

Volusia County Schools

R. J. Longstreet Elementary School



2019-20 School Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	5
Needs Assessment	8
Planning for Improvement	13
Title I Requirements	15
Budget to Support Goals	18

R. J. Longstreet Elementary School

2745 S PENINSULA DR, Daytona Beach, FL 32118

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

Demographics

Principal: Judith Watson L

Start Date for this Principal: 7/1/2014

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
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	72%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Multiracial Students Students With Disabilities White Students
School Grade	2018-19: C
School Grades History	2017-18: C 2016-17: C 2015-16: B 2014-15: C 2013-14: B
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Dustin Sims
Turnaround Option/Cycle	
Year	
Support Tier	NOT IN DA

ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

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.

Part I: School Information

School Mission and Vision

Provide the school's mission statement

R. J. Longstreet, in partnership with our community, will empower students to become compassionate, lifelong learners who are responsible, productive and engaged citizens within our global society.

Provide the school's vision statement

Students strive to achieve their maximum potential in an engaging, inspiring and challenging learning environment.

School Leadership Team

Membership

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

Name	Title	Job Duties and Responsibilities
Watson, Judith	Principal	The principal is responsible for the school's academic success which includes monitoring and tracking the academic and social-emotional performance of students and responding expediently when students demonstrate areas of concern. This leader also evaluates and monitors the effectiveness of instructional activities taking place within classrooms and provides follow-up actions as needed. The principal establishes an orderly, safe and secure school environment.
Palmore, Shana	Teacher, K-12	As a member of the school leadership team, she works to assist in monitoring schoolwide data and participates in activities designed to target areas of academic concern.
Schuld, Jenna	Teacher, K-12	As a member of the school leadership team, she works to assist in monitoring schoolwide data and participates in activities designed to target areas of academic concern.
Scaccia, Kimberly	Assistant Principal	The assistant principal supports the principal with monitoring the school's academic success which includes tracking the academic and social-emotional performance of students and responding expediently when students demonstrate areas of concern. This leader also evaluates and monitors the effectiveness of instructional activities taking place within classrooms and provides follow-up actions as needed. The assistant principal establishes an orderly, safe and secure school environment.
Marcus, Sarah	Guidance Counselor	The school counselor provides for the social-emotional competencies of all students through school counseling efforts and programs.
Rajcooar, Christina	Teacher, K-12	As a member of the school leadership team, she works to assist in monitoring schoolwide data and participates in activities designed to target areas of academic concern.
Henderson, Marge	Instructional Coach	As a member of the school leadership team, she works to assist in monitoring schoolwide data and participates in activities designed to target areas of academic concern.

Early Warning Systems

Current Year

The number of students by 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	80	64	61	74	69	73	0	0	0	0	0	0	0	421
Attendance below 90 percent	21	16	14	14	8	6	0	0	0	0	0	0	0	79
One or more suspensions	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Course failure in ELA or Math	0	0	0	2	9	7	0	0	0	0	0	0	0	18
Level 1 on statewide assessment	0	0	0	5	21	23	0	0	0	0	0	0	0	49

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	2	12	11	0	0	0	0	0	0	0	25

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	7	8	5	5	0	1	0	0	0	0	0	0	0	26
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

FTE units allocated to school (total number of teacher units)

34

Date this data was collected or last updated

Thursday 8/22/2019

Prior Year - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	1	0	0	8	3	5	0	0	0	0	0	0	0	17
One or more suspensions	1	0	0	3	0	3	0	0	0	0	0	0	0	7
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	9	3	5	0	0	0	0	0	0	0	17

The number of students 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	1	0	0	1	0	2	0	0	0	0	0	0	0	4

Prior Year - Updated

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	6	10	8	16	8	6	0	0	0	0	0	0	0	54
One or more suspensions	1	4	5	2	4	7	0	0	0	0	0	0	0	23
Course failure in ELA or Math	0	0	0	2	9	7	0	0	0	0	0	0	0	18
Level 1 on statewide assessment	0	0	0	5	21	23	0	0	0	0	0	0	0	49

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	1	2	0	4	11	12	0	0	0	0	0	0	0	30

Part II: Needs Assessment/Analysis**School Data**

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	62%	56%	57%	58%	55%	56%
ELA Learning Gains	54%	56%	58%	56%	51%	55%
ELA Lowest 25th Percentile	50%	46%	53%	44%	39%	48%
Math Achievement	55%	59%	63%	49%	60%	62%
Math Learning Gains	56%	56%	62%	42%	54%	59%
Math Lowest 25th Percentile	38%	43%	51%	26%	40%	47%
Science Achievement	58%	57%	53%	64%	58%	55%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	80 (0)	64 (0)	61 (0)	74 (0)	69 (0)	73 (0)	421 (0)
Attendance below 90 percent	21 (1)	16 (0)	14 (0)	14 (8)	8 (3)	6 (5)	79 (17)
One or more suspensions	0 (1)	0 (0)	0 (0)	0 (3)	0 (0)	1 (3)	1 (7)
Course failure in ELA or Math	0 (0)	0 (0)	0 (0)	2 (0)	9 (0)	7 (0)	18 (0)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	5 (9)	21 (3)	23 (5)	49 (17)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	61%	58%	3%	58%	3%
	2018	56%	56%	0%	57%	-1%
Same Grade Comparison		5%				
Cohort Comparison						
04	2019	61%	54%	7%	58%	3%
	2018	52%	54%	-2%	56%	-4%
Same Grade Comparison		9%				
Cohort Comparison		5%				
05	2019	59%	54%	5%	56%	3%
	2018	60%	51%	9%	55%	5%
Same Grade Comparison		-1%				
Cohort Comparison		7%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	55%	60%	-5%	62%	-7%
	2018	41%	58%	-17%	62%	-21%
Same Grade Comparison		14%				
Cohort Comparison						
04	2019	59%	59%	0%	64%	-5%
	2018	50%	60%	-10%	62%	-12%
Same Grade Comparison		9%				
Cohort Comparison		18%				
05	2019	46%	54%	-8%	60%	-14%
	2018	42%	57%	-15%	61%	-19%
Same Grade Comparison		4%				
Cohort Comparison		-4%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	55%	56%	-1%	53%	2%
	2018	63%	56%	7%	55%	8%
Same Grade Comparison		-8%				
Cohort Comparison						

Subgroup Data

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 2016-17	C & C Accel 2016-17
SWD	21	29	33	30	42	35	27				
ELL	36	60		45	55						
BLK	37	38		33	46						
HSP	50	62		38	56		30				
MUL	65	47		58	53						
WHT	68	57	52	61	58	45	59				
FRL	56	54	53	47	50	38	51				

2018 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 2015-16	C & C Accel 2015-16
SWD	26	52	42	23	33	20	39				
ELL	23			38	55						
BLK	21	28	27	25	20		18				
HSP	41	62		47	43						
MUL	65	57		45	50						
WHT	64	59	44	52	46	30	72				
FRL	52	55	42	43	40	27	62				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index - All Students	54
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	55
Total Points Earned for the Federal Index	428
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	31
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1

English Language Learners	
Federal Index - English Language Learners	50
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners 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	39
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	47
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	56
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students 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
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	57
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	51
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends

Lowest quartile students in Math (38%)

FSA Math 2018 data showed 26% of students in our lowest quartile made a gain. We organized professional learning activities and coaching support targeting math instruction for the 2019 school year which supported a 12% increase in our 2019 LQ math score. Factors that prevented a larger increase in this percentage included our mobility rate of 33%, a high percentage of homeless attending our school (15%), and students in this subgroup with significant social-emotional needs.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline

Science (-6%)

Science NGSSS trends show our school score increases then declines on this assessment mainly due to the fact that teachers focus more on ELA and math instruction.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends

Lowest Quartile in Math (School 38%, State 51%= -13%)

The greatest gap, our lowest quartile at 38%- was also one of our biggest increases on FSA second to math learning gains which improved by 14%. We provided targeted math coaching and professional learning activities that we feel supported this improvement. We also organized regular data monitoring meetings with teachers where strategies targeting areas of student deficiencies were developed.

Which data component showed the most improvement? What new actions did your school take in this area?

Math Learning Gains (2018- 42%; 2019- 56%= 14%)

Our biggest increase on FSA was math learning gains which improved by 14%. We provided targeted math coaching and professional learning activities that we feel supported this improvement. We also organized regular data monitoring meetings with teachers where strategies targeting areas of student deficiencies were developed.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

Level 1 on Statewide Assessments
Attendance

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year

1. Math Lowest Quartile
2. Math Learning Gains
3. Science Achievement
4. Black/African American Students
5. Students with Disabilities

Part III: Planning for Improvement

Areas of Focus:

#1

Title	Black/African American in ELA and Math
Rationale	The percentage of possible points earned by our Black/African American students in ELA and Math FSA 2019 was 39%.
State the measureable outcome the school plans to achieve	R.J. Longstreet plans to increase the performance of this ESSA group on ELA and Math FSA 2020 in measurable performance areas to 42%.
Person responsible for monitoring outcome	Judith Watson (jlwatson@volusia.k12.fl.us)
Evidence-based Strategy	Response to Intervention
Rationale for Evidence-based Strategy	Response to Intervention (RTI) strategies are a powerful way to provide individualized and targeted instruction for students in the greatest need of attention. According to John Hattie, Response to Intervention (RTI) has a 1.07 effect size.
Action Step	
Description	<ol style="list-style-type: none"> 1. Use ReadyReading (comprehension) daily for 20 to 30m for Tier 2 or 3 students needing this support 2. Use targeted phonics instruction daily 20 to 30m for Tier 2 to 3 students needing this support 3. Use targeted math intervention in small group by providing instruction on prerequisite concepts and skills 4. Monitor monthly the use of SIPPS, Ready Reading and Math Small Group during grade level Professional Learning Communities. 5. Quarterly monitoring of Black/African American student performance in ELA and math 6. Monitor classroom instruction/schedules to ensure daily intervention for Tier 2 and 3 students in ELA and/or math occur
Person Responsible	Judith Watson (jlwatson@volusia.k12.fl.us)

#2	
Title	Students With Disabilities
Rationale	Our ESSA percent of Possible Points was 31, which is below the 41% requirement
State the measureable outcome the school plans to achieve	R.J. Longstreet plans to increase the performance of this ESSA group on ELA and Math FSA 2020 in measurable performance areas to 42%.
Person responsible for monitoring outcome	Judith Watson (jlwatson@volusia.k12.fl.us)
Evidence-based Strategy	Response to Intervention
Rationale for Evidence-based Strategy	Response to Intervention (RTI) strategies are a powerful way to provide individualized and targeted instruction for students in the greatest need of attention. According to John Hattie, Response to Intervention (RTI) has a 1.07 effect size.
Action Step	
Description	<ol style="list-style-type: none"> 1. Use ReadyReading (comprehension) daily for 20 to 30m for Tier 2 or 3 students needing this support 2. Use targeted phonics instruction daily for 30-45m for Tier 3 students needing this support 3. Use targeted math intervention in small group by providing instruction on prerequisite concepts and skills 4. Monitor monthly the use of Wilson Reading System, Ready Reading and Math Small Group during grade level Professional Learning Communities regarding Students with Disabilities. 5. Quarterly monitoring of SWD performance in ELA and math 6. Monitor classroom and ESE support facilitation small group instruction /schedules to ensure daily intervention for Tier 3 SWD in ELA and/or math occur.
Person Responsible	Judith Watson (jlwatson@volusia.k12.fl.us)

#3	
Title	Science
Rationale	This area reported the greatest decrease in achievement from the previous year (6%).
State the measureable outcome the school plans to achieve	Increase Science Achievement to 62%
Person responsible for monitoring outcome	Judith Watson (jlwatson@volusia.k12.fl.us)
Evidence-based Strategy	Collaborative Standards Aligned Planning - all grade levels using science NGSSS
Rationale for Evidence-based Strategy	Collective Efficacy has an effect size of 1.57 according to John Hattie. In order for our 5th grade students to consistently achieve at the highest level, science must be taught using best-practices aligned with NGSSS at all grade levels.
Action Step	
Description	<ol style="list-style-type: none"> 1. Review the Vertical Trace Maps for four areas of science. 2. Quarterly planning days for all grade levels targeting science instruction 3. Administrative science learning walks 4. Weekly collaboration and articulation across grades 4 and 5 5. Professional learning focused on standards aligned instruction in science 6. Science learning walks with teachers
Person Responsible	Judith Watson (jlwatson@volusia.k12.fl.us)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information)

Part IV: Title I Requirements

Additional Title I Requirements
 This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students

R.J. Longstreet Elementary holds numerous family activities throughout the year to encourage families to take an active interest in their child's education. At these events, parents meet teachers and learn about curriculum and expectations for the year. Parents are encouraged to partner with the school by volunteering in the classroom and joining PTA. They are also encouraged to be trained and serve as mentors. Information on Title 1 programs is shared at the Open House using brochures and an informational meeting. R.J. Longstreet Elementary hosts the "Parents to Kids" literacy program for families every year. Parents are invited to participate in a variety of fun storybook themed activities at the Storybook Carnival in October. Parent Resource materials are available in the front office and the counselor's office. A Caring Cardinal Clothing drive was held during Open House to provide families the opportunity to clothe their children for the school year for free. This was a joint effort of the school, PTA, and community support. Through grants and donations, the school is able to provide gift cards to help with food, clothing or transportation to parents in need. Cardinal Dads will meet and provide enriching experiences for the children as well as information for the fathers on how best to help their children succeed. Each month there is a Parent Workshop provided throughout the school year on a variety of pertinent topics. Information regarding parent participation is provided to parents via the website, phone messaging, the newsletter, the "Cardinal News", parent teacher conferences, student folders, workshops and meetings. District information is available in English and Spanish. District provides a translator when needed for parent meetings when requested. Parents with special needs are accommodated. R.J. Longstreet Elementary is wheelchair accessible. School Social Worker is bi-lingual and makes home visits as needed.

PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

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

The school offers the following list to ensure the needs of all student are met:

- *Sanford Harmony
- *Bully Proofing Program
- *Caring Cardinal Program
- *Student Mentoring Program
- *THRIVE Skills Instruction
- *Cardinal Dads
- *Cardinal Tweets
- *School Resources Officer Mentor
- *Community partnerships with Ponce Inlet Lions Club, Drive-In Church, and Food Brings Hope respond to the nutritional needs of our students.
- *Community partnerships with Ponce Inlet Lions Club and Cherise's Salon respond to the clothing needs of our students.

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

The District, in conjunction with the local Head Start Agency, Early Learning Coalition, VPK Sites and other local preschool facilities, coordinates efforts to promote continually of services and effective transitions for children and their families. These include: 1) providing the opportunity for ongoing communication between agencies to facilitate coordination of programs and shared expectations for children's learning and development as the children transition to elementary school, 2) Collaboration and participating in joint professional

development including transition-related training for school staff and pre-school staff when feasible, 3) Utilizing pre-school assessments to monitor readiness skills for students transitioning from pre-school to kindergarten, 4) Providing to the pre-school agencies local public school policies, kindergarten registration, kindergarten orientation and other relevant information to ease the transition of children and families.

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

Under Title I Part A our school works with outside agencies that provide specific services to targeted children and their families. These organizations team with our school to provide specific services to students, parents, and staff, including all special needs groups. It is the expectations that these activities/services will benefit students by providing the children served with the support, tools, and materials they need to be ready to learn as they progress toward graduation.

Title I Programs

Parents to Kids, a literacy program taking place once yearly

Tutoring - before-, during-, after-school

Tier 3 ELA intervention providing by certified teachers, daily

Quarterly planning sessions assisting teachers in developing standards-aligned instruction

Quarterly data meetings with teachers to monitor Tier 2 and 3 students in ELA and math

The School Leadership Team plans and monitors parent involvement activities happening regularly at school using Exit Tickets from events and the annual climate survey. See PFEP for programs taking place 2020.

The Migrant Education Program Coordinator, Migrant advocates, Migrant Education Program, and Migrant Recruiters work together with the school counselor to provide services and support to the migrant students and their parents. The MEP coordinator works with Title I and other programs to ensure student needs are met. The Migrant Education Program provides:

Translation Services for parent/teacher conferences

Parental support through parent/kid activities

Medical and food Assistance

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

Title III, ESOL Coordinator and staff provide ongoing support and professional development to teachers to ensure instructional best practices are utilized.

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

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

R.J. Longstreet creates relationships with business and community partners that positively impact our students. Publix participates on our School Advisory Council and hosts a Publix Math Night in the Spring. We have a community fair at our Open House that includes our business partners for families. Additionally, the Shores Resort and Spa welcomes our students several times each year for enrichment activities.

Part V: Budget

1	III.A	Areas of Focus: Black/African American in ELA and Math				\$131,142.90
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	2110	130-Other Certified Instructional Personnel	3234 - R. J. Longstreet Elem. School	Title, I Part A		\$121,363.36
			<i>Notes: Notes Two certified teachers providing intervention Tier 3 support for ELA</i>			
	2110	140-Substitute Teachers	3234 - R. J. Longstreet Elem. School	Title, I Part A		\$9,779.54
			<i>Notes: Notes Hire substitute teachers to cover for classroom teachers involved in quarterly planning days and data monitoring sessions.</i>			
2	III.A	Areas of Focus: Students With Disabilities				\$0.00
3	III.A	Areas of Focus: Science				\$0.00
					Total:	\$131,142.90