2013-2014 SCHOOL IMPROVEMENT PLAN

R. J. Longstreet Elementary School

2745 S PENINSULA DR

Daytona Beach, FL 32118

386-756-7280

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

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Elementary School	Yes	72%

Alternative/ESE Center	Charter School	Minority Rate
No	No	32%

School Grades History

2013-14	2012-13	2011-12	2010-11	2009-10
B	B	A	B	A

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridacims.org. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school's Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
  - Year 1 – declined to D, or first-time graded schools receiving a D
  - Year 2 – second consecutive D, or F followed by a D
  - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
  - Year 1 – declined to F, or first-time graded schools receiving an F
  - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School
R. J. Longstreet Elem. School

Principal
Marie E. Stratton

School Advisory Council chair
Shana Palmore

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Marie E. Stratton	Principal
Becky Pitchford	Assistant Principal
Keturah Thompson	Teacher on Assignment
Debbie Miller	Kindergarten Teacher
Elizabeth Heath	First Grade Teacher
Christina Rajcooar	Second Grade Teacher
Sharon Tary	Third Grade Teacher
Justina Thomas-Smith	Fourth Grade Teacher
Tara Lamb	Fifth Grade Teacher
Marla Basli	Art Teacher
Lori Del Greco	Guidance Couselor
Lisa Mellinger	ISTOA
Joni Ringvelski	ESE Teacher

District-Level Information

District
Volusia

Superintendent
Dr. Margaret A Smith

Date of school board approval of SIP
12/10/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

The SAC Membership must:
◦be comprised of 51% or more non-Volusia County Schools employees;

◦consist of a diverse makeup of varied ethnic, racial, and socioeconomic groups;
◦contain a variety of stakeholder groups including parents, teachers, support staff, students (for middle and high schools), principal, community members, and business partners

Involvement of the SAC in the development of the SIP

The primary purpose of a SAC is to assist in the preparation of the school improvement plan to improve student performance. The plan shall be based on an analysis of student achievement and other school performance data. The SAC shall be responsible for the final decision making at the school relating to the school improvement process and plan.

Activities of the SAC for the upcoming school year

The SAC shall assist in the preparation and evaluation of the school improvement plan and the annual school budget and shall have total authority to determine how the school improvement funds are disbursed. A portion of funds provided in the annual General Appropriations Act for use by the SAC must be used for implementing the school improvement plan.

Projected use of school improvement funds, including the amount allocated to each project

Providing substitutes for teachers and baby sitting for parent workshops.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC
In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff
This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators
2

receiving effective rating or higher
(not entered because basis is < 10)

Administrator Information:

Marie E. Stratton		
Principal	Years as Administrator: 21	Years at Current School: 0

Credentials	1972 National College of Education,Evanston IL, BS in Elementary Education and middle school 1989 Masters Degree in Educational Leadership
Performance Record	Indian River Elementary * 2000-2001 School Grade B *2001-2002 School Grade C - Reading proficiency - 71% Math proficiency 63% Writing Proficiency 57% Reading learning gains (LG) 54% Math learning gains (LG) 70% Lowest 25% reading learning gains (LG) 54% * 2002-2003 School grade A Reading proficiency 56% Math proficiency 69% Writing proficiency 84%, Reading LG 73%, Math LG 75%, Lowest 25% Reading (LG) 65% Ormond Beach Elementary *2003-2004 School Grade A Reading proficiency 81%, Math proficiency 75%, Writing proficiency 72%, Reading LG 75%, Math LG 70%, Lowest 25% Reading LG 77% * 2004-2005 School Grade A Reading proficiency 83%, Math proficiency 73%, Writing proficiency 70%, Reading LG 71%, Math LG 68%, Lowest 25% Reading LG 60% *2005-2006 School Grade B Reading proficiency 79%, Math proficiency 78%, Writing proficiency 64%, Reading LG 55%, Math LG 77%, Lowest 25% Reading LG 43% *2006-2007 School Grade A Reading 81%, Math 82%, Writing 75%, Science 45%, Reading LG 72%, Math LG 78%, Lowest 25% reading LG 73%, Lowest 25% math LG 70% *2007-2008 School Grade A Reading proficiency 86%, Math proficiency 86%, Writing proficiency 76%, Science proficiency 60%, Reading LG 65%, Math LG 63%, Lowest 25% Reading LG 53%, Lowest 25% Math LG 68% *2008-2009 School Grade A Reading proficiency 85%, Math proficiency 82%, Writing proficiency 86%, Science proficiency 57%, Reading LG 70%, Math LG 55%, Lowest 25% Reading LG 57%, Lowest 25% Math LG 53% Osceola Elementary *2009-2010 School Grade A Reading proficiency 85%, Math proficiency 81%, Writing proficiency 82%, Science proficiency 72%, Reading LG 66%, Math LG 66%, Lowest 25% Reading LG 51%, Lowest 25% Math LG 64% *2010- 2011 School Grade A

Reading proficiency 81%, Math proficiency 75%, Writing proficiency 69%, Science proficiency 67%, Reading LG 67%, Math LG 58%, Lowest 25% Reading LG 59%, Lowest 25% Math LG 59%
* 2011-2012 School Grade B
Reading proficiency 59%, Math proficiency 50%, Writing proficiency 73%, Science proficiency 59%, Reading LG 66%, Math LG 60%, Lowest 25% Reading LG 76%, Lowest 25% Math LG 52%
*2012-2013 School Grade B
Reading proficiency 61%, Math proficiency 59%, Writing proficiency 27%, Science proficiency 68%, Reading LG 67%, Math LG 78%, Lowest 25% Reading LG 59%, Lowest 25% Math LG 83%
Ortona Elementary
* 2009-2010 School Grade B
Reading proficiency 83%, Math proficiency 87%, Writing proficiency 84%, Science proficiency 69%, Reading LG 60%, Math LG 65, Lowest 25% Reading LG 47%, Lowest 25% Math LG 77%
* 2010-2011 School Grade B
Reading proficiency 76%, Math proficiency 79%, Writing proficiency 94%, Science proficiency 68%, Reading LG 66%, Math LG 56%, Lowest 25% Reading LG 47%, Lowest 25% Math LG 60%
*2011-2012 School grade A
Reading proficiency 66%, Math proficiency 61%, Writing proficiency 71%, Science proficiency 70%, Reading LG 74%, Math LG 68%, Lowest 25% Reading LG 74%, Lowest 25% Math LG 68%
*2012-2013 School grade A
Reading proficiency 64%, Math proficiency 65%, Writing proficiency 35%, Science proficiency 64%, Reading LG 81%, Math LG 78%, Lowest 25% Reading LG 81%, Lowest 25% Math LG 78%

Rebecca Pitchford		
Asst Principal	Years as Administrator: 3	Years at Current School: 3

Credentials	BS Elementary Education, MA Educational Leadership, Elementary Education Certificate, and National Board Educational Leadership
Performance Record	2012-2013-B School 26%Reading/28%Math, 31%Reading/19%, Learning Gains 64%Reading/62%Math 2011-2012- A School 59% Reading/51%Math, 73%Reading/61%Math, 64%Reading, 60%Math Proficient Reading/Math;Learning Gains Reading/Math; 25%Reading/Math

Classroom Teachers

# of classroom teachers
35

 # receiving effective rating or higher
35, 100%

 # Highly Qualified Teachers
100%

 # certified in-field
0, 0%

 # ESOL endorsed
16, 46%

 # reading endorsed
4, 11%

 # with advanced degrees
11, 31%

 # National Board Certified
2, 6%

 # first-year teachers
2, 6%

 # with 1-5 years of experience
3, 9%

 # with 6-14 years of experience
15, 43%

 # with 15 or more years of experience
16, 46%

Education Paraprofessionals

# of paraprofessionals
2

 # Highly Qualified
2, 100%

Teacher Recruitment and Retention Strategies
This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

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

Teacher Mentoring Program/Plan

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

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

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

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.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

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.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

The fidelity is monitored by 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. Pinnacle Gradebook provides evidence of performance in core instruction across content areas.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Pinnacle Gradebook provides evidence of performance in core instruction across content areas. In addition, information gleaned from FAIR assessment, DRA, OPM probes, interim assessments and FCAT provide valuable information regarding reading performance for both individuals and groups of students. Interim assessments and FCAT also provide critical information regarding student performance in the areas of mathematics, science, and writing. Pinnacle insight reports provide further information regarding performance by both individual and groups of students(disaggregated by specific groups) in order to inform instructions and interventions. Behavioral expectations are communicated to all students and parents.Those students who do not obtain proficiency in behavior expectations are communicated by the school to all students and parents. Those students who do not obtain proficiency in behavioral expectations are provided supports and interventions matched to the students need. Office discipline data are maintained and monitored by the school site. Tier 2 and 3 supports interventions and the response to these interventions are entered into the electronic PST system. Summary reports within the system are available to MTSS school based leadership(i.e. the principal, PST Chair, and school psychologist).

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

School based support for MTSS will be provided by the district MTSS Leadership Team. In turn, the school based MTSS Leadership Team will disseminate relevant MTSS informationton teachers and parents.Data-based meetings throughout the school year will identify those students in need of academic and/or behavioral supports. Furthermore, based on this data based decision making, supports will be implemented and monitored. School-specific reports such as those available in Pinnacle Insight, will facilitate the development of a data-based MTSS framework. This data, in conjunction with identified school-based tiered resources, will ensure that a Multi-Tiered System of supports is a overarching framework that guides the work of the school,

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Debbie Miller	Kindergarten teacher
Elizabeth Heath	First Grade Teacher
Christina Rajcooar	Second Grade Teacher
Sharon Tary	3rd Grade Teacher
Justina Thomas-Smith	4th Grade Teacher
Tara Lamb	5th Grade Teacher
Marie Stratton	Principal
Rebecca Pitchford	Assisstant Principal
Joni Ringvelski	ESE Teacher
Lori DelGreco	Guidance Counselor
Lisa Mellinger	ISTOA

Name	Title
Marla Basli	Art Teacher

How the school-based LLT functions

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

Major initiatives of the LLT

Developing strategies to support the lowest 25% of the students in reading.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

The school insures that every teacher will contribute to the Reading improvement of each student through identifying the lowest 25% of students in reading by providing professional development for teacher and the use and implementation of Professional Learning Communities and the PST process.

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

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.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	72%	60%	No	75%
American Indian				
Asian				
Black/African American	46%	42%	No	51%
Hispanic	65%	50%	No	69%
White	82%	63%	No	84%
English language learners				
Students with disabilities	34%	21%	No	41%
Economically disadvantaged	66%	54%	No	69%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	42	26%	30%
Students scoring at or above Achievement Level 4	50	31%	29%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	72	64%	70%
Students in lowest 25% making learning gains (FCAT 2.0)	15	56%	60%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		46%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		14%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		17%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	31	47%	50%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

Area 3: Mathematics

Elementary and Middle School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	57%	49%	No	61%
American Indian				
Asian				
Black/African American	35%	19%	No	42%
Hispanic	52%	67%	Yes	57%
White	64%	54%	No	68%
English language learners				
Students with disabilities	34%	16%	No	41%
Economically disadvantaged	50%	43%	No	55%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	45	28%	35%
Students scoring at or above Achievement Level 4	21	19%	22%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	68	62%	70%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	16	55%	60%

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	16	33%	40%
Students scoring at or above Achievement Level 4	11	22%	30%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time			
Students retained, pursuant to s. 1008.25, F.S.	20	6%	5%
Students who are not proficient in reading by third grade	24	42%	35%
Students who receive two or more behavior referrals	48	8%	6%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	23	4%	3%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

Longstreet Elementary holds numerous family activities throughout the year to encourage families to take an active interest in their child's education. "Meet the Teacher" and "Open House" are held in August and September. At these events, parents meet teachers and learn about curriculum and expectations for the year. Parents are encouraged to partner with the school by volunteering in the classroom and joining PTA. They are also encouraged to be trained and serve as mentors. Information on Title 1 programs is shared at the Open House using brochures and an informational meeting. Longstreet Elementary hosts the "Parents to Kids" literacy program for families every year. Parents are invited to participate in a variety of fun storybook themed activities at the Storybook Carnival in October. Students earn books as prizes for participating in the events. Parent Resource materials are available in the front office and the counselor's office. A Caring Cardinal Clothing drive was held during Open House to provide families the opportunity to clothe their children for the school year for free. This was a joint effort of school, PTA, and community support. Through grants and donations, the school is able to provide gift cards to help with food, clothing or transportation to parents in need. Cardinal Dads will meet and provide enriching experiences for the children as well as information for the fathers on how best to help their children succeed. Each month there is a Parent Workshop provided throughout the school year on a variety of pertinent topics. Information regarding parent participation is provided to parents via

the website, phone messaging, the newsletter, the "Longstreet Legend", parent teacher conferences, student folders, workshops and meetings. District information is available in English and Spanish. District provides a translator when needed for parent meetings when requested. Parents with special needs are accommodated. Longstreet Elementary is wheelchair accessible. School Social Worker is bi-lingual and makes home visits as needed. Through our Needy Kid Fund, parents are given gas cards or bus passes in order to attend school events such as conferences or family involvement activities.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %

Goals Summary

G1. Teachers will utilize effective instruction through the implementation of student engagement activities.

Goals Detail

G1. Teachers will utilize effective instruction through the implementation of student engagement activities.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA)

- Writing

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains)

- Science

- Science - Elementary School

- Parental Involvement

Resources Available to Support the Goal

- *Professional Development *Thinking Maps Training *Thinking Math Training *Common Core Lesson Plan Book K-5 *Instructional Support Teacher on Assignment *Technology *Professional Literature

Targeted Barriers to Achieving the Goal

- Professional Development & Resources

Plan to Monitor Progress Toward the Goal

Teachers will implement best practices learned in professional development and professional learning communities

Person or Persons Responsible
Teachers

Target Dates or Schedule:
Twice a month

Evidence of Completion:
Feedback/Professional Learning Communities/Peer Coaching Forms

Action Plan for Improvement

Problem Solving Key

G = Goal   **B** = Barrier   **S** = Strategy

G1. Teachers will utilize effective instruction through the implementation of student engagement activities.

G1.B2 Professional Development & Resources

G1.B2.S1 Professional Development in strategies for engaging students

Action Step 1

Professional Development

Person or Persons Responsible

Curriculum Leadership Team

Target Dates or Schedule

One to two times per month

Evidence of Completion

Observation

Facilitator:

Participants:

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

Monitoring of implementation of student engagement activities

Person or Persons Responsible

Teachers and staff, ISTOA, administration

Target Dates or Schedule

Once/semester

Evidence of Completion

Monitoring of strategies learned in professional development through peer observations/coaching, ISTOA coaching, and PLC meetings

Plan to Monitor Effectiveness of G1.B2.S1

Monitoring implementation of best practices learned in professional development

Person or Persons Responsible

Teachers, staff, ISTOA, administration

Target Dates or Schedule

Once/semester

Evidence of Completion

Increase in implementation of best practices strategies as monitored by teachers, ISTOA, administration

G1.B2.S2 Monitor implementation of student engagement strategies through peer observation/coaching

Action Step 1

Monitor implementation of student engagement strategies through peer observation/coaching

Person or Persons Responsible

Teachers and ISTOA

Target Dates or Schedule

once a semester

Evidence of Completion

observation form created by teachers

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G1.B2.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G1.B2.S3 PLC meetings - Professional Learning Communities

Action Step 1

Professional development resources

Person or Persons Responsible

Teachers and staff

Target Dates or Schedule

2 times a month

Evidence of Completion

Peer coaching

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G1.B2.S3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G1.B2.S4 Coaching and PD from ISTOA - Instructional Support Teacher On Assignment

Action Step 1

Coaching and PD from ISTOA

Person or Persons Responsible

Teachers

Target Dates or Schedule

once a month

Evidence of Completion

reflection, peer coaching, and PLC

Plan to Monitor Fidelity of Implementation of G1.B2.S4

Coaching and PD from ISTOA

Person or Persons Responsible

Teachers

Target Dates or Schedule

monthly

Evidence of Completion

Reflections, observations, and PLC

Plan to Monitor Effectiveness of G1.B2.S4

Coaching and PD from ISTOA

Person or Persons Responsible

Teachers

Target Dates or Schedule

monthly

Evidence of Completion

Reflections, PLC, and observations

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

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
* Math Intervention Teacher to provide interventions for students in need via push in model
* 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

Appendix 1: Professional Development Plan to Support School Improvement Goals

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

G1. Teachers will utilize effective instruction through the implementation of student engagement activities.

G1.B2 Professional Development & Resources

G1.B2.S1 Professional Development in strategies for engaging students

PD Opportunity 1

Professional Development

Facilitator

Participants

Target Dates or Schedule

One to two times per month

Evidence of Completion

Observation

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Teachers will utilize effective instruction through the implementation of student engagement activities.	$500
	Total	$500

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Total
Title I	$500	$500
Total	$500	$500

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G1. Teachers will utilize effective instruction through the implementation of student engagement activities.

G1.B2 Professional Development & Resources

G1.B2.S1 Professional Development in strategies for engaging students

Action Step 1

Professional Development

Resource Type

Evidence-Based Program

Resource

Teacher materials to support professional development

Funding Source

Title I

Amount Needed

$500