

R. J. Longstreet Elementary School



2015-16 School Improvement Plan

R. J. Longstreet Elementary School

2745 S PENINSULA DR, Daytona Beach, FL 32118

<http://myvolusiaschools.org/school/rjlongstreet/pages/default.aspx>

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	70%
Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	30%

School Grades History

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

**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 was approved by the Volusia County School Board on 11/10/2015.

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	2	Wayne Green
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Our R. J. Longstreet Elementary winning team (Home, School & Community) pledges that our students will become lifelong learners who share a commitment to a better society.

Provide the school's vision statement

Through the individual commitment of all, our students will graduate with the knowledge, skills, and values necessary to be successful contributors to our democratic society.

School Environment

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

An annual Climate Survey of parents, students, faculty and staff collects information on satisfaction with the school's programs and processes. Information is shared with the School Advisory Council and the Curriculum Leadership Team to assist with monitoring school initiatives. To provide an avenue specific to getting fathers involved at school, the school developed Cardinal Dads, a mentoring program for at-risk students. Parents to Kids offers the opportunity for improved parent to school relationships through modeling of reading strategies and parent/teacher conferences. Babysitting is provided free of charge and materials are given to parents at the close of the five sessions, which allows them to practice strategies learned with their children. For our homeless population, a Caring Cardinal Mentoring Program provides a social-emotional and academic partnership with students bridging the gap between the school and home. This program also sees that our homeless students receive nutritional food items for the weekend. Teachers are required to have at least two parent conferences per year where academic information is shared helping families with ways they can support the learning of their children at home. Through community donations and school support, teachers are able to ensure students and their families have access to gas cards, public transportation passes, clothing, food items, store gift cards, and school supplies.

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

The school supplements instructional staff to provide morning and afternoon duties that provide additional supervision of students on campus. Safety Patrols are stationed at key points on campus in the morning to assist students as they go to and from their line-up stations. The school's guidance counselor provides lessons throughout the year on bully prevention, diversity awareness and peer collaboration/mediation. Students participate in Positive Expectation Assemblies at the beginning of the year where information is shared that inform them of ways to request assistance in situations involving conflict with others. Once a year students complete a student climate survey and areas of concern are addressed through the school's leadership team. The school's mentoring program specifically targets our homeless population providing a bridge of support between the home and school as the student develops relationships with his/her assigned mentor.

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

The Behavioral Leadership Teams responds to the needs for reducing unnecessary referrals, improving climate, improving staff consistency in administering consequences for misbehavior, and improving behavior in classrooms, the cafeteria, hallways, and other common areas. The BLT meets quarterly or as needed to analyze behavior data using disciplinary referral information. Action Plans target needs of individual students, groups of students and/or school-wide initiatives.

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

The school offers the following list to ensure the needs of all student are met:

- * Peer Mediation
- *Bully Proofing Program
- *Caring Cardinal Program
- *Student Mentoring Program
- *Bucket Filler Incentive Program
- *Cardinal Dads

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

The School Leadership Team meets quarterly to review the early warning system report provided by the district, which indicates the following:

- *Attendance below 90 percent
- *Suspensions of one or more days out of school
- *Level 1 on statewide assessments
- *Retentions

Students with three or more of the indicators become part of a specific watch group monitored by the Leadership Team and these students are discussed during grade level Professional Learning Communities. Progress is assessed using school and district assessments as well as quarterly behavior data. Attendance concerns are monitored using our Problem Solving Team and action plans to address individual needs are developed, as indicated.

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
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		
Retention		

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

The Early Warning system report is used to determine school-wide trends which impact the academic performance of students. As a result the indicators of concern are attendance below 90 percent, Level 1 on statewide assessments and retentions. These areas are addressed through leadership meetings and during Professional Learning Communities in which group data are considered and evidenced-based interventions are developed to address concerns. Intervention strategies are as follows:

- *A mentoring program designed specifically for our homeless population helps students feel connected to their school through relationship building activities.
- *Quarterly Honor Roll recognition ceremonies include perfect attendance.
- *Monthly school-wide recognition is given to students who arrive on time daily.
- *The Golden Clock Award - Classes within each grade level compete for the Golden Clock Award earned by classes with the most students arriving to school daily and on time.
- *Students are referred to the Problem Solving Team and the parent is invited so that individual interventions can be developed and monitored to ensure academic and behavioral success.

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?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/189736>.

Description

A PIP has been uploaded for this school or district - see the link above.

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

The school connects with area business organizations using R. J. Longstreet's Business Partner program. We provide our business members information on how they can support our school and improvement student achievement through informational materials, phone calls and invitations to school functions and activities. Our school sponsors a Business Partner breakfast once per year. Community partners and local churches in the Ponce Inlet and Daytona Beach area provide school supplies and donate funds for teachers to purchase classroom resources. Through the Donor's Choose program teachers select from a variety of items offered by local businesses and then write up a proposal for how these items will enhance instruction. To date our teachers have received almost \$10,000 in technology and other resources to use in the classroom.

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
Watson, Judith	Principal
Glenn-Dixon, Tamla	Teacher, K-12
Rajcooar, Chrsitina	Teacher, K-12
Teschner, Elizabeth	Teacher, K-12
Moehring, Laurel	
Cox, Tanya	Teacher, K-12
Palmore, Shana	Teacher, K-12
Gummey, Sarah	Guidance Counselor
Spies, Amy	Instructional Coach
Schuld, Jenna	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 based MTSS and SIP leadership team identifies school based resources (both materials and personnel) to determine the continuum of academic and behavioral supports available to students at the individual school site. Academic and behavioral data are considered in order to determine priorities and functions of other existing teams(e.g., Problem Solving Teams, Behavioral Leadership Teams, and Professional Learning Communities). The Problem Solving Process(i.e., Problem Identification, Analysis of Problem, Intervention Implementation and Response to Intervention) is used as the way of work of all teams and not just for individual student concerns. Adherence to the Problem Solving process ensures that individual, class-wide, and school-wide issues are addressed systematically with data;that interventions (supports) are tiered to the targeted problems; and that a plan is in place to monitor progress. The school based MTSS leadership team meets regularly throughout the school in order to address the academic and behavioral needs that develop throughout the year, as well as to monitor outcomes of supports and interventions.

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 Improvement plan is data driven and focused on areas of school based need for both specific content areas as well as specific student populations. Similarly, MTSS is a data-driven framework that seeks to find solutions/responses matched in intensity to student need in academic and behavioral areas. The MTSS framework follows the district four-step problem solving process, with RTI as an integral component of the process. As a result the school improvement plan is based on a strategic analysis of data, and identified resources (as identified by the MTSS school bases leadership team) are matched to the needs of the students/schools. Building the SIP within the context of MTSS results in the school determining the areas of most significant need and, as importantly, enables the school to develop a plan that can be addressed on existing resources. Under Title I Part A our school works with outside agencies that provide specific services to targeted children and their families. These organizations team with our school to provide specific services to students, parents, and staff, including all special needs groups. It is the expectations of these involved on these partnerships that the activities and services will benefit the students by providing

the children served with the support, tools, and materials they need to be ready to learn as they move down the appropriate path to graduation. Programs supported by Title I at Longstreet Elementary include:

- * Family oriented activities
- * Supplemental Tutoring before and after school
- * Supplemental materials and supplies need to close the achievement gap
- * Supplemental funds for ongoing staff development as determined by the results of FCAT data
- * Parent To Kids workshops to teach literacy skills to parents so they can help their children to become better readers.

*The Migrant Education Program Coordinator, Migrant advocates and Migrant Education Program Lori DelGreco and Louise Booth coordinator, Migrant Advocates and Migrant Recruiters work together to provide services and support to the migrant students and their parents. The MEP coordinator works with Title I and other programs to ensure student needs are met. The Migrant Education Program provides the follow:

- *Academic Assistance through credit accrual/recovery, tutoring, and summer school
- *Translation Services for parent/teacher conferences
- *Parental support through parent/kid activity nights and workshops on school success
- *Medical Assistance through referrals to outside community agencies
- *Food Assistance through referrals to food assistance programs

The district provides received funds to support the N & D programs to accelerate the rate of student achievement and close achievement gaps for students in these programs. Services are coordinated with district DJJ and Neglected programs. Students are transition from DJJ centers back into the district schools with a transition plan to ensure academic and and social success.

The district Title II, receives federal funds to provide access to Professional Development activities for public and private schools teachers and principals in the core subject areas to ensure quality instruction and student success.

The district Title III, ESOL Coordinator and staff provide ongoing support and professional development to teachers to ensure instructional best practices are utilized. Teachers consistently monitor the progress of ELL students to identify specific needs, as well as target interventions and enrichments that ensure the appropriate pathway toward graduation.

In Title X homeless, The school works closely with Pam Woods, Title X Coordinator, to ensure that homeless students have the materials and resources they need to be successful.

Supplemental Academic Instruction (SAI), the district provides remedial and supplemental instructional resources to students who fail to meet performance levels.

Violence Prevention Programs, the school offers the following non-violence and anti-drug programs:

- *Student mentoring program
- *Peer Mediation
- *Crisis Training Program
- *Suicide Prevention Program
- *Bullying Program

We have a variety of Nutrition Programs at Longstreet that include:

- *Free and Reduced Meal Plan
- * Wellness Policy School Plan
- *Nutrition and Wellness classes
- *Health classes

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Shana Palmore	Teacher
Judith Watson	Principal
Tiffany Kisker	Parent
Tanielle Dain	Parent
Gina Lloyd	Business/Community
Kristi Drumheller	Business/Community
Christina Rajcooar	Teacher
Tamela Glenn-Dixon	Teacher
Micheal Claucy	Parent
Donna Reed	Business/Community
Vanessa Winfielder	Business/Community
Heath Barrow	Parent
Tammy Estofieo	Parent
Jennifer Dietz	Principal
Courtney Inge	Teacher
Joy Nipper	Parent
Kerri Korn	Parent
John Dain	Student
James Bartow	Parent
Ann Tredent	Education Support Employee

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

Teachers worked towards our goal of utilizing effective instruction through the implementation of a variety of student engagement activities by the following:

In professional developments throughout the year teachers understood the general concept of the differentiated instruction, applying these concepts Gradual Release Model to lessons, developing the focus lesson on each component using some of the focus lesson strategies, and developing and discussing the lessons in professional learning communities.

Professional learning communities met weekly with administration, intervention teachers and instructional support teacher on assignment to monitoring and discussing the data of students using a color coded student progress tracker and develop student engagement strategies, and coaching from peers with a variety of lessons.

Administration purchased a supply of iPads and provided training with a variety of applications to enhance student engage with using technology.

Development of this school improvement plan

The primary purpose of a SAC is to review and assist with monitoring school-wide data and providing input on the school priorities, goals, and strategies.

Preparation of the school's annual budget and plan

The schools annual budget and plan are shared for input and discussion at the first meeting of the SAC each year. Updates on the school's budget, spending, and process indicators are shared at monthly meetings.

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

School improvement funds are allocated based on request submitted by the faculty and staff for projects related to support school improvement goals. Each request is evaluated by the SAC and voted upon for approval. Included in the request is how it is used to support the School Improvement Plan.

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
Palmore, Shana	Teacher, K-12
Glenn-Dixon, Tamla	Teacher, K-12
O'Brien, Kelly	Teacher, K-12
Rajcooar, Chrsitina	Teacher, K-12
Teschner, Elizabeth	Teacher, K-12
Moehring, Laurel	Instructional Media
Cox, Tanya	Teacher, K-12
Schuld, Jenna	Teacher, K-12
Watson, Judith	Principal
Spies, Amy	Instructional Coach
Gummey, Sarah	Guidance Counselor

Duties

Describe how the LLT promotes literacy within the school

The LLT meet once per month with the principal and assistant principal. The LLT will play an integral part in the leadership of the school. The principal will empower the LLT to develop and implement a variety of strategies to build a culture of reading throughout the school. Strategies may include: 1) professional development opportunities for teachers, 2) a literacy newsletter for the school, 3) a schedule of activities that promote reading, 4) book chats for students and teachers, 5) presentations at faculty meeting and or parent nights. The principal will provide support for the team by promoting diversified team membership, convenient times for the team to meet, leadership for productive team meetings, and support and resources to implement the team plans. Developing strategies to support the lowest 25% of the students in reading.

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

School Leadership Team

Professional Learning Communities at each grade level

Power Team Professional Learning Communities

Vertical Professional Learning Communities

Deliberate Practice Plan work within a like domain. Teachers initiate this on their own.

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

To obtain highly qualified and effective teachers, administration implements the use of new teachers programs such as: individualized professional development, mentors, peer classroom visits, and other site visits. We will provide leadership opportunities, professional developments, professional learning communities activities, celebrations/teacher recognition through the teacher of the year committee and participation in District job fair and recruitment activities.

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

The Peer Assistance and Review Teacher supports teachers in implementation of the Danielson Frameworks for Teaching, Assists teachers in development of the Deliberate Practice Plan (Professional Growth Plan), mentors novice and struggling experienced teachers, evaluate teachers, using framework matrices and evaluation tools, works collaboratively with teachers, administrators, program supervisor.

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

All Volusia County Schools meet or exceed state requirements. Volusia County leads teacher teams to create curriculum maps and resources for all grade levels content areas aligned with the Florida State Standards. Additionally, teachers teams create formative and summative assessments to monitor student achievement. School leaders are given significant professional developments on the implementation of the curriculum maps, resources, and assessments. Professional Learning Communities (PLC's), and coaching help ensure that instruction is aligned to Florida Standards, well-paced, engaged, and rigorous.

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

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: Extended School Day

Minutes added to school year:

Strategy Rationale

Strategy Purpose(s)

""

Person(s) responsible for monitoring implementation of the strategy

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

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

The District, in conjunction with the local Head Start Agency, Early Learning Coalition, VPK Sites and other local preschool facilities, coordinates efforts to promote continuity of services and effective transitions for children and their families. These include: 1) providing the opportunity for ongoing communication between agencies to facilitate coordination of programs and shared expectations for children's learning and development as the children transition to elementary school, 2) Collaboration and participating in joint professional development including transition-related training for school staff and pre-school staff when feasible, 3) Utilizing pre-school assessments to monitor readiness skills for students transitioning from pre-school to kindergarten, 4) Providing to the pre-school agencies local public school policies, kindergarten registration, kindergarten orientation and other relevant information to ease the transition of children and families.

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If collaborative teacher teams effectively plan lessons, assessments, and analyze data, then learning activities will address the differentiated needs of students.

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. If collaborative teacher teams effectively plan lessons, assessments, and analyze data, then learning activities will address the differentiated needs of students. 1a

G068838

Targets Supported 1b

Indicator	Annual Target
Math Achievement District Assessment	60.0
ELA Achievement District Assessment	60.0
FCAT 2.0 Science Proficiency	50.0

Resources Available to Support the Goal 2

- *School Leadership Team *Vertical Professional Learning Communities *Available technology (i.e. 6 BrightLinks, 250 iPads, 65 Laptops) *Professional Resources available to staff *Academic Coach *Time allocated for Professional Learning Communities within the school day

Targeted Barriers to Achieving the Goal 3

- Lack of time
- Lack of teacher training in Professional Learning Communities

Plan to Monitor Progress Toward G1. 8

Implementation of effective professional learning communities and learning walks will result in improved teacher efficacy and student achievement.

Person Responsible

Judith Watson

Schedule

On 6/7/2016

Evidence of Completion

Increased student achievement on the ELA Florida Standards Assessment

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. If collaborative teacher teams effectively plan lessons, assessments, and analyze data, then learning activities will address the differentiated needs of students. **1**

 **G068838**

G1.B1 Lack of time **2**

 **B178940**

G1.B1.S1 Develop a master schedule for the school that provides for weekly Professional Learning Communities at each grade level. **4**

 **S190293**

Strategy Rationale

If teachers are provided adequate time to analyze and monitor student assessments, student performance will increase.

Action Step 1 **5**

Create a master schedule allowing for one hour weekly Professional Learning Communities to take place at each grade level.

Person Responsible

Judith Watson

Schedule

On 8/21/2015

Evidence of Completion

R. J. Longstreet Master Schedule

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

Each grade level creates a weekly PLC agenda and is responsible for completing PLC minutes that document meeting discussions.

Person Responsible

Judith Watson

Schedule

On 5/27/2016

Evidence of Completion

Each grade level kindergarten through fifth grade uploads weekly PLC minutes into Office 365 and shares with appropriate team members, administration and the academic coach. Minutes include data discussed and an action plan for addressing student/teacher needs.

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

Effective implementation of professional learning communities will result in increased student performance on district assessments

Person Responsible

Judith Watson


Schedule

Quarterly, from 8/31/2015 to 5/27/2016


Evidence of Completion

District ELA assessments will demonstrate increased student performance on grade level standards.

G1.B2 Lack of teacher training in Professional Learning Communities **2**

 B178941

G1.B2.S1 Professional Development in designing effective Professional Learning Communities at each grade level will take place. **4**

 S190294

Strategy Rationale

If grade level teams implement effective collaborative processes, teacher efficacy in raising student achievement will improve.

Action Step 1 **5**

Professional Development in Professional Learning Communities

Person Responsible

Judith Watson

Schedule

On 1/13/2016

Evidence of Completion

Professional Learning Community Minutes

Plan to Monitor Fidelity of Implementation of G1.B2.S1 **6**

Professional development in Professional Learning Communities will be provided to all faculty members.

Person Responsible

Judith Watson

Schedule

Monthly, from 9/30/2015 to 11/18/2015

Evidence of Completion

Training agendas, sign-in sheets and handouts

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Implementation of Professional Learning Communities at each grade level

Person Responsible

Judith Watson


Schedule

Monthly, from 8/31/2015 to 5/27/2016

Evidence of Completion

Formative and summative student assessments

G1.B2.S2 Teacher Learning Walks 4

 S190295

Strategy Rationale

If teachers participate in informal learning walks, their professional practice will improve as well as student achievement on proficiency of Florida Standards.

Action Step 1 5

Develop a cycle of teacher learning walks at each grade level

Person Responsible

Judith Watson

Schedule

Quarterly, from 10/5/2015 to 5/27/2016

Evidence of Completion

Professional Learning Communities Minutes

Plan to Monitor Fidelity of Implementation of G1.B2.S2 6

Learning Walk Cycles

Person Responsible

Judith Watson

Schedule

Quarterly, from 10/5/2015 to 5/27/2016

Evidence of Completion

Learning Walk team members will use data collection tools and documentation of discussions to monitor Learning Walk cycles.

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 7

Learning Walks will increase teacher collaboration through the sharing of professional practices with colleagues.

Person Responsible

Judith Watson

Schedule

Quarterly, from 10/5/2015 to 5/27/2016

Evidence of Completion

Professional Learning Community team level minutes

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.B1.S1.A1	Create a master schedule allowing for one hour weekly Professional Learning Communities to take place at each grade level.	Watson, Judith	8/18/2015	R. J. Longstreet Master Schedule	8/21/2015 one-time
G1.B2.S1.A1	Professional Development in Professional Learning Communities	Watson, Judith	9/30/2015	Professional Learning Community Minutes	1/13/2016 one-time
G1.B2.S2.A1	Develop a cycle of teacher learning walks at each grade level	Watson, Judith	10/5/2015	Professional Learning Communities Minutes	5/27/2016 quarterly
G1.MA1	Implementation of effective professional learning communities and learning walks will result in improved teacher efficacy and student achievement.	Watson, Judith	8/24/2015	Increased student achievement on the ELA Florida Standards Assessment	6/7/2016 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.MA1	Effective implementation of professional learning communities will result in increased student performance on district assessments	Watson, Judith	8/31/2015	District ELA assessments will demonstrate increased student performance on grade level standards.	5/27/2016 quarterly
G1.B1.S1.MA1	Each grade level creates a weekly PLC agenda and is responsible for completing PLC minutes that document meeting discussions.	Watson, Judith	8/18/2015	Each grade level kindergarten through fifth grade uploads weekly PLC minutes into Office 365 and shares with appropriate team members, administration and the academic coach. Minutes include data discussed and an action plan for addressing student/ teacher needs.	5/27/2016 one-time
G1.B2.S1.MA1	Implementation of Professional Learning Communities at each grade level	Watson, Judith	8/31/2015	Formative and summative student assessments	5/27/2016 monthly
G1.B2.S1.MA1	Professional development in Professional Learning Communities will be provided to all faculty members.	Watson, Judith	9/30/2015	Training agendas, sign-in sheets and handouts	11/18/2015 monthly
G1.B2.S2.MA1	Learning Walks will increase teacher collaboration through the sharing of professional practices with colleagues.	Watson, Judith	10/5/2015	Professional Learning Community team level minutes	5/27/2016 quarterly
G1.B2.S2.MA1	Learning Walk Cycles	Watson, Judith	10/5/2015	Learning Walk team members will use data collection tools and documentation of discussions to monitor Learning Walk cycles.	5/27/2016 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. If collaborative teacher teams effectively plan lessons, assessments, and analyze data, then learning activities will address the differentiated needs of students.

G1.B1 Lack of time

G1.B1.S1 Develop a master schedule for the school that provides for weekly Professional Learning Communities at each grade level.

PD Opportunity 1

Create a master schedule allowing for one hour weekly Professional Learning Communities to take place at each grade level.

Facilitator

Administrators

Participants

Faculty and Staff

Schedule

On 8/21/2015

G1.B2 Lack of teacher training in Professional Learning Communities

G1.B2.S1 Professional Development in designing effective Professional Learning Communities at each grade level will take place.

PD Opportunity 1

Professional Development in Professional Learning Communities

Facilitator

Academic Coach

Participants

Instructional staff kindergarten through fifth grade including ESE

Schedule

On 1/13/2016

G1.B2.S2 Teacher Learning Walks

PD Opportunity 1

Develop a cycle of teacher learning walks at each grade level

Facilitator

Administration and Academic Coach

Participants

Instructional staff kindergarten through fifth grade including ESE

Schedule

Quarterly, from 10/5/2015 to 5/27/2016

Technical Assistance Items

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

Budget

Budget Data

1	G1.B1.S1.A1	Create a master schedule allowing for one hour weekly Professional Learning Communities to take place at each grade level.				\$0.00
2	G1.B2.S1.A1	Professional Development in Professional Learning Communities				\$5,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	Title I Part A		\$5,000.00
			Notes: Professional Development			
3	G1.B2.S2.A1	Develop a cycle of teacher learning walks at each grade level				\$2,200.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	Title I Part A		\$2,200.00
Total:						\$7,200.00