

Seminole County Public Schools

# LONGWOOD ELEMENTARY SCHOOL



2024-25 Schoolwide Improvement Plan

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## School Board Approval

This plan was approved by the Seminole County School Board on 10/8/24.

## SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

<b>ADDITIONAL TARGET SUPPORT AND IMPROVEMENT (ATSI)</b>
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.
<b>TARGETED SUPPORT AND IMPROVEMENT (TSI)</b>
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.
<b>COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)</b>
<p>A school can be identified as CSI in any of the following four ways:</p> <ol style="list-style-type: none"> <li>1. Have an overall Federal Index below 41%;</li> <li>2. Have a graduation rate at or below 67%;</li> <li>3. Have a school grade of D or F; or</li> <li>4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.</li> </ol>

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parents), is informed by all indicators in the State’s accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://cims2.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department’s SIP template may address the requirements for:

1. Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and
2. Charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP SECTIONS	TITLE I SCHOOLWIDE PROGRAM	CHARTER SCHOOLS
I.A: School Mission/Vision		6A-1.099827(4)(a)(1)
I.B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

## 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 Department 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. The printed version in CIMS represents the SIP as of the "Printed" date listed in the footer.

# I. School Information

## A. School Mission and Vision

### Provide the school's mission statement

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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

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While creating, collaborating, and communicating, Longwood Elementary School will be a premier elementary school in the Lyman Cluster. Longwood ES will be recognized in the district and the state level for high standards, academic performance, and offering students future ready educational opportunities (Blended Learning, Accelerated Reader, and Cub Clubs focusing on STEAM activities). Longwood ES 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 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.

## B. School Leadership Team

### School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

### Leadership Team Member #1

#### Employee's Name

Leigh Jones

#### Position Title

Principal

#### Job Duties and Responsibilities

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Oversee the daily activities and operations within Longwood ES, oversee instruction, school culture, and parent and family engagement supporting all stakeholders.

### Leadership Team Member #2

#### Employee's Name

Teodora Adames

**Position Title**

Assistant Principal

**Job Duties and Responsibilities**

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Supporting principal with all district and school initiatives including School Improvement Goals.

**Leadership Team Member #3**

**Employee's Name**

Alicia Martinez

**Position Title**

School Administration Manager

**Job Duties and Responsibilities**

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The School Administration Manager oversees all aspects of school operations, including scheduling, event coordination, maintenance projects, and safety plans. I also manage facility rentals, inventory procedures, student attendance, and serve as an emergency response contact.

**Leadership Team Member #4**

**Employee's Name**

Lindsay Hlcks

**Position Title**

Instructional Coach

**Job Duties and Responsibilities**

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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.

**Leadership Team Member #5**

**Employee's Name**

Angela Giddens

**Position Title**

Instructional Coach

**Job Duties and Responsibilities**

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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.

## **Leadership Team Member #6**

### **Employee's Name**

Ryan Uner

### **Position Title**

Guidance Counselor

### **Job Duties and Responsibilities**

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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 accommodations, and communicating to stakeholders academic or behavioral needs.

## C. Stakeholder Involvement and Monitoring

### Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders [including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders] and how their input was used in the SIP development process. (ESEA 1114(b)(2))

*Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.*

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To ensure a comprehensive and inclusive School Improvement Plan (SIP), we will implement a robust process to involve a diverse group of stakeholders, including the school leadership team, teachers and staff, parents, students, and community leaders (as applicable). The process will begin by establishing a School Advisory Council (SAC) and conducting Professional Learning Communities (PLCs) sessions where data is meticulously reviewed and analyzed. During PLCs, teachers and staff will examine student performance data, identify areas needing improvement, and propose actionable strategies. SAC meetings, which will include parents, students, and community leaders (as applicable), will provide a platform to discuss this data, gather feedback, and consider additional perspectives. Input from these discussions will be carefully documented and integrated into the SIP. Parents and students will be able to contribute insights on school climate and support services, while community leaders will be able to offer resources and partnership opportunities. This iterative process ensures that the SIP is data-driven and reflective of the entire school community's needs and aspirations, fostering a sense of collective ownership and commitment to school improvement.

### SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement. (ESEA 1114(b)(3))

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To ensure the effective implementation and impact of the School Improvement Plan (SIP) on increasing student achievement, particularly for those with the greatest achievement gaps, we have established a rigorous monitoring and evaluation process. The school leadership team, along with designated members of the School Advisory Council (SAC), will conduct regular reviews of the SIP progress through monthly meetings and quarterly performance assessments. Key performance indicators (KPIs) aligned with the State's academic standards will be tracked using data from standardized tests, formative assessments, and classroom observations. For students with significant achievement gaps, targeted interventions will be monitored closely, with progress reports generated. Additionally, feedback from teachers, parents, and students will be gathered periodically to assess



the effectiveness of implemented strategies.

## D. Demographic Data

<b>2024-25 STATUS</b> (PER MSID FILE)	<b>ACTIVE</b>
<b>SCHOOL TYPE AND GRADES SERVED</b> (PER MSID FILE)	<b>ELEMENTARY PK-5</b>
<b>PRIMARY SERVICE TYPE</b> (PER MSID FILE)	<b>K-12 GENERAL EDUCATION</b>
<b>2023-24 TITLE I SCHOOL STATUS</b>	<b>NO</b>
<b>2023-24 MINORITY RATE</b>	<b>60.6%</b>
<b>2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE</b>	<b>66.4%</b>
<b>CHARTER SCHOOL</b>	<b>NO</b>
<b>RAISE SCHOOL</b>	<b>NO</b>
<b>2023-24 ESSA IDENTIFICATION</b> *UPDATED AS OF 7/25/2024	<b>N/A</b>
<b>ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)</b>	
<b>2023-24 ESSA SUBGROUPS REPRESENTED</b> (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	<b>STUDENTS WITH DISABILITIES (SWD) ENGLISH LANGUAGE LEARNERS (ELL) ASIAN STUDENTS (ASN) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)</b>
<b>SCHOOL GRADES HISTORY</b> <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	<b>2023-24: A 2022-23: B* 2021-22: B 2020-21: 2019-20:</b>

## E. Early Warning Systems

### 1. Grades K-8

#### Current Year 2024-25

Using 2023-24 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	
Absent 10% or more school days	6	18	11	22	20	13				90
One or more suspensions	6	7	2	5	3	2				25
Course failure in English Language Arts (ELA)	0	3	5	1	2	0				11
Course failure in Math	0	5	1	2	9	3				20
Level 1 on statewide ELA assessment	0	0	0	14	21	13				48
Level 1 on statewide Math assessment	0	0	0	22	18	14				54
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	20	2	28	28						78
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	12	2	4	14	10					42

#### Current Year 2024-25

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	6	5	2	3	1				17

#### Current Year 2024-25

Using the table above, complete the table below with the number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	0	1	0	5	0	0				6
Students retained two or more times	0	0	0	0	0	0				0

**Prior Year (2023-24) As Last Reported (pre-populated)**

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days	5	23	16	15	6	9				74
One or more suspensions	1	4	2	2	3	2				14
Course failure in ELA		9	6	4	6					25
Course failure in Math		6	4	3	11					24
Level 1 on statewide ELA assessment				4	25	16				45
Level 1 on statewide Math assessment				3	29	11				43
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)		8	22	9						68

**Prior Year (2023-24) As Last Reported (pre-populated)**

The number of students by current grade level that had two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	1	9	8	5	24	16				63

**Prior Year (2023-24) As Last Reported (pre-populated)**

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	3	8	1	4						16
Students retained two or more times										0

## 2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

## **II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))**

## A. ESSA School, District, State Comparison

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

Data for 2023-24 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	63	66	57	52	61	53	62	65	56
ELA Grade 3 Achievement **	66	69	58	45	62	53			
ELA Learning Gains	68	62	60				58		
ELA Learning Gains Lowest 25%	67	55	57				39		
Math Achievement *	61	67	62	56	64	59	63	46	50
Math Learning Gains	71	64	62				65		
Math Learning Gains Lowest 25%	44	43	52				51		
Science Achievement *	78	68	57	70	65	54	54	65	59
Social Studies Achievement *								62	64
Graduation Rate								62	50
Middle School Acceleration								45	52
College and Career Readiness									80
ELP Progress	65	75	61	51	77	59	88		

\*In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPi) than in school grades calculation.

\*\*Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

## B. ESSA School-Level Data Review (pre-populated)

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	65%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	583
Total Components for the FPPI	9
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
65%	63%	60%	51%		65%	58%

\* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.



## C. ESSA Subgroup Data Review (pre-populated)

2023-24 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	43%	No		
English Language Learners	44%	No		
Asian Students	75%	No		
Black/African American Students	50%	No		
Hispanic Students	61%	No		
Multiracial Students	63%	No		
White Students	74%	No		
Economically Disadvantaged Students	61%	No		

## 2022-23 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	30%	Yes	2	1
English Language Learners	51%	No		
Asian Students	50%	No		
Black/African American Students	29%	Yes	1	1
Hispanic Students	55%	No		
Multiracial Students	57%	No		
White Students	66%	No		
Economically Disadvantaged Students	53%	No		

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	32%	Yes	1	
English Language Learners	67%	No		
Native American Students				
Asian Students				
Black/African American Students	53%	No		
Hispanic Students	50%	No		
Multiracial Students	64%	No		
Pacific Islander Students				
White Students	66%	No		
Economically Disadvantaged Students	53%	No		

### D. Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L2.5%	MATH ACH.	MATH LG	MATH LG L2.5%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	63%	66%	68%	67%	61%	71%	44%	78%					65%
Students With Disabilities	28%	30%	53%	63%	31%	53%	41%						
English Language Learners	22%		40%	30%	39%	67%							65%
Asian Students	70%				80%								
Black/African American Students	45%	55%	58%		41%	50%							
Hispanic Students	55%	58%	64%	64%	53%	69%	48%	76%					65%
Multiracial Students	64%		58%		64%	67%							
White Students	74%	78%	74%	85%	70%	75%	40%	92%					
Economically Disadvantaged Students	56%	60%	64%	63%	52%	69%	48%	73%					62%

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	52%	45%			56%			70%					51%
Students With Disabilities	24%	29%			27%			38%					
English Language Learners	27%				31%			54%					91%
Asian Students	42%				58%								
Black/African American Students	37%				21%								
Hispanic Students	43%	33%			49%			64%					88%
Multiracial Students	50%				64%								
White Students	63%	48%			66%			86%					
Economically Disadvantaged Students	40%	34%			46%			56%					90%

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 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	ELP PROGRESS
All Students	62%		58%	39%	63%	65%	51%	54%					88%
Students With Disabilities	23%		41%	39%	35%	46%	33%	6%					
English Language Learners	52%		63%		57%	75%							88%
Native American Students													
Asian Students													
Black/African American Students	56%				50%								
Hispanic Students	53%		49%	28%	54%	54%	37%	41%					86%
Multiracial Students	55%				73%								
Pacific Islander Students													
White Students	70%		63%	46%	73%	71%	73%	65%					
Economically Disadvantaged Students	48%		47%	34%	50%	56%	54%	46%					92%

## E. Grade Level Data Review – State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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.

2023-24 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Ela	3	64%	67%	-3%	55%	9%
Ela	4	53%	62%	-9%	53%	0%
Ela	5	62%	63%	-1%	55%	7%
Math	3	48%	69%	-21%	60%	-12%
Math	4	57%	64%	-7%	58%	-1%
Math	5	41%	43%	-2%	56%	-15%
Math	6	98%	67%	31%	56%	42%
Science	5	73%	65%	8%	53%	20%
Math	7	<i>* data suppressed due to fewer than 10 students or all tested students scoring the same.</i>				

### III. Planning for Improvement

#### A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

Answer the following reflection prompts after examining any/all relevant school data sources.

##### **Most Improvement**

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

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This year, Longwood Elementary School achieved the greatest progress in 3rd grade ELA proficiency, with scores soaring from 45% to 64%. This impressive gain is attributed to the concerted efforts of our dedicated Professional Learning Communities (PLCs), who engaged in weekly data reviews and closely monitored student progress through Multi-Tiered System of Supports (MTSS). Integral to our success were the focused discussions on students with disabilities (SWD) during both student study sessions and teacher meetings. Moreover, the inclusion of parents in all aspects of their children's academic progress played a crucial role. This collaborative approach has truly transformed our educational environment, resulting in outstanding academic outcomes for our students.

##### **Lowest Performance**

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

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This year, Longwood Elementary School faced significant challenges in math learning gains for the lowest 25% of students in 3rd-5th grades, with proficiency levels declining from 51% to 44% in the 2023-24 school year. Contributing factors included a lack of teacher competency due to insufficient curriculum and benchmark experience, high absenteeism rates, and weaknesses within the math support systems, particularly the Multi-Tiered System of Supports (MTSS). This decline in performance continues a troubling trend dating back to the 2017-18 school year. Addressing these issues is crucial for reversing this trend and improving outcomes for our most vulnerable students.

##### **Greatest Decline**

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

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This year, Longwood Elementary School experienced the greatest decline in math learning gains for the lowest 25% of students in 3rd-5th grades, with proficiency dropping from 51% in the 2022-23 school year to 44% in the 2023-24 school year. This decline mirrored past similar performance challenges in ELA for students in this demographic. The school initiated a curriculum project with a strong emphasis on ELA, which also required students receiving ESE services to focus on ELA rather



than math. As a result, providing the same level of support in math, especially for students with disabilities (SWD), became a significant challenge. This shift in focus contributed to the reduced math proficiency, highlighting the need for a more balanced approach in supporting all academic areas.

### **Greatest Gap**

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.

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This year, Longwood Elementary School experienced the greatest academic gap in 3rd grade math proficiency, with scores significantly lagging behind the state average of 60%, achieving a 48% proficiency. Many of these students also fell within Longwood's lowest 25% in math proficiency, further widening the gap in overall performance. Some things that may have led to this disparity are socioeconomic disparities, instructional practices and decisions during PLC, support services, parental involvement, and resources (scheduling resources and small groups).

### **EWS Areas of Concern**

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

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For the 2024-25 school year, Longwood Elementary School will prioritize addressing student absenteeism and enhancing overall math proficiency in 3rd-5th grades, with a particular focus on the school's lowest 25% of students. Recognizing the critical impact of consistent attendance on academic success, the school aims to implement strategies to reduce absenteeism. Concurrently, targeted interventions and support systems will be developed to improve math proficiency, ensuring that all students, especially those who have historically underperformed, receive the necessary resources and instruction to succeed. This dual focus is essential for fostering a more inclusive and effective learning environment at Longwood Elementary.

### **Highest Priorities**

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

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1. **\*\*Math Proficiency and Gains\*\***:

- Focus on improving math proficiency and learning gains, specifically targeting the lowest 25% of students.
- Sub-focus on enhancing 3rd grade math proficiency.

2. **\*\*Chronic Absenteeism and Tardiness\*\***:

- Address and reduce chronic absenteeism and tardiness to improve overall student attendance and engagement.

3. **\*\*Teacher Recruitment and retention\*\***

- Increase percent of teachers who remain at Longwood Elementary school. At the end of the

23-24 school year, 4 out of 35 certified teachers decided to either leave the education profession or move to a different position/school. We were successful in retaining 89% of certified employees.

## B. Area(s) of Focus (Instructional Practices)

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

### Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

### Instructional Practice specifically relating to Math

#### Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

---

This year, Longwood Elementary School faced significant challenges in math learning gains for the lowest 25% of students in 3rd-5th grades, with proficiency levels declining from 51% to 44% in the 2023-24 school year. By targeting the lowest 25% of students, Longwood Elementary aims to lift its math proficiency levels to meet grade-level expectations. This not only benefits our students directly but also contributes to overall academic achievement of our school. Improving math proficiency early on can have long-term benefits for students, setting a strong foundation for future learning and academic success in higher grades and beyond.

#### Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

---

Our math proficiency in grades 3-5 will increase from 44% to 65%.

#### Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

---

The Leadership Team will monitor this area through monthly PLCs, MTSS, and data chats.

#### Person responsible for monitoring outcome

Leigh Jones, Teddy Adames, Lindsay Hicks, Angela Giddens

#### Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA

Section 8101(21)(B)).

**Description of Intervention #1:**

The following evidence-based interventions are available to support students based upon the area of need of the individual student: iReady, SAVVAS enVision Math Diagnostic and Intervention System, Seminole Numeracy Project.

**Rationale:**

All the listed interventions have research-based evidence for efficacy.

**Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence, Tier 3 – Promising Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement:**

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

**Action Step #1**

PLCs

**Person Monitoring:**

Leigh Jones, Teddy Adames, Angela Giddens, Lindsay Hicks, and teachers

**By When/Frequency:**

Weekly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Teachers and instructional coaches will meet during weekly PLCs to: Disaggregate formative assessment data to monitor all student progress. Plan Tier 1 Core instruction at the right achievement level based on the Achievement Level Descriptions. Plan for small group instruction during core.

**Action Step #2**

Instruction

**Person Monitoring:**

Leigh Jones, Teddy Adames, Angela Giddens, Lindsay Hicks

**By When/Frequency:**

Weekly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Teachers and instructional coaches will: Plan and incorporate small group instruction during core. Plan and incorporate Math Fact Tactics during Tier 1 Core instruction. Teachers will identify specific math skills that require targeted interventions for all students.

**Area of Focus #2**

Address the school’s highest priorities based on any/all relevant data sources.

**Instructional Practice specifically relating to ELA**

**Area of Focus Description and Rationale**

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining

how it was identified as a crucial need from the prior year data reviewed.

---

This year, Longwood Elementary School achieved the greatest progress in 3-5 grade ELA learning gains, with scores soaring from 58% to 68%. This magnificent gain is attributed to the concerted efforts of our dedicated Professional Learning Communities (PLCs), who engaged in weekly data reviews and closely monitored student progress through Multi-Tiered System of Supports (MTSS). However, our ELA proficiency achievement remained at 62% for the 23-24 school year. The goal to significantly increase ELA achievement levels and learning gains stems from our commitment to providing a rigorous and equitable education that prepares students for college, careers, and beyond. By focusing on these specific targets, we aim to ensure that all students, regardless of background or ability, develop strong literacy skills that are essential for critical thinking, communication, and academic achievement across all subjects.

### **Measurable Outcome**

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

---

Our ELA proficiency in grades 3-5 will increase from 62% to 70%.

### **Monitoring**

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

---

The Leadership Team will monitor this area through monthly PLCs, MTSS, and data chats.

### **Person responsible for monitoring outcome**

Leigh Jones- Principal, Teddy Adames-Assistant Principal, Lindsay Hicks- Instructional Coach, Angela Giddens- Instructional Coach

### **Evidence-based Intervention:**

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

### **Description of Intervention #1:**

The following evidence-based interventions are available to support students based upon the area of need of the individual student: Magnetic Reading (promising evidence), Systematic Instruction in Phonological Awareness, Phonics and Sight Words (SIPPS) (moderate evidence), Wonders Tier 2 and Tier 3 Intervention (state approved adopted materials), iReady (moderate evidence), Success for All – FastTrack Phonics (at Title 1 schools) (strong evidence), Reading Mastery (promising evidence), FastForward (promising evidence), Corrective Reading (strong evidence), and Quick Reads (strong

evidence).

**Rationale:**

A variety of interventions are available to the schools to allow them to meet the needs of individual students. This allows all the areas of reading to be addressed from foundations to comprehension across the K-12 continuum. All of the listed interventions have been included in the K-12 Comprehensive Evidence-Based Reading Plan.

**Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence, Tier 3 – Promising Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement:**

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

**Action Step #1**

Professional Learning Communities (PLCs)

**Person Monitoring:**

Leigh Jones, Teddy Adames , Lindsay Hicks, Angela Giddens

**By When/Frequency:**

Weekly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Teachers and instructional coaches will meet during weekly PLCs to: Disaggregate formative assessment data to monitor student progress including all sub-groups. Plan Tier 1 Core instruction at the right achievement level based on the Achievement Level Descriptions. Plan for small group instruction during Tier 1 Core instruction. Plan intervention lessons as well student grouping.

**Action Step #2**

Instruction

**Person Monitoring:**

Leigh Jones- Principal, Teddy Adames-Assistant Principal, Lindsay Hicks- Instructional Coach, Angela Giddens- Instructional Coach

**By When/Frequency:**

Weekly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

All ELA teachers will implement daily small group instruction during Tier 1 Core instruction, following the SCPS Instructional Frameworks, which provide guidance for Decoding, Fluency, and Comprehension small group lessons. Selected teachers will participate in the coaching cycles. All teachers will participate in instruction rounds to reinforce instructional strategies.

**Area of Focus #3**

Address the school’s highest priorities based on any/all relevant data sources.

**Instructional Practice specifically relating to Science**

**Area of Focus Description and Rationale**

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Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

---

This year, Longwood Elementary School achieved the greatest progress in 5th-grade science learning gains, with scores rising from 70% to 76%. This significant improvement is attributed to the concerted efforts of our dedicated Professional Learning Communities (PLCs), who engaged in weekly data reviews and closely monitored student progress. Our goal to significantly increase science achievement levels and learning gains stems from our commitment to providing a rigorous and equitable education that prepares students for college, careers, and beyond.

### **Measurable Outcome**

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

---

Our science proficiency in grade 5 will increase from 76% to 80%.

### **Monitoring**

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

---

The Leadership Team will monitor this area through monthly PLCs and data chats.

### **Person responsible for monitoring outcome**

Leigh Jones, Teddy Adames, Angela Giddens, Lindsay Hicks

### **Evidence-based Intervention:**

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

### **Description of Intervention #1:**

#### **Rationale:**

#### **Tier of Evidence-based Intervention:**

#### **Will this evidence-based intervention be funded with UniSIG?**

No

### **Action Steps to Implement:**

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

#### **Action Step #1**

Professional Learning Communities (PLCs)

**Person Monitoring:**

Leigh Jones, Teddy Adames, Angela Giddens,  
Lindsay Hicks

**By When/Frequency:**

Weekly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Teachers and instructional coaches will meet during weekly PLCs to: Plan for implementation of new K-5 science curriculum. Plan Tier 1 Core instruction aligned to the science standards. Plan for small group instruction during Tier 1 Core instruction.

**Action Step #2**

Instruction

**Person Monitoring:**

Leigh Jones, Teddy Adames, Angela Giddens,  
Lindsay Hicks

**By When/Frequency:**

Weekly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

All science teachers will implement daily small group instruction during Tier 1 Core instruction, following the SCPS Instructional Frameworks. All Science teachers will plan and implement hands on experiments. All Science teachers will make connections between science concepts to real life scenarios.

## IV. Positive Culture and Environment

### Area of Focus #1

Student Attendance

#### Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

---

During the 23-24 school year 25% of students had 10+ absences which is an increase of 4% from the previous year. Students with 15+ absences increased from 20% to 24%. When children are absent from school, they miss out on consistent instruction that is needed to develop basic skills. Children in early grades are particularly susceptible to falling behind in fundamental reading skills, which can have a snowball effect that impacts future learning.

#### Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

---

We will reduce the number of students in grades K-1 who have been absent more than 10 days



during the school year from 25% to 15%.

### **Monitoring**

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

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The Leadership Team and the social worker will monitor this area through bi-weekly meetings, MTSS, and data chats.

### **Person responsible for monitoring outcome**

Leigh Jones- Principal, Teddy Adames-Assistant Principal, Alyssa Jefferson-School Social Worker, Interventionist- Aimee Huber

### **Evidence-based Intervention:**

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

### **Description of Intervention #1:**

State statute requires that school teams shall be diligent in facilitating intervention services and make all reasonable efforts to resolve nonattendance behavior. Using the MTSS problem-solving model, teams are responsible for providing and monitoring appropriate interventions for individual students. To ensure students are provided with the necessary resources and interventions, schools should form comprehensive teams with clear roles and responsibilities.

### **Rationale:**

Through the use of evidence-based intervention supports, schools invest in fostering a culture that promotes engagement and attendance. However, some students struggle to attend school regularly. Unchecked absences can lead to lower achievement levels and gaps in knowledge that may prove challenging to overcome. It is critical for students and families to understand that absence due to arriving late, or missing full days, whether excused or unexcused can negatively affect learning. Efforts to curb tardiness, chronic absenteeism, and truancy can address the needs of students and families, mitigating student failure.

### **Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence, Tier 3 – Promising Evidence

### **Will this evidence-based intervention be funded with UniSIG?**

No

### **Action Steps to Implement:**

#### **Action Step #1**

PBIS

#### **Person Monitoring:**

Leigh Jones- Principal and Teddy Adames-  
assistant Principal

#### **By When/Frequency:**

Ongoing

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

The PBIS school-wide Committee will create a tiered reward system for different levels of attendance improvement using the PBIS Framework. Identify and procure rewards (example: certificates, extra recess time, small prizes, class celebrations). The PBIS Committee, which consist of teachers and admin will develop criteria for earning rewards for perfect attendance or most improved attendance. Admin will conduct attendance awareness campaigns (announcements, message home, and rewards). Teachers will provide immediate positive reinforcement for good attendance. Teachers will use the PBIS framework to build positive relationships with students. Admin will offer personalized support plans for students with chronic absenteeism. School Social worker and Admin will monitor attendance data weekly and monthly. The PBIS committee will hold monthly PBIS meetings to discuss progress and adjust strategies.

**Area of Focus #2**

Teacher Retention and Recruitment

**Area of Focus Description and Rationale**

Include a description of your Area of Focus for each relevant grade level, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

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This year, Longwood Elementary School increased the percent of teachers who remained at Longwood Elementary school. At the end of the 23-24 school year, 4 out of 32 certified teachers decided to either leave the education profession or move to a different position/school. Teacher retention is essential for maintaining continuity, stability, and instructional quality within the school community. By improving retention rates, Longwood Elementary aims to create a supportive and rewarding work environment that promotes professional growth, job satisfaction, and long-term commitment among its educators. We were successful in retaining 80% of certified teachers. For the 24-25 school year, Longwood Elementary aims to increase our teacher retention to 90%.

**Measurable Outcome**

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

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Longwood Elementary School will Increase classroom teacher retention from 80% to 90%.

**Monitoring**

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

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The Principal will meet with teachers twice a year.

**Person responsible for monitoring outcome**

Leigh Jones- School Principal

**Evidence-based Intervention:**

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

**Description of Intervention #1:**

**Rationale:**

**Tier of Evidence-based Intervention:**

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement:**

**Action Step #1**

Culture of Support

**Person Monitoring:**

Leigh Jones-School Principal and Teddy Adames- Assistant Principal

**By When/Frequency:**

Ongoing

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Longwood Elementary will foster a positive and collaborative school culture where teachers feel valued, supported, and respected. Teachers will collaborate through the NEST Program. New teachers will be assigned an experienced mentor teacher to enhance their integration into the school community.

**Action Step #2**

Recognition and Appreciation

**Person Monitoring:**

Leigh Jones-School Principal and Teddy Adames- Assistant Principal

**By When/Frequency:**

Monthly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

The principal will establish a monthly recognition program (Teacher and Staff of the Month) to celebrate teachers' accomplishments, milestones, and contributions to the school community. The Principal and Assistant Principal will organize monthly staff appreciation events, such as luncheons, shout-outs, and personalized acknowledgments.

**Action Step #3**

Strategic goal setting meetings

**Person Monitoring:**

Leigh Jones-Principal

**By When/Frequency:**

Twice a year

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Dedicated one-on-one conversations with each teacher to create the space and trust to ensure they are setting personal and professional goals. The principal will schedule a second one-on-one

conversation with each teacher to ascertain the status of their personal and professional goals. The admin team will meet monthly with staff as a whole and listen to feedback regarding working conditions, safety and security, and issues facing teachers and staff at Longwood.

## V. Title I Requirements (optional)

### A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in ESEA Section 1114(b). This section of the SIP is not required for non-Title I schools.

#### Dissemination Methods

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESEA 1114(b)(4))

List the school's webpage where the SIP is made publicly available.

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Longwood Elementary School's staff input, survey feedback and recommendations from the SAC members and various stakeholders have been considered in the revision of the School Improvement Plan with the goal of maintaining high standards, meeting specific needs and serving the whole community. The 5 Essential parent survey provides feedback and suggestions for reflection and action planning purposes. On occasion, suggestions may be included in future surveys to gauge viability or wider community interest. Additionally, to solicit as much parent input as possible, the SIP will be shared with parents on the school website, <https://lwes.scps.k12.fl.us/>.

#### Positive Relationships With Parents, Families and other Community Stakeholders

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

List the school's webpage where the school's Parental and Family Engagement Plan (PFEP) is made publicly available. (ESEA 1116(b-g))

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Teachers and administrators are continually involved in local events and are often invited to participate in their community's celebrations. Administrators and teachers reach out to local businesses for participation in the school's business partners programs. To solicit as much parent input as possible, the current year PFEP will be shared with parents on the school website, in the Title I Notebook available in the main office, and on social media. Printed copies will be available upon request. <https://lwes.scps.k12.fl.us/>

#### Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the

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amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP. (ESEA Section 1114(b)(7)(ii))

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Longwood Elementary will continue to accelerate learning by monitoring i-Ready performance and adjusting learning paths, as needed. We will adapt PLCs and planning sessions to ensure teachers are customizing SCPS Framework lessons to fit the needs of our students, and expect rigorous, engaging lessons that meet the requirements of the standards. We will continue to monitor data and provide support to all stakeholders as needed.

### **How Plan is Developed**

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESEA Sections 1114(b)(5) and 1116(e)(4))

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Throughout the course of the school year, formally on a quarterly basis, Federal Projects and Resource Development department leadership meet with leadership from the Department of Teaching and Learning (Title II, Part A), Families in Need (Title IX, Part A), Student Support Services (IDEA), Alternative Program (Title I, Part D), and Early Learning (Pre-K/VPK). At these quarterly cross-department collaborative meetings, status updates of the Title I, Part A funded activities and initiatives are discussed. Such topics could include discussions between Federal Projects and Resource Development staff and Department of Teaching and Learning (DTL) staff discussing the implementation of a primary grades phonics program at Title I elementary schools. Resulting from these conversations, DTL leadership may suggest more purchased materials for the phonics program, and/or more on-site training days. These decisions would have an impact to the Title I budget for the next school year, which would then lead to further conversations with DTL leadership about adjusting needs and priorities for the other Title I, Part A funded activities.

Federal Projects and Resource Development department leadership also meet with leadership from the Department of Teaching and Learning (Title II, Part A), Families in Need (Title IX, Part A), Student Support Services (IDEA), Alternative Program (Title I, Part D), and Early Learning (Pre-K/VPK) to develop the Title I, Part A plan. The various areas of focus which are supported with Title I, Part A funds are discussed with the respective leadership from those departments/programs, to ensure that the activities being proposed have the highest likelihood of success.

During the planning phase of Title I school-wide plans, which typically begins late February or early March for the upcoming school year, leadership from the Federal Projects and Resource

development department coordinate Title I collaborative planning sessions. Invited to these planning sessions are Title I school principals and designees from their leadership teams. Title I school team planning sessions are grouped so that all of the schools supported by a specific Assistant Superintendent meet together. Having the Assistant Superintendent participate in the collaborative planning session proves helpful, in that they are available to remind the principals of other programs or funding sources available. For instance, the Assistant Superintendent, Student Support Services would be able to remind a principal that IDEA funds are already in place to support an initiative that the principal wanted to include in their upcoming Title I, Part A plan.

## **B. Component(s) of the Schoolwide Program Plan**

### **Components of the Schoolwide Program Plan, as applicable**

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

#### **Improving Student's Skills Outside the Academic Subject Areas**

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESEA 1114(b)(7)(iii)(I))

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At Longwood Elementary, we are dedicated to providing comprehensive support services that extend beyond academic subjects to ensure the holistic development and well-being of our students. We have a dedicated licensed school counselor and social worker who provides individual and group counseling sessions for students experiencing social, emotional, or behavioral challenges. Our counselor is trained to intervene during crises and provide immediate support to students in distress, ensuring their safety and well-being. Our school-based mental health counselor facilitates support groups for students dealing with common mental health issues such as anxiety, depression, grief, or trauma. We foster collaboration among teachers, counselors, support staff, administrators, and parents/guardians to address the diverse needs of students and implement comprehensive support plans. We student data, assessments, and feedback to tailor interventions and support services, ensuring they are effective and responsive to student needs.

#### **Preparing for Postsecondary Opportunities and the Workforce**

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESEA 1114(b)(7)(iii)(II))

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The annual "Teach-In" provides an opportunity for local business people to come in and talk with students about their individual fields. Local businesses include: law enforcement, hospitality, dentistry, technology, and engineers, ect. These types of events allow students to see a large sampling of the types of careers available in the future, and lends itself to fostering conversations about their future. Students are offered opportunities to accelerate in math which helps in meeting secondary school goals.

Students are able to participate in computer coding. Our 5th graders have the opportunity to get industry certified, as well.

#### **Addressing Problem Behavior and Early Intervening Services**

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior,

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and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. (20 U.S.C. 1400 et seq. and ESEA 1114(b)(7)(iii)(III)).

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At Longwood Elementary, our goal is to create a positive school climate where all students feel safe, respected, and supported in their learning environment. To achieve this, we will implement a comprehensive approach using PBIS (Positive Behavioral Interventions and Supports), Behavior Coaching Academy, and Restorative Practices to address problem behavior and provide early intervening services.

### **Implementation Steps:**

#### **PBIS**

- Establish a PBIS team consisting of administrators, teachers, counselors, and support staff.
- Conduct a behavior analysis to identify common problem behaviors and areas needing improvement.
- Develop a school-wide PBIS framework based on proactive strategies, clear expectations, and positive reinforcement.
- Teach and model behavioral expectations consistently across all school settings (classrooms, hallways, cafeteria, playground).
- Implement a system for recognizing and rewarding positive behavior through incentives, acknowledgments, and celebrations.
- Regularly review behavior data to assess the effectiveness of PBIS strategies and adjust as needed.

#### **Behavior Coaching Academy:**

- Select experienced teachers or staff members as behavior coaches who demonstrate strong classroom management skills and empathy.
- Provide comprehensive training for behavior coaches on restorative practices, behavior management techniques, and conflict resolution strategies.
- Assign behavior coaches to work directly with teachers and students to address individual behavior challenges and provide personalized support.
- Conduct regular coaching sessions with teachers to develop behavior intervention plans (BIPs) for students exhibiting persistent behavior issues.
- Monitor the progress of behavior intervention plans and provide ongoing feedback and support to teachers and students.

**Restorative Practices:**

- Provide professional development on restorative practices for all staff members to promote a shared understanding and implementation consistency.
- Conduct regular restorative circles in classrooms to build community, address conflicts, and strengthen relationships among students and between students and teachers.
- Use restorative conferences to resolve conflicts and repair harm by facilitating dialogue, understanding, and accountability.
- Implement restorative reintegration plans for students returning from suspensions or behavioral interventions to ensure a smooth transition and continued support.

**Professional Learning and Other Activities**

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESEA section 11149b)(7)(iii)(V)).

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Longwood Elementary offers ongoing training and professional development opportunities for certified teachers and staff on best practices in early childhood education, including effective instructional strategies and behavior management techniques.

**Strategies to Assist Preschool Children**

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESEA 1114(b)(7)(iii)(V))

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Longwood Elementary, recognizes the importance of providing effective strategies to support our preschool students in their early educational journey. At Longwood, we implement a curriculum that is aligned with early childhood standards and focuses on play-based learning, exploration, and hands-on activities. We conduct regular assessments to identify each child's strengths and areas for growth. Develop individualized learning plans or goals to meet the unique needs of each preschool student, including those with developmental delays or special needs. We, also, implement positive behavior reinforcement strategies to encourage appropriate behaviors and teach self-regulation skills. We foster strong partnerships with parents/guardians through open communication, family events, and workshops on early childhood development and parenting skills. Teachers ensure preschool classrooms are safe, inviting, and organized to support learning and exploration. They also maintain a positive school climate where preschool students feel valued, respected, and supported by caring relationships with teachers and staff.

## VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (d)(2)(C) and 1114(b)(6)).

### Process to Review the Use of Resources

Describe the process to review the use of resources to meet the identified needs of students.

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No Answer Entered

### Specifics to Address the Need

Identify the specific resource(s), rationale (i.e., data) and plan to address the need(s) (i.e., timeline).

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No Answer Entered

## VII. Budget to Support Areas of Focus

Check if this school is eligible for 2024-25 UniSIG funds but has chosen not to apply.

**No**

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00