Date Submitted:

Dates of Revisions:

School Name: **Longwood Elementary**
School Performance Plan
20 12 - 20 13

All school advisory agendas, minutes, membership, and guidelines of operations are housed at the school site as well as the district office. These reflect the process used in the preparation and evaluation of the school performance plan and the school's annual budget. SAC funds in the amount of $ 446.55, will primarily be used for : support of school-wide projects.

The names represented below indicate approval of the SPP by SAC committee members.

Sonia Weikel
Principal

Lauren Goodpaster
 SAC Chair

Legend

AICE:	Advance International Certificate of Education
AP:	Advanced Placement
AYP:	Adequate Yearly Progress
CCS:	Common Core Standards
DA	Differentiated Accountability
DEA:	Discovery Education Assessment
ED:	Economically Disadvantaged
ELL:	English Language Learners
ESE:	Exceptional Student Education
FAIR:	Florida Assessment for Instruction of Reading
FCAT:	Florida Comprehensive Assessment Test
IB:	International Baccalaureate
IEP:	Individualized Education Plan
IPDP:	Individualized Professional Development Plan
NGSSS:	Next Generation Sunshine State Standards

NCLB:	No Child Left Behind
PDSP:	Professional Development Site Plan
PERT:	Postsecondary Education Readiness Test
PLAN:	(ACT's 10th Grade Assessment Test)
PMP:	Progress Monitoring Plan
PMS:	Progress Monitoring System
POC:	Plan of Care
PPP:	Pupil Progression Plan
RtI:	Response to Intervention
SAC:	School Advisory Council
SAI:	Supplemental Academic Instruction
SAT 10:	Stanford Achievement Test
SESAT:	Stanford Early School Achievement Test
SINI:	Schools in Need of Improvement
SPP/SIP	School Performance Plan; School Improvement Plan
SWD:	Students with Disabilities
VE:	Varying Exceptionalities

School Profile:

In 1971, Longwood Elementary, located in the Poquito Bayou neighborhood next to Bob Hope Village, opened with the vision of preparing children to think, dream, believe and achieve. Historically and today, Longwood Elementary administration, teachers, and instructional support staff are committed to the mission of providing a highly engaging and rigorous academic learning environment based on authentic curriculums delivered with fidelity which ensure each student has the opportunity to think, dream, believe and achieve their individual learning goals that are relevant to careers for the 21st century global economy.

Through the decades the demographics of the student population have transformed as the zoned areas for Longwood Elementary encompassed neighborhoods located on or near Racetrack Road, the Children's Neighborhood, and the Ranger Camp. The diverse student population has recently been on a steady incline with a growing ELL population and economically disadvantaged students. More than 70% of the student population receives free or reduced lunch resulting in Longwood Elementary being a full time Title I school. To support our students and families, Longwood Elementary employs a highly qualified Title I administrator, faculty, and highly qualified instructional support staff. Title I personnel in collaboration with teachers and instructional support staff, create an engaging learning environment with learning opportunities based on research, data, Next Generation Sunshine State Standards, Common Core Standards, and college and career ready standards that facilitates each student's acquisition of complex and advanced skills.

The 1970 architectural open concept pod-classroom design of Longwood Elementary creates a unique environmental setting for the teachers and students. The open pod-classroom setting promotes interaction among teachers in the pod and integrates student interactions throughout the grade level. The pod setting facilitates cooperation and the lesson study pedagogical model among teachers which results in students receiving data driven, prescriptive instruction in an educational environment that meets their educational needs.

CHOICE Institute, Longwood Elementary School- Careers in the 21st Century- Focus on Aviation and Aerospace Industries with a 21st Century Classroom approach

Vision: Students will participate in activities across grade levels and curriculum that focus on careers of the 21st Century. Students will develop an awareness, interest, and skills that will prepare them for the opportunities in careers of the next generation. Students will gain rigor and mastery of skills that will provide improved performance in reading through vocabulary and research, in math through technology and engineering, in science through aerospace and hands on activities, and in writing through Writer's Workshop model.

Mission: Each grade level will focus on a specific career field related to the CHOICE institutes in the field of Aviation and Aerospace Industries. The activities and the career fields are selected based on the Science Next Generation SSS targeting the Big Ideas in the prospective grade levels. Each Grade Level Team will plan curriculum and activities to incorporate the CHOICE focus across the curriculum disciplines. Each week an instructor from our newly emerging Computer Engineering Center, will provide instruction related to the CHOICE focus for the grade level. The CRT will continue the lesson objectives through in-depth exploration to engage and strengthen student learning in all academic areas.

Goals and Objectives for 212-2013. Students will be provided:

- Increased math rigor

- Activities that engage in higher order thinking skills and problem solving skills

- Scientific investigation through hands on activities in the Longwood Science Lab

- Technology and its uses through activities in the Longwood Computer Lab

- Development and enhancement of research and writing skills

- Knowledge of the careers in the 21st Century

- Preparation to pursue the skills and knowledge of 21St Century society

- Development of a global perspective and the ever changing society

- Introduction to geographical and climatic studies

- Introduction to the global economy and its influences in the market place

- Student access and participation in the Florida Educator Digital Classroom at Longwood

- Creative arts activities in the Art Studio and Music Classrooms at Longwood

- Exposure and access to books and materials for research in the Longwood Media Center

- Introduction of school wide Discipline-Behavior Plan and Character Education Program

- Daily wellness and fitness program through PE classes

LONGWOOD ELEMENTARY (0681)
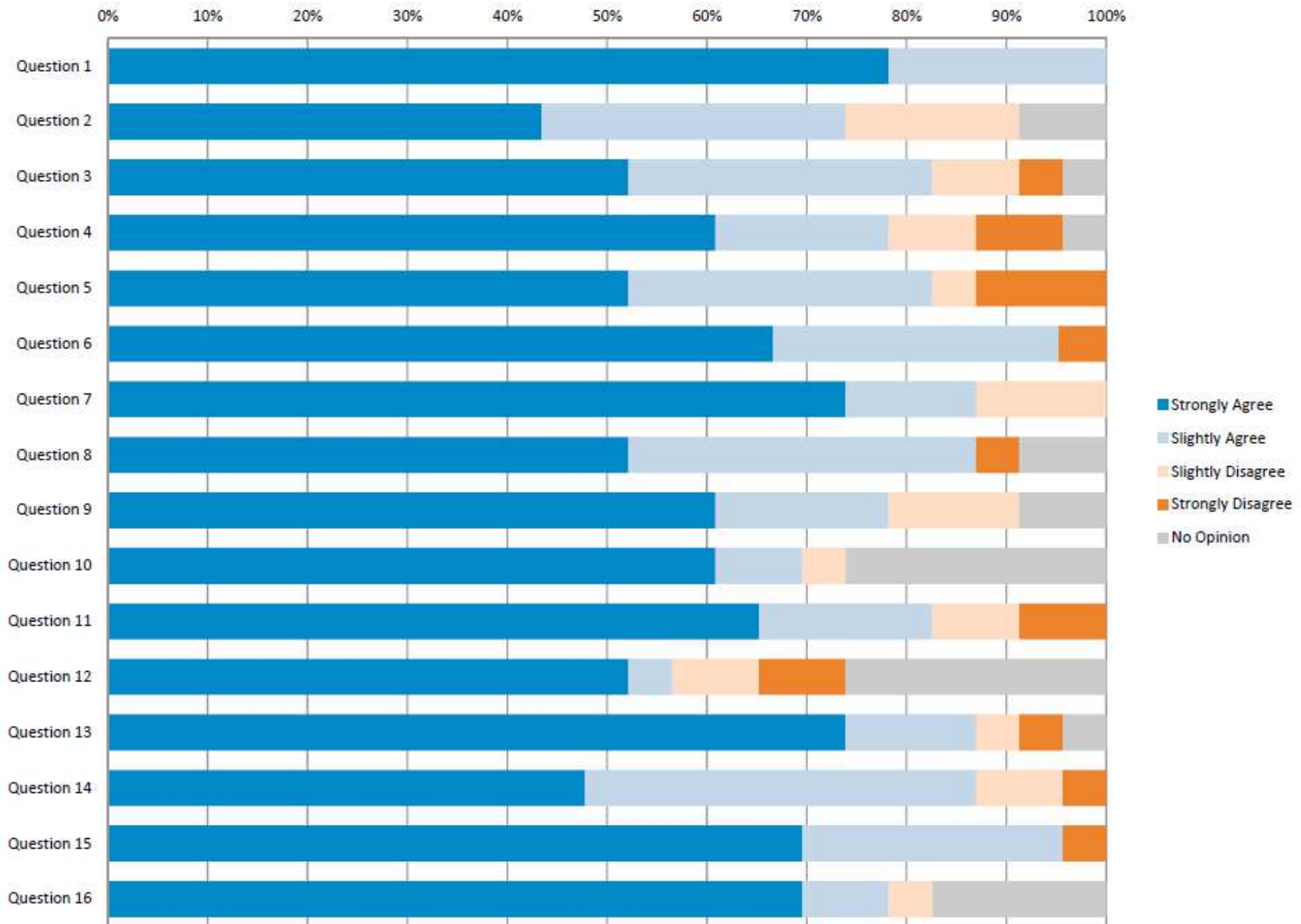
School Year (Click on year to see detailed report)	Grade (Includes Learning Gains) more info	% at Level 3 or Higher in Reading	% at Level 3 or Higher in Math	% Meeting the Writing Standard	% at Level 3 or Higher in Science	% Making Learning Gains in Reading	% Making Learning Gains in Math	% of Lowest 25% Making Learning Gains in Reading	% of Lowest 25% Making Learning Gains in Math	Points Earned (Sum of Previous 9 Columns) more info	Free and Reduced Lunch	Minority Rate
2011-12	B	56	50	79	46	69	60	77	57	495	71	44
2010-11	A	87	81	76	68	81	59	73	50	575	66	35
2009-10	B	76	79	85	55	65	48	59	51	518	65	39

Longwood Elementary Average FCAT Scores for 3rd, 4th, 5th Grades for 2010-2012 with Projected Trend Line

2012 M	2012 R	2011 M	2011R	2010 M	2010 R
2.502058	2.735537	3.043478	3.094203	3.301587	3.047619
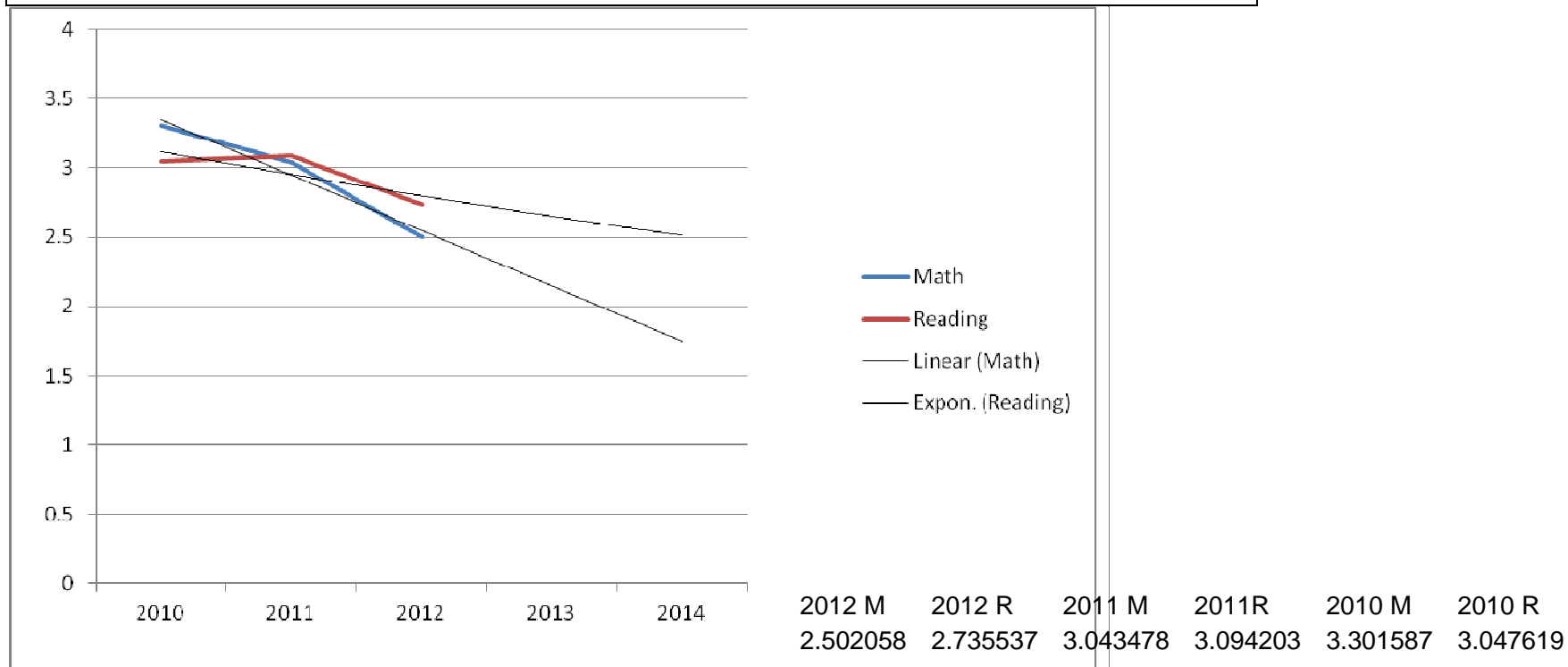
School Vision:

Maximize educational systems that empower students to successfully transition into a globally competitive society.

School Mission:

Perpetuate our commitment to educational excellence through:

- Rigorous and relevant curriculum
- Accountability
- Stakeholder relationships

Belief Statements:

- Every student regardless of ethnicity, gender, economic status or disability is expected to reach his or her academic potential.
- Students and staff are held to high, measurable standards of performance and conduct.
- Students are provided a positive and safe learning environment.
- Students' needs drive resource decisions.
- Education is the shared responsibility of the entire community of stakeholders.
- Curriculum and instruction are research-based and data driven with prescriptive instruction for all students.
- Differentiated instruction is based on analysis and application of student achievement data and need.
- Comprehensive professional development is imperative for quality instruction and improved student performance.
- Grades are an accurate reflection of a student's academic progress and skill application, as defined by the Next Generation Sunshine State Standards, Common Core Standards, college and career ready standards, and/or course content.
- Upon graduation, students will be college and/or career-ready.

School: Longwood Elementary		School Focus: Reading	
District Goal:		Students shall demonstrate reading proficiency at or above expected grade level.	

Highly Qualified Status Administrators: (Title I)	Sonia Weikel	
Reading Instructors/Recruitment: (Secondary)	14.3%(6) Teachers with reading certification/endorsement	1 Teacher working towards reading certification/ endorsement.

Objective R-1	The percentage of all curriculum students who will be proficient in reading as defined by the State of Florida on the Florida Comprehensive Assessment Test will be at least 87%
Objective R-2	The percentage of all curriculum students who will make learning gains in reading as defined by the State of Florida on the FCAT will be at least 87%.
Objective R-3	The percentage of students in the lowest 25% who will make learning gains in reading as defined by the State of Florida on the FCAT will be at least 87%

Target Group(s) Supporting Data (summary) – Provide 3 year historical data chart	Strategies/Innovative methods & extended learning opportunities Include technology and assessment	Budget	Professional Development (Identify measurable teacher outcome)	Communication with Parents & Customer Relations (Community/Parent awareness)
• The achievement level across all areas of the core curriculum and in each subgroup significantly declined. The following barriers have been identified and will be targeted through a school wide focus on remediation, increased rigor, and high quality data driven prescriptive	• Grade levels and departments will participate in Data Analysis Teams designed to examine and collaborate on instructional methods, develop assessments to determine instructional and curricular adjustments, monitor student progress to provide targeted, prescriptive strategies for remediation or rigorous authentic extended instruction for students. • Grade level data teams will meet weekly to discuss student proficiency levels and specific	$718.25 Premier Agenda Inserts for CRT planners $318 Resources fo Education- CCS strategies $546 ForeSight Formative Assessment	PDSP Focus:: 100% of teachers will participate in Data Teams Lead Model to determine high yield strategies to use when instructing students. DATA TEAM LEAD MODEL: • Learning: Actions that require you and others to learn- (ER PD, PLC, Data	• School website with links to parent information • Weekly classroom newsletter and a monthly school newsletter • Family awareness nights (Title I Nights for Math, Science, and Literacy

instruction delivered with fidelity and rigor. • High ELL population, students living in poverty, and lack of background experiences. • Insufficient amount of proven, effective lessons. • Increased rigor of NGSSS in 3-5 grades. • Insufficient amount of reading across the curriculum- low level understanding/ comprehension of informational text. • Attention to low performing students creating a lack of rigor for level 3-5 students. • Heavy reliance on Basal. • Insufficient progress monitoring to adjust instruction and	student needs that are below grade level. • Data Team findings will be shared with the Student Support Team (SST) who will serve as data team facilitators to ensure that the areas of student weakness are being addressed. • School-wide focus on providing students with specific feedback, self-reporting grades, conferencing, and goal setting (Hattie). • All students will be instructed in personal goal setting strategies and needs to accomplish the learning goals and weekly objectives. • ForeSight will be used in 3rd, 4th, and 5th grades as a formative assessment in the areas of reading to provide data needed for engaging, rigorous, prescriptive instruction. • Ongoing formative assessments will be used in each classroom to asses student progress and adjust instruction as needed to meet the unique learning needs	program $1089.05 Flipcharts for CCSS implementation in all grades $1,399.50 Learning A-Z Instructional Technology Reading Program $10,400 Leadership and Learning In-service Training for Data Team Implementation $2,475.80 for Educational Technology $3,270 Mimio $1,025 Luna $2,949.42 Earobics $2,077.94 <u>Visible Learning for Teachers</u>, for book study for high yield	Teams, Lesson Study) • Evidence: Actions that require you to collect, analyze, and use data to guide decisions- (systematic collaborative team meetings to look at cause and effect data) • Attitude: Actions that challenge unhelpful attitudes and support contributive attitudes- (we are in this together, we can do this) • Decisions: Actions that put you at a decision point Objective/other: : • Hattie's *Visible Learning* strategies will be implemented in classrooms. The strategies chosen are: feedback, goal setting, self-reporting of grades. • Teachers will also engage in reviewing text to determine text complexity. • Integration of the	• Family Night for Unlocking the Keys to Educational Success- information on Discovery Education, FCAT, Progress Monitoring Plans, and the educational technology websites with passwords provided by Longwood and Okaloosa School District. • Common Core Standards Pamphlet for Parents • School marquee • School-wide family breakfast programs • Business partnerships with Dunkin Donuts, Family of Faith Church, Choctawhatchee High School, Papa John's Pizza, Cake Masters, AIAA, and Chic fil A

curriculum.	and challenges of each student.	instructional strategies	CCSS will continue in all grade levels Teacher Talks with the Principal for support of implementation of initiatives targeted for SY 2012-2013.	
• Focus on providing attention to non-proficient readers creating a deficit of focus on proficient readers in providing rigor and higher order thinking Differentiated Instruction.	• Wheel classes are an extension of the data driven instruction from the student's regular classroom. The wheel classes provide authentic learning experiences delivered in an engaging learning environment that is designed to provide remediation and acceleration based on student needs.			
• High percent of poverty students and lack of prior knowledge.			• Thursday Morning New Teacher Orientation meetings to provide support and information for implementation of existing Okaloosa County School Instructional Expectations.	
• High percentage of 2nd grade students at minimal proficiency level being promoted to grade 3.	• Thematic units of study will be taught at each grade level in order to integrate the standards across the curriculum.			
• Low to moderate engagement level of primary during the 90 minute reading block.	• The classroom teachers and Title support team, through scaffolding, response to intervention tier level strategies, and on-going progress monitoring, will provide flexible and responsive strategies to engage, support, and accommodate the unique learning needs of identified at risk learners in the classroom.			
• Over use of whole group instruction during the reading block.				
• Deficient use of	• Feedback will be provided to students so they are cognizant of where they are and will be able			

non-fictional writing to explain and defend view points of individual.	to set learning goals for themselves.
• Over use of questioning in low level order thinking skills.	• The Literacy Coach and Title I Coordinator will meet with individual grade levels to construct text complexity ratings for passages at each grade level aligned across the curriculum.
• Insufficiency of clearly stated learning objectives communicated to the students.	• Implementation of the Daily 5 and CAFÉ or balanced Literacy model during the 90 min. reading block.
• Minimal use of student conferencing to provide feedback as to where individuals stand in meeting learning goals.	• The District Curriculum Guide/ NGSSS/ Big Ideas with bridging to Common Core Standards and Career Ready Authentic Curriculums will drive the curriculum. The Principal will provide opportunities and resources to develop an awareness and understanding and continued implementation of the ELA Common Core Standards in Grades K-5.
• Insufficient use of engaging data driven instructional technology.	
• Insufficient use of grade level collaborative planning based on implantation of high yield.	• All teachers will post the learning objectives with explicit details for mastery to the students.
	• Teachers will develop lessons that have been proven to be effective in a particular subject

	area.			
	• Teachers will use unwrapped standards to ensure the coverage of skills and concepts.			
	• Provide targeted, data driven instruction of assimilation, transfer, and synthesizing of concepts and information of concepts across integrated content curriculum areas.			
	• Each grade level will select exemplar texts vertically aligned across grade levels.			
	• Teachers will implement the Comprehension Instructional Sequence with support.			
	• Teachers will instruct students in writing arguments and claims using supportive evidence in reflection journals.			
	• Students will demonstrate commands of standard English when writing or speaking.			
	• Students will participate in shared research and writing projects.			
	• Use of graphic organizers and power strategies (Marzano) to aid in the comprehension of nonfiction and informational			

	text.\Use of Social Studies weekly for increased reading practice in the content area. • Students will locate information in text and provide a written answer that supports their thinking. • All students will be instructed in personal goal setting strategies and needs to accomplish the goals. • Provide targeted, data driven instruction of assimilation, transfer, and synthesizing nonfiction information at students lexile leveled nonfiction passages. • Use of high yield strategies in all areas of the content curriculum to increase student achievement. • Technology will be used for assessment and remediation. A mobile laptop lab and iPad lab will also be used so students have access to technology in the classroom. • Earobics (computer based phonics program) will be implemented with targeted learners identified with phonemic awareness/phonic deficits that impede acquisition of grade level		

	vocabulary.			
	• RAZ kids will be implemented to increase reading comprehension and fluency.			
	• Read About will be used to increase vocabulary and comprehension.			
	• Proficient readers FCAT level 4,5 will have an opportunity to meet in Book Clubs with Title Support Reading Endorsed Teacher.			
	• Proficient readers in all grade levels will meet in Literature Circles.			
	• All teachers will implement Differentiated Instruction with the understanding of individual differences and diverse cultures and communities represented in their classrooms to ensure inclusive learning environments that will enable each student to be highly engaged and to meet high standards.			
	• All teachers will focus on engaging learners by connecting concepts and using differing perspectives to engage learners in critical thinking, higher order thinking (Bloom's Taxonomy), and collaborative problem solving			

	related to questioning and activities based on authentic local and global issues. • All teachers will recognize that the patterns of learning and development vary individually for the SES students with learning deficits and will provide targeted developmentally appropriate and challenging learning experiences for these learners in coordination with the title 1 services and after school tutoring programs. • All teachers will focus on enhancing background knowledge by designing and implementing coherent engaging instruction through Mimio, web bases learning sites, field trips, guest speakers, mentors, presentations and program. • Use of continuous progress monitoring with multiple methods of assessment, rubrics, exemplars for students to assess own achievement, common grade level formative assessments, and summative assessments to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's assessments- to drive rigorous,			

	coherent instruction. • All teachers will use a variety of instructional strategies and enrichment activities that enhance the learner's background knowledge and engage the learner in building skills to apply knowledge in authentic ways. • Teachers will participate in Lesson Study groups by grade level or content area; common planning time is built into the master schedule for all grade levels to collaborate planning for the instructional needs of students.			

- **The process for administering formative and summative assessments (screening, diagnostic, & progress monitoring) is identified in the Okaloosa County Pupil Progression Plan.**

School: Longwood Elementary		School Focus: Math
District Goal:		Students shall demonstrate math proficiency at or above expected grade level.

Objective M-1	The percentage of all curriculum students who will be proficient in math as defined by the State of Florida on the Florida Comprehensive Assessment Test will be at least 80%.
Objective M-2	The percentage of all curriculum students who will achieve FCAT adequate yearly progress in math as defined by the State of Florida on the FCAT will be at least 80%.
Objective M-3	The percentage of students in the lowest 25% who will make learning gains in math as defined by the State of Florida on the FCAT will be at least 80 %.

Target Group(s) Supporting Data (summary) – Provide 3 year historical data chart	Strategies/Innovative methods & extended learning opportunities Include technology and assessment	Budget	Professional Development (Identify measurable teacher outcome)	Communication with Parents & Customer Relations (Community/Parent awareness)
The achievement level across all areas of the core curriculum and in each subgroup significantly declined. The following barriers have been identified and will be targeted through a school wide focus on remediation, increased rigor, and high quality data driven prescriptive instruction delivered with fidelity and rigor. • High ELL population students living in poverty, and lack of background	• Grade levels and departments will participate in Data Teams to examine instructional methods, focus on progress monitoring, and provide targeted remediation to students. • School-wide focus on providing students with specific feedback, self-reporting grades, conferencing, and goal setting (Hattie). • ForeSight will be used in 3rd, 4th, and 5th grades as a formative assessment in the areas of reading, math, and 5th grade science to provide data needed for engaging, rigorous, prescriptive instruction.	$2,680 IXL math instructional technology program 718.25 Premier Agenda Inserts for CRT planners $318 Resources fo Education- CCS strategies $546 ForeSight Formative Assessment	**PDSP Focus:** • 100% of teachers will participate in Data Teams Lead Model to determine high yield strategies to use when instructing students. • DATA TEAM LEAD MODEL • Learning: Actions that require you and others to learn- (ER PD, PLC, Data Teams, Lesson Study) • Evidence: Actions that require you to collect, analyze,	• School website with links to parent information • Weekly classroom newsletter and a monthly school newsletter • Family awareness nights (Title I Nights for Math, Science, and Literacy • Family Night for Unlocking the Keys to Educational Success-

experiences • Insufficient amount of proven, effective lessons • Increased rigor of NGSSS in 3-5 grades. • Attention to low performing students creating a lack of rigor for level 3-5 students. • Heavy reliance on Math Text and worksheets. • Insufficient progress monitoring to adjust instruction and curriculum. • Focus on providing attention to non-proficient math students creating a deficit of focus on proficient math students in providing rigor and higher order thinking Differentiated	• A mobile laptop lab and iPad lab will also be used so students have access to technology in the classroom. • Wheel classes are designed to provide remediation and acceleration based on student needs. • Data Team findings will be shared with the Student Support Team (SST) to ensure that the areas of student weakness are being addressed. • Each grade level in math will use the learning goal planning guides to focus lessons. Formative assessments in math based on the standards will be used for ongoing progress monitoring. Resources that will be used are, but not limited to, the Math Formative Assessment System and CPALMS. • Students will participate in ongoing discussions and reflections of mathematical standards specific for their grade level learning activities. • The Common Core state standards will be implemented in all grade levels to include 1) Writing to explain a mathematical process, 2) Eight Essential math practices from the District revised "Comprehensive Math Model" will	program $1089.05 Flipcharts for CCSS implementation in all grades $1,399.50 Learning A-Z Instructional Technology Reading Program $10,400 Leadership and Learning In-service Training for Data Team Implementation $2,475.80 for Educational Technology $3,270 Mimio $1,025 Luna $2,077.94 <u>Visible Learning for Teachers</u>, for book study for high yield instructional strategies	and use data to guide s. decisions- (systematic collaborative team meetings to look at cause and effect data) • Attitude: Actions that challenge unhelpful attitudes and support contributive attitudes- (we are in this together, we can do this) • Decisions: Actions that put you at a decision point • **Objective/other**: • Hattie's *Visible Learning* strategies will be implemented in classrooms. The strategies chosen are: feedback, goal setting, self-reporting of grades. • Teachers will also engage in reviewing text to determine text complexity. • Integration of the CCSS will continue in all grade levels.	information on Discovery Education, FCAT, Progress Monitoring Plans, and the educational technology websites with passwords provided by Longwood and Okaloosa School District. • Common Core Standards Pamphlet for Parents • School marquee • School-wide family breakfast programs • Business partnerships with Dunkin Donuts, Family of Faith Church, Choctawhatchee High School, Papa John's Pizza, Cake Masters, AIAA, and Chic fil A

Instruction. • High percent of poverty students and lack of prior knowledge of mathematical concepts. • High percentage of 2nd grade students at minimal proficiency level being promoted to grade 3. • Low to moderate engagement level of primary during the math block. • Over use of whole group instruction during the math block. • Deficient use of reflection on mathematical concepts in math journal. • Over use of questioning in low level order thinking skills.	be implemented in classroom instruction, 3) Sample PARCC "type" questions will be included in guided math instruction for students to experience multi-step, complex thinking problems. These samples are found in the PARCC website • Feedback will be provided to students so they are cognizant of where they are and will be able to set learning goals for themselves. • Instructional strategies will be refined, adjusted, and revised based on evidence obtained from formative assessments. • Technology will be used for assessment and remediation. Programs to be implemented are: IXL math and ForeSight. • Title 1 support (SST) prescriptive remediation at Tier 2 interventions- intense collaboration with CRT. • Implementation of IXL NGSSS web based practice program. • Increased awareness of NGSSS/Common Core through unwrapping the standards to target instructed with the pacing guide as an outline.	$3,436.11 Social Studies Weekly $3436.11 Science Weekly	• The Math Coach Grades K-2 and the Math Resource Teacher Grades 3-5 will meet with each grade level to unpack the Common Core Standards specific to that grade level. • Common Core Standards will be vertically aligned across grade levels using the Math Progression Project Charts. • In-service Training for CRT to become aware and utilize the numerous resources on CPALMS and Math Formative Assessment System. • Teacher Talks with the Principal for support of implementation of initiatives targeted for SY 2012-2013. • Thursday Morning New Teacher Orientation	

• Insufficiency of clearly stated learning objectives communicated to the students. • Minimal use of student conferencing to provide feedback as to where individuals stand in meeting learning goals. • Insufficient use of engaging data driven instructional technology. • Insufficient use of grade level collaborative planning based on implementation of high yield strategies.	• All classroom teachers will provide differentiated instruction (i.e. small groups, on-line resources, Go Math software, IXL web based practice, Math "Wheel" class, student collaboration, station activities for practice, focus on fact fluency) to meet the needs of all learners. • All teachers will implement Differentiated Instruction (on-line resources, Go Math software, and problem of the day, Math Wheel class, student collaboration, station activity practice, and focus on fact fluency). • The District Curriculum Guide/ NGSSS/ Big Ideas will drive the curriculum. • All teachers will post the learning objectives with explicit details for mastery to the students. • Proficient math students will participate in differentiated groups (online resources, AIMS activities, development of word problems, and Accelerated Math). • Use of repetitive practice with number sense using Math Facts in Flash- focus on math fact fluency.		meetings to provide support and information for implementation of existing Okaloosa County School Instructional Expectations.

	- Data Analysis Teams will be established for grade level collaboration of assessments to determine instructional and curricular adjustments. Grade level data teams will meet monthly. - Remediation students will be instructed in personal goal setting strategies and needs to accomplish the goals. - Proficient math students will participate in Differentiated groups (Math Facts in a Flash, Go Math, Grab N Go Math activities, DEA resources, On Stage Math centers) during regular classroom instruction and wheel enrichment class. - Levelizing math groups with the more proficient learners moving towards Pre-Algebra skills while in 5th grade. - Low SES students with learning deficits will be targeted for title 1 services and after school tutoring. - All teachers will focus on building background knowledge through Mimio, web bases learning sites, field trips, guest speakers, mentors, presentations and programs.			

	• Use of continuous progress monitoring with common grade level formative, summative assessments- to drive instruction. • Progress monitor more effectively to meet the individual student needs using the specific data from the DEA assessment and 2010-11 FCAT data along with formative assessments. Teachers will use the data to implement instructional and curricular adjustments as indicated from the data. • Use of repetitive practice with number sense using Math Facts in a Flash along with IXL and focus on math fact fluency. • Classroom teachers will post the learning objectives and provide students with clear understanding of the expectation/ mastery of the standard. • Provide consistent vocabulary instruction for ELL students during the 60 minute block. • Classroom enrichment activities to be implemented to enhance background knowledge. • Teachers will instruct students in			

	Test Taking Strategies in preparation for DEA and FCAT.			

- **The process for administering formative and summative assessments (screening, diagnostic, & progress monitoring) is identified in the Okaloosa County Pupil Progression Plan.**

School: Longwood Elementary		School Focus: Writing	
District Goal:		Students shall demonstrate writing proficiency at or above expected grade level.	

Objective	The percentage of 4th grade students scoring 4.0 and above on FCAT Writing will be at least 80%.

Target Group(s) Supporting Data (summary) – Provide 3 year historical data chart	Strategies/Innovative methods & extended learning opportunities Include technology and assessment	Budget	Professional Development (Identify measurable teacher outcome)	Communication with Parents & Customer Relations (Community/Parent awareness)
• The achievement level across all areas of the core curriculum and in each subgroup significantly declined. The following barriers have been identified and will be targeted through a school wide focus on remediation, increased rigor, and high quality data driven prescriptive instruction delivered with fidelity and rigor**.** • Insufficient use of focus on non-fiction writing. • Lack of student's awareness of where	• Grade levels and departments will participate in Data Teams to examine instructional methods, focus on progress monitoring, and provide targeted remediation to students. • School-wide focus on providing students with specific feedback, self-reporting grades, conferencing, and goal setting (Hattie). . • Formative assessments will be used in the classroom as well as in the remediation wheel. • Data Team findings will be shared with the Student Support Team (SST) to ensure that the areas of student weakness are being addressed. • Write Source will be administered three times a year to provide progress monitoring for writing in	718.25 Premier Agenda Inserts for CRT planners $318 Resources fo Education-CCS strategies $546 ForeSight Formative Assessment program $1089.05 Flipcharts for CCSS implementatio n in all grades $1,399.50 Learning A-Z	**PDSP Focus**: : 100% of teachers will participate in Data Teams Lead Model to determine high yield strategies to use when instructing students. DATA TEAM LEAD MODEL •Learning: Actions that require you and others to learn- (ER PD, PLC, Data Teams, Lesson Study) •Evidence: Actions that require you to collect, analyze, and use data to guide decisions- (systematic collaborative team meetings to look at cause and effect data) • Attitude: Actions that challenge unhelpful attitudes and support contributive attitudes- (we are in this together, we can	School website with links to parent information Weekly classroom newsletter and a monthly school newsletter Family awareness nights (Title I Nights) School marquee School-wide family breakfast programs Business partnerships with Dunkin Donuts, Family of Faith Church, Choctawhatchee High School, Papa John's Pizza, Cake Masters, AIAA, and Chic fil A • School website with links to parent information

they are in the progression of their grade level expectations as assessed through the Florida Writes Rubric. • Lack of prior knowledge with low SES students in vocabulary and experience base development. • Increasing ELL population with little background in written expression. • High mobility rate of our school- new students that have not been trained in the principles of Florida Writes	3rd and 4th grades that will provide integral data to drive writing instruction. • Technology will be used for assessment and remediation • All grade levels have 45 minutes to 60 minutes of daily writing instruction. In addition, teachers are providing integrated writing curriculum with both science and math. Students will be responding to informational text in science and to word problems in math by explaining a view and supporting their view with supporting evidence in the text. • All grade levels will be dissecting informational text in science and social studies and stating a claim. Students will be instructed in the search for justification to this claim through supporting details. Teachers have included a targeted reading objective which states that students will be able to identify the main idea of a piece of literature or text and further the claim with supporting details. Students will demonstrate this skill in writing class. • Teachers in all grade levels will be instructing students in self-reporting of writing skills as exemplars are provided for students to analyze their writing proficiency. Students will be	Instructional Technology Reading Program $10,400 Leadership and Learning In-service Training for Data Team Implementation $2,475.80 for Educational Technology $3,270 Mimio $1,025 Luna $2,949.42 Earobics $2,077.94 <u>Visible Learning for Teachers</u>, for book study for high yield instructional strategies $2,158 WriteScore formative assessment program	do this) • Decisions: Actions that put you at a decision point . **Objective/other:** • Hattie's *Visible Learning* strategies will be implemented in classrooms. The strategies chosen are: feedback, goal setting, self-reporting of grades. • Teachers will also engage in reviewing text to determine text complexity. • Integration of the CCSS will continue in all grade levels • The Principal will provide opportunities and resources to develop an awareness, understanding, and implementation of the English Language Arts Common Core Standards in Grades K-5. • Teacher Talks with the Principal for support of implementation of initiatives targeted for SY 2012-2013.	• Weekly classroom newsletter and a monthly school newsletter • Family awareness nights (Title I Nights for Math, Science, and Literacy • Family Night for Unlocking the Keys to Educational Success- information on Discovery Education, FCAT, Progress Monitoring Plans, and the educational technology websites with passwords provided by Longwood and Okaloosa School District. • Common Core Standards Pamphlet for Parents • School marquee • School-wide family breakfast programs

	expected to know where they stand on a continuum- writing rubric, and where they need to be and how to get there. Teachers will provide feed-back through various methods- primarily conferencing with the students. Students will be in continuous state of editing and revision as a means of progress monitoring.		• Thursday Morning New Teacher Orientation meetings to provide support and information for implementation of existing Okaloosa County School Instructional Expectations.	• Business partnerships with Dunkin Donuts, Family of Faith Church, Choctawhatchee High School, Papa John's Pizza, Cake Masters, AIAA, and Chic fil A

- **The process for administering formative and summative assessments (screening, diagnostic, & progress monitoring) is identified in the Okaloosa County Pupil Progression Plan.**

School: Longwood Elementary		School Focus: Science	
District Goal:	Students shall demonstrate science proficiency at or above expected grade level.		

Objective S-1 (Grade 5)	The percentage of 5th grade students who will be proficient in science as defined by the State of Florida on the Florida Comprehensive Assessment Test will be at least 70%.)

Target Group(s) Supporting Data (summary) – Provide 3 year historical data chart	Strategies/Innovative methods & extended learning opportunities Include technology and assessment	Budget	Professional Development (Identify measurable teacher outcome)	Communication with Parents & Customer Relations (Community/Parent awareness)
• The achievement level across all areas of the core curriculum and in each subgroup significantly declined. The following barriers have been identified and will be targeted through a school wide focus on remediation, increased rigor, and high quality data driven prescriptive instruction delivered with fidelity and rigor. • High ELL population, Insufficient amount of proven, effective	• Grade levels and departments will participate in Data Teams to examine instructional methods, focus on progress monitoring, and provide targeted remediation to students. • School-wide focus on providing students with specific feedback, self-reporting grades, conferencing, and goal setting (Hattie). • ForeSight will be used in 5th grades as a formative assessment in the area of science to provide data needed for engaging, rigorous, prescriptive instruction. • Technology will be used for assessment and remediation.	$718.25 Premier Agenda Inserts for CRT planners $318 Resources for Education-CCS strategies $546 ForeSight Formative Assessment program $1089.05 Flipcharts for CCSS implementation in all grades $1,399.50 Learning A-Z Instructional	**PDSP Focus:** • : 100% of teachers will participate in Data Teams Lead Model to determine high yield strategies to use when instructing students. • DATA TEAM LEAD MODEL- Learning: Actions that require you and others to learn- (ER PD, PLC, Data Teams, Lesson Study). • Evidence: Actions that require you to collect, analyze, and use data to guide decisions- (systematic collaborative team meetings to look at	School website with links to parent information Weekly classroom newsletter and a monthly school newsletter Family awareness nights (Title I Nights) School marquee School-wide family breakfast programs Business partnerships with Dunkin Donuts, Family of Faith Church, Choctawhatchee High School, Papa John's Pizza, Cake Masters, AIAA, and Chic fil A • School website with links to parent

lessons. • Marginal use of formative/ summative assessments for science aligned to NGSSS/ Big Ideas. • Current economically disadvantaged student population is not prepared to perform at proficiency levels. • Science instruction in grades K-4 has been minimalized, lacking in rigor and fidelity as addressed by NGSSS. • Instructional focus has been on lowest quartile struggling students, while highest performers have not been challenged with rigor and fidelity. • Low reading test scores in free and	• A mobile laptop lab and iPad lab will also be used so students have access to technology in the classroom. • Wheel classes are designed to provide remediation and acceleration based on student needs. • Monthly Science Lab experiments through the Science Focus center. • CAP program for the integration of STEM initiatives in all grade levels. • 4th and 5th grade departmentalization. • Accelerated STEM group for students above proficiency. • 4th grade participation in the Biophilia Center. • Formative assessments will be used in the classroom as well as in the remediation wheel. • Data Team findings will be shared with the Student Support Team (SST) to ensure that the areas of student weakness are being addressed. • Teachers will participate in	Technology Reading Program $10,400 Leadership and Learning In-service Training for Data Team Implementation $2,475.80 for Educational Technology $3,270 Mimio $1,025 Luna $2,949.42 Earobics $2,077.94 Visible Learning for Teachers, for book study for high yield instructional strategies $14,144 Emerald Coast Science Center for hands on science lab all grade levels $3,436.11 Science	cause and effect data). • Attitude: Actions that challenge unhelpful attitudes and support contributive attitudes- (we are in this together, we can do this). • Decisions: Actions that put you at a decision point. **Objective/other**: • Hattie's *Visible Learning* strategies will be implemented in classrooms. The strategies chosen are: feedback, goal setting, self-reporting of grades. • Teachers will also engage in reviewing text to determine text complexity. • Integration of the CCSS will continue in all grade levels. • Teacher Talks with the Principal for support of implementation of	information • Weekly classroom newsletter and a monthly school newsletter • Family awareness nights (Title I Nights for Math, Science, and Literacy) • Family Night for Unlocking the Keys to Educational Success- information on Discovery Education, FCAT, Progress Monitoring Plans, and the educational technology websites with passwords provided by Longwood and Okaloosa School District. • Common Core Standards Pamphlet for Parents • School marquee • School-wide family breakfast programs

reduced subgroup. • Minimal rigor and fidelity in instruction and focus in science curriculum. • Prior knowledge in science background-vocabulary, concepts, inquiry method, and critical thinking.	Lesson Study groups by grade level or content area. • Teachers will develop lessons that have been proven to e effective in particular subject area or a specified concept. • DEA science assessment, done 3 times a year, for diagnostic progress and monitoring in grades 3-5. • Science in Action (Emerald Coast Science Center), hands-on inquiry and discovery scientific process taught at all levels. • Classroom teachers will provide resources of content based information according to lexile scores. • FCAT preparation science lab for 5th grade students presented by Emerald Coast Science Center every 3 weeks. • Science process taught at all grade levels. • Civil Air Patrol curriculum (STEM) taught at all levels on ER days. • Departmentalization of science classes taught at grades 4, 5. • Science Curriculum will be	Weekly	initiatives targeted for SY 2012-2013. • Thursday Morning New Teacher Orientation meetings to provide support and information for implementation of existing Okaloosa County School Instructional Expectations.	• Business partnerships with Dunkin Donuts, Family of Faith Church, Choctawhatchee High School, Papa John's Pizza, Cake Masters, AIAA, and Chic fil A

		NGSSS driven/ using District Curriculum Guides with rigor and fidelity. • Students will be given enrichment in science with self-directed real-world learning experiences. • Grade level vocabulary will be a focus of instruction and activities. • All grade levels will implement CIS units in an effort to integrate all areas of the curriculum. • The inclusion of at least two close reads will be implemented in the science curriculum related to a themed unit that is selected by the grade level.			

- **The process for administering formative and summative assessments (screening, diagnostic, & progress monitoring) is identified in the Okaloosa County Pupil Progression Plan.**

School: Longwood Elementary		School Focus: College Readiness/Academic Acceleration		
School Objective:	Every student regardless of ethnicity, gender, economic status or disability is expected to reach his or her academic potential.			

Target Group(s) Supporting Data (summary) – Provide 3 year historical data chart	Strategies/innovative methods & extended learning opportunities Include technology and assessment	Budget	Professional Development (Identify measurable teacher outcome)	Communication with Parents & Customer Relations (Community/Parent awareness)
• The achievement level across all areas of the core curriculum and in each subgroup significantly declined. The following barriers have been identified and will be targeted through a school wide focus on remediation, increased rigor, and high quality data driven prescriptive instruction delivered with fidelity and rigor. • High ELL population, students living in poverty, and lack of background experiences	• Identification and support of students with exceptional abilities or potential in the areas of advanced intellectual skills, specific ability aptitude, creative endeavors, and leadership through advanced and complex learning experiences that is relevant to careers for the 21st century global economy. • The gifted teacher acts a consultant to the teachers of the identified gifted students. • The teachers will use the student's lexile levels to choose materials that are appropriate challenging for the students. • Students achieving levels 4 and 5 on FCAT Reading will have an opportunity to participate in Book Clubs with the Literacy Coach and Media Specialist.	718.25 Premier Agenda Inserts for CRT planners $318 Resources fo Education-CCS strategies $546 ForeSight Formative Assessment program $1089.05 Flipcharts for CCSS implementation in all grades $1,399.50 Learning A-Z Instructional	PDSP Focus: • PDSP Focus: 100% of teachers will participate in Data Teams Lead Model to determine high yield strategies to use when instructing students. DATA TEAM LEAD MODEL: • Learning: Actions that require you and others to learn- (ER PD, PLC, Data Teams, Lesson Study). • Evidence: Actions that require you to collect, analyze, and use data to guide decisions- (systematic	School website with links to parent information Weekly classroom newsletter and a monthly school newsletter Family awareness nights (Title I Nights) School marquee School-wide family breakfast programs Business partnerships with Dunkin Donuts, Family of Faith Church, Choctawhatchee High School, Papa John's Pizza, Cake Masters, AIAA, and Chic fil A • School website with links to parent information

• Insufficient amount of proven, effective lessons • Increased rigor of NGSSS in 3-5 grades. • Lack of reading across the curriculum- low level understanding/ comprehension of informational text • Attention to low performing students creating a lack of rigor for level 3-5 students. • Heavy reliance on Basal • Insufficient progress monitoring to adjust instruction and curriculum • Focus on providing attention to non-proficient readers creating a deficit of focus on proficient readers in providing rigor and higher order thinking	• Proficient math students will independently explore mathematical concepts through DEA Classroom, IXL math, and Go Math Centers. • Students will participate in differentiated groups (i.e. online resources, development of word problems) during the regular classroom instruction and wheel enrichment classes. • Students will also participate in STEM Activities that promote application of problem solving strategies through real world based scenarios. • Leveled math groups will be provided for more proficient learners moving towards Pre-Algebra while in the 5th grade. • Science in Action provides hands on inquiry and discovery based on college and career ready standards. • The Emerald Coast Science Center for the 5th grade science students provides enrichment activities to the students. Students are encouraged to participate in self-directed real world learning, research experiences. • Art in Action addresses the unique needs of talented artist.	Technology Reading Program $10,400 Leadership and Learning In-service Training for Data Team Implementation $2,475.80 for Educational Technology $3,270 Mimio $1,025 Luna $2,949.42 Earobics $2,077.94 Visible Learning for Teachers, for book study for high yield instructional strategies $926.50 Blackboard Connect parent resources on the Longwood Web Site	collaborative team meetings to look at cause and effect data). • Attitude: Actions that challenge unhelpful attitudes and support contributive attitudes- (we are in this together, we can do this). • Decisions: Actions that put you at a decision point **Objective/other:** • Hattie's *Visible Learning* strategies will be implemented in classrooms. The strategies chosen are: feedback, goal setting, self-reporting of grades. • Teachers will also engage in reviewing text to determine text complexity. • Integration of the CCSS will. continue in all grade levels	• Weekly classroom newsletter and a monthly school newsletter • Family awareness nights (Title I Nights for Math, Science, and Literacy • Family Night for Unlocking the Keys to Educational Success- information on Discovery Education, FCAT, Progress Monitoring Plans, and the educational technology websites with passwords provided by Longwood and Okaloosa School District. • Common Core Standards Pamphlet for Parents • School marquee • School-wide family breakfast programs

Differentiated Instruction • High percent of poverty students and lack of prior knowledge • High percentage of 2nd grade students at minimal proficiency level being promoted to grade 3 • Low to moderate engagement level of primary during the 90 minute reading block. • Over use of whole group instruction during the reading block • Deficient use of non-fictional writing to explain and defend view points of individual • Over use of questioning in low level order thinking skills	• Music classes provide opportunities for enrichment for the musically talented students. • Assessments for student products from engaging in the enrichment activities are based on rubrics developed for the specific learning experiences, student reflection journals, and independent research products.			• Business partnerships with Dunkin Donuts, Family of Faith Church, Choctawhatchee High School, Papa John's Pizza, Cake Masters, AIAA, and Chic fil A

• Insufficiency of clearly stated learning objectives communicated to the students • Minimal use of student conferencing to provide feedback as to where individuals stand in meeting learning goals • Insufficient use of engaging data driven instructional technology • Insufficient use of grade level collaborative planning based on implantation of high yield.				

- **The process for administering formative and summative assessments (screening, diagnostic, & progress monitoring) is identified in the Okaloosa County Pupil Progression Plan.**

Title I Schools

School: Longwood Elementary

Instruction by highly qualified teachers	Strategies to attract highly qualified teachers	Plans for assisting preschool children in the transition from early childhood programs to local elementary programs (preschool transition strategies)
• 100% of faculty and instructional support staff meet the standard of Highly Qualified. • Literacy Coach, Lauren Goodpaster, Reading Endorsement K- 12, ESOL Endorsement k-12.	• A formal process is in place for the recruitment and formal training of existing and aspiring Literacy Coaches and administrators. • A wide variety of training (including online, face-to-face, and school-based early release) is provided in response to program needs and vacancies. • District support is provided for recognition of teaching excellence (e.g., Teacher of the Year, peer teaming to prepare for National Board Certification). • District on-line program, OASIS, for applying and hiring certified and highly qualified teachers. • The on-line system, MyLearningPlan, is used by instructional staff to investigate and select staff development opportunities. • Site-based plans which promote both school-wide and individual staff development are specially aligned to results of student performance (e.g., PDSP, IPDP).	Longwood Elementary has a kindergarten orientation in May for entering kindergarten students for the next year. This allows the students and parents to see the school and meet the teachers and staff before the summer break. Parents can ask questions and get to know the teachers while their children spend time in the classrooms with the current kindergarten students and ride a school bus around the block. This gives the students an opportunity to have a positive experience with the kindergarten classroom and teachers before summer. We also provide opportunities for spring visits for entering kindergarten students from local private preschools to visit in our classes and enjoy story time and lunch. For Pre-K D students, transition is considered during their Spring IEP meetings. The kindergarten teacher (general education or VE) is included at these meetings to meet the parents and share pertinent information in order to make the appropriate placement decision for kindergarten.

	- Collaboration occurs with local colleges/universities to place practicum and student teachers in schools for professional training and possible employability in this district, and to provide opportunities for existing teachers to obtain additional certifications to expand employability. - An equitable hiring practices policy is approved by the School Board. - Para-pro testing is provided at the district level to ensure HQ status for all classroom assistants. - Evaluation instruments for instructional, special services and school-related staff will be updated, with training provided in evaluation process. The new evaluation system for instructional staff will include Pay for Performance elements, in progressive stages. - A stipend is provided for teachers who complete their ESOL endorsement/ certification; the district provides other endorsement programs (e.g., Gifted) when a cohort can be established. - Professional development is provided when state curriculum guidelines change (e.g., Next Generation Sunshine State Standards.	

- **The process for administering formative and summative assessments (screening, diagnostic, & progress monitoring) is identified in the Okaloosa County Pupil Progression Plan.**

GOAL 1: OCSD will develop innovative and relevant curricula which engage students and are tailored to their individual needs and aspirations.

- Wheel classes will be provided for students to provide targeted accelerated interventions and remediation.

- Student participation in the CAPs (Civil Air Patrol) program with a focus on aviation and STEM initiatives.

- Grade levels and departments will participate in Data Analysis Teams designed to examine and collaborate on instructional methods, develop assessments to determine instructional and curricular adjustments, monitor student progress to provide targeted, prescriptive strategies for remediation or rigorous authentic extended instruction for students.

- Grade levels and departments will participate in Data Teams to examine instructional methods, focus on progress monitoring, and provide targeted remediation to students.

- School-wide focus on providing students with specific feedback, self-reporting grades, conferencing, and goal setting (Hattie).

- Proficient readers FCAT level 4,5 will have an opportunity to meet in Book Clubs with Title Support Reading Endorsed Teacher.

- Proficient readers in all grade levels will meet in Literature Circles.

- All teachers will implement Differentiated Instruction with the understanding of individual differences and diverse cultures and communities represented in their classrooms to ensure inclusive learning environments that will enable each student to be highly engaged and to meet high standards.

- All teachers will focus on engaging learners by connecting concepts and using differing perspectives to engage learners in critical thinking, higher order thinking (Bloom's Taxonomy), and collaborative problem solving related to questioning and activities based on authentic local and global issues.

- All teachers will implement Differentiated Instruction with the understanding of individual differences and diverse cultures and communities represented in their classrooms to ensure inclusive learning environments that will enable each student to be highly engaged and to meet high standards.

- All teachers will focus on engaging learners by connecting concepts and using differing perspectives to engage learners in critical thinking, higher order thinking (Bloom's Taxonomy), and collaborative problem solving related to questioning and activities based on authentic local and global issues.

GOAL 2: OCSD will ensure the achievement of high academic standards by all students as measured by national, state and local standards.

- Longwood Elementary students participate in the DEA for reading, math, and science according to the OCSD PPP.

- Longwood Elementary students participate in FCAT based on District policy and procedures in compliance with State mandates.

- Longwood Elementary grade 4 students participate in FCAT Writes based on District policy and procedures in compliance with State mandates. All other grade level participate in Okaloosa writes as directed by the District.

- Teachers will engage in Data Teams to analyze cause and effect data with a focus on student achievement.

- Teachers will engage in Lesson Study to develop lessons that are effective and engaging.

- ForeSight will be used in 3rd, 4th, and 5th grades as a formative assessment in the areas of reading, math, and 5th grade science to provide data needed for engaging, rigorous, prescriptive instruction.

- Write Source will be administered three times a year to provide progress monitoring for writing in 3rd and 4th grades that will provide integral data to drive writing instruction.

- Identification and support of students with exceptional abilities or potential in the areas of advanced intellectual skills, specific ability aptitude, creative endeavors, and leadership through advanced and complex learning experiences that is relevant to careers for the 21st century global economy.

- The teachers will use the student's lexile levels to choose materials that are appropriate challenging for the students.

- Assessments for student products from engaging in the enrichment activities are based on rubrics developed for the specific learning experiences, student reflection journals, and independent research products.

GOAL 3: OCSD will ensure conditions are in place which optimizes learning for all students.

- All teachers will use a variety of instructional strategies and enrichment activities that enhance the learner's background knowledge and engage the learner in building skills to apply knowledge in authentic ways.

- Longwood Elementary teachers will participate in Lesson Study groups by grade level or content area.

- Longwood Elementary will be implementing the use of iPads this year to optimize learning.

- Longwood has hired an Intervention Specialist to work with targeted at-risk Tier 3 students in regular education setting.

- All teachers at Longwood Elementary will focus on engaging learners by connecting concepts and using differing perspectives to engage learners in critical thinking, higher order thinking (Bloom's Taxonomy), and collaborative problem solving related to questioning and activities based on authentic local and global issues.

- A mobile laptop lab and iPad lab will also be used at Longwood Elementary so students have access to technology in the classroom.

GOAL 4: OCSD will actively pursue family and community members to become our partners in the improvement of student performance and the process of school improvement.

- Longwood Elementary has sought out several area businesses for partnerships.

- Longwood Elementary holds several community and family events which support education and learning- science night, math night, reading night, PMP night, and Fall Carnival.

- Longwood Elementary School maintains a website with links to parent information

- Weekly classroom newsletter and a monthly school newsletter is sent to Longwood parents.

- Family awareness nights (Title I Parent Involvement) are planned monthly for Longwood Families.

- Family Night for Unlocking the Keys to Educational Success-information on Discovery Education, FCAT, Progress Monitoring Plans, and the educational technology websites with passwords provided by Longwood and Okaloosa School District.

- Common Core Standards Pamphlet   for Parents

- School marquee is updated as needed on the Longwood grounds.

- School-wide family breakfast programs are held for times per year at Longwood.

- Longwood School maintains business partnerships with Dunkin Donuts, Family of Faith Church, Choctawhatchee High School, Papa John's Pizza, Cake Masters, AIAA, and Chic fil A