2013-2014 SCHOOL IMPROVEMENT PLAN

Longleaf Elementary School

2600 LONGLEAF DR
Pensacola, FL 32526
850-941-6110
www.escambia.k12.fl.us

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Elementary School	Yes	80%

Alternative/ESE Center	Charter School	Minority Rate
No	No	61%

School Grades History

2013-14	2012-13	2011-12	2010-11
B	A	C	B

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.

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Purpose and Outline of the SIP

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

Part I: Current School Status

Part I 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
Longleaf Elementary School

Principal
Patti Thomas

School Advisory Council chair
Shannon Cross

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

Name	Title
Patti Thomas	Principal
Christine Nixon	Assistant Principal
Shannon Cross	Curriculum Coordinator
Christina Dunson	Teacher
Teresa Schwarz	Teacher
Nancy Diffee	Teacher
Susan Cuebas	Teacher
Annmarie Sluka	Teacher
Rena Croker	Teacher
David Bryant	Teacher
Sheila Kellenberger	Teacher

District-Level Information

District
Escambia

Superintendent
Mr. Malcolm Thomas

Date of school board approval of SIP
10/15/2013

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

Patti Thomas, Principal; Alicia Adams, Mary Hurlston, Paula Moorehouse, Dawn Moorer, Brenda Branagan, Joseph Ingram, Parents; Gwen Hunter, Educational Support; Shannon Cross, Faculty Representative; Al Bethea, Community Representative
School Advisory Council officer positions include Chair, Vice-Chair, and Secretary. Officers serve for a

term of one year. The Chair is responsible for notifying all members of the monthly meeting and for setting the agenda for the meeting. The Chair also presides at the meetings, appoints persons to fill vacancies, appoints special committees as needed, signs documents on behalf of the Advisory Council, and sees that all roles and responsibilities of the council are appropriately implemented. The Vice-Chair performs the duties of the Chair in his/her absence and assists when needed. The Secretary keeps minutes of each meeting, distributes the minutes to all members, and keeps all records for the council. School Advisory Council (SAC) elections are held in September of each year to fill any vacant positions. Members are elected to serve for three consecutive years. Parent members are nominated and elected by parents, faculty members are nominated and elected by the faculty, and educational support members are nominated and elected by educational support personnel. Nominees for Community Representatives are prepared by the principal and council members and then an election is held by the council to select Community Representatives to serve on the council. The composition of the SAC reflects the racial, ethnic, and economic community served by our school. The composition of the 2012-2013 SAC included 50% White, 30% Black, 10% Hispanic, 10% Multi-racial, 70% Free/Reduced Lunch. Seventy percent of council members are not employed by the school district.

Involvement of the SAC in the development of the SIP

Student achievement data and school grade data is reviewed and evaluated by council members each year. Using this data, the SAC assists the school in setting priorities for the goals and strategies that are included in the School Improvement Plan. The SAC also provides guidance for developing the school's budget each year so that priorities for funding are aligned to support implementation of the goals and strategies in our School Improvement Plan.

Activities of the SAC for the upcoming school year

At each monthly meeting, the SAC will review data for our school including benchmark data (reading, writing, mathematics, science), attendance, discipline, and parent survey results, to target and prioritize areas for improvement. The School Improvement Plan will be monitored throughout the year to determine if goals are being met and where additional assistance is needed or revisions need to be made to the plan.

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

Although there were no district funds allotted for School Advisory Council projects, the focus of our council will be to increase parent involvement in our school. Monthly activities that will engage parents and students in learning activities (STEM Night, Literacy Night, Lunch & Learns, etc.) have been scheduled for this school year.

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:

Patti Thomas		
Principal	Years as Administrator: 17	Years at Current School: 2

Credentials	Doctorate, Curriculum and Instruction Specialist, Educational Leadership Master's, Early Childhood Education Bachelor's, Elementary Education Certifications: Early Childhood Education Elementary Education Educational Leadership, Curriculum & Instruction School Principal K-12
Performance Record	Pensacola Beach Elementary (1999-2001): School Grade of "A" both years, 100% of students scoring at or above Level 3 in Reading and Math Pine Meadow Elementary (2001-2009): 2001-2002, School Grade improved from "C" to "B" 2002-2003, students scoring at proficiency in writing improved from 68% to 85% 2004-2005, 71% of lowest 25% made learning gains in Reading 100% of AYP met for 206-2007, 2007-2008, 2008-2009 School Grade of A (2003-2004, 2004-2005, 2005-2006, 2007-2008, 2008-2009) N. B. Cook 2009-2010, School Grade of "A" Proficiency in Reading was 94% Proficiency in Math was 87% Proficiency in Writing was 86% Learning Gains in Reading was 64%, 61% in Math 95% of AYP met 2010-2011, School Grade of "A" Proficiency in Reading was 94% Proficiency in Math was 91% (increase of 4%) Proficiency in Writing was 84% Learning Gains in Reading was 78% (increase of 14%), 69% in Math (increase of 8%) 92% of AYP met Longleaf Elementary (2011-present): 2011-2012, School Grade of "C" Proficiency in Reading was 49% Proficiency in Math was 53% Proficiency in Writing was 76% Learning Gains in Reading was 56%, 71% in Math (increase of 2%) Lower Quartile Learning Gains in Reading was 66%, 68% in Math 3 out of 12 AMO targets met in 2012 (met math targets for Black, White, Economically Disadvantaged subgroups) 2012-2013, School Grade of "A" Proficiency in Reading was 56% (increase of 7%) Proficiency in Math was 62% (increase of 9%)

Proficiency in Writing was 68% (increase of 26%)
Proficiency in Science was 54% (increase of 13%)
Learning Gains in Reading was 63% (increase of 7%), 73% in Math (increase of 2%)
Lower Quartile Learning Gains in Reading was 72% (increase of 6%), 77% in Math (increase of 9%)
4 out of 6 AMO targets met in 2013 (met reading targets for All Students, Black, White, Economically Disadvantaged subgroups)
5 out of 6 AMO targets met in 2013 (met math targets for All Students, Black, Hispanic, White, Economically Disadvantaged subgroups)

Christine Nixon		
Asst Principal	Years as Administrator: 7	Years at Current School: 1

Credentials	B.S. Degree in Industrial Psychology/Human Resources Minor: Computer Science M.Ed. Degree in Curriculum and Instruction Certification in Educational Leadership
Performance Record	PRIOR PERFORMANCE RECORD 2012 Lincoln Park Elementary School School Grade F 32% of students scored at Achievement Level 3 or higher in reading; 27% of students scored at Achievement Level 3 or higher in math; 69% of students scored at Achievement Level 3 or higher in writing; 32% of students scored at Achievement Level 3 or higher in science; 64% of students earned learning gains in reading; 51% of students earned learning gains in math; 68% of lowest quartile students earned learning gains in reading; 50% of lowest quartile students earned learning gains in math 2011 Lincoln Park Elementary School School Grade D AYP 85% 43% of students met high standards in reading; 62% if students met high high standards in writing; 24% of students met high standards in science; 41% of students made learning gains in reading; 65% made learning gains in math. 50% of the lowest quartile of students made learning gains in reading; 60% of the lowest quartile of students made learning gains in math; 2010 Lincoln Park Elementary School School Grade D AYP 82% 52% of students met high standards in reading, 54% of students met high standards in math, 58% of students met high standards in writing, and 29% of students met high standards in science. 55% of students made learning gains in reading, and 55% of students made learning gains in math. 47% of the lowest quartile of students made learning gains in reading and 67% of the lowest quartile made learninng gains in math.The criteria met with AYP increased.

Instructional Coaches

# of instructional coaches

0

 # receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Part-time / District-based	Years as Coach:	Years at Current School:
Areas	[none selected]	
Credentials		
Performance Record		

Classroom Teachers

# of classroom teachers

43

 # receiving effective rating or higher

0%

 # Highly Qualified Teachers

88%

 # certified in-field

43, 100%

 # ESOL endorsed

10, 23%

 # reading endorsed

6, 14%

 # with advanced degrees

16, 37%

 # National Board Certified

0, 0%

 # first-year teachers

0, 0%

 # with 1-5 years of experience

24, 56%

 # with 6-14 years of experience

11, 26%

 # with 15 or more years of experience

15, 35%

Education Paraprofessionals

# of paraprofessionals
9

 # Highly Qualified
9, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above
1

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

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

The following strategies will be used to recruit and retain highly qualified teachers at Longleaf:
1. Ensure school specific training is made available to all new teachers (Positive Behavior System, Focus Gradebook, RTI/MTSS, etc.)
2. Assign a consulting teacher to work with all first year teachers.
3. Assign a mentor teacher to all teachers new to the school.
4. Conduct 30, 60, 90 day meetings to determine what additional support or resources are needed for new teachers.

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

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

Each new teacher will be paired with a mentor teacher. The following pairings and the rationale for the pairings are included:
Teresa Schwarz (Mentor)/Amy Lynn (Mentee) - Both teachers currently teach first grade.
Laureen Heath (Mentor)/Lindsey Stewart (Mentee) - Both teachers currently teach first grade.
Sheila Kellenberger (Mentor)/Tracy Holley (Mentee) - Both are Exceptional Student Education (ESE) Inclusion Teachers
Sheila Kellenberger (Mentor)/Lee Day (Mentee) - Sheila Kellenberger is the ESE Contact for our school and serves as the Grade Chair for the ESE Department; Lee Day is an Exceptional Student Education (ESE) Teacher
Sheila Kellenberger (Mentor)/Susan Hill (Mentee) - Sheila Kellenberger is the ESE Contact for our school and serves as the Grade Chair for the ESE Department; Susan Hill is an Exceptional Student Education (ESE) Teacher
Planned mentoring activities include participation in a professional learning community with other teachers, planning collaboratively, modeling and observing in each other's classrooms.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)
This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

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 MTSS Leadership Team meets regularly with teachers, parents, and other support personnel to review student data and progress for any student identified as needing Tier II or Tier III interventions. Results of these meetings are reported to other teams at the school (School Leadership, ELA Leadership, Math Leadership) to monitor program effectiveness, prioritize professional development, and identify additional staffing or resources needed for students and teachers.

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

Principal, Patti Thomas, monitors the implementation of the MTSS process at the school, assists in the collection, analysis, and interpretation of data and development of instructional strategies/interventions, and ensures appropriate professional development and resources are available for members of the team as well as for members of the instructional staff.
Assistant Principal, Christine Nixon, assists in monitoring the implementation of the MTSS process at the school, assists in the collection, analysis, and interpretation of data and development of instructional strategies/interventions, and assists to ensure appropriate professional development is available for members of the team as well as members of the instructional staff.
Guidance Counselor, Christopher Gayo, assists in monitoring the implementation of the MTSS process at the school, assists in the collection, analysis and interpretation of data and the development of instructional strategies/interventions, and provides technical support and training for the team and other members of the instructional staff.
Curriculum Coordinator, Shannon Cross, participates in the collection, analysis, and interpretation of data, assists in the development of instructional strategies/interventions, collaborates with colleagues to develop and implement Tier II and Tier III strategies/interventions, and assists the team by providing information about core instruction.

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

The MTSS Leadership Team meets regularly to engage in the following activities: review screening data and link that data to instructional decisions, review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks and those who are at high risk for not meeting the standards. Based on the results of this data analysis, the team will identify professional development and resource needs of the students and staff. This team also collaborates regularly to problem solve, share effective practices, evaluate the implementation of the MTSS process, practice new processes and skills, and make decisions about program implementation.

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

Tier I
ELA: F.A.I.R. (Kindergarten), Discovery Education, Wonders Benchmark Tests/Core Reading Program, FCAT Reading
Math: Go Math Assessments/Think Central, Discovery Education, FCAT Math
Writing: FCAT Writing, Schoolwide Writing Prompts and/or Writing Samples/School Data, Escambia Writing Test/Escambia County School District ELA Department
Science: District Science Test (3rd and 4th Grades)/Escambia County School District Science Department, FCAT Science Test
Behavior/Attendance: Schoolwide Behavior Plan, Classroom Behavior Plans, Student Discipline Referrals/ TERMS Student Information System; Student Attendance Reports/TERMS Student

Information System, RTI:B Database
Tier II
ELA: F.A.I.R (Kindergarten), Diagnostic Reading Assessment (DRA), Discovery Education, Wonders Below Level Component/Core Reading Program
Math: Go Math Prescriptive Assessments/Think Central, Discovery Education, Math Fluency Tests/ School Data
Writing: Schoolwide Writing Prompts and/or Writing Samples/School Data, Classroom Writing Samples
Science: Science Benchmark Tests/Science Textbook; Discovery Education
Behavior/Attendance: Student Discipline Referrals/TERMS Student Information System, RTI:B Database, ERASE Forms, Behavior Progress Report Form; Student Attendance Reports/TERMS Student Information System
Tier III
ELA: SRA Reading Mastery/SRA Reading Mastery Assessments, Wonder Works Intervention Program, Grade Level Expectation Checklists, Discovery Education
Math: Go Math Prescriptive Assessments/Think Central, Number World Math Program
Writing: Schoolwide Writing Prompts and/or Writing Samples/School Data, Classroom Writing Samples/ Student Grades
Science: Science Benchmark Tests/Science Textbook, Discovery Education
Behavior/Attendance: Student Discipline Referrals/TERMS Student Information System, RTI:B Database, ERASE Forms/School Data, Functional Behavior Assessments/School Data, Positive Behavior Intervention/School Data Plans; Student Attendance Reports/TERMS Student Information System

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

The MTSS process will be supported by the School Leadership Team who will consistently monitor the progress of the team and processes. The strategies, interventions, and the data analysis process being used will be examined to ensure it is appropriately measuring student progress. Support for teachers, staff and parents will include ongoing training in the use of a data-based problem solving process.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program

Minutes added to school year: 4,320

After school tutoring is provided for Tier II and Tier III students in grades third, fourth, and fifth needing assistance in reading and/or mathematics. Discovery Education reports are used to identify specific skills and/or standards that have not been mastered and to group students for instruction. Tutoring is provided 2 afternoons each week for 1 hour each day.

Strategy Purpose(s)

- Instruction in core academic subjects

How is data collected and analyzed to determine the effectiveness of this strategy?

Data Dialogue meetings are held to review and analyze student data. At these meetings, Discovery Education Reports and classroom performance are reviewed and analyzed to evaluate the progress of the students receiving tutoring.

Who is responsible for monitoring implementation of this strategy?

Patti Thomas, Principal, Christine Nixon, Assistant Principal, and Shannon Cross, Curriculum Coordinator assist teachers in identifying students, facilitate Data Dialogue meetings, and provide any resources and/or materials to implement the after school tutoring program.

Strategy: Before or After School Program

Minutes added to school year: 4,320

Overage students in third, fourth, and fifth grades have been identified to use the Compass Odyssey Learning Program in reading and math. Initially, students are assessed to determine their placement in the program. These students meet in the Computer Lab before school each morning to work in any courses assigned to them.

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education

How is data collected and analyzed to determine the effectiveness of this strategy?

Compass Reports are aligned with Discovery Education Reports to determine the success of this program.

Who is responsible for monitoring implementation of this strategy?

Shannon Cross, Curriculum Coordinator, and Brandi Cole, ESE Inclusion Teacher will monitor the identification of students and their placement and participation in this program.

Strategy: Before or After School Program

Minutes added to school year: 1,080

The Sunshine Math Program is used to provide enrichment math activities for students in third, fourth, and fifth grades. Teachers select students based on FCAT Math data, Discovery Education data, and classroom performance. Students meet for one hour each week for 18 weeks to participate in this program. A district-wide competition is held in May of each year giving students an opportunity to compete individually and in grade level teams.

Strategy Purpose(s)

- Enrichment activities that contribute to a well-rounded education

How is data collected and analyzed to determine the effectiveness of this strategy?

As students complete the weekly activities, their progress is charted and monitored. The results of the district competition are also used to evaluate the success of this program.

Who is responsible for monitoring implementation of this strategy?

Shannon Cross, Curriculum Coordinator, and one classroom teacher from each grade level participating (third, fourth, and fifth).

Literacy Leadership Team (LLT)

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

Name	Title
Patti Thomas	Principal
Christine Nixon	Assistant Principal
Shannon Cross	Curriculum Coordinator
Sarah Hijuelos	Kindergarten Teacher
Melissa Venable	Kindergarten Teacher
Laureen Heath	First Grade Teacher
Keli Matthews	First Grade Teacher
Sallie Phillips	Second Grade Teacher
Linda Goethe	Second Grade Teacher
Tammy Pitman	Third Grade Teacher
Debbie Winstead	Third Grade Teacher
Dorice Brennan	Fourth Grade Teacher
Bonnie Halford	Fourth Grade Teacher
Stella Owens	Fifth Grade Teacher
Susan Chambers	ESE Inclusion Teacher
Rebecca Taylor	Media Specialist

How the school-based LLT functions

The LLT at Longleaf is referred to as the ELA Team. The team meets monthly to discuss issues related to schoolwide reading. Meetings are facilitated by the Curriculum Coordinator. Each meeting includes a review of school data so that student progress can be monitored, we can identify trends or patterns in specific areas of reading, and to evaluate the effectiveness of the literacy programs and instructional strategies being used at our school. This data includes F.A.I.R. (Kindergarten), Diagnostic Reading Assessment (DRA), Discovery Education, and Wonders Benchmarks Assessments.
Team members act as liaisons between the ELA Team and the members of their grade level teams. Team members also coordinate professional development activities and assist in the planning and implementation of literacy events for our students, parents, and the community.

Major initiatives of the LLT

A major initiative of Longleaf's ELA Team will be to assist teachers with the implementation of our new core reading program, McGraw-Hill Reading Wonders. Initial training was provided prior to the beginning of school, however, additional training is needed to ensure the program is being implemented with fidelity. A second initiative will be to provide support and training for the implementation of Common Core State Standards (CCSS). This is the first year of implementation for third, fourth, and fifth grades and assistance is needed as teachers become familiar with the standards, understand how to implement them in their classrooms, and how to align them with our core reading program. Intended results include implementation of the core reading program with fidelity, implementation of CCSS that is aligned with the core reading program, and to evaluate the effectiveness of the reading program and any additional resources or materials that may be needed in the future.

Support and training for the implementation of Common Core State Standards (CCSS). This is the first year of implementation for third, fourth, and fifth grades and assistance is needed as teachers become familiar with the standards, understand how to implement them in their classrooms, and how to align them with our core reading program.

Based on school data, a schoolwide vocabulary development program will be implemented. We believe student performance in literacy, speaking, and writing will improve as a result of this program.

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

During the week of kindergarten registration (May, 2014), a parent training will be held to familiarize parents of incoming kindergarten students with the expectations for learning. Information and strategies for preparing their child for the upcoming school year along with a packet of activities they can do with their child over the summer.

Prior to the beginning of the school year (August, 2014), kindergarten teachers will assess each of their students to determine where to begin instruction. The results of these assessments along with expectations for each nine week grading period will be shared with parents during a parent conference (September, 2014).

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	58%	56%	No	62%
American Indian				
Asian	93%		No	94%
Black/African American	42%	43%	Yes	48%
Hispanic	83%	70%	No	84%
White	68%	69%	Yes	72%
English language learners				
Students with disabilities	36%	30%	No	42%
Economically disadvantaged	54%	51%	No	59%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	88	35%	36%
Students scoring at or above Achievement Level 4	97	38%	39%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	138	63%	64%
Students in lowest 25% making learning gains (FCAT 2.0)	42	72%	73%

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]*		0%
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]*		0%
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]*		0%

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	77	68%	69%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	*[data excluded for privacy reasons]*		0%

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	51%	61%	Yes	56%
American Indian				
Asian	88%		No	89%
Black/African American	39%	50%	Yes	45%
Hispanic	64%	70%	Yes	68%
White	58%	72%	Yes	63%
English language learners				
Students with disabilities	33%	30%	No	40%
Economically disadvantaged	47%	60%	Yes	52%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	64	25%	26%
Students scoring at or above Achievement Level 4	83	33%	34%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	99	39%	40%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	42	77%	78%

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	34	29%	30%
Students scoring at or above Achievement Level 4	28	24%	25%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		0%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		0%

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	3		4
Participation in STEM-related experiences provided for students	245	35%	50%

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	62	8%	4%
Students retained, pursuant to s. 1008.25, F.S.	28	4%	2%
Students who are not proficient in reading by third grade	37	37%	30%
Students who receive two or more behavior referrals	100	14%	10%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	33	5%	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

A Parent Involvement Plan has been developed for our school and is reviewed at an annual Title I Parent Meeting. Parents are given an opportunity to give input such as what is working well, what barriers still exist, and how can be improve the level of parent involvement. This plan is shared with the School Advisory Council, faculty and staff, and our PTA Board to ensure all parent involvement activities are aligned and to keep the lines of communication open.

Our goal is to have each parent participate in at least one activity per year. Parent involvement activities are scheduled monthly on a variety of days with morning and evening times to accommodate the schedules of working parents. Childcare is provided for most events to include parents with preschool children. Other types of parent involvement include classroom and school volunteers, and membership on our School Advisory Council and PTA Board.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Lunch & Learn (Monthly, September 2012 - May, 2013	74	10%	11%
FCAT Writing Workshop	30	4%	5%
Math Training for Parents	22	3%	4%
Family Gingerbread House Night	181	26%	27%
Family Literacy Night	24	3%	4%

Goals Summary

G1. Increase the use of higher order questioning techniques in classrooms to engage students in critical thinking.

G2. Increase the level of student engagement through the use of differentiated instruction.

G3. Increase rigor in classrooms through the implementation of Common Core State Standards (CCSS)

Goals Detail

G1. Increase the use of higher order questioning techniques in classrooms to engage students in critical thinking.

Targets Supported

- Reading (AMO's, FCAT2.0, Learning Gains)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle Learning Gains)
- Science
- Science - Elementary School
- STEM
- STEM - All Levels
- EWS
- EWS - Elementary School

Resources Available to Support the Goal

- Professional Learning Department
- Grade Level Professional Learning Communities
- School-based Professional Development
- School Leadership (Principal, Assistant Principal, Curriculum Coordinator)
- Teacher Leaders
- Thinking Maps

Targeted Barriers to Achieving the Goal

- Lack of teacher training

Plan to Monitor Progress Toward the Goal

Student performance data will be reviewed (Discovery Education, core ELA and mathematics assessments)

Person or Persons Responsible
School administration (Principal/Assistant Principal/Curriculum Coordinator) School Leadership Team

Target Dates or Schedule:
October, 2013 - May, 2014

Evidence of Completion:
Student achievement data (FCAT)

G2. Increase the level of student engagement through the use of differentiated instruction.

Targets Supported
- Reading (AMO's, FCAT2.0, Learning Gains)

- Writing

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

- Social Studies

- Science

- Science - Elementary School

- STEM

- STEM - All Levels

- EWS

- EWS - Elementary School

Resources Available to Support the Goal
- Florida Diagnostic & Learning Resource System

- Professional Learning Department

- School Leadership (Principal, Assistant Principal, Curriculum Coordinator

- PD 360

Targeted Barriers to Achieving the Goal
- Lack of professional development in the use of differentiated instruction

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

G3. Increase rigor in classrooms through the implementation of Common Core State Standards (CCSS)

Targets Supported

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

- Writing

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

- Social Studies

- Science

- Science - Elementary School

- STEM

- STEM - All Levels

- EWS

- EWS - Elementary School

Resources Available to Support the Goal

- Professional Learning Department

- Florida Diagnostic & Learning Systems

- PD360

- School Leadership (Principal, Assistant Principal, Curriculum Coordinator)

- Teacher Leaders

- Core Reading and Math Programs

Targeted Barriers to Achieving the Goal

- Lack of time for preparation, planning, and learning

Plan to Monitor Progress Toward the Goal

Student performance data will be analyzed, evaluated and improved

Person or Persons Responsible

School Leadership (Principal, Assistant Principal, Curriculum Coordinator)

Target Dates or Schedule:

May, 2014

Evidence of Completion:

Improved student performance

Action Plan for Improvement

Problem Solving Key

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

G1. Increase the use of higher order questioning techniques in classrooms to engage students in critical thinking.

G1.B2 Lack of teacher training

G1.B2.S5 Model effective questioning techniques in classrooms

Action Step 1

Deliver model lessons in selected classrooms

Person or Persons Responsible

Thinking Maps Coach, Selected Teachers

Target Dates or Schedule

September, 2013 - May, 2014

Evidence of Completion

Coaching Log, Teacher Surveys

Action Step 2

Review survey to identify teachers in need of additional assistance

Person or Persons Responsible

School Leadership (Principal, Assistant Principal, Curriculum Coordinator), Thinking Maps Coach

Target Dates or Schedule

September, 2013 - May, 2014

Evidence of Completion

Calendar of Model Lessons

Action Step 3

Refresher training in the use of Thinking Maps for new and returning faculty

Person or Persons Responsible

Thinking Maps Coach/Classroom Teachers

Target Dates or Schedule

August, 2013

Evidence of Completion

Agenda, Sign-in, Surveys

Facilitator:

Thinking Maps Coach

Participants:

Classroom Teachers

Plan to Monitor Fidelity of Implementation of G1.B2.S5

Classroom Walkthroughs and Observations

Person or Persons Responsible

School Leadership (Principal, Assistant Principal, Curriculum Coordinator)

Target Dates or Schedule

September, 2013 - May, 2014

Evidence of Completion

Walkthrough data Display of Thinking Maps used in classrooms

Plan to Monitor Effectiveness of G1.B2.S5

Classroom walkthroughs and Observations

Person or Persons Responsible

School Leadership (Principal, Assistant Principal, Curriculum Coordinator)

Target Dates or Schedule

September, 2013 - May, 2014

Evidence of Completion

Evaluation Results Student Performance Data

G2. Increase the level of student engagement through the use of differentiated instruction.

G2.B5 Lack of professional development in the use of differentiated instruction

G2.B5.S2 Plan and deliver professional development on using differentiated instruction strategies in core subject areas

Action Step 1

Observe classrooms to identify areas of in need of improvement

Person or Persons Responsible

School Leadership (Principal, Assistant Principal, Curriculum Coordinator)

Target Dates or Schedule

September, 2013 - October, 2013

Evidence of Completion

Walkthrough data identifying areas in need of improvement

Action Step 2

Design and deliver professional development on differentiated instruction

Person or Persons Responsible

School Leadership, FLDRS, Professional Learning Department

Target Dates or Schedule

November, 2013, January, 2014

Evidence of Completion

Agenda, Sign-in Sheets, Evaluations from Professional Development

Facilitator:

Curriculum Coordinator

Participants:

Classroom Teachers

Action Step 3

Collaborate on differentiation strategies in Grade Level Professional Learning Communities

Person or Persons Responsible

School Leadership, Classroom Teachers

Target Dates or Schedule

November, 2013 - May, 2014

Evidence of Completion

Grade Level Reflection Tool

Plan to Monitor Fidelity of Implementation of G2.B5.S2

Utilize walkthrough and observation data to determine the level of implementation in classrooms

Person or Persons Responsible

School Leadership (Principal, Assistant Principal, Curriculum Coordinator)

Target Dates or Schedule

November, 2013 - May, 2014

Evidence of Completion

Walkthrough data and evaluation results

Plan to Monitor Effectiveness of G2.B5.S2

Utilize data dialogues to determine the effectiveness of differentiated instruction in classrooms

Person or Persons Responsible

School Leadership (Principal, Assistant Principal, Curriculum Coordinator), Classroom Teachers

Target Dates or Schedule

November, 2013 - May, 2014

Evidence of Completion

Student performance data

G3. Increase rigor in classrooms through the implementation of Common Core State Standards (CCSS)

G3.B2 Lack of time for preparation, planning, and learning

G3.B2.S3 Provide subs for teachers so that in-depth learning and planning can take place

Action Step 1

Provide subs for extended planning and professional development

Person or Persons Responsible

Curriculum Coordinator, Classroom Teachers

Target Dates or Schedule

October, 2013

Evidence of Completion

Agenda, Sign-in Sheets, Evaluations, CIM and Lesson Plans

Facilitator:

Curriculum Coordinator

Participants:

Classroom Teachers

Action Step 2

Ongoing professional development at monthly faculty meetings

Person or Persons Responsible

School Leadership (Principal, Assistant Principal, Curriculum Coordinator), Classroom Teachers

Target Dates or Schedule

October, 2013 - May, 2014

Evidence of Completion

Agendas, Sign-in Sheets

Facilitator:

School Leadership (Principal, Assistant Principal, Curriculum Coordinator)

Participants:

All Faculty

Action Step 3

Develop and distribute a CCSS binder which includes standards and strategies for implementation

Person or Persons Responsible

Curriculum Coordinator

Target Dates or Schedule

August, 2013

Evidence of Completion

CCSS binder

Plan to Monitor Fidelity of Implementation of G3.B2.S3

CIM and lesson plans will be reviewed

Person or Persons Responsible

School Leadership (Principal, Assistant Principal, Curriculum Coordinator)

Target Dates or Schedule

October, 2013 - May, 2014

Evidence of Completion

Classroom implementation of CIM and lesson plans

Plan to Monitor Effectiveness of G3.B2.S3

Benchmark data will be reviewed and evaluated at grade level Data Dialogue Meetings

Person or Persons Responsible

School Leadership (Principal, Assistant Principal, Curriculum Coordinator), Classroom Teachers

Target Dates or Schedule

October, 2013 - May, 2014

Evidence of Completion

Discovery Education Reports and Analysis Data Dialogue Agendas Sign-in Sheets

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

Title I, Part A
Longleaf receives support through federal, state, and local programs. Title I funds of $208,275 are used to provide additional personnel at the school level to support the classrooms. This year funds were used to purchase a Curriculum Coordinator and two technical assistants. Additionally, funds are used to purchase resources and materials to supplement classroom instruction, increase parent involvement, and provide staff development for teachers.

Title I, Part C Migrant
Services for migrant children are provided by the district level Title I Office. After thorough checking of the Migrant Student Information Exchange (MSIX) system and our local student database, we have determined there is one migrant child at Longleaf Elementary. The guidance counselor and classroom teachers were made aware of services that are available through the district Title I Office to ensure the success of this student.

Title I, Part D
Services to neglected and delinquent students are provided by various district-operated programs. These services are overseen by the Title I Office. Our school does not serve Title I, Part D students.

Title II
Professional development is offered at both the school and district level. Please see each goal area for specific professional development activities. Professional development is being offered at the school includes Common Core State Standards, Thinking Maps, higher order questioning techniques, data analysis strategies, and effective student engagement practices.

Title III
Services for English Language Learners (ELL) are provided as required by law. Several ESOL centers are provided at various key locations in the district. Students who do not attend centrally located school-based sites attend their zoned school where ESOL endorsed teachers provide services. All teachers who serve ELL identified students have ESOL endorsement on their teaching certificate or have received out-of-field permission and are satisfying the requirements to add ESOL endorsement to their certificates. Our school is not an ESOL Center but we serve four ELL students in grades kindergarten through fifth grade. In addition, an itinerant ESOL teacher, funded through Title III monies is assigned to thefour students at our school. This teacher assists both the classroom teachers and the ELL students.

Title X - Homeless
The school works with the district's Homeless Coordinator to provide resources (clothing, school supplies, and social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. This program is overseen by the District Title I Office. At Longleaf Elementary, we have 53 identified homeless students. These 53 students are sharing the housing of other people due to economic hardship.

Supplemental Academic Instruction (SAI)
Longleaf Elementary received approximately $24,506 in funding for SAI. The funding was used to purchase technology and other resources to support the implementation of Common Core State Standards in classrooms. Funding was also used to provide classroom resources for students not meeting proficiency in reading, mathematics, writing, or science.

Violence Prevention Programs
The school offers non-violence and anti-drug programs to students that incorporate guest speakers, counseling, and classroom discussions. Red Ribbon Week is held in October with schoolwide activities and quest speakers. Through our school's behavior management plan, we will also provide training for faculty, staff, and students regarding bullying. We have implemented a positive behavior management plan that is being used schoolwide. The Jeffrey Johnson Stand Up for All Students Act requires our school district to

adopt an official policy prohibiting bullying and harassment of students and staff on school grounds, at school-sponsored events, and through school computer networks. In addition, beginning with the 2011-2012 school year, our district launched the "Bullying Report" website where bullies may be reported anonymously.

Nutrition Program

Our school is committed to continue offering nutritional choices in the cafeteria. This includes a salad bar, ala carte items, and self-serve options. Our school is also a Healthier Generation Alliance School. The school follows the district's nutrition program for summer feeding at select sites. Additional programs and staff will address the obesity issue, especially in elementary age children.

Housing Programs

This is offered at the district level and overseen by the Title I Office. This program is not applicable to our school.

Head Start

The Head Start Program is offered at the district level and overseen by the Title I Pre-kindergarten Office. Although several Head Start programs are housed at various elementary schools,a program is not housed at our school.

Adult Education

No adult education programs take place on our school campus, however, evening programs are offered at all of the high schools in our district. A "Second Chance" program is also in place for juvenile offenders. Additionally, Pensacola State College provides programs for adults over 16 years of age.

Career and Technical Education

Career and Technical Education is integrated into our core curriculum programs and includes literature-based activities, guest speakers, and community-sponsored activities held at the school.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G1. Increase the use of higher order questioning techniques in classrooms to engage students in critical thinking.

G1.B2 Lack of teacher training

G1.B2.S5 Model effective questioning techniques in classrooms

PD Opportunity 1

Refresher training in the use of Thinking Maps for new and returning faculty

Facilitator

Thinking Maps Coach

Participants

Classroom Teachers

Target Dates or Schedule

August, 2013

Evidence of Completion

Agenda, Sign-in, Surveys

G2. Increase the level of student engagement through the use of differentiated instruction.

G2.B5 Lack of professional development in the use of differentiated instruction

G2.B5.S2 Plan and deliver professional development on using differentiated instruction strategies in core subject areas

PD Opportunity 1

Design and deliver professional development on differentiated instruction

Facilitator

Curriculum Coordinator

Participants

Classroom Teachers

Target Dates or Schedule

November, 2013, January, 2014

Evidence of Completion

Agenda, Sign-in Sheets, Evaluations from Professional Development

G3. Increase rigor in classrooms through the implementation of Common Core State Standards (CCSS)

G3.B2 Lack of time for preparation, planning, and learning

G3.B2.S3 Provide subs for teachers so that in-depth learning and planning can take place

PD Opportunity 1

Provide subs for extended planning and professional development

Facilitator

Curriculum Coordinator

Participants

Classroom Teachers

Target Dates or Schedule

October, 2013

Evidence of Completion

Agenda, Sign-in Sheets, Evaluations, CIM and Lesson Plans

PD Opportunity 2

Ongoing professional development at monthly faculty meetings

Facilitator

School Leadership (Principal, Assistant Principal, Curriculum Coordinator)

Participants

All Faculty

Target Dates or Schedule

October, 2013 - May, 2014

Evidence of Completion

Agendas, Sign-in Sheets

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
	Total	$0

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Total
	$0	$0
Total	$0	$0

Budget Details

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

G2. Increase the level of student engagement through the use of differentiated instruction.

G2.B5 Lack of professional development in the use of differentiated instruction

G2.B5.S2 Plan and deliver professional development on using differentiated instruction strategies in core subject areas

Action Step 2

Design and deliver professional development on differentiated instruction

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

G3. Increase rigor in classrooms through the implementation of Common Core State Standards (CCSS)

G3.B2 Lack of time for preparation, planning, and learning

G3.B2.S3 Provide subs for teachers so that in-depth learning and planning can take place

Action Step 1

Provide subs for extended planning and professional development

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

Action Step 3

Develop and distribute a CCSS binder which includes standards and strategies for implementation

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed