Longwood Elementary School

2022-23 Schoolwide Improvement Plan

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Longwood Elementary School

840 ORANGE AVE, Longwood, FL 32750

http://www.scps.k12.fl.us/schools/schoolinfopage.cfm?schoolnumber=0091

Demographics

Principal: Leigh Jones

Start Date for this Principal: 7/1/2022

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	64%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Asian Students Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: B (56%) 2018-19: A (63%) 2017-18: B (58%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	[LaShawn Russ-Porterfield](#)
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).	

School Board Approval

This plan was approved by the Seminole County School Board on 10/25/2022.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

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. 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.

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School Demographics

School Type and Grades Served (per MSID File)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	No	64%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	56%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	B		A	A

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SIP Authority

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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. 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: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Longwood Elementary School is to foster an inspirational learning environment that encourages perseverance while providing opportunities to create, collaborate,and communicate.

Provide the school's vision statement.

While Creating, Collaborating and Communicating, Longwood Elementary School will be a premier elementary school in the Lyman Cluster. Longwood will be recognized in the district and the state level for high standards, academic performance, and offering students future ready educational opportunities (Blended Learning, Reading Counts, and Cub Clubs focusing on STEAM activities). *Longwood will support the SCPS vision that every student will graduate from high school prepared for the future as a lifelong learner and a responsible citizen in a democratic society. *All students and will perform at the highest levels. *There will be equitable facilities and opportunities for all students. *The school's personnel will be highly qualified, diverse, innovative, enthusiastic, energetic, and dedicated to the mission.

School Leadership Team

Membership
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

Name	Position Title	Job Duties and Responsibilities
Jones, Leigh	Principal	Oversee instruction, school culture, and parent and family engagement supporting all stakeholders.
Sklar, Amy	School Counselor	The Guidance Counselor at Longwood Elementary School works with students, families, and staff to support overall well being. This includes supporting and aiding in the implementation of intervention, academic accommodation, and communicating to stakeholders academic or behavioral needs.
Hicks, Lindsay	Instructional Coach	The Instructional Coach supports all teachers and instructional paraprofessionals with understanding Benchmarks, best practices, and data to drive successful instruction and student learning while focusing on SIP goals.
Saintil, Sandra	Assistant Principal	Supporting principal with all district and school initiatives including School Improvement Goals.
Martinez, Alicia	Behavior Specialist	Behavior Interventionist will support the Longwood community with the implementation of PBiS and behavior intervention, MTSS, and support of students within the academic environment.

Demographic Information

Principal start date
Friday 7/1/2022, Leigh Jones

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
2

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
7

Total number of teacher positions allocated to the school
45

Total number of students enrolled at the school
593

Identify the number of instructional staff who left the school during the 2021-22 school year.
5

Identify the number of instructional staff who joined the school during the 2022-23 school year.
5

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	84	112	106	106	102	83	0	0	0	0	0	0	0	593
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0		
One or more suspensions	3	4	1	0	0	0	0	0	0	0	0	0	0	8
Course failure in ELA	0	6	4	2	0	0	0	0	0	0	0	0	0	12
Course failure in Math	2	8	5	2	3	1	0	0	0	0	0	0	0	21
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	1	7	15	0	0	0	0	0	0	0	23
Level 1 on 2022 statewide FSA Math assessment	0	0	0	1	13	13	0	0	0	0	0	0	0	27
Number of students with a substantial reading deficiency	0	11	15	23	0	0	0	0	0	0	0	0	0	49

Using the table above, complete the table below with the number of students by current grade level who have two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	6	0	0	3	1	0	0	0	0	0	0	0	10

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	3	13	6	3	5	6	0	0	0	0	0	0	0	36
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Monday 8/15/2022

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	105	106	104	109	83	86	0	0	0	0	0	0	0	593
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	1	6	5	1	1	0	0	0	0	0	0	0	0	14
Course failure in Math	2	3	7	0	1	1	0	0	0	0	0	0	0	14
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	1	8	15	0	0	0	0	0	0	0	24
Level 1 on 2019 statewide FSA Math assessment	0	0	0	1	13	22	0	0	0	0	0	0	0	36
Number of students with a substantial reading deficiency	3	17	19	17	0	0	0	0	0	0	0	0	0	56

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	2	1	0	0	0	0	0	0	0	3

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	5	10	12	9	11	7	0	0	0	0	0	0	0	54
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	105	106	104	109	83	86	0	0	0	0	0	0	0	593
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	1	6	5	1	1	0	0	0	0	0	0	0	0	14
Course failure in Math	2	3	7	0	1	1	0	0	0	0	0	0	0	14
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	1	8	15	0	0	0	0	0	0	0	24
Level 1 on 2019 statewide FSA Math assessment	0	0	0	1	13	22	0	0	0	0	0	0	0	36
Number of students with a substantial reading deficiency	3	17	19	17	0	0	0	0	0	0	0	0	0	56

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	2	1	0	0	0	0	0	0	0	3

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	5	10	12	9	11	7	0	0	0	0	0	0	0	54
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

School Data Review
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	62%	65%	56%				71%	67%	57%
ELA Learning Gains	58%						63%	61%	58%
ELA Lowest 25th Percentile	39%						59%	51%	53%
Math Achievement	63%	46%	50%				72%	70%	63%
Math Learning Gains	65%						69%	66%	62%
Math Lowest 25th Percentile	51%						48%	50%	51%
Science Achievement	54%	65%	59%				61%	62%	53%

Grade Level Data Review - State Assessments
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	67%	67%	0%	58%	9%
Cohort Comparison		0%				
04	2022					
	2019	73%	65%	8%	58%	15%
Cohort Comparison		-67%				
05	2022					
	2019	69%	64%	5%	56%	13%
Cohort Comparison		-73%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	78%	71%	7%	62%	16%
Cohort Comparison		0%				
04	2022					
	2019	76%	72%	4%	64%	12%
Cohort Comparison		-78%				
05	2022					
	2019	63%	65%	-2%	60%	3%
Cohort Comparison		-76%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	62%	62%	0%	53%	9%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison						

Subgroup Data Review

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
SWD	23	41	39	35	46	33	6				
ELL	52	63		57	75						
BLK	56			50							
HSP	53	49	28	54	54	37	41				
MUL	55			73							
WHT	70	63	46	73	71	73	65				
FRL	48	47	34	50	56	54	46				

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	19	20		22	20		29				
ELL	50			31							
BLK	56			38							
HSP	60	55		54	45		62				
WHT	72	42		61	52		68				
FRL	62	50	13	48	43	31	56				

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	32	54	69	37	56	60	13				
ELL	30	30		30	30						
BLK	65	56		57	56						
HSP	64	63	57	68	64	50	46				
MUL	60			80							
WHT	78	63	67	78	73	47	71				
FRL	64	60	54	68	65	50	53				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	60
OVERALL Federal Index Below 41% All Students	NO

ESSA Federal Index	
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	88
Total Points Earned for the Federal Index	480
Total Components for the Federal Index	8
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	32
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	67
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	53
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	50
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0

Multiracial Students	
Federal Index - Multiracial Students	64
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	66
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	53
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Across grade levels, 5th grade math proficiency was lower than 3rd and 4th grade. Girls/Boys subgroup even though girls demonstrate proficiency, girls are performing lower than boys in math (3-5). In 3rd - 5th grade ELA and Math, the Hispanic subgroup of students performs at rate less proficient than their white counterparts. In the ELL subgroup, student perform at a less than proficient rate that non-ELL peers.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

"3rd - 5th Grade ELL, ELA performance (FSA): 33.3% nonproficient
3rd - 5th Grade ELL, Math performance(FSA): 38.9% nonproficient
5th Grade Math (FSA): 55.7% nonproficient"

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Factors contributing to the low performance in ELA and Math proficiency and learning gains include disruption in instructional continuity due to the pandemic that further widened gaps in students'

foundational skills. Actions to support improvement in these areas will include frequent formative progress monitoring with target support and acceleration in identified areas of need.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Math in 4th grade improved from 51% previous year to 71% this school year.

What were the contributing factors to this improvement? What new actions did your school take in this area?

Deliberate monitoring of specific student groups contributed to this improvement. Actions included focus on the monitoring of the lowest 30% of students, acceleration of high level 1 and high level 2 and level 3 students along with standards based tutoring.

What strategies will need to be implemented in order to accelerate learning?

Purposeful planning and PLCs, including but not limited to instructional coach, AP, and P being present and planning and discussing data and plans. Using district provided resources, planning differentiation purposefully, and focusing on text complexity and readability from students' eyes.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Professional development will be focused on the development of highly effective professional learning communities and how school-based leaders can foster the growth and development of teacher collaboration for student success.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Additional services dedicated to student acceleration include focus on instructional strategies Sustainability of improvement efforts Additional services dedicated to student acceleration include support of standards based instruction across all content areas, social emotional learning support for students and families, data driven tutoring and acceleration support and expanded use of SCPS early warning tracking and MTSS based support.

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. ESSA Subgroup specifically relating to Students with Disabilities	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Increasing academic achievement of students with disabilities. ESSA Federal Percent of Points Index indicates this is a high priority need and focusing on the success of these students will reduce achievement gaps and prepare these students for future academic success.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	Increase achievement and learning gains for students with disabilities.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	This area of focus will be monitored through classroom walk throughs, review of progress monitoring data and through data chats with professional learning communities.
Person responsible for monitoring outcome:	Leigh Jones (leigh_jones@scps.k12.fl.us)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Lessons aligned to B.E.S.T. benchmarks at the appropriate grade level of complexity with ongoing feedback loops between leadership and teachers, students and teachers and student with students and PLCs focused on data, instructional planning and student evidence of learning.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Standards based lessons differentiated to meet the needs of these specific student groups and data driven deliberate action planning will improve achievement and learning gains for our students. This strategy is aligned to having high expectations for all learners and teachers.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Certified staff and administrators will participate in Professional Learning Communities: B.E.S.T. Benchmark planning and assessing students.

Person Responsible	Leigh Jones (leigh_jones@scps.k12.fl.us)

Current certified staff and administrators will support the feedback loop from school to home: Grade level newsletters, school newsletters/calendars, utilizing digital platforms such as Facebook (social media), School Messenger, and Skyward emails. They will also support the feedback loop from home to School: Facebook, Snapshot Survey, and Google forms requesting feedback from families to Longwood ES. Principal will host Principles with the Principal (monthly coffee) to provide opportunities for parents and students to ask questions and provide feedback face to face.

Person Responsible	Leigh Jones (leigh_jones@scps.k12.fl.us)

Teachers and administration will provide ongoing feedback to students regarding academic success in all areas while utilizing kid friendly language and attainable goal setting. Students will meet regularly with teachers and mentors and discuss personal growth as well as provide feedback on their progress or questions they may have about Longwood ES.

Person Responsible   Leigh Jones (leigh_jones@scps.k12.fl.us)

Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. Stakeholder groups more proximal to the school include teachers, students and families of students, volunteers and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services and business partners.

Describe how the school addresses building a positive school culture and environment.

Longwood Elementary is targeting parents to take a more active role in their student's schooling by using Skyward to access data, grades and communication. Longwood Elementary works very closely with its students and families with the intent to educate one another on each other's cultures, with the end result being to create a well-rounded school culture embracing each other's differences and similarities. Teachers and administrators use multiple strategies to contact families, including but not limited to,(1) contacting families prior to the start of school to welcome the students to the new school year,(2) inviting families to curriculum nights and open house meetings to meet teachers and school staff and to learn about the curriculum,(3) providing access to school grades, progress monitoring data and other relevant achievement information through the SCPS Skyward Family Access Portal,(4) ensuring students show evidence of "owning their data" and scheduling student led conferences as applicable,(5) inviting families to participate in SAC and PTA Boards,(6) inviting families to attend PTA meetings and participate in school related events,(7) using multiple genres of social networking, as well as sending electronic/paper-based newsletters to families on a regular basis,(8) advertising events on school marquees,(9) numerous other out-reach strategies developed by school staff, (10) and offering a Lyman Cluster family night focusing on math, science and career opportunities.

Identify the stakeholders and their role in promoting a positive school culture and environment.

Stakeholders include but are not limited to teachers, students, families, paraprofessionals, clerical staff, restaurant staff, and administration. Another large group of stakeholders are the volunteers and mentors that work on campus to support student learning, events, and life long challenges and successes for all students.