R. J. Longstreet Elementary School

2018-19 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)	**2017-18 Title I School**	**2017-18 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	72%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	35%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	C	C	B	C*

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.

Table of Contents

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.

2018-19 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 SEL Leadership Team 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 SEL Leadership team 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:
*Sanford Harmony
*SEL Leadership Team
*Peer Mediation
*Bully Proofing Program
*Caring Cardinal Program
*Student Mentoring Program
*Bucket Filler Incentive Program
*Cardinal Dads
*Cardinal Tweets
*School Resources Officer Mentor
*Weekly Food Bag Distribution
*Emergency Food Pantry
*Kid Zone (Food Brings Hope)

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 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	1	0	0	8	3	5	0	0	0	0	0	0	0	17
One or more suspensions	1	0	0	3	0	3	0	0	0	0	0	0	0	7
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	9	3	5	0	0	0	0	0	0	0	17

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	1	0	0	1	0	2	0	0	0	0	0	0	0	4

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, § 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/665904.

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	Teacher, K-12
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 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 (i.e. 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 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 meed 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 childten and their families. These organizations team with our school to provide specific services to students, parents, and staff, including all special needs groups. It is the expectations of these involved on these partnerships that the activities and services will benefit the students by providing the children served with the support, tools, and materials they need to be ready to learn as they move down the appropriate path to graduation. Programs supported by Title I at Longstreet Elementary include:

* Family oriented activities
* Supplemental Tutoring before and after school
* Supplemental materials and supplies need to close the achievement gap
*Supplemental funds for ongoing staff development as determined by the results of FCAT data
* Parent To Kids workshops to teach literacy skills to parents so they can help their children to become better readers.
*The Migrant Education Program Coordinator, Migrant advocates and Migrant Education Program Lori DelGreco and Louise Booth coordinator, Migrant Advocates and Migrant Recruiters work together to provide services and support to the migrant students and their parents. The MEP coordinator works with Title I and other programs to ensure student needs are met. The Migrant Education Program provides the follow:
*Academic Assistance through credit accrual/recovery, tutoring, and summer school
*Translation Services for parent/teacher conferences
*Parental support through parent/kid activity nights and workshops on school success
*Medical Assistance through referrals to outside community agencies
*Food Assistance through referrals to food assistance programs

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

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

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

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

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

Violence Prevention Programs, the school offers the following non-violence and anti-drug programs:
*Student mentoring program
*Peer Mediation
*Crisis Training Program
*Suicide Prevention Program
*Bullying Program

We have a variety of Nutrition Programs at Longstreet that include:
*Free and Reduced Meal Plan
* Wellness Policy School Plan
*Nutrition and Wellness classes
*Health classes

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Brittany Dahl	Teacher
Tiffany Kisker	Parent
Anne Tredent	Education Support Employee
Jessica Donthan	Business/Community
Valerie Morgan	Parent
Jennifer Legath	Teacher
Jennifer Wagner	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, § 1114(b)(2).

a. Evaluation of last year's school improvement plan

In order to begin evaluating the effectiveness of the 2017-2018 School Improvement Plan, our School Leadership Team met for two days during the summer to reflect. The team analyzed the following data: Academic data (VLT, VMT, VST), Early Warning System reports, attendance reports, Report Card Behavior Screening, Course Failure Reports, D & F Reports, percent of students referred for Special Education, discipline data, Concern of Harm reports, professional development plan and impact, budget, and Climate Survey data.

b. Development of this school improvement plan

The School Leadership Team sorted all the data mentioned above and assessed the impact on our school effectiveness in the areas of Effective Leadership, Supportive Environment, Ambitious Instructions, and Learning, Collaborative Teachers, and Involved Families. The team identified two areas to target our School Improvement Plan for the 2018-2019 school year. At the beginning of the 2018-2019 school year, the team shared the data and these results with all stakeholders (faculty, SAC, PTA, and Community Members). All stakeholders were allowed input regarding the School Improvement Plan. Throughout the year, the stakeholders continue to review the plan and provide input, adjusting the plan as needed.

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

A team of teachers met in the Spring 2018 and developed the 2018-2019 budget and plan. The plan was shared with all teachers and staff before a vote was held. The approved annual budget and plan is 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	Instructional Coach
Schuld, Jenna	Teacher, K-12
Watson, Judith	Principal
Spies, Amy	Teacher, K-12
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, §
1114(b)(7)(A)(iii)(IV).

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

Common planning, Professional Learning Communities (PLC's), and academic coaching are critical practices to help build positive, collaborative relationships on our campus. Common planning allows our teachers time to participate in weekly collaboration where they review formative assessment data, develop an instructional plan, and adjust their instruction accordingly. When necessary, teams make recommendations for students to be reviewed and assisted by the school Problem-Solving Team (PST). In addition, teachers participate in PLCs once a week. Through the PLC structure, R. J. Longstreet teachers are encouraged and supported to work together on common goals with clear objectives. PLCs also allow teachers to regularly engage in a reflective dialogue to deepen shared language and understanding of instructional practices. Minutes and action plans created in PLC meetings are submitted weekly to administration for monitoring purposes. The common planning and regular PLC infrastructure also ensures that teachers have the structure and time to provide feedback on any instructional experiences.

The use of Academic Coach to assist with teacher collaboration and professional development plays a significant part in designing instruction to meet student needs and encouraging the collaborative process. Instructional reviews, combined with administrative walk-throughs, provide leadership with data to identify areas in which additional follow-up coaching is needed. The leadership team (which includes coaches) meets regularly to talk about what trends are seen in the classrooms. This process also provides opportunities to identify exemplary teachers for the purpose of recording or allowing class visits from peer teachers. The Academic Coach works side by side with teachers to enhance instruction.

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, 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.

Common planning allows teachers to participate in weekly PLCs to regularly review formative and summative assessment data and continuously adjust their instruction accordingly. Assessment data is used to identify groups of students to receive targeted instruction during an intervention period. Teachers, alongside academic coaches, create targeted instruction lessons during PLCs. Students requiring intensive remediation receive additional support from instructional coaches, mentors, and volunteers. When necessary, PLCs make recommendations for students to be reviewed and assisted by the Problem-Solving Team (PST). Additionally, grade level common planning meetings are held to review student data and address specific academic and behavioral concerns across the content areas. In so doing, teachers are better able to meet the needs of all students in a process that promotes a sense of shared responsibility. The use of learning walks and Academic Coach to assist with teacher professional development plays a significant part in designing instruction to meet student needs. These tools also provide school leadership with data to identify areas in which additional follow-up coaching is needed. The leadership team (which includes the academic coach) meets once a week to discuss what trends are seen in the classrooms. This process also provides opportunities to identify exemplary teachers for the purposes of recording or allowing class visits. Instructional coaches work side by side with teachers to enhance instruction. Our Academic Coach diligently completes the coaching cycle to provide maximum support, including the use of specific feedback instruments. The modeling of lessons is common practice on our campus.

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: 2,160

Tutoring program: Targeted students receive either reading or math tutoring twice a week for 60 minutes each time. Tutoring continues through out the school year.

Strategy Rationale

Tutoring can help struggling students make achievement gains when they are able to receive remediation on core concepts.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Watson, Judith , jlwatson@volusia.k12.fl.us

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

iReady and state assessment data

Strategy: After School Program

Minutes added to school year: 1,080

Food Brings Hope Tutoring: Targeted students receive either reading or math tutoring once a week for 60 minutes each time. Tutoring continues through out the school year.

Strategy Rationale

Tutoring can help struggling students make achievement gains when they are able to receive remediation on core concepts.

Strategy Purpose(s)
""

Person(s) responsible for monitoring implementation of the strategy
Palmore, Shana, slpalmor@volusia.k12.fl.us

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

iReady and state assessment

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 withe the local Head Start Agency, Early Learning Coalition, VPK Sites and other local preschool facilities, coordinates efforts to promote continually 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, § 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"Â? 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. If R.J. Longstreet Elementary School implements systems that foster collective efficacy and supports standards-aligned planning and instruction based on the instructional shifts to meet individual student needs, 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 Elementary School implements systems that foster collective efficacy and supports standards-aligned planning and instruction based on the instructional shifts to meet individual student needs, then student achievement will increase. `1a`

🔑 G100546

Targets Supported `1b`

Indicator	Annual Target
FSA Mathematics Achievement	55.0
ELA Achievement District Assessment	63.0
FCAT 2.0 Science Proficiency	68.0
ELA/Reading Lowest 25% Gains	50.0
ELA/Reading Gains	62.0
Math Lowest 25% Gains	50.0
Math Gains	50.0

Targeted Barriers to Achieving the Goal `3`

- Limited knowledge of how to integrate the depth of standards in instruction

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

- *Guidance Counselor *SRO *Social Worker *Academic Intervention *School Psychologist *Districts Curriculum Specialists *School Leadership Team *Vertical Professional Learning Communities *Available technology *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

- SEL District Specialist/Coordinator for Student Relations

- Sanford Harmony Free SEL Program

- Professional Learning

- Sanford Inspire (Online Modules)

Plan to Monitor Progress Toward G1. `8`

SIP Progress Monitoring Meeting

Person Responsible
Brittany Dahl

Schedule
On 10/24/2018

Evidence of Completion
SIP Progress Monitoring Meeting and Sign-In sheet

Plan to Monitor Progress Toward G1. `8`

SIP Midyear Review

Person Responsible
Brittany Dahl

Schedule
On 2/14/2019

Evidence of Completion
Mid-year Review in CIMS

Plan to Monitor Progress Toward G1. `8`

State Assessment Results

Person Responsible
Judith Watson

Schedule
Annually, from 6/20/2019 to 7/30/2019

Evidence of Completion
Step Zero for 2019-2020 SIP

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

Volusia - 3234 - R. J. Longstreet Elem. School - 2018-19 SIP

R. J. Longstreet Elementary School

G1. If R.J. Longstreet Elementary School implements systems that foster collective efficacy and supports standards-aligned planning and instruction based on the instructional shifts to meet individual student needs, then student achievement will increase. [1]

🔑 G100546

G1.B1 Limited knowledge of how to integrate the depth of standards in instruction [2]

🔑 B271184

G1.B1.S1 Refine systemic practices and provide professional learning to support implementation of standards-aligned instruction. [4]

🔑 S287061

Strategy Rationale

1. Increase percentage of teachers effectively implementing standards-aligned instruction
2. Increase student achievement
3. Foster collective efficacy among faculty and staff

Action Step 1 [5]

Analyze data from Step Zero and the Systemic Practices for School Improvement reflection to identify strengths and areas of weaknesses; then prioritize areas of focus.

Person Responsible

Judith Watson

Schedule

Monthly, from 6/4/2018 to 7/24/2018

Evidence of Completion

List of strengths and areas of weaknesses with focus areas identified

Action Step 2 [5]

Develop plan of action for professional learning and systemic practices including the infrastructure for implementation.

Person Responsible

Judith Watson

Schedule

Monthly, from 6/4/2018 to 7/23/2018

Evidence of Completion

Completed plan of action, including timelines and people responsible

Action Step 3 5

Teacher participation in district content sessions supporting standard-aligned instruction during pre-planning week.

Person Responsible

Judith Watson

Schedule

On 8/8/2018

Evidence of Completion

MyPGS sign-in sheets

Action Step 4 5

Teacher participation in school-based content session (Write From the Beginning) supporting standard-aligned instruction during pre-planning week.

Person Responsible

Christina Rajcooar

Schedule

On 8/9/2018

Evidence of Completion

MyPGS sign-in sheets

Action Step 5 5

Teacher participation in school-based content sessions (Thinking Math) supporting standard-aligned instruction.

Person Responsible

Christina Rajcooar

Schedule

Monthly, from 9/17/2018 to 2/1/2019

Evidence of Completion

MyPGS sign-in sheets

Action Step 6 5

Teachers incorporate the aligned tasks into their instruction with Academic Coach observing implementation of the lessons and providing feedback and coaching support to teachers.

Person Responsible

Christina Rajcooar

Schedule

Daily, from 8/13/2018 to 5/31/2019

Evidence of Completion

Aligned tasks and coaching interaction data

Action Step 7 5

Academic Coach facilitation of sharing and planning with teachers to examine the resources available and ensure that the upcoming student tasks are aligned to the depth of the standard.

Person Responsible

Christina Rajcooar

Schedule

Weekly, from 8/13/2018 to 5/31/2019

Evidence of Completion

Agendas

Action Step 8 5

Teachers participate in a Professional Learning Day focused on standards-aligned instruction.

Person Responsible

Judith Watson

Schedule

On 9/17/2018

Evidence of Completion

MyPGS sign-in sheets

Action Step 9 5

Teachers incorporate the information from Professional Learning into their lessons with Academic Coach observing implementation of the lessons and providing feedback and coaching support to teachers.

Person Responsible

Christina Rajcooar

Schedule

Daily, from 9/18/2018 to 5/31/2019

Evidence of Completion

Lesson Plans and coach's interaction data

Action Step 10 5

Teachers participate in a district ERPL #1- Science Textbook Adoption

Person Responsible

Christina Rajcooar

Schedule

On 9/5/2018

Evidence of Completion

Sign-in Sheets

Action Step 11 5

Teachers incorporate the information from Professional Learning into their lessons with Academic Coach observing implementation of the lessons and providing feedback and coaching support to teachers.

Person Responsible

Christina Rajcooar

Schedule

Daily, from 9/6/2018 to 5/31/2019

Evidence of Completion

Lesson Plans and coach's interaction data

Action Step 12 5

Teachers participate in school-based content (Vermont Writing Collaborative) sessions supporting standards-aligned instruction.

Person Responsible

Amy Spies

Schedule

On 9/21/2018

Evidence of Completion

MyPGS Sign-In Sheets

Action Step 13 5

Teachers incorporate the information from Vermont Writing Collaborative into their lessons with Academic Coach observing implementation of the lessons and providing feedback and coaching support to teachers.

Person Responsible

Christina Rajcooar

Schedule

Daily, from 9/24/2018 to 5/31/2019

Evidence of Completion

Lesson Plans and coach's interaction data

Action Step 14 5

Teachers participate in the district Early Release Professional Learning sessions focused on standards-aligned instruction (September 26th - District ERPL #2; November 7th - District ERPL #3; November 28th - District ERPL #4)

Person Responsible

Judith Watson

Schedule

Biweekly, from 9/26/2018 to 11/28/2018

Evidence of Completion

MyPGS sign-in sheets

Action Step 15 5

Teachers incorporate the information from Professional Learning into their lessons with Academic Coach observing implementation of the lessons and providing feedback and coaching support to teachers.

Person Responsible

Christina Rajcooar

Schedule

Daily, from 9/27/2018 to 5/31/2019

Evidence of Completion

Lesson Plans and coach's interaction data

Action Step 16 5

Teachers participate in a school-based Early Release Professional Learning focused on.....
(School-based ERPL #1)

Person Responsible

Judith Watson

Schedule

On 10/17/2018

Evidence of Completion

MyPGS Sign-In sheets

Action Step 17 5

Teachers incorporate the information from school-based ERPL #1 into their lessons with Academic Coach observing implementation of the lessons and providing feedback and coaching support to teachers.

Person Responsible

Christina Rajcooar

Schedule

On 5/31/2019

Evidence of Completion

Lesson Plans and coach's interaction data

Action Step 18 5

Teachers participate in a school-based Early Release Professional Learning focused on.....
(School-based ERPL #2)

Person Responsible

Judith Watson

Schedule

On 1/23/2019

Evidence of Completion

MyPGS Sign-in sheets

Action Step 19 5

Teachers incorporate the information from ERPL #2 into their lessons with Academic Coach
observing implementation of the lessons and providing feedback and coaching support to
teachers.

Person Responsible

Christina Rajcooar

Schedule

Daily, from 1/24/2019 to 5/31/2019

Evidence of Completion

Lesson Plans and coach's interaction data

Action Step 20 5

Teachers participate in a school-based Early Release Professional Learning focused on how to
use technology for student learning (School-based ERPL #3)

Person Responsible

Judith Watson

Schedule

On 2/6/2019

Evidence of Completion

MyPGS Sign-in Sheets

Action Step 21 5

Teachers incorporate the information from ERPL #3 into their lessons with Academic Coach observing implementation of the lessons and providing feedback and coaching support to teachers.

Person Responsible

Christina Rajcooar

Schedule

Weekly, from 2/7/2019 to 5/31/2019

Evidence of Completion

Lesson Plans and coach's interaction data

Action Step 22 5

Teachers participate in a school-based Early Release Professional Learning focused on..... (School-based ERPL #4)

Person Responsible

Judith Watson

Schedule

On 2/27/2019

Evidence of Completion

MyPGS Sign-in sheets

Action Step 23 5

Teachers incorporate the information from ERPL #4 into their lessons with Academic Coach observing implementation of the lessons and providing feedback and coaching support to teachers.

Person Responsible

Christina Rajcooar

Schedule

On 5/31/2019

Evidence of Completion

Lesson Plans and coach's interaction data

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

Administration, SLT, and Academic Coach will monitor implementation through lesson plans, walk-throughs, and collaborative planning and reflection.

Person Responsible

Judith Watson

Schedule

Weekly, from 9/4/2018 to 5/31/2019

Evidence of Completion

Lesson plans, walk-through data, and PLC minutes and agendas

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

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

Person Responsible

Christina Rajcooar

Schedule

Biweekly, from 8/13/2018 to 5/31/2019

Evidence of Completion

Outlook meeting invite

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

Coach provides follow-up support to ensure implementation of standards aligned instruction.

Person Responsible

Christina Rajcooar

Schedule

Daily, from 8/13/2018 to 5/31/2019

Evidence of Completion

Coach's interaction data and notes

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

Determine status towards completing action steps 1-6 during monthly SLT meeting.

Person Responsible

Judith Watson

Schedule

Monthly, from 8/13/2018 to 5/31/2019

Evidence of Completion

SLT meeting notes

Plan to Monitor Effectiveness of Implementation of G1.B1.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

Quarterly, from 7/23/2018 to 5/31/2019

Evidence of Completion

Monthly data walks, Observational Notes, Lesson Plans, iReady data, SLT minutes

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 Elementary School implements systems that foster collective efficacy and supports standards-aligned planning and instruction based on the instructional shifts to meet individual student needs, then student achievement will increase.

G1.B1 Limited knowledge of how to integrate the depth of standards in instruction

G1.B1.S1 Refine systemic practices and provide professional learning to support implementation of standards-aligned instruction.

PD Opportunity 1

Teacher participation in district content sessions supporting standard-aligned instruction during pre-planning week.

Facilitator

Curriculum Specialists

Participants

Teachers

Schedule

On 8/8/2018

PD Opportunity 2

Teacher participation in school-based content session (Write From the Beginning) supporting standard-aligned instruction during pre-planning week.

Facilitator

Christina Rajcooar

Participants

Teachers

Schedule

On 8/9/2018

PD Opportunity 3

Teacher participation in school-based content sessions (Thinking Math) supporting standard-aligned instruction.

Facilitator

Christina Rajcooar, Becky Pittard

Participants

Teachers

Schedule

Monthly, from 9/17/2018 to 2/1/2019

PD Opportunity 4

Teachers participate in a Professional Learning Day focused on standards-aligned instruction.

Facilitator

Professional Learning Facilitator

Participants

Teachers

Schedule

On 9/17/2018

PD Opportunity 5

Teachers participate in the district Early Release Professional Learning sessions focused on standards-aligned instruction (September 26th - District ERPL #2; November 7th - District ERPL #3; November 28th - District ERPL #4)

Facilitator

Professional Learning Facilitator

Participants

Teachers

Schedule

Biweekly, from 9/26/2018 to 11/28/2018

PD Opportunity 6

Teachers participate in a school-based Early Release Professional Learning focused on..... (School-based ERPL #1)

Facilitator

ERPL Facilitators

Participants

Teachers

Schedule

On 10/17/2018

PD Opportunity 7

Teachers participate in a school-based Early Release Professional Learning focused on..... (School-based ERPL #2)

Facilitator

ERPL Facilitator

Participants

Teachers

Schedule

On 1/23/2019

PD Opportunity 8

Teachers participate in a school-based Early Release Professional Learning focused on how to use technology for student learning (School-based ERPL #3)

Facilitator

ERPL Facilitator

Participants

Teachers

Schedule

On 2/6/2019

PD Opportunity 9

Teachers participate in a school-based Early Release Professional Learning focused on..... (School-based ERPL #4)

Facilitator

ERPL Facilitators

Participants

Teachers

Schedule

On 2/27/2019

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Analyze data from Step Zero and the Systemic Practices for School Improvement reflection to identify strengths and areas of weaknesses; then prioritize areas of focus.	$0.00
2	G1.B1.S1.A10	Teachers participate in a district ERPL #1- Science Textbook Adoption	$0.00
3	G1.B1.S1.A11	Teachers incorporate the information from Professional Learning into their lessons with Academic Coach observing implementation of the lessons and providing feedback and coaching support to teachers.	$0.00
4	G1.B1.S1.A12	Teachers participate in school-based content (Vermont Writing Collaborative) sessions supporting standards-aligned instruction.	$0.00
5	G1.B1.S1.A13	Teachers incorporate the information from Vermont Writing Collaborative into their lessons with Academic Coach observing implementation of the lessons and providing feedback and coaching support to teachers.	$0.00
6	G1.B1.S1.A14	Teachers participate in the district Early Release Professional Learning sessions focused on standards-aligned instruction (September 26th - District ERPL #2; November 7th - District ERPL #3; November 28th - District ERPL #4)	$0.00
7	G1.B1.S1.A15	Teachers incorporate the information from Professional Learning into their lessons with Academic Coach observing implementation of the lessons and providing feedback and coaching support to teachers.	$0.00
8	G1.B1.S1.A16	Teachers participate in a school-based Early Release Professional Learning focused on..... (School-based ERPL #1)	$0.00
9	G1.B1.S1.A17	Teachers incorporate the information from school-based ERPL #1 into their lessons with Academic Coach observing implementation of the lessons and providing feedback and coaching support to teachers.	$0.00
10	G1.B1.S1.A18	Teachers participate in a school-based Early Release Professional Learning focused on..... (School-based ERPL #2)	$0.00
11	G1.B1.S1.A19	Teachers incorporate the information from ERPL #2 into their lessons with Academic Coach observing implementation of the lessons and providing feedback and coaching support to teachers.	$0.00
12	G1.B1.S1.A2	Develop plan of action for professional learning and systemic practices including the infrastructure for implementation.	$0.00
13	G1.B1.S1.A20	Teachers participate in a school-based Early Release Professional Learning focused on how to use technology for student learning (School-based ERPL #3)	$0.00
14	G1.B1.S1.A21	Teachers incorporate the information from ERPL #3 into their lessons with Academic Coach observing implementation of the lessons and providing feedback and coaching support to teachers.	$0.00
15	G1.B1.S1.A22	Teachers participate in a school-based Early Release Professional Learning focused on..... (School-based ERPL #4)	$0.00
16	G1.B1.S1.A23	Teachers incorporate the information from ERPL #4 into their lessons with Academic Coach observing implementation of the lessons and providing feedback and coaching support to teachers.	$0.00

17	G1.B1.S1.A3	Teacher participation in district content sessions supporting standard-aligned instruction during pre-planning week.	$0.00
18	G1.B1.S1.A4	Teacher participation in school-based content session (Write From the Beginning) supporting standard-aligned instruction during pre-planning week.	$0.00
19	G1.B1.S1.A5	Teacher participation in school-based content sessions (Thinking Math) supporting standard-aligned instruction.	$0.00
20	G1.B1.S1.A6	Teachers incorporate the aligned tasks into their instruction with Academic Coach observing implementation of the lessons and providing feedback and coaching support to teachers.	$0.00
21	G1.B1.S1.A7	Academic Coach facilitation of sharing and planning with teachers to examine the resources available and ensure that the upcoming student tasks are aligned to the depth of the standard.	$0.00
22	G1.B1.S1.A8	Teachers participate in a Professional Learning Day focused on standards-aligned instruction.	$0.00
23	G1.B1.S1.A9	Teachers incorporate the information from Professional Learning into their lessons with Academic Coach observing implementation of the lessons and providing feedback and coaching support to teachers.	$0.00
		Total:	$0.00

Volusia - 3234 - R. J. Longstreet Elem. School - 2018-19 SIP

R. J. Longstreet Elementary School

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2019					
G1.B1.S1.A2 A389095	Develop plan of action for professional learning and systemic practices including the...	Watson, Judith	6/4/2018	Completed plan of action, including timelines and people responsible	7/23/2018 monthly
G1.B1.S1.A1 A389094	Analyze data from Step Zero and the Systemic Practices for School Improvement reflection to...	Watson, Judith	6/4/2018	List of strengths and areas of weaknesses with focus areas identified	7/24/2018 monthly
G1.B1.S1.A3 A389096	Teacher participation in district content sessions supporting standard-aligned instruction during...	Watson, Judith	8/8/2018	MyPGS sign-in sheets	8/8/2018 one-time
G1.B1.S1.A4 A389097	Teacher participation in school-based content session (Write From the Beginning) supporting...	Rajcooar, Christina	8/9/2018	MyPGS sign-in sheets	8/9/2018 one-time
G1.B1.S1.A10 A389103	Teachers participate in a district ERPL #1- Science Textbook Adoption	Rajcooar, Christina	9/5/2018	Sign-in Sheets	9/5/2018 one-time
G1.B1.S1.A8 A389101	Teachers participate in a Professional Learning Day focused on standards-aligned instruction.	Watson, Judith	9/17/2018	MyPGS sign-in sheets	9/17/2018 one-time
G1.B1.S1.A12 A389105	Teachers participate in school-based content (Vermont Writing Collaborative) sessions supporting...	Spies, Amy	9/20/2018	MyPGS Sign-In Sheets	9/21/2018 one-time
G1.B1.S1.A16 A389109	Teachers participate in a school-based Early Release Professional Learning focused on........	Watson, Judith	10/17/2018	MyPGS Sign-In sheets	10/17/2018 one-time
G1.MA1 M425109	SIP Progress Monitoring Meeting	Dahl, Brittany	10/24/2018	SIP Progress Monitoring Meeting and Sign-In sheet	10/24/2018 one-time
G1.B1.S1.A14 A389107	Teachers participate in the district Early Release Professional Learning sessions focused on...	Watson, Judith	9/26/2018	MyPGS sign-in sheets	11/28/2018 biweekly
G1.B1.S1.A18 A389111	Teachers participate in a school-based Early Release Professional Learning focused on........	Watson, Judith	1/23/2019	MyPGS Sign-in sheets	1/23/2019 one-time
G1.B1.S1.A5 A389098	Teacher participation in school-based content sessions (Thinking Math) supporting standard-aligned...	Rajcooar, Christina	9/17/2018	MyPGS sign-in sheets	2/1/2019 monthly
G1.B1.S1.A20 A389113	Teachers participate in a school-based Early Release Professional Learning focused on how to use...	Watson, Judith	2/6/2019	MyPGS Sign-in Sheets	2/6/2019 one-time
G1.MA2 M425110	SIP Midyear Review	Dahl, Brittany	2/14/2019	Mid-year Review in CIMS	2/14/2019 one-time
G1.B1.S1.A22 A389115	Teachers participate in a school-based Early Release Professional Learning focused on........	Watson, Judith	2/27/2019	MyPGS Sign-in sheets	2/27/2019 one-time
G1.B1.S1.MA1 M425081	Discuss the effectiveness of creating and implementing the Professional Learning Plan and analyze...	Watson, Judith	7/23/2018	Monthly data walks, Observational Notes, Lesson Plans, iReady data, SLT minutes	5/31/2019 quarterly
G1.B1.S1.MA1 M425082	Administration, SLT, and Academic Coach will monitor implementation through lesson plans,...	Watson, Judith	9/4/2018	Lesson plans, walk-through data, and PLC minutes and agendas	5/31/2019 weekly
G1.B1.S1.MA3 M425083	Touch base with professional learning facilitators determine status of the professional learning...	Rajcooar, Christina	8/13/2018	Outlook meeting invite	5/31/2019 biweekly
G1.B1.S1.MA4 M425084	Coach provides follow-up support to ensure implementation of standards aligned instruction.	Rajcooar, Christina	8/13/2018	Coach's interaction data and notes	5/31/2019 daily

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.MA5 M425085	Determine status towards completing action steps 1-6 during monthly SLT meeting.	Watson, Judith	8/13/2018	SLT meeting notes	5/31/2019 monthly
G1.B1.S1.A6 A389099	Teachers incorporate the aligned tasks into their instruction with Academic Coach observing...	Rajcooar, Christina	8/13/2018	Aligned tasks and coaching interaction data	5/31/2019 daily
G1.B1.S1.A7 A389100	Academic Coach facilitation of sharing and planning with teachers to examine the resources...	Rajcooar, Christina	8/13/2018	Agendas	5/31/2019 weekly
G1.B1.S1.A9 A389102	Teachers incorporate the information from Professional Learning into their lessons with Academic...	Rajcooar, Christina	9/18/2018	Lesson Plans and coach's interaction data	5/31/2019 daily
G1.B1.S1.A11 A389104	Teachers incorporate the information from Professional Learning into their lessons with Academic...	Rajcooar, Christina	9/6/2018	Lesson Plans and coach's interaction data	5/31/2019 daily
G1.B1.S1.A13 A389106	Teachers incorporate the information from Vermont Writing Collaborative into their lessons with...	Rajcooar, Christina	9/24/2018	Lesson Plans and coach's interaction data	5/31/2019 daily
G1.B1.S1.A15 A389108	Teachers incorporate the information from Professional Learning into their lessons with Academic...	Rajcooar, Christina	9/27/2018	Lesson Plans and coach's interaction data	5/31/2019 daily
G1.B1.S1.A17 A389110	Teachers incorporate the information from school-based ERPL #1 into their lessons with Academic...	Rajcooar, Christina	10/18/2018	Lesson Plans and coach's interaction data	5/31/2019 one-time
G1.B1.S1.A19 A389112	Teachers incorporate the information from ERPL #2 into their lessons with Academic Coach observing...	Rajcooar, Christina	1/24/2019	Lesson Plans and coach's interaction data	5/31/2019 daily
G1.B1.S1.A21 A389114	Teachers incorporate the information from ERPL #3 into their lessons with Academic Coach observing...	Rajcooar, Christina	2/7/2019	Lesson Plans and coach's interaction data	5/31/2019 weekly
G1.B1.S1.A23 A389116	Teachers incorporate the information from ERPL #4 into their lessons with Academic Coach observing...	Rajcooar, Christina	2/28/2019	Lesson Plans and coach's interaction data	5/31/2019 one-time
G1.MA3 M425111	State Assessment Results	Watson, Judith	6/20/2019	Step Zero for 2019-2020 SIP	7/30/2019 annually