom discussions. Red Ribbon Week is held in October with school-wide activities and guest speakers. Through our school's behavior management plan, we will also provide training for faculty, staff, and students regarding bullying. We have implemented a positive behavior management plan that is being used school-wide. The Jeffrey Johnson Stand Up for All Students Act requires our school district to adopt an official policy prohibiting bullying and harassment of students and staff on school grounds, at school-sponsored events, and through school computer networks. In addition, beginning with the 2011-2012 school year, our district launched the "Bullying Report" website where bullies may be reported anonymously.

Nutrition Program

Our school is committed to continue offering nutritional choices in the cafeteria. This includes a salad bar, ala carte items, and self-serve options. Our school is also a Healthier Generation Alliance School. The school follows the district's nutrition program for summer feeding at select sites. Additional programs and staff will address the obesity issue, especially in elementary age children. This year our school is one of the district's Community Economic Program schools which means breakfast and lunch are provided to all students.

Housing Programs

This is offered at the district level and overseen by the Title I Office. This program is not applicable to our school.

Head Start

The Head Start Program is offered at the district level and overseen by the Title I Pre-kindergarten Office.

Although several Head Start programs are housed at various elementary schools,a program is not housed at our school.

Adult Education

No adult education programs take place on our school campus, however, evening programs are offered at all of the high schools in our district. A "Second Chance" program is also in place for juvenile offenders. Additionally, Pensacola State College provides programs for adults over 16 years of age.

Career and Technical Education

Career and Technical Education is integrated into our core curriculum programs and includes literature-based activities, guest speakers, and community-sponsored activities held at the school.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Patti Thomas	Principal
Janice Brown	Education Support Employee
Lakevia Green	Teacher
Henry Stromas	Parent
Dave Blackwell	Parent
Maryline Avila	Parent
Betty Dwelle	Business/Community
Camilla Dozier	Parent
Amber Graham	Parent

Duties

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

Evaluation of last year's school improvement plan

Student achievement and school grade data is reviewed by the School Advisory Council (SAC) and used to evaluate each goal included in the School Improvement Plan. The resources and strategies used to meet the goal are analyzed and any barriers achieving success are identified.

Development of this school improvement plan

Using student achievement data, the SAC assists the school in setting priorities for the goals and strategies that are included in the School Improvement Plan. The SAC also provides guidance for targeting areas in need of improvement and for monitoring implementation of the plan.

Preparation of the school's annual budget and plan

The SAC provides guidance for developing the school's budget each year so that priorities for funding are aligned to support implementation of the goals and strategies in our School Improvement Plan. Recommendations for the use of personnel and resources are made by the council to ensure adequate support for the implementation of the plan.

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

School Improvement funds allocated for the year were used to purchase a new copy machine at a cost of $2,455. An additional $1,435 was spent to purchase website subscriptions to be used by all students. These websites include Vocabulary/Spelling City, More Starfall, and Flocabulary.

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

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

Literacy Leadership Team (LLT)

Membership:

Name	Title
Stacey, Wendy	Teacher, K-12
Cole, Brandi	Teacher, K-12
Haynes, Mauri	Teacher, K-12
Halford, Bonita	Teacher, K-12
Matthews, Keli	Teacher, K-12
Quenan, Beth	Teacher, K-12
Dunson, Christina	Teacher, K-12
Cuebas, Susan	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The primary purpose of our Literacy Leadership Team is to lead the development of plans relating to English and language arts throughout the school. This team assists with the establishment and implementation of an AR recognition program, the promotion of Sunshine State Young Readers Award books, student book reports and other literacy promotions, coordination of the use of Reading Wonders, our core reading program, and the integration of writing throughout the curriculum.
A second initiative of this team is to provide support and training for the implementation of the Florida Standards as we prepare our students for the Florida Standards Assessment. The team will engage the staff in activities that will help them understand the standards and how to implement them in their classrooms. They will also focus on ways the standards can be aligned with our core reading program.
This team also works with our school's Family Involvement Team to provide literacy events for our families throughout the year. These events focus on motivating students to read and also helping students understand ways to help their child become better readers and writers.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

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

Longleaf teachers work collaboratively in grade level groups, teams, and committees to facilitate the work of the school. Teachers are given an opportunity to choose an area to serve that is based on their interest and expertise. Grade level teams meet each week to plan, share ideas, and reflect on instructional practices. Committee and team meetings are held each month. Bi-monthly faculty meetings are used to gather input and share ideas.
Cross grade level meetings are also held throughout the year to facilitate curriculum alignment among grade levels. Teachers share ideas and suggestions to ensure students are mastering prerequisite skills.
At each faculty meeting, teachers and staff are encouraged to share the good things taking place at our school. This activity is being modeled at each meeting to encourage and motivate and teachers to use this strategy in their classrooms with their students.

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

The following strategies will be used to recruit and retain highly qualified teachers at Longleaf:
1. Ensure school specific training is made available to all new teachers (Positive Behavior System, Focus Gradebook, RTI/MTSS, LEAPS, Time To Teach, etc.)
2. Assign a consulting teacher to work with all first year teachers.

3. Assign a mentor teacher to all teachers new to the school.
4. Conduct 30, 60, 90 day meetings to determine what additional support or resources are needed for new teachers.

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

Each new teacher will be paired with a mentor teacher. The following pairings and the rationale for the pairings are included:
Ethel Duffy (Mentor)/Stephanie Farley (Mentee) - both teachers are Exceptional Student Education Teachers.
Sheila Lanton (Mentor)/Angie Sulls (Mentee) - both teachers are music teachers.
Planned mentoring activities include participation in a professional learning community with other teachers, planning collaboratively, modeling and observing in each other's classrooms.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

Longleaf Elementary uses core instructional programs as directed by the Escambia County School District. These core programs are carefully selected and adopted by a team of teachers and administrators to address the specific needs of our students while meeting the requirements of the Florida Standards. Currently, our core reading program is Reading Wonders which is aligned to the Common Core State Standards and the Florida Standards. Our core mathematics program is Go Math! Florida, which is also aligned to the Common Core State Standards and the Florida Standards. Our science textbooks are Pearson Florida Interactive Science, which align to the Next Generation Sunshine State Standards for science. Similarly, our social studies program is MacMillan McGraw-Hill's Florida Social Studies, which is also aligned to the Next Generation Sunshine State Standards. In addition to using district adopted and state approved core instructional programs, Longleaf Elementary also uses pacing guides and instructional calendars which are developed to ensure that all Florida Standards are addressed in all classrooms prior to the end of the academic year.

Instructional Strategies

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

Teachers at Longleaf Elementary use Discovery Education Assessments to assess and track student knowledge and understanding of Common Core State Standards. Students complete benchmark assessments each year in mathematics and English Language Arts. The data collected from these assessments indicates student proficiency in Common Core State Standards for English Language Arts and mathematics. Teachers then use this data to align their instruction to student needs. Teachers are able to form small groups for targeted instruction in specific areas of weakness. Students who have mastered required content are provided with enrichment activities. Additionally, teachers can use the Discovery Assessment platform to create and assign instructional probes. These formative assessments are used to monitor student progress toward specific benchmarks. Teachers use the results from these probes to further refine instruction to meet the needs of all students.
Longleaf teachers and administration have also developed instructional calendars and mini

assessments which are designed to teach and assess all of the Florida Standards. These calendars assure that all benchmarks are taught throughout the academic year, while the assessments indicate student mastery or areas of continued need.

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: Summer Program

Minutes added to school year: 2,160

Students in the third grade scoring in the bottom 20% on Florida standardized testing or who are failing English Language Arts and first grade students being retained the next school year are invited to attend Summer Reading Camp. This summer school program provides intensive instruction in reading for six weeks in June and July. Students are given specific, small group instruction in all areas of reading and language arts.

Strategy Rationale

Students who are having difficulty mastering benchmarks in reading require more small group, direct instruction. This type of instruction is provided during summer reading camp.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Cross, Shannon, scross@escambia.k12.fl.us

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

Summer teachers collect student portfolios, Discovery Education data, and Stanford 10 to determine student growth in reading.

Strategy: After School Program

Minutes added to school year: 3,360

Afterschool tutoring in English language arts and math is provided for eight weeks for students struggling with grade level curriculum.

Strategy Rationale

Struggling students benefit from the small group instruction provided in our afterschool tutoring program. Direct instruction in target skills is provided two afternoons each week.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Gayo, Christopher, cgayo@escambia.k12.fl.us

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

Discovery Education data is used to determine the effectiveness of this strategy.

Strategy: Extended School Year

Minutes added to school year: 1,440

Students with disabilities are offered the opportunity to extend school during the summer.

Strategy Rationale

Students with disabilities often regress academically and socially.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Duffy, Ethel, eduffy@escambia.k12.fl.us

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

Extended school year teachers collect behavioral data and record academic progress in Individualized Education Plans.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

During the first month of kindergarten registration (May, 2015), a parent training will be held to familiarize parents of incoming kindergarten students with the expectations for learning. Information and strategies for preparing their child for the upcoming school year are provided, along with a packet

of activities they can do with their child over the summer.
In addition, area preschools are invited to bring their students to on a field trip to see what a day in Kindergarten is like at Longleaf.

Prior to the beginning of the school year (August, 2015), kindergarten teachers assessed each of their students to determine where to begin instruction. The results of these assessments along with expectations for each nine week grading period will be shared with parents during a parent conference (September, 2015).

College and Career Readiness

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

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

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

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

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection
Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

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:

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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.

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.

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

1 = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   Reduce the number of students with office discipline referrals by 5%.

G2.   Reduce the number of students with below 90% attendance.

G3.   Increase the performance of our lowest quartile students in reading and math by at least 5%.

Strategic Goals Detail

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

G1. Reduce the number of students with office discipline referrals by 5%. `1a`

G067883

Targets Supported `1b`

Indicator	Annual Target
Discipline incidents	16.0

Resources Available to Support the Goal `2`

- LEAPS Social Skills Curriculum

- Time To Teach Training and Materials

- PBS Behavior Support System

- PBS Behavior Coach

Targeted Barriers to Achieving the Goal `3`

- Additional teacher training is needed to implement effective strategies and interventions for challenging students.

Plan to Monitor Progress Toward G1. `8`

Schoolwide behavior data, RTI:B data, classroom observations and walkthroughs

Person Responsible

Patti Thomas

Schedule

Daily, from 8/17/2015 to 5/26/2016

Evidence of Completion

The number of students with office discipline referrals and RTI:B graphs and data will be reviewed at monthly PBS Behavior Team meetings. Additionally, teacher observation data and classroom walkthrough data will be reviewed by the administrative team on a regular basis.

G2. Reduce the number of students with below 90% attendance. `1a`

G067884

Targets Supported `1b`

Indicator	Annual Target
Attendance Below 90%	116.0

Resources Available to Support the Goal `2`

- Attendance Child Study Team Meetings scheduled by the school administration.

- School Social Worker to meet with parents and/or provide information and assistance for families with attendance problems.

Targeted Barriers to Achieving the Goal `3`

- Daily attendance is not a priority for many parents.

G3. Increase the performance of our lowest quartile students in reading and math by at least 5%. [1a]

🔍 G067885

Targets Supported [1b]

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	54.0
ELA/Reading Gains	55.0
Attendance Below 90% Grade 05	20.0
Students in fourth grade exhibiting two or more EWS indicators	4.0
Students in fifth grade exhibiting two or more EWS indicators	5.0

Resources Available to Support the Goal [2]

- Professional Learning Department

- Grade Level Professional Learning Communities

- School-based Professional Development

- School Leadership (Principal, Assistant Principal)

- Teacher Leaders

- Thinking Maps

Targeted Barriers to Achieving the Goal [3]

- Additional teacher training is needed in differentiating instruction for lower performing students

Plan to Monitor Progress Toward G3. [8]

Student performance data will be reviewed (Discovery Education, core ELA and mathematics assessments)

Person Responsible
Shannon Cross

Schedule
Monthly, from 8/18/2014 to 5/29/2015

Evidence of Completion
Student achievement data (FSA)

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. Reduce the number of students with office discipline referrals by 5%. `1`

`G067883`

G1.B3 Additional teacher training is needed to implement effective strategies and interventions for challenging students. `2`

`B175890`

G1.B3.S1 Provide Time To Teach training to all staff so that it can be implemented daily in all classrooms. `4`

`S187162`

Strategy Rationale

Time To Teach must involve all teachers and support staff in order for implementation to be effective.

Action Step 1 `5`

Prior to the beginning of the school year, provide training in the Time To Teach Program for all instructional and support staff.

Person Responsible

Patti Thomas

Schedule

Evidence of Completion

Classroom observations of the use of the strategies and interventions included in this training. Teacher surveys following the training.

Action Step 2 `5`

Schedule follow-up training on a Teacher Planning Day to reinforce the strategies and interventions of the Time To Teach Program.

Person Responsible

Patti Thomas

Schedule

On 10/12/2015

Evidence of Completion

Classroom observations of the use of the strategies and interventions included in this training and the number of office discipline referrals.

Action Step 3 `5`

At monthly faculty meetings, review, reinforce, and address any concerns the staff have with the implementation of Time To Teach.

Person Responsible

Melanie Haupt

Schedule

Monthly, from 8/17/2015 to 5/26/2016

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B3.S1 `6`

Classroom observations, classroom walkthroughs, and reduction in number of students with office discipline referrals

Person Responsible

Patti Thomas

Schedule

Daily, from 8/17/2015 to 5/26/2016

Evidence of Completion

Behavior Collaboration Forms indicating the number of Refocus Forms being used.

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 `7`

Classroom observations/Classroom walkthroughs

Person Responsible

Melanie Haupt

Schedule

Daily, from 8/17/2015 to 5/26/2016

Evidence of Completion

School-wide behavior data and results of teacher evaluations for Domain 2 (The Classroom Environment)

G2. Reduce the number of students with below 90% attendance. `1`

🔍 G067884

G2.B2 Daily attendance is not a priority for many parents. `2`

🔍 B175892

G2.B2.S1 Implement a school-wide plan to reward and recognize students with good and/or improved attendance. `4`

🔍 S187165

Strategy Rationale

Rewarding and recognizing good attendance and/or improved attendance will motivate students to be at school and on time each day.

Action Step 1 `5`

Student attendance will be monitored and students with good or improved attendance will be recognized and rewarded each month via our morning news program.

Person Responsible

Melanie Haupt

Schedule

Monthly, from 8/17/2015 to 5/26/2016

Evidence of Completion

Attendance reports from the student information system (Focus)

Action Step 2 5

Each nine week grading period, reward and recognize the classroom on each grade level with the highest percentage of attendance.

Person Responsible

Melanie Haupt

Schedule

Quarterly, from 8/17/2015 to 5/26/2016

Evidence of Completion

Attendance records from the student information system (Focus)

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Student attendance will be monitored using attendance records from our student information system (Focus).

Person Responsible

Melanie Haupt

Schedule

Evidence of Completion

Number of days tardy, number of days checked out early, and absences will be collected, reviewed, and monitored.

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

A monthly review of attendance records will indicate the percentage of decrease for students below 90%

Person Responsible

Schedule

Monthly, from 8/17/2015 to 5/26/2016

Evidence of Completion

The list of students with below 90% attendance will decrease.

G3. Increase the performance of our lowest quartile students in reading and math by at least 5%. `1`

🔍 G067885

G3.B1 Additional teacher training is needed in differentiating instruction for lower performing students `2`

🔍 B175893

G3.B1.S1 Teachers will use student achievement data of their choice to differentiate their instruction. `4`

🔍 S187167

Strategy Rationale

This practice will cause teachers to analyze their data to drive instruction.

Action Step 1 `5`

Quarterly data meetings with teachers to determine how instruction will be differentiated based on their data.

Person Responsible

Melanie Haupt

Schedule

Quarterly, from 8/17/2015 to 5/26/2016

Evidence of Completion

Lesson plans and student data

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

Teachers will attend and participate in quarterly data meetings.

Person Responsible

Melanie Haupt

Schedule

Quarterly, from 8/17/2015 to 5/26/2016

Evidence of Completion

Lesson plans, classroom walkthroughs, and observations

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

Increased student achievement data for the lower quartile students.

Person Responsible

Melanie Haupt

Schedule

Quarterly, from 8/17/2015 to 5/26/2016

Evidence of Completion

Report Cards, Test Data, Discovery Education Data

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B3.S1.A1	Prior to the beginning of the school year, provide training in the Time To Teach Program for all instructional and support staff.	Thomas, Patti	7/30/2015	Classroom observations of the use of the strategies and interventions included in this training. Teacher surveys following the training.	one-time
G2.B2.S1.A1	Student attendance will be monitored and students with good or improved attendance will be recognized and rewarded each month via our morning news program.	Haupt, Melanie	8/17/2015	Attendance reports from the student information system (Focus)	5/26/2016 monthly
G3.B1.S1.A1	Quarterly data meetings with teachers to determine how instruction will be differentiated based on their data.	Haupt, Melanie	8/17/2015	Lesson plans and student data	5/26/2016 quarterly
G1.B3.S1.A2	Schedule follow-up training on a Teacher Planning Day to reinforce the strategies and interventions of the Time To Teach Program.	Thomas, Patti	10/12/2015	Classroom observations of the use of the strategies and interventions included in this training and the number of office discipline referrals.	10/12/2015 one-time
G2.B2.S1.A2	Each nine week grading period, reward and recognize the classroom on each grade level with the highest percentage of attendance.	Haupt, Melanie	8/17/2015	Attendance records from the student information system (Focus)	5/26/2016 quarterly
G1.B3.S1.A3	At monthly faculty meetings, review, reinforce, and address any concerns the staff have with the implementation of Time To Teach.	Haupt, Melanie	8/17/2015		5/26/2016 monthly
G1.MA1	Schoolwide behavior data, RTI:B data, classroom observations and walkthroughs	Thomas, Patti	8/17/2015	The number of students with office discipline referrals and RTI:B graphs and data will be reviewed at monthly PBS Behavior Team meetings. Additionally, teacher observation data and classroom walkthrough data will be reviewed by the administrative team on a regular basis.	5/26/2016 daily
G1.B3.S1.MA1	Classroom observations/Classroom walkthroughs	Haupt, Melanie	8/17/2015	School-wide behavior data and results of teacher evaluations for Domain 2 (The Classroom Environment)	5/26/2016 daily

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B3.S1.MA1	Classroom observations, classroom walkthroughs, and reduction in number of students with office discipline referrals	Thomas, Patti	8/17/2015	Behavior Collaboration Forms indicating the number of Refocus Forms being used.	5/26/2016 daily
G2.B2.S1.MA1	A monthly review of attendance records will indicate the percentage of decrease for students below 90%		8/17/2015	The list of students with below 90% attendance will decrease.	5/26/2016 monthly
G2.B2.S1.MA1	Student attendance will be monitored using attendance records from our student information system (Focus).	Haupt, Melanie	5/26/2016	Number of days tardy, number of days checked out early, and absences will be collected, reviewed, and monitored.	monthly
G3.MA1	Student performance data will be reviewed (Discovery Education, core ELA and mathematics assessments)	Cross, Shannon	8/18/2014	Student achievement data (FSA)	5/29/2015 monthly
G3.B1.S1.MA1	Increased student achievement data for the lower quartile students.	Haupt, Melanie	8/17/2015	Report Cards, Test Data, Discovery Education Data	5/26/2016 quarterly
G3.B1.S1.MA1	Teachers will attend and participate in quarterly data meetings.	Haupt, Melanie	8/17/2015	Lesson plans, classroom walkthroughs, and observations	5/26/2016 quarterly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. Reduce the number of students with office discipline referrals by 5%.

G1.B3 Additional teacher training is needed to implement effective strategies and interventions for challenging students.

G1.B3.S1 Provide Time To Teach training to all staff so that it can be implemented daily in all classrooms.

PD Opportunity 1

Prior to the beginning of the school year, provide training in the Time To Teach Program for all instructional and support staff.

Facilitator

Beverly Patteson, Time To Teach Trainer

Participants

All instructional and support staff

Schedule

PD Opportunity 2

Schedule follow-up training on a Teacher Planning Day to reinforce the strategies and interventions of the Time To Teach Program.

Facilitator

Beverly Patteson, Time To Teach Trainer

Participants

All instructional and support staff.

Schedule

On 10/12/2015

PD Opportunity 3

At monthly faculty meetings, review, reinforce, and address any concerns the staff have with the implementation of Time To Teach.

Facilitator

Melanie Haupt, Assistant Principal/Patti Thomas, Principal

Participants

All instructional and support staff

Schedule

Monthly, from 8/17/2015 to 5/26/2016

Technical Assistance Items

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

Budget

Budget Data

1	G1.B3.S1.A1	**Prior to the beginning of the school year, provide training in the Time To Teach Program for all instructional and support staff.**				**$0.00**
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	6400	310-Professional and Technical Services	0863 - Longleaf Elementary School	Title I Part A		$0.00
			Notes: Time To Teach Training			
2	G1.B3.S1.A2	**Schedule follow-up training on a Teacher Planning Day to reinforce the strategies and interventions of the Time To Teach Program.**				**$0.00**
3	G1.B3.S1.A3	**At monthly faculty meetings, review, reinforce, and address any concerns the staff have with the implementation of Time To Teach.**				**$0.00**
4	G2.B2.S1.A1	**Student attendance will be monitored and students with good or improved attendance will be recognized and rewarded each month via our morning news program.**				**$0.00**
5	G2.B2.S1.A2	**Each nine week grading period, reward and recognize the classroom on each grade level with the highest percentage of attendance.**				**$0.00**
6	G3.B1.S1.A1	**Quarterly data meetings with teachers to determine how instruction will be differentiated based on their data.**				**$0.00**
					Total:	**$0.00**