

James A. Long Elementary School



2016-17 Schoolwide Improvement Plan

James A. Long Elementary School

1400 OLD JACKSONVILLE RD, Palatka, FL 32177

www.putnamschools.org/o/jal

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 KG-6	Yes	98%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	32%

School Grades History

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

**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 Putnam 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 James A. Long Elementary School

DA Region and RED	DA Category and Turnaround Status
Northeast - Cassandra Brusca	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.

We will inspire every student to think, to learn, to achieve, to care and to become a successful and responsible citizen.

b. Provide the school's vision statement.

I am somebody. I was somebody when I came. I'll be a better somebody when I leave. I am powerful , and I am strong. I deserve the education that I get here. I have things to do, people to impress, and places to go!

2. School Environment

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

James A. Long holds family nights that support communication between parents, students and teachers. Teachers are also required to communicate with parents through Skyward Student System as well as maintaining written or verbal contact with parents. There is also an intervention block built into the daily schedule. This allows teachers to meet with students each week, one on one, to build relationships and to discuss student progress. Teachers and staff members also take a personal interest in many of their students and families. They often support students by attending their extra curricular activities such as dance recitals and baseball games. They also reach out to students in the event of a tragedy. The school contacts the family in need and provides food, flowers or home visits. Many teachers use the Remind app to send quick classwide text messages to communicate upcoming events and to promote activities going on in the class.

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

The Raptor system is in place and all visitors must come through the front office to sign in before entering campus. There are locked gates in every area of the school. Also, we updated the intercom system so that announcements can be made from any phone in the school. James A. Long encourages students to help create a positive environment at their school. An assembly is held at the beginning of each year and school rules are reviewed and students are encouraged to support the rules of the school. Students are greeted each morning by an administrator on the front sidewalk. There are staff members on duty throughout the campus to promote student safety and to encourage positive behavior. We have a positive behavior system in place at the classroom level as well as the school level. This system is in place throughout the day. After school, students are escorted by their teacher or another staff member to the appropriate area for dismissal. They are monitored and escorted to their appropriate transportation area and personally taken to the bus, car or daycare van in which they belong. Parents are informed of any emergency or critical information via the parent call out system. We also have student safety patrol to help monitor sidewalks in the mornings.

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.

James A. Long has a positive behavior system in place so that students are encouraged to exhibit expected behaviors. There is a school wide discipline process that is to be followed by all staff members. For minor discipline infractions, behavior intervention forms are filled out and steps are taken to correct the behavior. Parent contact must be made before the third behavior intervention form is written. The guidance counselor or a member of the lead team then conferences with the student. If the behavior is still a problem, a referral is written and the code of conduct procedures and guidelines are followed by an administrator. There is a school wide token economy, Courage Cash, in place to support Positive Behavior Support and incentives are in place for receiving different amounts of Courage Cash as a class. Also, individual students who need intensive behavior support are assigned staff mentors and they are encouraged through individual reward systems such as check in/ check out and behavior charts. All staff attended "Practical Magic" behavior management training.

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 guidance counselor or lead team member will conference with students that are exhibiting social-emotional needs that are easily dealt with at the school level. However, if a student requires guidance or support interventions beyond the school's capabilities, an outside agency is contacted such as DCF or a resource officer. There are also agencies such as Helping Hands and mental wellness counseling services that will come into the school and provide counseling services for students in need. Class council sessions are held in some of classrooms where students can safely discuss feelings and needs. These can also be submitted anonymously through a class council box and the issues will be addressed each week.

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.

We will use FSA data for Course failure indicators. Information within skyward will be pulled to track attendance and discipline data. we will monitor this progress throughout the year using iReady.

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	6	21	19	13	13	7	0	0	0	0	0	0	0	79
One or more suspensions	0	0	2	2	6	9	0	0	0	0	0	0	0	19
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	29	32	21	0	0	0	0	0	0	0	82

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	8	10	14	0	0	0	0	0	0	0	32

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

Teachers will report weekly data that tracks students who exhibit early warning indicators. Students will be tracked by proficiency level as well as growth. Weekly PLC's will address instructional remediation strategies at the student level.

Teachers will also be accountable to refer and work with students through MTSS. Differentiated instruction will be documented and progress will be tracked.

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/323056>.

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.

We have established partnerships with many community service and business organizations in our county. These organizations include Kiwanis, Chili's, Seminole Electric Cooperative, Palatka City Commission, Georgia Pacific, Palatka Probation Office and many others. The Kiwanis Club sponsors a quarterly Terrific Kid ceremony. Two students from each class are recognized and honored. Parents attend this anticipated event and it is played on the local television station. Chili's and other restaurants in town provide certificates that are distributed in report cards, awards ceremonies and other recognition times. Seminole Electric Cooperative supports our art program through monetary donations. Supplies and other student learning needs are purchased with these funds. Palatka City Commission sponsors a monthly student of the month. A fifth grade student is selected to represent James A. Long. An administrator is present and the student receives a certificate from the mayor. Georgia Pacific offers several mini-grants throughout the year for teachers to apply for. There are also local educational sororities that motivate and support teachers throughout the year. They also provide grant opportunities.

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
McDaniel, SaraJean	Principal
Adams, Paula	Assistant Principal
Sheffield, Kathleen	School Counselor
Wilds, Michelle	Instructional Coach

b. Duties

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

Our leadership team consists of the administrators and the other lead team members listed above. The guidance counselor/MTSS coordinator, Kristin White, schedules, plans and coordinates MTSS meetings. The administrators, classroom teacher, curriculum coach and school psychologist attend the meetings and offer academic, psychological and behavior support for each student. The MTSS coordinator monitors the creation of the progress monitoring plans and together with lead team members offer Tier 1, 2, and 3 support to ensure all students are receiving appropriate interventions. The Instructional coach, Michelle Wilds, plans for and leads weekly PLC meetings. Administrators attend these meetings and work with grade level teams to identify, work with and track data for appropriate instruction. The instructional lead team meets weekly to identify areas needing improvement. These areas include instruction, student achievement, behavior, school culture as well as other issues that may arise.

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 James A. Long SBLT consists of the Guidance Counselor, CRT, Principal or AP. The meetings include the school based team with a teacher leader. All teachers were clearly trained in the MTSS process by the county MTSS coordinator. Appropriate forms and data are collected at the classroom level and brought to the attention of the MTSS team when support is needed. The team meets to discuss individual needs of students and to suggest strategies to assist individual students.

Title I. Part A. Programs are coordinated through the Curriculum/Instruction/Assessment department at the district level and include the Assistant Superintendent and personnel from ESE, MTSS, ESOL, PBS and School Improvement (Federal Programs). This team meets monthly (at a minimum) and establishes and monitors program evaluation for all schools to ensure entitlement programs' resources are available and fully implemented at each school site and that all funds are used effectively and efficiently as possible. School sites have the responsibility of keeping an inventory of resources purchased with Title I. Communication throughout the year is ongoing with the building level administrators regarding progress toward the goals and objectives as stated in the grants.

Coordination of these services is done in the following ways:

- (1) Principal and Assistant Principal meetings are scheduled monthly;
- (2) Progress monitoring assessments are completed during the year, with the results reported to each participating school for review. Revisions in objectives or instructional strategies are addressed and implemented to meet the needs of all students;
- (3) Email dissemination regarding school improvement, technical assistance, and data guidance are made available to school leaders;
- (4) Schools in DA status participate in an Instructional Review to identify individual school needs and desired support; all other schools may request an instructional review.

- (5) Support for schools is differentiated based on each school's current academic performance, teacher quality, leadership experience, and supportive environment;
- (6) Collaborative assistance is provided by consultants hired to address specific deficiencies demonstrated by participating schools through assessment analysis;
- (7) Professional development and support is coordinated with school leaders and provided by School Improvement Specialists and the Curriculum/Instruction/Assessment department on topics including lesson planning, instructional practices, resources, and problem solving.

Title I, Part C. In addition to the services provided by Title I, Part A, the district uses Part C funds to improve the academic achievement of the school's migratory children. Title I, Part C initiatives are coordinated by the Curriculum/Instruction/Assessment department, Federal Programs, and Exceptional Student Education.

Title I, Part D. In addition to the services provided by Title I, Part A, the district maintains collaborative and partner-like relationships with Family Medical and Dental Services and Putnam Health to serve homeless, neglected, and delinquent students by providing health services. The District partners with the Department of Juvenile Justice and Putnam County Sheriff's Department to target delinquent students and provide mentoring and counseling services that foster relationships and provide supplemental support services. Funds are also utilized to provide services at the district's Solutions Center (Alternative Center).

Title II, Part A. The Title II Project Director meets with Curriculum/Instruction/Assessment personnel as well as the directors of Title I and Title VI to ensure coordination and alignment of activities and fiscal support. At the district level, content coach positions in ELA, Math, and Science are funded as resource support for schools and teachers. Funds are also utilized to provide professional development for teachers and administrators at the district level. Funds are allocated at each school site to support professional development specific to the needs of the teachers as determined by the needs of their students.

Title III. The Title III Coordinator supports our English Language Learner (ELL) population by coordinating with schools to provide professional development opportunities for teachers, tutoring assistance for students based on need, after school programs for parents and students, and supplemental materials. In addition, a teaching assistant position is funded at Crescent City High School.

Title VI, Part B. The Title VI Project Director meets with Curriculum/Instruction/Assessment personnel as well as the directors of Title I and Title II to ensure coordination and alignment of activities and fiscal support. Funds are utilized to provide professional development for teachers to improve standards-based instruction. At the secondary level, funds are also utilized to provide credit recovery and tutoring for students to pass Florida EOC exams.

Nutrition Programs. Each student in Putnam County is provided free breakfast and lunch through the Community Eligibility Provision Program (CEP).

Adult Education. Adult education is available at Saint Johns River State College through a collaboration with Workforce.

Housing Programs. The district has a working relationship with the Putnam County Public Housing Authority. The authority supports the district by encouraging parents to participate in parental involvement designed to increase student achievement.

Violence Prevention Programs. The district works collaboratively with the Department of Juvenile Justice to provide support to students in need of behavioral interventions within and/or outside the

school day.

Career and Technical Education. The Career and Technical Education (CTE) department works closely with students and business partners to provide each student the opportunity to leave high school as a highly skilled graduate with the skills necessary to thrive in current and future careers.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Sarajeon McDaniel	Principal
Trevlyn Sheffield	Parent
Brenda Atkins	Business/Community
Katie Sheffield	Teacher
Abigail Wicker	Student
Andrew McClellan	Student
Paula Adams	Education Support Employee
Magen Plymel	Business/Community
Kristy Thomas	Parent
Savannah Sims	Teacher

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

The SAC committee met prior to the submission of the plan to discuss and approve content of the plan. There was also discussion of goals and funding. The members voted to approve the plan, as written, for submission.

b. Development of this school improvement plan

The school members and SAC members meet to review previous year data and create a plan for school improvement. We then share the school improvement plan at a SAC meeting for final review, input and approval.

c. Preparation of the school's annual budget and plan

There are no school improvement funds in the general budget. However, PTO and administration support school improvement initiatives with their budgets.

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

N/A

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
Adams, Paula	Assistant Principal
McDaniel, SaraJean	Principal
Sheffield, Kathleen	School Counselor
Wilds, Michelle	Instructional Coach

b. Duties

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

The first literacy priority is to support differentiation in the classroom along with establishing a proven reading structure. Initiatives will include: Reading and writing in all content areas, Close Reading, text marking, and utilizing data collected through formative assessments, iReady and Achieve 3000. Teachers will be expected to differentiate instruction to meet the specific needs of students. A strong focus will be on small group instruction. Targeted feedback walkthroughs will take place on a regular basis. Also, side-by side coaching support will be implemented with different bands of teachers each 6 weeks.

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.

Each grade level has common planning time before and after school. All grade levels also have common planning time in the middle of each day where they are able to meet and plan as a team. One day per week is designated as a Lead Team led PLC day. There is a grade level lead teacher meeting once per month where school calendar, goals and plans are discussed and they are expected to share the information with their team.

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

The county sends Human Resource personnel to educational job fairs they in turn report to the schools those candidates in which they feel are qualified for instructional positions within Putnam County School District.

We also work closely with 2 local colleges to recruit certified teachers. We welcome interns and pre-interns at James A. Long. This allows us to "preview" potential teaching candidates in action.

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

There is a beginning teacher program in place in Putnam County. Each first year teacher is paired with a mentor and they complete a beginning year packet that includes important information useful for new

teachers. There is also a new teacher training that is held at the district level at the beginning of each school year.

Our CRT works closely with beginning teachers to model for them and coach them as they learn new curriculum and manage a first year classroom.

We do not have any first year teachers at this time.

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.

Teachers from each grade level were involved in the adoption of the reading curriculum and mathematics framework. They worked with many options side by side with the Florida Standards to make sure they were aligned as closely as possible. Teachers use the core materials as a reference and use the Florida Standards as their starting point. They rely on backwards planning where they begin with the standard and their intended student expectation outcome and plan from there. Other resources are available to all teachers that also support the Florida 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.

Students are involved in many assessments to include progress monitoring assessments. Through weekly progress monitoring, students are identified for their strengths and weaknesses in different academic areas. They are then grouped according to their needs or strengths. The teacher works with each group on a regular basis. Support personnel are also placed in each room to assist with small group instruction. Students also participate in the iReady Learning System, a web based learning tool that tracks student progress and provides data and support for individual students.

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: Summer Program

Minutes added to school year: 960

Practical Magic Training, School Vision and Data Review

Strategy Rationale

In an effort to decrease behaviors that interrupt academic learning, the entire staff was attended targeted trainings this summer. As a result, there is a school wide common procedure and language related to discipline.

Strategy Purpose(s)

- Enrichment
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

McDaniel, SaraJean, smcdaniel@my.putnamschools.org

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

School administrators will monitor the implementation of the discipline routines to make sure that all students and teachers are involved in the same language, procedures and consequences. Refreshers and collaboration about these procedures will also occur regularly in PLC's.

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.

We hold the Keys to Kindergarten Success Workshop each year for pre-kindergarten parents. The school sends home the kindergarten first nine week expectations at this time, with all parents, so that they may start instruction at home over the summer. This also helps parents understand the intensity of the kindergarten curriculum. We use the end of the year VPK assessment to create balanced classrooms in kindergarten.

We also hold open enrollment throughout the summer. We also work with the 6th Grade Center to transition students from 5th grade to 6th grade. 5th grade students visit the 6th Grade Center at the end of the year to learn expectations and to become familiar with the school. This helps to decrease the anxiety of the transition from elementary school.

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.

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.

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

1 = Problem Solving Step  **S123456** = Quick Key

Strategic Goals Summary

- G1.** Parent communication and activities will be offered through a variety of avenues so that parent involvement and participation will increase. Through the use of multi-media sources, parents will have alternative ways to learn, participate and communicate with teacher and school leaders.
- G2.** If the lead team has a clear plan for behavioral expectations and character education and follows through with maintaining accountability for student needs, academic and behavior, through monthly review check ups, then teachers will be able to structure better classroom management. This will allow for more instructional time, more focused instruction, and consistent interventions. As a result, students will be able to interact more appropriately and transition successfully throughout their day
- G3.** If there is an ongoing focus and understanding of current data in all content areas with relevant planning and instruction that supports individual student needs, then there will be an increase in student achievement.

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. Parent communication and activities will be offered through a variety of avenues so that parent involvement and participation will increase. Through the use of multi-media sources, parents will have alternative ways to learn, participate and communicate with teacher and school leaders. 1a

G084690

Targets Supported 1b

Indicator	Annual Target
5Es Score: Parent Involvement	80.0

Targeted Barriers to Achieving the Goal 3

- There is not a common time that is convenient for all

Resources Available to Help Reduce or Eliminate the Barriers 2

- Call out system
- email
- Remind App
- Class Dojo
- Web Page
- Videos of parent information
- Social Media
- Staggered times for parent meetings

Plan to Monitor Progress Toward G1. 8

Attendance and participation in parent surveys, meetings, and feedback will increase.

Person Responsible

Schedule

Weekly, from 10/10/2016 to 5/26/2017

Evidence of Completion

5 E's Parent Survey

G2. If the lead team has a clear plan for behavioral expectations and character education and follows through with maintaining accountability for student needs, academic and behavior, through monthly review check ups, then teachers will be able to structure better classroom management. This will allow for more instructional time, more focused instruction, and consistent interventions. As a result, students will be able to interact more appropriately and transition successfully throughout their day **1a**

 G084691

Targets Supported **1b**

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	50.0
2+ Behavior Referrals	8.0
Math Lowest 25% Gains	60.0

Targeted Barriers to Achieving the Goal **3**

- Limited teacher experience dealing with classroom management
- behaviors being exhibited are supported at home

Resources Available to Help Reduce or Eliminate the Barriers **2**

- Mental health counselor
- District support for teachers for learning classroom management
- Stronger SBLT
- Parent communication form
- Token economy in place "courage cash"
- Individual classroom token economy
- Safety patrol
- School safety support easily accessible
- Supportive custodial staff
- Staff mentors
- Schoolwide Behavior training

Plan to Monitor Progress Toward G2. **8**

Analyze behavior and referral data

Person Responsible

Paula Adams

Schedule

Quarterly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Academic data, referral reports

G3. If there is an ongoing focus and understanding of current data in all content areas with relevant planning and instruction that supports individual student needs, then there will be an increase in student achievement. 1a

G084692

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	63.0
FSA Mathematics Achievement	63.0
Math Achievement District Assessment	70.0
ELA/Reading Gains District Assessment	61.0
Math Gains District Assessment	75.0
ELA Achievement District Assessment	70.0
FCAT 2.0 Science Proficiency	64.0

Targeted Barriers to Achieving the Goal 3

- Team collaboration

Resources Available to Help Reduce or Eliminate the Barriers 2

- Marzano framework
- Professional Development
- School level support
- District level area support (math, science, and reading)
- iReady data
- MFAS data
- Achieve 3000
- PLC's
- Departmentalization

Plan to Monitor Progress Toward G3. 8

Teachers will be evaluated in domains 2 and 3 of Marzano to reflect their progress toward the goal.

Person Responsible

SaraJean McDaniel

Schedule

Weekly, from 8/18/2015 to 6/3/2016

Evidence of Completion

There will be an increase in effective teacher practice as evidenced by the Marzano Evaluation System

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. Parent communication and activities will be offered through a variety of avenues so that parent involvement and participation will increase. Through the use of multi-media sources, parents will have alternative ways to learn, participate and communicate with teacher and school leaders. **1**

 **G084690**

G1.B2 There is not a common time that is convenient for all **2**

 **B225169**

G1.B2.S1 Multi media will be used to inform and educate parents of upcoming events and past information. **4**

 **S237551**

Strategy Rationale

Parents may not get notes in backpacks. Therefore, alternate ways to inform them will be used. Parents may not be able to attend the scheduled meetings so the information will be available through videos, the webpage, and social media.

Action Step 1 **5**

Update James A. Long web page to include links and information about alternate ways to communicate and self educate about school issues

Person Responsible

Michelle Wilds

Schedule

Monthly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Monthly calendar updated on the web page. Links will be provided to other alternate forms of parent education.

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

A lead team meeting will be held weekly with a time set aside to open and update the web page together

Person Responsible

Michelle Wilds

Schedule

Weekly, from 9/12/2016 to 5/26/2017

Evidence of Completion

lead team agendas

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

Parent involvement and awareness will increase

Person Responsible

SaraJean McDaniel


Schedule

Daily, from 9/12/2016 to 5/26/2017

Evidence of Completion

Sign in sheets from PTO meetings. Feedback and tracking of social media and web page hits

G2. If the lead team has a clear plan for behavioral expectations and character education and follows through with maintaining accountability for student needs, academic and behavior, through monthly review check ups, then teachers will be able to structure better classroom management. This will allow for more instructional time, more focused instruction, and consistent interventions. As a result, students will be able to interact more appropriately and transition successfully throughout their day **1**

 G084691

G2.B1 Limited teacher experience dealing with classroom management **2**

 B225172

G2.B1.S1 Provide more intense training in classroom management strategies. The staff attended "Practical Magic" training at the beginning of the year. Strategies and success related to them be shared in PLC's. **4**

 S237552

Strategy Rationale

Two grades are departmentalized. Training in common classroom management procedures will allow the students to learn and respond to similar expectations. Also, a common behavioral language will be in place in special areas, the cafeteria, and sidewalks.

Action Step 1 **5**

We will look at behavior data quarterly in PLC meetings. We will look at trends and collaborate to share success from strategies and offer help for needs.

Person Responsible

Michelle Wilds

Schedule

Quarterly, from 10/19/2016 to 4/10/2017

Evidence of Completion

A decrease in behavior referrals

Plan to Monitor Fidelity of Implementation of G2.B1.S1 **6**

Use Marzano elements that deal with discipline to monitor teacher effectiveness and procedures

Person Responsible

SaraJean McDaniel

Schedule

Weekly, from 8/10/2016 to 4/30/2017

Evidence of Completion

Increase in the amount of elements scored at effective or higher

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Student Discipline referrals will decrease

Person Responsible

Paula Adams

Schedule

Quarterly, from 10/19/2016 to 4/10/2017

Evidence of Completion

Skyward discipline data will show a decrease in the amount of behavioral referrals.

G2.B5 behaviors being exhibited are supported at home 2

 B225176

G2.B5.S1 Staff members are encouraged to make a connection with a child that exhibits a need for a role model mentor. "Every Child Deserves A Champion" initiative. 4

 S237553

Strategy Rationale

Many students don't have a role model at home. What they see and experience at home is "normal" for them. Children need encouragement and a reason to improve. When an adult, other than the classroom teacher, takes an interest in the child, they feel that someone cares and they want to get positive recognition for improvement.

Action Step 1 5

Staff Training: Every Child Deserves a Champion

Person Responsible

SaraJean McDaniel

Schedule

Quarterly, from 8/2/2016 to 5/26/2017

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G2.B5.S1 6

Student academic and behavior data

Person Responsible

Michelle Wilds

Schedule

Quarterly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Each month, there will be a chance during grade level PLC's to report on the impact that mentoring has had on the child. Data will be shared with the mentor so that she can encourage and address the information with their student.

Plan to Monitor Effectiveness of Implementation of G2.B5.S1 7

There will be a decrease in behavior issues and an increase in academic progress

Person Responsible

Paula Adams

Schedule


Quarterly, from 8/10/2016 to 5/26/2017

Evidence of Completion

A master list of all "champion" students will be compiled. Data will be collected and compared from last year as well as prior nine weeks.

G3. If there is an ongoing focus and understanding of current data in all content areas with relevant planning and instruction that supports individual student needs, then there will be an increase in student achievement.


1

 G084692

G3.B4 Team collaboration 2

 B225180

G3.B4.S1 PLC's will be held weekly. Teachers will be able to meet with grade level peers as well as meet with content area peers to plan 4

 S237554

Strategy Rationale

There will be a focus on the content and grade level standards that each teacher is responsible for. They will receive support from the curriculum coach that is scheduled as well as support as needed.

Action Step 1 5

Data Focused PLC's

Person Responsible

Michelle Wilds

Schedule

Weekly, from 8/2/2016 to 5/26/2017

Evidence of Completion

Teacher plans and instruction will reflect attention to data and understanding of grade level expectations

Plan to Monitor Fidelity of Implementation of G3.B4.S1 6

Critical content will be taught correctly with grade level appropriate rigor

Person Responsible

SaraJean McDaniel

Schedule

Weekly, from 8/10/2016 to 4/1/2017

Evidence of Completion

Marzano evaluations. Specifically, critical content, goals and scales

Plan to Monitor Effectiveness of Implementation of G3.B4.S1 7

Student performance

Person Responsible

Kathleen Sheffield

Schedule

Monthly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Student performance on progress monitoring tools will show growth

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G3.MA1 M313349	Teachers will be evaluated in domains 2 and 3 of Marzano to reflect their progress toward the...	McDaniel, SaraJean	8/18/2015	There will be an increase in effective teacher practice as evidenced by the Marzano Evaluation System	6/3/2016 weekly
G3.B4.S1.MA1 M313348	Critical content will be taught correctly with grade level appropriate rigor	McDaniel, SaraJean	8/10/2016	Marzano evaluations. Specifically, critical content, goals and scales	4/1/2017 weekly
G2.B1.S1.MA1 M313342	Student Discipline referrals will decrease	Adams, Paula	10/19/2016	Skyward discipline data will show a decrease in the amount of behavioral referrals.	4/10/2017 quarterly
G2.B1.S1.A1 A307105	We will look at behavior data quarterly in PLC meetings. We will look at trends and collaborate to...	Wilds, Michelle	10/19/2016	A decrease in behavior referrals	4/10/2017 quarterly
G2.B1.S1.MA1 M313343	Use Marzano elements that deal with discipline to monitor teacher effectiveness and procedures	McDaniel, SaraJean	8/10/2016	Increase in the amount of elements scored at effective or higher	4/30/2017 weekly
G1.MA1 M313341	Attendance and participation in parent surveys, meetings, and feedback will increase.		10/10/2016	5 E's Parent Survey	5/26/2017 weekly
G2.MA1 M313346	Analyze behavior and referral data	Adams, Paula	8/10/2016	Academic data, referral reports	5/26/2017 quarterly
G1.B2.S1.MA1 M313339	Parent involvement and awareness will increase	McDaniel, SaraJean	9/12/2016	Sign in sheets from PTO meetings. Feedback and tracking of social media and web page hits	5/26/2017 daily
G1.B2.S1.MA1 M313340	A lead team meeting will be held weekly with a time set aside to open and update the web page...	Wilds, Michelle	9/12/2016	lead team agendas	5/26/2017 weekly
G1.B2.S1.A1 A307104	Update James A. Long web page to include links and information about alternate ways to communicate...	Wilds, Michelle	8/10/2016	Monthly calendar updated on the web page. Links will be provided to other alternate forms of parent education.	5/26/2017 monthly
G2.B5.S1.MA1 M313344	There will be a decrease in behavior issues and an increase in academic progress	Adams, Paula	8/10/2016	A master list of all "champion" students will be compiled. Data will be collected and compared from last year as well as prior nine weeks.	5/26/2017 quarterly
G2.B5.S1.MA1 M313345	Student academic and behavior data	Wilds, Michelle	8/10/2016	Each month, there will be a chance during grade level PLC's to report on the impact that mentoring has had on the child. Data will be shared with the mentor so that she can encourage and address the information with their student.	5/26/2017 quarterly
G2.B5.S1.A1 A307106	Staff Training: Every Child Deserves a Champion	McDaniel, SaraJean	8/2/2016		5/26/2017 quarterly
G3.B4.S1.MA1 M313347	Student performance	Sheffield, Kathleen	8/10/2016	Student performance on progress monitoring tools will show growth	5/26/2017 monthly
G3.B4.S1.A1 A307107	Data Focused PLC's	Wilds, Michelle	8/2/2016	Teacher plans and instruction will reflect attention to data and understanding of grade level expectations	5/26/2017 weekly

V. Professional Development Opportunities

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

G2. If the lead team has a clear plan for behavioral expectations and character education and follows through with maintaining accountability for student needs, academic and behavior, through monthly review check ups, then teachers will be able to structure better classroom management. This will allow for more instructional time, more focused instruction, and consistent interventions. As a result, students will be able to interact more appropriately and transition successfully throughout their day

G2.B1 Limited teacher experience dealing with classroom management

G2.B1.S1 Provide more intense training in classroom management strategies. The staff attended "Practical Magic" training at the beginning of the year. Strategies and success related to them be shared in PLC's.

PD Opportunity 1

We will look at behavior data quarterly in PLC meetings. We will look at trends and collaborate to share success from strategies and offer help for needs.

Facilitator

James A. Long Leadership Team

Participants

Instructional staff

Schedule

Quarterly, from 10/19/2016 to 4/10/2017

G2.B5 behaviors being exhibited are supported at home

G2.B5.S1 Staff members are encouraged to make a connection with a child that exhibits a need for a role model mentor. "Every Child Deserves A Champion" initiative.

PD Opportunity 1

Staff Training: Every Child Deserves a Champion

Facilitator

JAL Lead Team

Participants

JAL Staff

Schedule

Quarterly, from 8/2/2016 to 5/26/2017

G3. If there is an ongoing focus and understanding of current data in all content areas with relevant planning and instruction that supports individual student needs, then there will be an increase in student achievement.

G3.B4 Team collaboration

G3.B4.S1 PLC's will be held weekly. Teachers will be able to meet with grade level peers as well as meet with content area peers to plan

PD Opportunity 1

Data Focused PLC's

Facilitator

Michelle Wilds

Participants

Grade level Teachers/Content area teachers

Schedule

Weekly, from 8/2/2016 to 5/26/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B2.S1.A1	Update James A. Long web page to include links and information about alternate ways to communicate and self educate about school issues	\$0.00
2	G2.B1.S1.A1	We will look at behavior data quarterly in PLC meetings. We will look at trends and collaborate to share success from strategies and offer help for needs.	\$0.00
3	G2.B5.S1.A1	Staff Training: Every Child Deserves a Champion	\$0.00
4	G3.B4.S1.A1	Data Focused PLC's	\$0.00
Total:			\$0.00