James A. Long Elementary School

2017-18 School Improvement Plan

James A. Long Elementary School

1400 OLD JACKSONVILLE RD, Palatka, FL 32177

long.putnamschools.org

School Demographics

School Type and Grades Served (per MSID File)	**2017-18 Title I School**	**2017-18 Economically Disadvantaged (FRL) Rate** (As Reported on Survey 3)
Elementary School PK-5	Yes	99%

Primary Service Type (per MSID File)	**Charter School**	**2017-18 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	33%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	C	C	C*	C

Informational Baseline School Grade

Note: *The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.*

School Board Approval

This plan is pending approval by the Putnam County School Board.

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

Table of Contents

Purpose and Outline of the SIP

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

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school's Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., "SMART goals") for the coming school year in context of the school's greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes,](#) is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code:](#)

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

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

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for James A. Long Elementary School

DA Region and RED	DA Category and Turnaround Status
Northeast - [Wayne Green](#)	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement

At James A. Long Elementary School, students will be inspired to think, to learn, to care and to become successful, responsible citizens.

b. Provide the school's vision statement

I am somebody. I was somebody when I got here. I'll be a better somebody when I leave. I am powerful and I am strong. I deserve the education I can get here. I have important things to do, people to impress, and places to go! I will make it a great day . . . or not, the choice is mine.

2. School Environment

a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

The faculty and staff of James A. Long Elementary School is committed to learning about students' cultures and building positive relationships between teachers and students. Some of the strategies employed in this process include holding family nights that support positive, ongoing communication. Teachers are required to communicate with parents through Skyward Student System, as well as maintaining written or verbal contact with parents regularly. An intervention block is built into the daily schedule to allow teachers to meet with students regularly, one on one, to foster positive relationships, provide targeted instruction and discuss progress. Teachers use the Remind app to send class-wide messages to communicate upcoming events, promote activities and is another avenue that allows ongoing communication.

b. Describe how the school creates an environment where students feel safe and respected before, during and after school

In order to create an environment where students feel safe and respected, James A. Long Elementary School uses the Raptor system, a computer application that is linked with law enforcement databases to screen all visitors before entering campus. There are locked gates in every area of the school, intercom announcements can be made from any phone in the school and there are structured procedures in place that go into effect in the event of an emergency. The emergency operations plan is thorough and requires drills are practiced periodically throughtout the year to ensure safety. Students are encouraged to help create and maintain a positive environment at school. There are staff members on duty throughout the campus in the mornings to promote safety and to encourage and monitor positive behavior. At the end of the day, students are escorted by their teacher or another staff member to the appropriate area for dismissal. Students are supervised and escorted to their appropriate transportation area and personally taken to the bus, car or daycare van in which they belong. Parents are informed of any emergency or critical information via the parent call out system.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

At James A. Long Elementary School we believe that protecting the integrity of instructional time is essential. Clear discipline expectations are articulated to all, along with consequences for adherence and failure to adhere to rules and procedures. Incentives are provided for meeting expectations, such as popcorn for the class for meeting attendance criteria or ice cream for exhibiting expected cafeteria behavior. School personnel use the district's code of conduct that outlines expectations and consequences to ensure a fair and consistently enforced system. Administration and Faculty avail themselves of the training opportunities offered by the district.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

In order to meet the social-emotional needs of all students, needs are assessed on a case-by-case basis. The school guidance counselor or lead team member will conference with students that are exhibiting social-emotional issues. If a student requires guidance or support interventions beyond the school's capabilities, an outside agency is contacted such as DCF or a resource officer. There are also agencies such as Helping Hands and mental wellness counseling services that come into the school and provide counseling services for students in need. Class council sessions are held in many classrooms where students can safely discuss feelings and needs. The Multi-tiered System of Support (MTSS) is used to identify students with additional needs and document the support provided and the effectiveness of that support.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system

At James A. Long Elemenatry School the following indicators are used in the school's early warning system:

-Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
-One or more suspensions, whether in school or out of school
-Course failure in English Language Arts or mathematics during any grading period
-A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics, or, for students in grades K-3, a substantial reading deficiency under section 1008.25(5)(a), F.S.

The District provides the data on each student enrolled in the following areas. School personnel then use the data to create support plans for those students with indicators.

b. Provide the following data related to the school's early warning system

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	11	24	20	21	16	22	0	0	0	0	0	0	0	114
One or more suspensions	0	4	3	3	4	7	0	0	0	0	0	0	0	21
Course failure in ELA or Math	0	0	0	0	0	2	0	0	0	0	0	0	0	2
Level 1 on statewide assessment	0	0	0	1	32	28	0	0	0	0	0	0	0	61

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	1	0	2	9	12	0	0	0	0	0	0	0	24

c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

In addition to the effective core instructional program provided by classroom teachers, that includes appropriate differentiated instruction based on formative assessments, students identified by the early warning system will be provided supplemental intensive, individual intervention in core subjects. In Reading, interventionists will provide the Fountas & Pinnell Leveled Literacy Intervention System (LLI) which is an intensive, small-group, supplementary literacy intervention for students who find reading and writing difficult. The goal of LLI is to lift the literacy achievement of students who are not achieving grade-level expectations in reading. The LLI systems are designed to: Advance the literacy learning of students not meeting grade-level expectations in reading, deepen and expand comprehension with close reading, elevate the expertise of teachers, increase reading volume by engaging students in large amounts of successful daily reading, increase student engagement with books that build knowledge, intervene with small groups of struggling readers to maximize growth, meet the needs of struggling readers and monitor student progress. Additionally, supplemental instruction using i-Ready, Smarty Ants and Achieve3000 will enable students to improve. In Math, i-Ready, Reflex Math and Zearn will supplement the effective core instructional program provided by the classroom teachers, that includes differentiated, small group instruction based on formative assessments. Weekly professional learning community (PLC) meetings will enable instructional remediation strategies to be addressed. For students continuing to exhibit deficiencies, MTSS will be used to identify support strategies and document effectiveness.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2) and (b)(7)(A)(iii)(I).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

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

1. PFEP Link
The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/443901.

2. Description
A PIP has been uploaded for this school or district - see the link above.

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Partnerships with many community service and business organizations in our county have been established over time. These organizations include Kiwanis, Chili's, Seminole Electric Cooperative,

Palatka City Commission, Georgia Pacific, Palatka Probation Office and many others. The Kiwanis Club sponsors a quarterly Terrific Kid ceremony as well as Character Counts. One student from each class is recognized and honored. One student is chosen per grade level to be recognized for our Character Counts pillar of the month/quarter. Parents attend this anticipated event and it is played on the local television station. Chili's and other restaurants in town provide certificates that are distributed in report cards, awards ceremonies and other recognition times. Seminole Electric Cooperative supports our art program through monetary donations. Art and drama supplies and other student learning needs are purchased with these funds. Palatka City Commission sponsors a student of the month ceremony in which our school participates. Georgia Pacific offers mini-grants opportunities that are available for teachers throughout the school year. There are local educational sororities that motivate and support teachers throughout the year with grant opportunities, as well. These partnerships are sustained through the positive relationships that are built among the people involved.

C. Effective Leadership

1. School Leadership Team

a. Membership
Identify the name, email address and position title for each member of the school leadership team.**:**

Name	Title
Hedstrom, Mary Beth	Principal
Adams, Paula	Assistant Principal
Clifton, Sarajo	Instructional Coach
Little, Lucie	Guidance Counselor

b. Duties

1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

The James A. Long Elementary School leadership team consists of the administrators and the other lead team members listed above. The guidance counselor/MTSS coordinator, Lucie Little, schedules, plans and coordinates MTSS meetings. The administrators, classroom teacher, curriculum coach and school psychologist attend the meetings and offer academic, psychological and behavior support for each student. The MTSS coordinator monitors the creation of the progress monitoring plans and together with lead team members offer Tier 1, 2, and 3 support to ensure all students are receiving appropriate interventions. The Instructional coach, Sarajo Clifton, plans for and leads weekly PLC meetings. Administrators attend these meetings and work with grade level teams to identify, work with and track data for appropriate instruction. The instructional lead team meets weekly to identify areas needing improvement. These areas include instruction, student achievement, behavior, school culture as well as other issues that may arise.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The James A. Long SBLT consists of the Guidance Counselor, CRT, Principal or AP. The meetings include the school based team with a teacher leader. All teachers have been trained in the MTSS and the processes are reviewed periodically. Appropriate forms and data are collected at the classroom

level and brought to the attention of the MTSS team when support is needed. The team meets to discuss individual needs of students and to suggest strategies to assist individual students.

Title I. Part A. Programs are coordinated through the Curriculum/Instruction/Assessment department at the district level and include the Assistant Superintendent and personnel from ESE, MTSS, ESOL, PBS and School Improvement (Federal Programs). This team meets monthly (at a minimum) and establishes and monitors program evaluation for all schools to ensure entitlement programs' resources are available and fully implemented at each school site and that all funds are used effectively and efficiently as possible. School sites have the responsibility of keeping an inventory of resources purchased with Title I. Communication throughout the year is ongoing with the building level administrators regarding progress toward the goals and objectives as stated in the grants. Coordination of these services is done in the following ways:
(1) Principal and Assistant Principal meetings are scheduled monthly;
(2) Progress monitoring assessments are completed during the year, with the results reported to each participating school for review. Revisions in objectives or instructional strategies are addressed and implemented to meet the needs of all students;
(3) Email dissemination regarding school improvement, technical assistance, and data guidance are made available to school leaders;
(4) Schools in DA status participate in an Instructional Review to identify individual school needs and desired support; all other schools may request an instructional review.
(5) Support for schools is differentiated based on each school's current academic performance, teacher quality, leadership experience, and supportive environment;
(6) Collaborative assistance is provided by consultants hired to address specific deficiencies demonstrated by participating schools through assessment analysis;
(7) Professional development and support is coordinated with school leaders and provided by School Improvement Specialists and the Curriculum/Instruction/Assessment department on topics including lesson planning, instructional practices, resources, and problem solving.

Title I, Part C. In addition to the services provided by Title I, Part A, the district uses Part C funds to improve the academic achievement of the school's migratory children. Title I, Part C initiatives are coordinated by the Curriculum/Instruction/Assessment department, Federal Programs, and Exceptional Student Education.

Title I, Part D. In addition to the services provided by Title I, Part A, the district maintains collaborative and partner-like relationships with Family Medical and Dental Services and Putnam Health to serve homeless, neglected, and delinquent students by providing health services. The District partners with the Department of Juvenile Justice and Putnam County Sheriff's Department to target delinquent students and provide mentoring and counseling services that foster relationships and provide supplemental support services. Funds are also utilized to provide services at the district's Solutions Center (Alternative Center).

Title II. Part A. The Title II Project Director meets with Curriculum/Instruction/Assessment personnel as well as the directors of Title I and Title VI to ensure coordination and alignment of activities and fiscal support. At the district level, content coach positions in ELA, Math, and Science are funded as resource support for schools and teachers. Funds are also utilized to provide professional development for teachers and administrators at the district level. Funds are allocated at each school site to support professional development specific to the needs of the teachers as determined by the needs of their students.

Title III. The Title III Coordinator supports our English Language Learner (ELL) population by coordinating with schools to provide professional development opportunities for teachers, tutoring assistance for students based on need, after school programs for parents and students, and supplemental materials. In addition, a teaching assistant position is funded at Crescent City High

School.

Title VI. Part B. The Title VI Project Director meets with Curriculum/Instruction/Assessment personnel as well as the directors of Title I and Title II to ensure coordination and alignment of activities and fiscal support. Funds are utilized to provide professional development for teachers to improve standards-based instruction. At the secondary level, funds are also utilized to provide credit recovery and tutoring for students to pass Florida EOC exams.

Nutrition Programs. Each student in Putnam County is provided free breakfast and lunch through the Community Eligibility Provision Program (CEP).

Adult Education. Adult education is available at Saint Johns River State College through a collaboration with Workforce.

Housing Programs. The district has a working relationship with the Putnam County Public Housing Authority.The authority supports the district by encouraging parents to participate in parental involvement designed to increase student achievement.

Violence Prevention Programs. The district works collaboratively with the Department of Juvenile Justice to provide support to students in need of behavioral interventions within and/or outside the school day.

Career and Technical Education. The Career and Technical Education (CTE) department works closely with students and business partners to provide each student the opportunity to leave high school as a highly skilled graduate with the skills necessary to thrive in current and future careers.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Mary Beth Hedstrom	Principal
Trevlyn Sheffield	Parent
Brenda Atkins	Business/Community
Katie Sheffield	Teacher
Paula Adams	Education Support Employee
Kristy Thomas	Parent
Amanda Vause	Teacher
Lynn Roberts	Parent
Lillian Howe	Student

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes
The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

a. Evaluation of last year's school improvement plan

The SAC committee met prior to the submission of the plan to discuss and approve content of the plan. There was also discussion of goals and funding. The members voted to approve the plan, as written, for submission.

b. Development of this school improvement plan

The school members and SAC members met to review previous year data and create a plan for school improvement. We then share the school improvement plan at a SAC meeting for final review, input and approval.

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

There are no school improvement funds in the general budget. However, PTO and administration support school improvement initiatives with their budgets.

2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

N/A

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC
Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements

3. Literacy Leadership Team (LLT)

a. Membership
Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

Name	Title
Adams, Paula	Assistant Principal
Sheffield, Kathleen	Teacher, K-12
Hedstrom, Mary Beth	Principal
Vause, Amanda	Teacher, K-12
Clifton, Sarajo	Instructional Coach
Little, Lucie	Guidance Counselor
Cornwell, Kristi	Teacher, K-12
Richardson, Mandy	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable

The first literacy priority is to support differentiation in the classroom along with establishing a proven reading structure. Initiatives will include: Reading and writing in all content areas, Close Reading, text marking, and utilizing data collected through formative assessments, iReady and Achieve 3000. Reading Instruction will be supplemented with LLI for intensive remediation for students in MTSS. Teachers will be expected to differentiate instruction to meet the specific needs of students. A strong focus will be on small group instruction. Targeted feedback walkthroughs will take place on a regular

basis. Also, side-by side coaching support will be implemented with different bands of teachers each 6 weeks.

D. Public and Collaborative Teaching

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

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

Each grade level has common planning time in the middle of each day where they are able to meet and plan as a team.

2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

The county sends Human Resource personnel to educational job fairs; they in turn report to the schools those candidates in which they feel are qualified for instructional positions within Putnam County School District.

We also work closely with two local colleges to recruit certified teachers. We welcome interns and pre-interns at James A. Long. This allows us to "preview" potential teaching candidates in action.

3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

There is a beginning teacher program in place in Putnam County. Each first year teacher is paired with a mentor teacher and they complete a beginning year packet that includes important information useful for new teachers. There is also a new teacher training that is held at the district level at the beginning of each school year.

The Instructional Coach works closely with beginning teachers to model for them and coach them as they learn new curriculum and manage a first year classroom.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Teachers from each grade level were involved in the adoption of the reading curriculum and mathematics framework. They worked with many options side by side with the Florida Standards to make sure they were aligned as closely as possible. Teachers use the core materials as a reference and use the Florida Standards as their starting point. They rely on backwards planning where they begin with the standard and their intended student expectation outcome and plan from there. Other resources are available to all teachers that also support the Florida Standards.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented

to assist students having difficulty attaining the proficient or advanced level on state assessments

Students participate in many assessments that include formative assessments and progress monitoring assessments. Through weekly progress monitoring, students are identified for their strengths and weaknesses in different academic areas. They are then grouped according to their needs or strengths. The teacher works with each group on a regular basis. Support personnel are utilized to assist with small group instruction. Students participate in the iReady Learning System, a web based learning tool that tracks student progress and provides data and support for individual students.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Summer Program

Minutes added to school year: 960

School Vision and Data Review

Strategy Rationale

In an effort to decrease behaviors that interrupt academic learning, the entire staff was attended targeted trainings this summer. As a result, there is a school wide common procedure and language related to discipline.

Strategy Purpose(s)

- Enrichment
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy
Hedstrom, Mary Beth, mhedstrom@my.putnamschools.org

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

School administrators will monitor the implementation of the discipline routines to make sure that all students and teachers are involved in the same language, procedures and consequences. Refreshers and collaboration about these procedures will also occur regularly in PLC's.

Strategy: Summer Program

Minutes added to school year: 5,000

Summer Reading Camp is available for 3rd grade students who do not pass FSA for intensive remediation.

Strategy Rationale

By providing intensive, focused remediation, students will improvment to be proficient.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Adams, Paula, p2adams@my.putnamschools.org

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

Students will be re-tested for Mastery of Standards and the results will be used to determine proficiency and effectiveness of the strategy.

2. Student Transition and Readiness

a. PreK-12 Transition
The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(V).

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

The Keys to Kindergarten Success Workshop is provided each year for pre-kindergarten parents. The school sends home the kindergarten first nine week expectations at this time, with all parents, so that they may start instruction at home over the summer. This helps parents understand the intensity of the kindergarten curriculum. We use the end of the year VPK assessment to create balanced classrooms in kindergarten.
We hold open enrollment for kindergarten throughout the summer. We collaborate with the 6th Grade Center to facilitate the transition students from 5th grade to 6th grade. 5th grade students visit the 6th Grade Center at the end of the year to learn expectations and to become familiar with the school. This helps to decrease the anxiety of the transition from elementary school.

b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads
Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

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School Improvement Goals

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The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

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

1 = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   If there is an ongoing focus, understanding and implementation of effective instruction that supports individual student needs, then there will be an increase in student achievement and the school grade will be an A.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. If there is an ongoing focus, understanding and implementation of effective instruction that supports individual student needs, then there will be an increase in student achievement and the school grade will be an A. `1a`

🔑 G098150

Targets Supported `1b`

Indicator	Annual Target
FSA ELA Achievement	64.0
FSA Mathematics Achievement	68.0
ELA/Reading Gains	62.0
Math Gains	81.0
ELA/Reading Lowest 25% Gains	49.0
Math Lowest 25% Gains	44.0
FCAT 2.0 Science Proficiency	66.0

Targeted Barriers to Achieving the Goal `3`

- Ineffective Instruction

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

- Marzano Evaluation System with Focus on Continuous Improvement and Ongoing Feedback

- Professional Development

- School level support

- District level area support (math, science, and reading)

- iReady data

- MFAS data

- Achieve 3000

- PLC's

- Departmentalization

Plan to Monitor Progress Toward G1. `8`

Teachers will be evaluated in Marzano to reflect their progress toward the goal.

Person Responsible
Mary Beth Hedstrom

Schedule
Weekly, from 8/28/2017 to 5/25/2018

Evidence of Completion
There will be an increase in effective teacher practice as evidenced by the Marzano Evaluation System

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

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

[1] = Problem Solving Step 🔑 S123456 = Quick Key

G1. If there is an ongoing focus, understanding and implementation of effective instruction that supports individual student needs, then there will be an increase in student achievement and the school grade will be an A. [1]

🔑 G098150

G1.B5 Ineffective Instruction [2]

🔑 B264006

G1.B5.S1 Improve quality of instruction using the Marzano Framework of Evaluation and Feedback [4]

🔑 S279639

Strategy Rationale

If classroom instruction improves, student performance will improve.

Action Step 1 [5]

Utilize the Marzano Framework of Evaluation to Provide Feedback for Continuous Improvement of Instruction

Person Responsible

Mary Beth Hedstrom

Schedule

Weekly, from 8/28/2017 to 5/18/2018

Evidence of Completion

Data in iObservation will reflect an ongoing system of observations and feedback for improvement.

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

Monitor data in iObservation

Person Responsible

Mary Beth Hedstrom

Schedule

Weekly, from 8/28/2017 to 5/25/2018

Evidence of Completion

Data in iObservation will reflect fidelity of implementation of the Marzano Framework

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

Monitor the Data in iObservation

Person Responsible

Mary Beth Hedstrom

Schedule

Weekly, from 8/28/2017 to 5/25/2018

Evidence of Completion

Evidence will be collected in iObservation

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.B5.S1.A1 🔑 A376900	Utilize the Marzano Framework of Evaluation to Provide Feedback for Continuous Improvement of...	Hedstrom, Mary Beth	8/28/2017	Data in iObservation will reflect an ongoing system of observations and feedback for improvement.	5/18/2018 weekly
G1.MA1 🔑 M407809	Teachers will be evaluated in Marzano to reflect their progress toward the goal.	Hedstrom, Mary Beth	8/28/2017	There will be an increase in effective teacher practice as evidenced by the Marzano Evaluation System	5/25/2018 weekly
G1.B5.S1.MA1 🔑 M407807	Monitor the Data in iObservation	Hedstrom, Mary Beth	8/28/2017	Evidence will be collected in iObservation	5/25/2018 weekly
G1.B5.S1.MA1 🔑 M407808	Monitor data in iObservation	Hedstrom, Mary Beth	8/28/2017	Data in iObservation will reflect fidelity of implementation of the Marzano Framework	5/25/2018 weekly

V. Professional Development Opportunities

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

G1. If there is an ongoing focus, understanding and implementation of effective instruction that supports individual student needs, then there will be an increase in student achievement and the school grade will be an A.

G1.B5 Ineffective Instruction

G1.B5.S1 Improve quality of instruction using the Marzano Framework of Evaluation and Feedback

PD Opportunity 1

Utilize the Marzano Framework of Evaluation to Provide Feedback for Continuous Improvement of Instruction

Facilitator

Mary Beth Hedstrom and Paula Adams

Participants

Faculty

Schedule

Weekly, from 8/28/2017 to 5/18/2018

VI. Technical Assistance Items

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