

Volusia County Schools

# R. J. Longstreet Elementary School



2016-17 Schoolwide 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 and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	73%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	33%

### School Grades History

Year	2017-18	2014-15	2013-14	2012-13
Grade	C	C*	B	B

*\*Informational Baseline School Grade*

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

### School Board Approval

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

### SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F or a monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

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

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## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

### Part I: Current School Status

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

### Part II: Needs Assessment

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

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

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

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

### Appendices

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

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

## Differentiated Accountability

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

### DA Regions

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

### DA Categories

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

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

### DA Turnaround and Monitoring Statuses

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

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

### 2016-17 DA Category and Statuses for R. J. Longstreet Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - <a href="#">LaShawn Russ-Porterfield</a>	Not In DA - N/A

## I. Part I: Current School Status

### A. Supportive Environment

#### 1. School Mission and Vision

##### a. Provide the school's mission statement.

R. J. Longstreet, in partnership with our community, will empower students to become compassionate, lifelong learners who are responsible, productive and engaged citizens within our global society

##### b. Provide the school's vision statement.

Students strive to achieve their maximum potential in an engaging, inspiring and challenging learning environment.

#### 2. School Environment

##### a. 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.

##### b. 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.

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

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.

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

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
- \*Cardinal Tweets
- \*School Resources Officer Mentor

### **3. Early Warning Systems**

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

**a. 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.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	2	0	0	0	0	0	0	0	2
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	2	0	0	0	0	0	0	0	2
Retention	0	0	0	0	0	2	0	0	0	0	0	0	0	2
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

**c. 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.

\*Quarterly school-wide recognition is given to students who arrive on time daily.

\*Based on the book How Full is Your Bucket, students receive drops in the bucket for positive incentives this program is part of a school wide initiative.

\*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.

**B. Family and Community Engagement**

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

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

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

**a. Will the school use its PIP to satisfy this question?**

Yes

**1. PIP Link**

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/310983>.

**2. Description**



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

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

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 \$12,000 in technology and other resources to use in the classroom.

Food Brings Hope program provides twelve families at school with a weekly food package the feeds the entire family. Students also participate in a weekly Kid Zone program and other events sponsored by Food Brings Home.

## C. Effective Leadership

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

### 1. School Leadership Team

#### a. Membership

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

Name	Title
Watson, Judith	Principal
Rajcooar, Christina	Teacher, K-12
Palmore, Shana	Teacher, K-12
Spies, Amy	Instructional Coach
Schuld, Jenna	Teacher, K-12

#### b. Duties

##### 1. 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.

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

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

## 2. School Advisory Council (SAC)

### a. Membership

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

Name	Stakeholder Group
Shana Palmore	Teacher
Judith Watson	Principal
Tiffany Kisker	Parent
Tanielle Dain	Parent
Gina Lloyd	Business/Community
Kristi Drumheller	Business/Community
Micheal Clancy	Parent
Julie Barrow	Parent
Jennifer Dietz	Principal
Courtney Inge	Teacher
Kerri Korn	Parent
Ann Tredent	Education Support Employee
Elizabeth Barnes	Parent
Collyn Owen	Business/Community
	Student

### b. Duties

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

**a. 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.

**b. 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.

**c. 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.

**2. 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.

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

Yes

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

**3. Literacy Leadership Team (LLT)**

**a. Membership**

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

Name	Title
Palmore, Shana	Teacher, K-12
O'Brien, Kelly	Teacher, K-12
Rajcooar, Christina	Teacher, K-12
Schuld, Jenna	Teacher, K-12
Watson, Judith	Principal
Spies, Amy	Instructional Coach

## b. Duties

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

The LLT meets at least once per month with the principal and assistant principal. The LLT plays an integral part in the leadership of the school. The principal empowers 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 provides support for the team by promoting diversified team membership, convenient times for the team to meet, leadership for productive team meetings, support and resources to implement team plans and assistance in developing strategies to support the lowest quartile of the students in reading.

## D. Public and Collaborative Teaching

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

### 1. 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.

Teacher led professional development and book studies

### 2. 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 the teacher induction program, E2, as well as offers individualized professional development, mentors, peer classroom visits, and other site visits. To recognize and celebrate teachers, the school uses the Teacher of the Year process. Instructional best practices are showcased and celebrated during monthly faculty meetings.

### 3. 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, evaluates teachers, using framework matrices and evaluation tools, and works collaboratively with teachers, administrators, and program supervisors.

## E. Ambitious Instruction and Learning

### 1. Instructional Programs and Strategies

#### a. Instructional Programs

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

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

#### b. Instructional Strategies

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

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

**Strategy:** After School Program

**Minutes added to school year:**

**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**

### 2. Student Transition and Readiness

#### a. PreK-12 Transition

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

**1. 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.

#### **b. College and Career Readiness**

- 1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.**
- 2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.**
- 3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.**
- 4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.**

## **II. Needs Assessment**

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

### **A. Problem Identification**

#### **1. Data to Support Problem Identification**

##### **b. Data Uploads**

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

The following documents were submitted as evidence for this section:

*No files were uploaded*

#### **2. Problem Identification Summary**

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

The Florida Standard Assessment 2016 showed...

##### **Strength**

51% of students in grades 3-5 made learning gains in ELA and 59% made gains in math

52% of our lowest quartile students in grades 3-5 made learning gains in ELA and 54% made learning gains in math

##### **Areas of Need**

Only 55% of students in grades 3-5 made a Level 3 or higher in ELA and only 53% made a Level 3 or higher in math

## **B. Problem Analysis Summary**

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

RJ Longstreet continues to address its high mobility rate of 38%. We also struggle to address truancy issues that prevent regular school attendance. Needs assessments show teachers continue to demonstrate the need for quality professional development in addressing the shifts in ELA and math that would provide the type of thoughtful planning needed to differentiate instruction.

## **C. Strategic Goals**



## School Improvement Goals

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

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

 = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** If R.J. Longstreet implements standards- aligned instruction based on the instructional shifts, then student achievement will increase.

## Strategic Goals Detail

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

**G1.** If R.J. Longstreet implements standards- aligned instruction based on the instructional shifts, then student achievement will increase. 1a

G083522

**Targets Supported** 1b

Indicator	Annual Target
FSA Mathematics Achievement	55.0
ELA Achievement District Assessment	57.0
FCAT 2.0 Science Proficiency	63.0

**Targeted Barriers to Achieving the Goal** 3

- Lack of knowledge in instructional shifts
- Lack of understanding of standards

**Resources Available to Help Reduce or Eliminate the Barriers** 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
- Master Schedule
- District Liaison
- Title 1 funds
- Book Study
- Leadership

**Plan to Monitor Progress Toward G1.** 8

Data Walks by administration and district liaison

**Person Responsible**

Judith Watson

**Schedule**

Monthly, from 8/29/2016 to 5/8/2017

**Evidence of Completion**

Increased student achievement on ELA and Math quarterly district assessments

## 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

 = Problem Solving Step     S123456 = Quick Key

**G1.** If R.J. Longstreet implements standards- aligned instruction based on the instructional shifts, then student achievement will increase. 1

 G083522

**G1.B1** Lack of knowledge in instructional shifts 2

 B221531

**G1.B1.S1** Develop knowledge and skills of the Instructional Shifts in ELA and improve implementation of core actions. 4

 S233800

### Strategy Rationale

When we increase the knowledge and implementation of the instructional shifts, we will have to find the time and mindset to make it happen.

### Action Step 1 5

Teachers will take the needs assessment survey from Achieve the Core for ELA

#### Person Responsible

Judith Watson

#### Schedule

On 8/16/2016

#### Evidence of Completion

Implement the knowledge learned

### Action Step 2 5

Professional development in ELA Core Action 1

#### Person Responsible

Judith Watson

#### Schedule

On 9/19/2016

#### Evidence of Completion

Agenda and Minutes

### Action Step 3 5

Professional development in ELA Core Action 2

**Person Responsible**

Amy Spies

**Schedule**

On 10/18/2016

***Evidence of Completion***

Agenda and Minutes

### Action Step 4 5

Professional development in ELA Core Action 3

**Person Responsible**

Amy Spies

**Schedule**

On 12/6/2016

***Evidence of Completion***

Agenda and Minutes

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

Coach provides follow up support to ensure implementation of the instructional shifts in ELA

**Person Responsible**

Judith Watson

**Schedule**

Weekly, from 8/29/2016 to 5/8/2017

***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 Fidelity of Implementation of G1.B1.S1** 6

Coach provides follow up support to ensure implementation of the instructional shifts in ELA

**Person Responsible**

Judith Watson

**Schedule**

Weekly, from 8/29/2016 to 5/8/2017

***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

Discuss the effective implementation of Core Actions in ELA and Math and analyze collected data walk data at monthly SLT meetings

**Person Responsible**

Judith Watson

**Schedule**

Monthly, from 8/29/2016 to 5/8/2017

***Evidence of Completion***

School Leadership Team agenda and minutes

**G1.B2** Lack of understanding of standards **2**

 B221532

**G1.B2.S1** Develop knowledge and skills of the instructional shifts in Math and improve implementation of core actions **4**

 S233801

**Strategy Rationale**

Create a needs assessment survey from Achieve the Core

**Action Step 1** **5**

Teachers will take the needs assessment survey from Achieve the Core in Math

**Person Responsible**

Judith Watson

**Schedule**

On 8/23/2016

***Evidence of Completion***

Data from the survey

**Action Step 2** **5**

Provide professional learning on Math: Core Practice 1

**Person Responsible**

Judith Watson

**Schedule**

On 9/19/2016

***Evidence of Completion***

Professional Development Minutes

### Action Step 3 5

Provide professional learning on Math: Core Practice 2

**Person Responsible**

Judith Watson

**Schedule**

On 10/18/2016

***Evidence of Completion***

Professional Development Minutes

### Action Step 4 5

Provide professional learning on Math: Core Practice 3

**Person Responsible**

Judith Watson

**Schedule**

On 12/6/2016

***Evidence of Completion***

Professional Development Minutes

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

ITrack survey report to determine survey completion

**Person Responsible**

Judith Watson

**Schedule**

Monthly, from 8/15/2016 to 5/25/2017

***Evidence of Completion***

Survey Results



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

Touch base with professional learning facilitators to determine status of the professional learning plans

**Person Responsible**

Judith Watson

**Schedule**

On 5/25/2017

***Evidence of Completion***

Conferences, walk throughs, and professional learning communities

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

Coach provides follow up support to ensure implementations of the instructional shifts

**Person Responsible**

Judith Watson

**Schedule**

Monthly, from 8/15/2016 to 5/25/2017

***Evidence of Completion***

Coaching plan and notes

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

Administrators conduct data walks

**Person Responsible**

Judith Watson

**Schedule**

Weekly, from 8/15/2016 to 5/25/2017

***Evidence of Completion***

Data walk collection tools and data grids

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

Discuss the effectiveness of creating and implementing the Professional Learning Plan and analyze collected data at monthly SLT meetings

### Person Responsible

Judith Watson

### Schedule

Monthly, from 8/15/2016 to 9/4/2016

### Evidence of Completion

SLT minutes

**G1.B2.S2** Develop knowledge and skills of the Instructional Shifts in ELA and improve implementation of core actions. 4

 S233802

## Strategy Rationale

## Action Step 1 5

Create a needs assessment survey from Achieve the Core

### Person Responsible

Judith Watson

### Schedule

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

### Evidence of Completion

Survey Data

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

Track survey report to determine survey completion

**Person Responsible**

Judith Watson

**Schedule**

On 9/19/2016

***Evidence of Completion***

Survey Data

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

Touch base with professional learning facilitators to determine status of PD plan

**Person Responsible**

Judith Watson

**Schedule**

Quarterly, from 9/5/2016 to 5/12/2017

***Evidence of Completion***

Conference minutes

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

Coach provides follow up support to ensure implementation of the instructional shifts

**Person Responsible**

Judith Watson

**Schedule**

Monthly, from 9/19/2016 to 5/12/2017

***Evidence of Completion***

PLC and data walks

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

Administrators conduct data walks

**Person Responsible**

Judith Watson

**Schedule**

Quarterly, from 9/19/2016 to 5/12/2017

***Evidence of Completion***

Data walk notes

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

Discuss the effectiveness of creating and implementing the Professional Learning Plan and analyze collected data at monthly SLT meetings

**Person Responsible**

Judith Watson

**Schedule**

Quarterly, from 8/15/2016 to 5/25/2017

***Evidence of Completion***

Professional Learning Community team level minutes

**G1.B2.S3** Develop highly effective PLC's to improve knowledge and implementation of the Instructional Shifts **4**

 S233803

### Strategy Rationale

#### Action Step 1 **5**

Provide PD on District PLC Rubric and use rubric to assess needs

**Person Responsible**

Judith Watson

**Schedule**

On 5/25/2017

***Evidence of Completion***

PLC and PD minutes

#### Action Step 2 **5**

Provide PD on PLC teams in action

**Person Responsible**

Judith Watson

**Schedule**

Weekly, from 8/29/2016 to 5/29/2017

***Evidence of Completion***

PLC MInutes

### Action Step 3 5

Observe PLC teams in action and provide immediate feedback using the PLC Rubric at the end of the meeting. PLC minutes teach topics will be determined throughout this process based on data and presented at scheduled faculty meetings

**Person Responsible**

Judith Watson

**Schedule**

Weekly, from 8/29/2016 to 5/29/2017

***Evidence of Completion***

PLC Minutes

### Action Step 4 5

Provide PLC models at faculty meetings

**Person Responsible**

Judith Watson

**Schedule**

Monthly, from 8/29/2016 to 5/8/2017

***Evidence of Completion***

Faculty meeting Agenda and minutes

### Action Step 5 5

Provide training on how to access and analyze data reports

**Person Responsible**

Judith Watson

**Schedule**

Monthly, from 8/29/2016 to 5/29/2017

***Evidence of Completion***

PLC minutes

**Plan to Monitor Fidelity of Implementation of G1.B2.S3** 6

Determine status towards completing action steps 1-5 during monthly SLT meetings

**Person Responsible**

Judith Watson

**Schedule**

Weekly, from 8/29/2016 to 5/8/2017

***Evidence of Completion***

SLT Meeting Minutes

**Plan to Monitor Effectiveness of Implementation of G1.B2.S3** 7

Discuss the effectiveness of PLC's and analyze collected data using the PLC rubric

**Person Responsible**

Judith Watson

**Schedule**

On 5/8/2017

***Evidence of Completion***














PLC Rubric Data, SLT Minutes

## IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
<b>2017</b>					
G1.B2.S2.A1 A299999	Create a needs assessment survey from Achieve the Core	Watson, Judith	10/5/2015	Survey Data	5/27/2016 quarterly
G1.B1.S1.A1 A299991	Teachers will take the needs assessment survey from Achieve the Core for ELA	Watson, Judith	8/16/2016	Implement the knowledge learned	8/16/2016 one-time
G1.B2.S1.A1 A299995	Teachers will take the needs assessment survey from Achieve the Core in Math	Watson, Judith	8/23/2016	Data from the survey	8/23/2016 one-time
G1.B2.S1.MA1 M304449	Discuss the effectiveness of creating and implementing the Professional Learning Plan and analyze...	Watson, Judith	8/15/2016	SLT minutes	9/4/2016 monthly
G1.B1.S1.A2 A299992	Professional development in ELA Core Action 1	Watson, Judith	9/19/2016	Agenda and Minutes	9/19/2016 one-time
G1.B2.S1.A2 A299996	Provide professional learning on Math: Core Practice 1	Watson, Judith	9/19/2016	Professional Development Minutes	9/19/2016 one-time
G1.B2.S2.MA1 M304455	Track survey report to determine survey completion	Watson, Judith	9/19/2016	Survey Data	9/19/2016 one-time
G1.B1.S1.A3 A299993	Professional development in ELA Core Action 2	Spies, Amy	10/18/2016	Agenda and Minutes	10/18/2016 one-time
G1.B2.S1.A3 A299997	Provide professional learning on Math: Core Practice 2	Watson, Judith	10/18/2016	Professional Development Minutes	10/18/2016 one-time
G1.B1.S1.A4 A299994	Professional development in ELA Core Action 3	Spies, Amy	12/6/2016	Agenda and Minutes	12/6/2016 one-time
G1.B2.S1.A4 A299998	Provide professional learning on Math: Core Practice 3	Watson, Judith	12/6/2016	Professional Development Minutes	12/6/2016 one-time
G1.MA1 M304461	Data Walks by administration and district liaison	Watson, Judith	8/29/2016	Increased student achievement on ELA and Math quarterly district assessments	5/8/2017 monthly
G1.B1.S1.MA1 M304446	Discuss the effective implementation of Core Actions in ELA and Math and analyze collected data...	Watson, Judith	8/29/2016	School Leadership Team agenda and minutes	5/8/2017 monthly
G1.B1.S1.MA1 M304447	Coach provides follow up support to ensure implementation of the instructional shifts in ELA	Watson, Judith	8/29/2016	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.	5/8/2017 weekly
G1.B1.S1.MA2 M304448	Coach provides follow up support to ensure implementation of the instructional shifts in ELA	Watson, Judith	8/29/2016	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.	5/8/2017 weekly
G1.B2.S3.MA1 M304459	Discuss the effectiveness of PLC's and analyze collected data using the PLC rubric	Watson, Judith	8/29/2016	PLC Rubric Data, SLT Minutes	5/8/2017 one-time
G1.B2.S3.MA1 M304460	Determine status towards completing action steps 1-5 during monthly SLT meetings	Watson, Judith	8/29/2016	SLT Meeting Minutes	5/8/2017 weekly



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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B2.S3.A4  A300003	Provide PLC models at faculty meetings	Watson, Judith	8/29/2016	Faculty meeting Agenda and minutes	5/8/2017 monthly
G1.B2.S2.MA3  M304456	Touch base with professional learning facilitators to determine status of PD plan	Watson, Judith	9/5/2016	Conference minutes	5/12/2017 quarterly
G1.B2.S2.MA4  M304457	Coach provides follow up support to ensure implementation of the instructional shifts	Watson, Judith	9/19/2016	PLC and data walks	5/12/2017 monthly
G1.B2.S2.MA5  M304458	Administrators conduct data walks	Watson, Judith	9/19/2016	Data walk notes	5/12/2017 quarterly
G1.B2.S1.MA1  M304450	ITrack survey report to determine survey completion	Watson, Judith	8/15/2016	Survey Results	5/25/2017 monthly
G1.B2.S1.MA3  M304451	Touch base with professional learning facilitators to determine status of the professional learning...	Watson, Judith	8/15/2016	Conferences, walk throughs, and professional learning communities	5/25/2017 one-time
G1.B2.S1.MA4  M304452	Coach provides follow up support to ensure implementations of the instructional shifts	Watson, Judith	8/15/2016	Coaching plan and notes	5/25/2017 monthly
G1.B2.S1.MA5  M304453	Administrators conduct data walks	Watson, Judith	8/15/2016	Data walk collection tools and data grids	5/25/2017 weekly
G1.B2.S2.MA1  M304454	Discuss the effectiveness of creating and implementing the Professional Learning Plan and analyze...	Watson, Judith	8/15/2016	Professional Learning Community team level minutes	5/25/2017 quarterly
G1.B2.S3.A1  A300000	Provide PD on District PLC Rubric and use rubric to assess needs	Watson, Judith	8/15/2016	PLC and PD minutes	5/25/2017 one-time
G1.B2.S3.A2  A300001	Provide PD on PLC teams in action	Watson, Judith	8/29/2016	PLC Minutes	5/29/2017 weekly
G1.B2.S3.A3  A300002	Observe PLC teams in action and provide immediate feedback using the PLC Rubric at the end of the...	Watson, Judith	8/29/2016	PLC Minutes	5/29/2017 weekly
G1.B2.S3.A5  A300004	Provide training on how to access and analyze data reports	Watson, Judith	8/29/2016	PLC minutes	5/29/2017 monthly

## V. Professional Development Opportunities

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

**G1.** If R.J. Longstreet implements standards- aligned instruction based on the instructional shifts, then student achievement will increase.

### **G1.B1** Lack of knowledge in instructional shifts

**G1.B1.S1** Develop knowledge and skills of the Instructional Shifts in ELA and improve implementation of core actions.

#### **PD Opportunity 1**

Teachers will take the needs assessment survey from Achieve the Core for ELA

##### **Facilitator**

Administrators

##### **Participants**

Faculty and Staff

##### **Schedule**

On 8/16/2016

### **G1.B2** Lack of understanding of standards

**G1.B2.S1** Develop knowledge and skills of the instructional shifts in Math and improve implementation of core actions

#### **PD Opportunity 1**

Teachers will take the needs assessment survey from Achieve the Core in Math

##### **Facilitator**

Administration

##### **Participants**

Instructional staff kindergarten through fifth grade including ESE

##### **Schedule**

On 8/23/2016

**G1.B2.S2** Develop knowledge and skills of the Instructional Shifts in ELA and improve implementation of core actions.

**PD Opportunity 1**

Create a needs assessment survey from Achieve the Core

**Facilitator**

Administration and Academic Coach

**Participants**

Instructional staff kindergarten through fifth grade including ESE

**Schedule**

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

**G1.B2.S3** Develop highly effective PLC's to improve knowledge and implementation of the Instructional Shifts

**PD Opportunity 1**

Provide PD on District PLC Rubric and use rubric to assess needs

**Facilitator**

Judith Watson

**Participants**

Teachers

**Schedule**

On 5/25/2017

## VI. Technical Assistance Items

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

## VII. Budget

1	G1.B1.S1.A1	Teachers will take the needs assessment survey from Achieve the Core for ELA				\$0.00
2	G1.B1.S1.A2	Professional development in ELA Core Action 1				\$0.00
3	G1.B1.S1.A3	Professional development in ELA Core Action 2				\$0.00
4	G1.B1.S1.A4	Professional development in ELA Core Action 3				\$0.00
5	G1.B2.S1.A1	Teachers will take the needs assessment survey from Achieve the Core in Math				\$5,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			District-Wide	Title I, Part A		\$5,000.00
			Notes: Professional Development			
6	G1.B2.S1.A2	Provide professional learning on Math: Core Practice 1				\$0.00
7	G1.B2.S1.A3	Provide professional learning on Math: Core Practice 2				\$0.00
8	G1.B2.S1.A4	Provide professional learning on Math: Core Practice 3				\$0.00
9	G1.B2.S2.A1	Create a needs assessment survey from Achieve the Core				\$2,200.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			District-Wide	Title I, Part A		\$2,200.00
10	G1.B2.S3.A1	Provide PD on District PLC Rubric and use rubric to assess needs				\$0.00
11	G1.B2.S3.A2	Provide PD on PLC teams in action				\$0.00
12	G1.B2.S3.A3	Observe PLC teams in action and provide immediate feedback using the PLC Rubric at the end of the meeting. PLC minutes teach topics will be determined throughout this process based on data and presented at scheduled faculty meetings				\$0.00
13	G1.B2.S3.A4	Provide PLC models at faculty meetings				\$0.00
14	G1.B2.S3.A5	Provide training on how to access and analyze data reports				\$0.00
Total:						\$7,200.00