

Volusia County Schools

R. J. Longstreet Elementary School



2017-18 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)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	78%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	34%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	C	B	C*	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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE'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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for R. J. Longstreet Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	- 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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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	15	19	27	14	15	18	0	0	0	0	0	0	0	108
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	12	35	27	40	0	0	0	0	0	0	0	114
Level 1 on statewide assessment	0	0	0	22	21	24	0	0	0	0	0	0	0	67
Retention	2	3	10	11	4	12	0	0	0	0	0	0	0	42
	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	1	0	1	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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP 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/444255>.

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

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	Instructional Coach
Palmore, Shana	Teacher, K-12
Spies, Amy	Instructional Coach
Schuld, Jenna	Teacher, K-12
Scaccia, Kimberly	Other
Marcus, Sarah	School Counselor

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 DeGreco 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
Gina Lloyd	Parent
Courtney Inge	Teacher
Ann Tredent	Education Support Employee
Jennifer James	Parent
Jessica Levene	Business/Community
Jessica Donthan	Business/Community
Valarie Morgan	Parent

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

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
Rajcooar, Christina	Teacher, K-12
Schuld, Jenna	Teacher, K-12
Watson, Judith	Principal
Spies, Amy	Instructional Coach
Scaccia, Kimberly	Other

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 responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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 part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

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

G094534

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 and Implementation
- Attendance
- Lack of emotional intelligence

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

Person Responsible

Judith Watson

Schedule

On 8/29/2017

Evidence of Completion

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 planning and instruction based on the instructional shifts with equity, then student achievement will increase. 1

 G094534

G1.B5 Lack of Knowledge and Implementation 2

 B253942

G1.B5.S1 Provide training on Florida Standards 4

 S268277

Strategy Rationale

Increase % of teachers effectively planning and implementing with equity the standards

Action Step 1 5

Early Release Professional Learning

Person Responsible

Judith Watson

Schedule

Monthly, from 9/20/2017 to 4/4/2018

Evidence of Completion

PLC minutes, feedback, faculty meeting minutes, ERPL agenda and minutes

Action Step 2 5

Instruction Planning Guide

Person Responsible

Christina Rajcooar

Schedule

Monthly, from 10/2/2017 to 5/4/2018

Evidence of Completion

IPG coaching feedback

Action Step 3 5

Provide additional support for collaboration and planning PLCs

Person Responsible

Christina Rajcooar

Schedule

Weekly, from 8/14/2017 to 5/25/2018

Evidence of Completion

Professional Learning Communities agendas and minutes

Plan to Monitor Fidelity of Implementation of G1.B5.S1 6

Review Regional ERPL Attendance

Person Responsible

Kimberly Scaccia

Schedule

On 5/25/2018

Evidence of Completion

MyPGS Report

Plan to Monitor Effectiveness of Implementation of G1.B5.S1 7

Analyze collected data and discuss the impact of the professional learning plan at monthly SLT meetings

Person Responsible

Judith Watson

Schedule

Weekly, from 8/14/2017 to 5/25/2018


Evidence of Completion

Master schedule, weekly calendar monthly data walks, VXT Data, SLT minutes PLC minutes, and faculty meeting minutes

G1.B10 Attendance 2

 B253947

G1.B10.S1 Monitor student attendance to identify students with chronic absenteeism. 4

 S268279

Strategy Rationale

By identifying the students that have chronic absenteeism, we can develop strategies to increase their attendance rate.

Action Step 1 5

School-based and district personnel will collaborate to identify and monitor strategies to reduce the barrier.

Person Responsible

Judith Watson

Schedule

Monthly, from 8/14/2017 to 5/30/2018

Evidence of Completion

Cross-point reports, classroom celebrations, cardinal check-in program and school-wide attendance banner program

Plan to Monitor Fidelity of Implementation of G1.B10.S1 6

Determine status toward improving attendance rates

Person Responsible

Judith Watson

Schedule

Daily, from 10/9/2017 to 5/30/2018

Evidence of Completion

Improved attendance

Plan to Monitor Effectiveness of Implementation of G1.B10.S1 7

Collaborate on the effectiveness of our implemented strategies with school-based and district personnel.

Person Responsible

Judith Watson

Schedule

Quarterly, from 10/9/2017 to 5/30/2018

Evidence of Completion

sign-in sheets, pictures, and cross-point reports

G1.B11 Lack of emotional intelligence **2**

 B253948

G1.B11.S1 Provide professional development on social emotional learning. **4**

 S268280

Strategy Rationale

To help teacher to have ability to respond to the needs of their students.

Action Step 1 **5**

Identify the areas of which I students need the most social emotional support.

Person Responsible

Judith Watson

Schedule

On 7/25/2017

Evidence of Completion

sign-in sheets and minutes

Action Step 2 **5**

Conduct a book study with teacher leaders on "Teaching Kids to Thrive" By Debbie Silver

Person Responsible

Judith Watson

Schedule

Monthly, from 8/8/2017 to 5/31/2018

Evidence of Completion

sign-in sheets and minutes

Action Step 3 5

Provide Professional Development on social emotional skills covered in "Teaching Kids to Thrive" by Debbie Silver.

Person Responsible

Christina Rajcooar

Schedule

Monthly, from 8/29/2017 to 5/30/2018

Evidence of Completion

sign-in sheets and minutes

Action Step 4 5

Implement the knowledge and skill learned during each professional learning session

Person Responsible

Christina Rajcooar

Schedule

Daily, from 8/30/2017 to 5/30/2018

Evidence of Completion

walk-through, observations, weekly PLC minutes

Action Step 5 5

Monitor and provide feedback for each professional learning

Person Responsible

Judith Watson

Schedule

Biweekly, from 8/30/2017 to 5/30/2018

Evidence of Completion

data collection results

Action Step 6 5

Track data to determine improved emotional intelligence

Person Responsible

Kimberly Scaccia

Schedule

Quarterly, from 8/30/2017 to 5/30/2018

Evidence of Completion

data collection results

Plan to Monitor Fidelity of Implementation of G1.B11.S1 6

Collaborate with SLT to determine schedule for professional learning for the year

Person Responsible

Judith Watson

Schedule

On 5/30/2018

Evidence of Completion

SLT minutes and professional learning plans

Plan to Monitor Fidelity of Implementation of G1.B11.S1 6

The SLT will provide follow-up support to ensure implementation of social emotional learning strategies weekly using PLC minutes.

Person Responsible

Kimberly Scaccia

Schedule

Weekly, from 8/30/2017 to 5/30/2018

Evidence of Completion

PLC minutes

Plan to Monitor Fidelity of Implementation of G1.B11.S1 6

Administrators conduct data walks

Person Responsible

Judith Watson

Schedule

Monthly, from 8/30/2017 to 5/30/2018

Evidence of Completion

data walk collection tools

Plan to Monitor Effectiveness of Implementation of G1.B11.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 8/30/2017 to 5/30/2018

Evidence of Completion

SLT minutes, lesson plans, observational notes, learning walk, and PLC 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
2018					
G1.B11.S1.A1 A357240	Identify the areas of which I students need the most social emotional support.	Watson, Judith	7/25/2017	sign-in sheets and minutes	7/25/2017 one-time
G1.MA1 M381624	[no content entered]	Watson, Judith	8/29/2017		8/29/2017 one-time
G1.B5.S1.A1 A357236	Early Release Professional Learning	Watson, Judith	9/20/2017	PLC minutes, feedback, faculty meeting minutes, ERPL agenda and minutes	4/4/2018 monthly
G1.B5.S1.A2 A357237	Instruction Planning Guide	Rajcooar, Christina	10/2/2017	IPG coaching feedback	5/4/2018 monthly
G1.B5.S1.MA1 M381616	Analyze collected data and discuss the impact of the professional learning plan at monthly SLT...	Watson, Judith	8/14/2017	Master schedule, weekly calendar monthly data walks, VXT Data, SLT minutes PLC minutes, and faculty meeting minutes	5/25/2018 weekly
G1.B5.S1.MA1 M381617	Review Regional ERPL Attendance	Scaccia, Kimberly	8/14/2017	MyPGS Report	5/25/2018 one-time
G1.B5.S1.A3 A357238	Provide additional support for collaboration and planning PLCs	Rajcooar, Christina	8/14/2017	Professional Learning Communities agendas and minutes	5/25/2018 weekly
G1.B10.S1.MA1 M381618	Collaborate on the effectiveness of our implemented strategies with school-based and district...	Watson, Judith	10/9/2017	sign-in sheets, pictures, and cross-point reports	5/30/2018 quarterly
G1.B10.S1.MA1 M381619	Determine status toward improving attendance rates	Watson, Judith	10/9/2017	Improved attendance	5/30/2018 daily
G1.B10.S1.A1 A357239	School-based and district personnel will collaborate to identify and monitor strategies to reduce...	Watson, Judith	8/14/2017	Cross-point reports, classroom celebrations, cardinal check-in program and school-wide attendance banner program	5/30/2018 monthly
G1.B11.S1.MA1 M381620	Discuss the effectiveness of creating and implementing the professional learning plan and analyze...	Watson, Judith	8/30/2017	SLT minutes, lesson plans, observational notes, learning walk, and PLC minutes	5/30/2018 monthly
G1.B11.S1.MA1 M381621	Collaborate with SLT to determine schedule for professional learning for the year	Watson, Judith	8/30/2017	SLT minutes and professional learning plans	5/30/2018 one-time
G1.B11.S1.MA2 M381622	The SLT will provide follow-up support to ensure implementation of social emotional learning...	Scaccia, Kimberly	8/30/2017	PLC minutes	5/30/2018 weekly
G1.B11.S1.MA3 M381623	Administrators conduct data walks	Watson, Judith	8/30/2017	data walk collection tools	5/30/2018 monthly
G1.B11.S1.A3 A357242	Provide Professional Development on social emotional skills covered in "Teaching Kids to Thrive" by...	Rajcooar, Christina	8/29/2017	sign-in sheets and minutes	5/30/2018 monthly
G1.B11.S1.A4 A357243	Implement the knowledge and skill learned during each professional learning session	Rajcooar, Christina	8/30/2017	walk-through, observations, weekly PLC minutes	5/30/2018 daily
G1.B11.S1.A5 A357244	Monitor and provide feedback for each professional learning	Watson, Judith	8/30/2017	data collection results	5/30/2018 biweekly
G1.B11.S1.A6 A357245	Track data to determine improved emotional intelligence	Scaccia, Kimberly	8/30/2017	data collection results	5/30/2018 quarterly
G1.B11.S1.A2 A357241	Conduct a book study with teacher leaders on "Teaching Kids to Thrive" By Debbie Silver	Watson, Judith	8/8/2017	sign-in sheets and minutes	5/31/2018 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 planning and instruction based on the instructional shifts with equity, then student achievement will increase.

G1.B5 Lack of Knowledge and Implementation

G1.B5.S1 Provide training on Florida Standards

PD Opportunity 1

Early Release Professional Learning

Facilitator

District Staff, coaches, and lead teachers

Participants

faculty

Schedule

Monthly, from 9/20/2017 to 4/4/2018

PD Opportunity 2

Provide additional support for collaboration and planning PLCs

Facilitator

Christina Rajcooar

Participants

Faculty

Schedule

Weekly, from 8/14/2017 to 5/25/2018

VI. Technical Assistance Items

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

VII. Budget

1	G1.B10.S1.A1	School-based and district personnel will collaborate to identify and monitor strategies to reduce the barrier.	\$0.00
2	G1.B11.S1.A1	Identify the areas of which I students need the most social emotional support.	\$0.00
3	G1.B11.S1.A2	Conduct a book study with teacher leaders on "Teaching Kids to Thrive" By Debbie Silver	\$0.00
4	G1.B11.S1.A3	Provide Professional Development on social emotional skills covered in "Teaching Kids to Thrive" by Debbie Silver.	\$0.00
5	G1.B11.S1.A4	Implement the knowledge and skill learned during each professional learning session	\$0.00
6	G1.B11.S1.A5	Monitor and provide feedback for each professional learning	\$0.00
7	G1.B11.S1.A6	Track data to determine improved emotional intelligence	\$0.00
8	G1.B5.S1.A1	Early Release Professional Learning	\$0.00
9	G1.B5.S1.A2	Instruction Planning Guide	\$0.00
10	G1.B5.S1.A3	Provide additional support for collaboration and planning PLCs	\$0.00
Total:			\$0.00