Date Submitted:9/04/15

Dates of Revision:9/30/15

School Performance Plan

2015- 2016

School Name: Elliott Point Elementary School

All school advisory agendas, minutes, memberships, 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 $_____, will primarily be used for _____

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

Janet H. Norris

Principal's Signature

Cerena Bush

SAC Chairperson's Signature

Legend

AICE	Advanced International Certificate of Education
AMO	Annual Measurable Objectives
AP	Advanced Placement
DA	Differentiated Accountability
DEA	Discovery Education Assessment
ED	Economically Disadvantaged
ELA	English Language Arts
ELL	English Language Learners
EOC	End of Course Exam
ESE	Exceptional Student Education
FAIR	Florida Assessment for Instruction in Reading
FCAT	Florida Comprehensive Assessment Test
F/R	Free & Reduced
FS	Florida Standards
FSA	Florida Standards Assessment
IB	International Baccalaureate
IEP	Individualized Education Program
IPDP	Individualized Professional Development Plan
MtSS	Multi-tiered System of Supports
NGSSS	Next Generation Sunshine State Standards
NCLB	No Child Left Behind
PERT	Postsecondary Education Readiness Test
PMP	Progress Monitoring Plan
PMS	Progress Monitoring System
POC	Plan of Care
PPP	Pupil Progression Plan
PSAT	Preliminary Scholastic Aptitude Test
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

Okaloosa County School District

Vision Statement:

We inspire a lifelong passion for learning.

Mission Statement:

We prepare all students to achieve excellence by providing the highest quality education while empowering each individual to positively impact their families, communities, and the world.

Core Values:

Accountability: We, working in conjunction with students' families, accept responsibility to ensure student learning, to pursue excellence, and to hold high standards for all.

Citizenship: We prepare all students to exercise the duties, rights, and privileges of being a citizen in a local community and global society.

Excellence: We pursue the highest academic, extracurricular, and personal/professional standards through continuous reflection and improvement.

Integrity: We embrace a culture in which individuals adhere to exemplary standards and act honorably.

Personal Growth: We promote the acquisition of knowledge, skills, and experience to develop individuals with the aspiration, perseverance, and resilience to be lifelong learners.

Respect: We show regard and consideration for all through a culture of dignity, diversity, and empathy.

Leadership: We provide guidance and direction to accomplish tasks while being a moral compass to others.

School Performance Team

Identify the names and titles of the School Performance Plan developers.

Name	Title
Janet Norris	Principal
Kathy Ard	Assistant Principal
Kim Day-Scanlon	ESE Instructor
Laurie Feldman	Title 1 Mathematics Instructor
Tracy Teusch	ELA Instructional Coach
Laneie Taylor	Mathematics Instructional Coach
Connie Wood	Kindergarten Grade Chair
Jean Prevost	1st Grade Chair
Denise Richardson	2nd Grade Chair (now at Plew)
Kathy Garner	3rd Grade Chair
Grace George	4th Grade Chair
Janette Webb	5th Grade Chair
Cindy Manley	2nd Grade Chair

Stakeholder Involvement: Describe the process taken to create the School Performance Plan.
SPP Team will involve all stakeholders but the documented team members represent each grade level, special area, administration and parents. Leadership Team met in May and June for brainstorming sessions and to begin discussing strengths, needs, and goals for the coming year. Administration participated in district SPP training. Partial team met at district SPP workshop on June 26th. Partial team met at district SPP workshop on July 8th. Grade Level Chair person's summer meeting August 5th further refined and developed the SPP. SPP Team met on August 27 to review grade level input and update the SPP. Grade levels met to review and make recommendations before submitting the SPP to the district by September 4. SPP will be discussed at Faculty Meetings, PD and will be an agenda item at grade level meetings. A SAC Meeting was held on Sept. 1st to approve the draft SPP. A faculty meeting was held on Sept. 3rd for final revisions.

School Profile

Elliott Point Elementary School, home of the Eagles, opened its doors as a public school located in the Florida Panhandle in 1966. It is a school that has had a rich history through its 50 years of operation. Elliott Point Elementary School has approximately 600 students enrolled in kindergarten through fifth grade. Elliott Point Elementary School was recognized with "The Golden School Award" for the number of hours dedicated to the school by volunteers. Parents, grandparents, retirees, and members of the local military serve as mentors and volunteers throughout the school year in a variety of capacities.

Elliott Point is in a mixed socio-economic area with more expensive homes along Choctawhatchee Bay as well as subsidized and affordable housing, and a shelter within the school's zone. The school has a relatively high mobility rate. Over the last four years, enrollment has fluctuated between 596 and 642. Elliott Point Elementary School has been a Title I school for over 15 years. Approximately 78% of our student body is on the Free and Reduced Lunch Program (FRL) which is reflective of the economic status of our community. The challenges of the national economy are reflected in our community. Our student population is diverse, with 5% of our students identified as in need of English Language Learners (ELL) services. In addition, Elliott Point Elementary School has four self-contained Exceptional Student Education (ESE) units for Emotionally Behavioral Disorder (EBD) and Varying Exceptionalities (VE) students. Students in these specialized classrooms are brought in from surrounding feeder schools.

The Elliott Point Elementary School staff is a diverse group of educators with high expectations for all learners. We believe in differentiation of instruction for all children. Three Title 1 teachers and two paraprofessionals work to remediate our students. Our MTSS Coordinator also serves as our Exceptional Student Education (ESE) Teacher. We also have a full time ELA Instructional Coach, part time Math Coach, Student Training Program facilitator, English Language Learners (ELL) interpreter, a certified gifted teacher, and a full time Media Instructional Assistant.

Elliott Point provides many enrichment activites through field trips, school-wide assemblies, and programs such as Abrakadoodle, Drama Kids, and Cub Scouts. We also provide tutoring services. We are also hosting the A.S.P.I.R.E. after-school program through the 21st Century Grant.

Community and Parent Awareness

Elliott Point Elementary 0541	Strongly Agree		Slightly Agree		Slightly Disagree		Strongly Disagree		No Opinion		Total Responses	
	2015	2014	2015	2014	2015	2014	2015	2014	2015	2014	2015	2014
1. *My child's school emphasizes academic performance as the number one priority.*	85%	68%	15%	21%	0%	9%	0%	3%	0%	0%	46	34
2. *Our principal is an effective leader who meets the needs of our students.*	74%	56%	11%	26%	2%	12%	0%	3%	13%	3%	46	34
3. *As a parent, I am made aware of the curriculum program for my child's grade level or course.*	72%	59%	22%	21%	4%	12%	2%	9%	0%	0%	46	34
4. *The school uses a variety of methods for parent communication.*	85%	71%	11%	18%	2%	6%	2%	6%	0%	0%	46	34
5. *Parent input is valued at my child's school.*	74%	65%	17%	15%	2%	12%	0%	6%	7%	3%	46	34
6. *Clear expectations of conduct and behavior are communicated to my child.*	87%	76%	9%	18%	4%	3%	0%	3%	0%	0%	46	34
7. *My child's school maintains a safe environment.*	84%	85%	14%	12%	2%	0%	0%	3%	0%	0%	44	33
8. *Homework is used to reinforce what is taught in the classroom.*	76%	62%	15%	21%	2%	9%	2%	6%	4%	3%	46	34
9. *My child's school treats everyone fairly, regardless of race, economic status, or other relationships.*	78%	74%	11%	9%	2%	0%	2%	6%	7%	12%	45	34
10. *School funds are used to support the school in a financially responsible manner.*	72%	56%	11%	24%	0%	3%	0%	0%	17%	18%	46	34
11. *As a parent, I feel welcome at my child's school.*	83%	74%	9%	15%	9%	9%	0%	3%	0%	0%	46	34
12. *The guidance department at my child's school provides for the educational success of my student.*	59%	62%	15%	15%	4%	6%	0%	3%	22%	15%	46	34
13. *I am satisfied that my child's teachers do a good job educating my child.*	83%	68%	9%	15%	7%	15%	2%	3%	0%	0%	46	34
14. *My child's school is well maintained.*	83%	65%	15%	29%	2%	3%	0%	3%	0%	0%	46	34
15. *The amount of time required for my child's homework assignments is appropriate.*	76%	71%	11%	18%	9%	6%	0%	0%	4%	6%	46	34
16. *The health services provided at my child's school support his/her wellness.*	78%	71%	11%	12%	0%	6%	0%	3%	11%	9%	46	34
Total Survey Results	**78%**	**67%**	**13%**	**18%**	**3%**	**7%**	**1%**	**4%**	**5%**	**4%**		

Community and Parent Awareness

What does the data tell you regarding the positive aspects of your school?
Elliott Point Elementary provides a safe environment to learn and is maintained well. Our stakeholders believe that academic performance is our number one priority. The faculty and staff treats students fairly, and parents feel welcome. Communication methods are vast and effective. The survey reports that expectations of behavior are explained. Our health care services also received high marks.

What does the data tell you regarding the opportunities for improvement in your school?
Our biggest challenge with the data is that a very small population is responding to our survey, though we had more responses than last year. The reporting sample is small - 46 responses for 610 students (an increase of 22 respondents). Last year, we had computers available for parents to take the survey during evening school activities. We need to explore more options to increase the participation so more voices are heard. Our data also shows a need to positvely promote the role of our school counselor.

Provide a description of the various forms of communication to your community and parents.
School will communicate through the following: NWFL Daily News, District web-site, Elliott Point web-site, Marquee, Social Media - Elliott Point Events and Spirit Facebook page, Letters (ELL versions), Teacher Conferences, Phone calls, Daily/weekly planners, School Bulletin (weekly), Classroom newsletters, Automated Phone System, Electronic Grade book, Reading and Math series web-site, AR reports, Deficiency reports, Midterm Progress , Quarterly Honor Assemblies, Report Cards, Parent Enhancement Team Events: Read-a Rama Pajama Night, Math Night , Science Night (sponsored by the Science Center), Talent Show, Welcome to Elliott Point Breakfast, Holiday Show, Open House, Mother's Day Cakes (Publix), Thanksgiving Lunch, Mentor, Reading Assistant , Partnerships with Hurlburt and Eglin Air Force Base Squadrons, SAC Meetings, PET meetings.

Historical School Grade Data

Elementary School	School Year	Grade	Reading Proficiency*	Adjusted Reading Proficiency	Math Proficiency*	Adjusted Math Proficiency	Writing Proficiency*	Adjusted Writing Proficiency	Science Proficiency	Reading Learning Gains	Math Learning Gains	Reading Learning Gains for Low 25%	Math Learning Gains for Low 25%	Total Points Earned (Including Adjusted Points)	Total Points Possible	Did this School Benefit from the One-Letter-Grade-Drop Protection?*	Free or Reduced Lunch Rate*	Minority Rate*
Elliott Point	**2013**	B	65	65	60	60	43	45	42	74	65	77	67	495	800	YES	74	45
District	2013		68	70	62	65	54	57	64	66	68	65	66	521	800		54	35
State	2013		58	61	58	60	56	59	53	65	64	66	62	491	800		68	61
Elliott Point	2014	B	61	61	61	61	59	59	52	64	62	77	66	502		NA	71	45
District	2014	A	68	68	65	65	48	48	63	70	72	74	73	533		NA	52	36
State	2014	B	59	60	59	60	53	54	54	68	66	71	64	497			66	61

Elementary School	School Year	Achievement			Learning Gains				Overall Percentage	Grade	Free or Reduced Lunch Rate*	Minority Rate*
		% English/Language Arts (includes Writing)	% Mathematics	% Science	% English/Language Arts (includes Writing)	% Mathematics	% English/Language Arts: Low 25%	% Mathematics: Low 25%				
Elliott Point	**2015**											
District	**2015**											
State	**2015**											

Percentages not Counted in Calculation

Note: State and District Averages are Calculated per School Type (Elementary, Middle, High, Combination)

School Action Plan

ELA: Reading & Writing

District AMO:	**The percent of Okaloosa County students who will be proficient in reading as defined by the State of Florida on the Florida Standards Assessment Test will be at least %.**
District Goal:	**Students shall demonstrate reading proficiency at or above the expected grade level.**
Highly Qualified Status Administrators (Title I):	2

Objectives:
AMO: The percentage of all curriculum students who will be proficient in reading as defined by the State of Florida on the Florida Standards Assessment Test will be at least %.
AMO: The percentage of SWDs who will be proficient in reading on the Florida Standards Assessment Test will be at least %
AMO: The percentage of ELL students who will be proficient in reading on the Florida Standards Assessment Test will be at least %
The percentage of all curriculum students who will make learning gains in reading as defined by the State of Florida on the Florida Standards Assessment Test will be at least %.
The percentage of students in the lowest 25% who will make learning gains in reading as defined by the State of Florida on the Florida Standards Assessment Test will be at least %.
The percentage of Level 4 and 5 students who will make learning gains in reading on the Florida Standards Assessment Test will be at least %

DEA Reading Proficiency (By Grade)

ELA (Reading): Data

DEA ELA	PROFICIENCY (Based on Common Core Assessment)																	
K		Achievement Levels					Gender		Ethnicity						Status		
	# Students Tested	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4-5	% Proficient	M	F	A	B	H	I	M	W	ESE	ELL	F/R
2013 Post Test (C)	113	9%	20%	30%	41%	71%	67%	75%	50%	35%	38%		71%	85%	28%	50%	67%
2014 Post Test (C)	123	21%	22%	34%	23%	57%	45%	72%	50%	29%	60%		71%	70%	31%	53%	47%
2015 Post Test (C)	116	19%	20%	39%	22%	61%	58%	64%	50%	33%	75%		62%	70%	40%	63%	59%
District 2015	2,400	8%	16%	42%	34%	76%	71%	81%	66%	59%	71%	45%	75%	81%	56%	60%	70%

DEA ELA	PROFICIENCY (Based on Common Core Assessment)																	
Grade 1		Achievement Levels					Gender		Ethnicity						Status		
	# Students Tested	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4-5	% Proficient	M	F	A	B	H	I	M	W	ESE	ELL	F/R
2013 Post Test (C)	117	3%	10%	41%	45%	86%	78%	95%	50%	68%	100%		94%	94%	69%	50%	84%
2014 Post Test (C)	111	5%	17%	32%	46%	77%	74%	81%	100%	57%	33%		92%	85%	56%	50%	74%
2015 Post Test (C)	102	0%	16%	52%	32%	84%	83%	86%	67%	82%	75%		93%	86%	75%	50%	80%
District 2015	2,370	0%	23%	51%	25%	76%	73%	80%	84%	66%	72%	75%	73%	79%	59%	57%	70%

DEA ELA	PROFICIENCY (Based on Common Core Assessment)																	
Grade 2		Achievement Levels					Gender		Ethnicity						Status		
	# Students Tested	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4-5	% Proficient	M	F	A	B	H	I	M	W	ESE	ELL	F/R
2013 Post Test (C)	98	21%	45%	14%	19%	34%	33%	35%	33%	21%	42%	0%	25%	40%	32%	11%	26%
2014 Post Test (C)	101	11%	23%	39%	28%	66%	50%	87%	50%	54%	33%		50%	80%	56%	0%	63%
2015 Post Test (C)	90	7%	34%	46%	13%	59%	60%	58%	67%	41%	27%		73%	69%	40%	20%	61%
District 2015	2,351	3%	22%	51%	25%	76%	72%	80%	93%	60%	70%	80%	74%	79%	53%	58%	69%

DEA ELA	PROFICIENCY (Based on Common Core Assessment)																	
Grade 3	# Students Tested	Achievement Levels				% Proficient	Gender		Ethnicity						Status		
		LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4-5		M	F	A	B	H	I	M	W	ESE	ELL	F/R
2013 Post Test (C)	90	22%	22%	18%	38%	56%	57%	54%	33%	25%	33%	100%	63%	69%	26%	25%	51%
2014 Post Test (C)	87	13%	25%	25%	37%	62%	59%	65%	75%	35%	86%		64%	67%	42%	75%	57%
2015 Post Test (C)	88	15%	26%	38%	22%	59%	56%	65%	50%	30%	0%		73%	72%	38%	33%	55%
District 2015	2,364	4%	24%	40%	31%	71%	68%	74%	91%	61%	60%	50%	68%	74%	47%	33%	62%

DEA ELA	PROFICIENCY (Based on Common Core Assessment)																	
Grade 4	# Students Tested	Achievement Levels				% Proficient	Gender		Ethnicity						Status		
		LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4-5		M	F	A	B	H	I	M	W	ESE	ELL	F/R
2013 Post Test (C)	84	5%	40%	19%	36%	55%	53%	56%	100%	19%	43%	0%	58%	74%	47%	0%	47%
2014 Post Test (C)	74	12%	22%	27%	39%	66%	65%	68%	0%	46%	40%	100%	57%	80%	35%	0%	66%
2015 Post Test (C)	86	6%	24%	51%	19%	70%	69%	70%	20%	44%	86%		82%	79%	48%	60%	64%
District 2015	2,067	2%	13%	58%	27%	85%	84%	86%	73%	76%	76%	100%	86%	87%	64%	59%	78%

DEA ELA	PROFICIENCY (Based on Common Core Assessment)																	
Grade 5	# Students Tested	Achievement Levels				% Proficient	Gender		Ethnicity						Status		
		LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4-5		M	F	A	B	H	I	M	W	ESE	ELL	F/R
2013 Post Test (C)	18	39%	61%	0%	0%	0%	0%	0%		0%	0%			0%	0%	0%	0%
2014 Post Test (C)	78	5%	15%	36%	44%	79%	80%	78%	67%	44%	86%		85%	95%	62%	0%	78%
2015 Post Test (C)	73	5%	23%	51%	21%	71%	68%	75%	0%	54%	50%		83%	80%	44%	67%	65%
District 2015	2,105	4%	19%	50%	27%	78%	75%	80%	79%	62%	70%	88%	75%	81%	51%	47%	69%

DEA ELA		Common Core STRANDS (Average score for each subgroup)												
	K	All Students		Gender (%)		Ethnicity (%)						Status (%)		
		# Students Tested	Overall %	Male	Female	A	B	H	I	M	W	ESE	ELL	F/R
Foundations	2103	113	71	69	73	57	61	55		73	76	48	64	69
	2014	123	71	68	75	82	61	72		73	76	59	68	66
	2015	**116**	**83**	**82**	**84**	**81**	**73**	**78**		**86**	**87**	**66**	**75**	**82**
	District	**2,400**	**85**	**83**	**87**	**83**	**79**	**81**	**79**	**84**	**86**	**75**	**79**	**82**
Literature	2103	113	51	48	54	39	46	35		51	54	44	33	48
	2014	123	56	50	64	42	48	51		62	61	47	48	52
	2015	**116**	**65**	**64**	**66**	**53**	**50**	**77**		**68**	**69**	**51**	**69**	**66**
	District	**2,400**	**73**	**70**	**76**	**72**	**64**	**71**	**71**	**72**	**76**	**62**	**63**	**69**
Language	2103	113	65	65	64	50	51	50		82	67	43	50	63
	2014	123	67	62	75	75	55	68		82	70	50	60	62
	2015	**116**	**58**	**58**	**58**	**59**	**41**	**53**		**68**	**64**	**44**	**53**	**56**
	District	**2,400**	**67**	**66**	**69**	**66**	**59**	**66**	**61**	**67**	**69**	**59**	**59**	**64**
Information	2103	113	41	42	41	36	39	46		41	42	40	43	39
	2014	123	48	46	52	50	41	52		49	51	45	44	45
	2015	**116**	**46**	**47**	**45**	**46**	**39**	**46**		**40**	**50**	**38**	**39**	**46**
	District	**2,400**	**56**	**54**	**57**	**55**	**47**	**52**	**50**	**51**	**58**	**47**	**47**	**51**

DEA ELA		Common Core STRANDS (Average score for each subgroup)												
	Grade 1	All Students		Gender (%)		Ethnicity (%)						Status (%)		
		# Students Tested	Overall %	Male	Female	A	B	H	I	M	W	ESE	ELL	F/R
Foundations	2103	117	75	71	80	58	66	71		74	81	68	42	73
	2014	111	76	76	77	89	71	39		85	79	74	47	76
	2015	**102**	**82**	**81**	**83**	**72**	**78**	**79**		**87**	**83**	**76**	**69**	**81**
	District	**2,370**	**78**	**76**	**79**	**81**	**73**	**75**	**83**	**77**	**79**	**70**	**71**	**76**
Literature	2103	117	63	62	64	34	52	63		61	70	57	42	59
	2014	111	66	67	65	78	56	42		73	70	61	53	64
	2015	**102**	**86**	**85**	**87**	**83**	**79**	**75**		**91**	**89**	**71**	**75**	**84**
	District	**2,370**	**81**	**79**	**84**	**87**	**76**	**78**	**83**	**80**	**83**	**70**	**74**	**78**
Language	2103	117	77	71	82	75	66	75		76	82	79	63	73
	2014	111	82	82	81	92	67	63		87	87	72	63	81
	2015	**102**	**69**	**68**	**70**	**72**	**56**	**58**		**75**	**74**	**57**	**45**	**67**
	District	**2,370**	**67**	**65**	**68**	**71**	**60**	**62**	**62**	**65**	**69**	**59**	**54**	**63**
Information	2103	117	75	66	84	59	61	88		70	82	68	42	72
	2014	111	75	73	77	78	64	50		74	81	54	50	73
	2015	**102**	**79**	**77**	**82**	**78**	**74**	**75**		**84**	**81**	**71**	**67**	**76**
	District	**2,370**	**77**	**75**	**79**	**80**	**71**	**73**	**74**	**77**	**79**	**69**	**67**	**73**
Writing	2103	117	51	48	54	63	46	69		39	55	54	50	47
	2014	111	53	52	53	42	47	42		56	56	31	42	52
	2015	**102**	**75**	**67**	**81**	**67**	**74**	**75**		**82**	**74**	**75**	**66**	**72**
	District	**2,370**	**74**	**71**	**76**	**73**	**66**	**69**	**83**	**73**	**76**	**67**	**63**	**70**

	DEA ELA			Common Core STRANDS (Average score for each subgroup)											
	Grade 2	All Students		Gender (%)		Ethnicity (%)						Status (%)		
		# Students Tested	Overall %	Male	Female	A	B	H	I	M	W	ESE	ELL	F/R
Foundations	2103													
	2014	101	75	71	81	58	68	78		82	77	65	54	73
	2015	90	83	85	81	94	86	73		83	83	70	77	84
	District	2,351	88	88	89	94	87	86	92	88	89	78	82	86
Literature	2103	98	67	67	67	61	61	64	0	54	75	61	41	65
	2014	101	62	55	72	50	51	50		53	72	63	13	60
	2015	90	69	71	68	83	63	47		83	73	57	52	71
	District	2,351	78	77	80	86	71	74	80	79	79	67	68	75
Language	2103	98	56	55	58	58	50	56	25	47	62	51	42	53
	2014	101	72	68	78	67	71	56		69	75	62	63	72
	2015	90	57	56	58	56	58	38		64	60	42	30	58
	District	2,351	67	65	69	69	60	63	73	65	69	54	54	62
Information	2103	98	59	57	60	53	52	58	10	53	65	53	38	56
	2014	101	60	52	70	42	53	45		53	67	57	13	58
	2015	90	66	65	66	67	55	44		68	74	45	43	66
	District	2,351	75	73	78	78	67	69	67	73	78	63	62	70
Writing	2103													
	2014	101	48	46	51	75	45	58		43	50	41	50	47
	2015	90	62	65	60	67	62	48		73	63	53	43	63
	District	2,351	70	68	72	80	63	68	83	68	72	58	62	65

	DEA ELA			Common Core STRANDS (Average score for each subgroup)											
	Grade 3	All Students		Gender (%)		Ethnicity (%)						Status (%)		
		# Students Tested	Overall %	Male	Female	A	B	H	I	M	W	ESE	ELL	F/R
Foundations	2103	90	81	80	83	100	69	100	100	75	82	63	100	80
	2014	87	83	80	85	100	76	100		79	82	58	100	81
	2015	88	71	69	76	75	60	38		77	77	51	67	71
	District	2,364	82	80	84	94	75	82	79	84	83	67	68	78
Literature	2103	90	60	63	57	45	44	59	67	71	63	44	50	59
	2014	87	65	63	66	72	46	69		73	68	60	75	62
	2015	88	62	61	64	67	43	17		65	71	50	33	61
	District	2,364	68	67	69	72	60	61	64	68	70	58	49	64
Language	2103	90	53	56	49	25	27	42	75	63	62	34	44	50
	2014	87	49	49	49	44	40	25		52	56	44	38	46
	2015	88	52	52	53	38	42	32		49	59	40	25	50
	District	2,364	59	58	60	69	52	56	50	56	61	48	43	55
Information	2103	90	59	58	60	52	46	51	100	68	62	52	57	55
	2014	87	61	60	62	57	52	61		63	64	54	54	57
	2015	88	71	66	79	57	55	19		82	79	59	38	70
	District	2,364	80	77	82	86	74	75	68	79	81	67	60	76
Writing	2103													
	2014													
	2015	88	56	56	55	63	43	32		59	61	45	50	55
	District	2,364	65	63	67	72	60	60	47	64	67	54	49	61

DEA ELA		Common Core STRANDS (Average score for each subgroup)												
	Grade 4	All Students		Gender (%)		Ethnicity (%)						Status (%)		
		# Students Tested	Overall %	Male	Female	A	B	H	I	M	W	ESE	ELL	F/R
Literature	2103	84	58	58	59	78	43	57	44	54	68	54	29	55
	2014	74	61	59	64	44	48	49	78	57	68	48	39	60
	2015	86	76	77	74	66	68	88		74	78	68	66	72
	District	2,067	79	78	79	78	73	74	87	76	81	68	63	75
Language	2103	84	65	66	64	100	59	56	67	57	72	59	26	61
	2014	74	66	65	67	70	53	54	90	67	71	59	40	64
	2015	86	62	64	61	43	52	72		72	64	53	63	58
	District	2,067	69	68	70	66	64	65	67	70	71	58	54	65
Information	2103	84	66	69	63	88	54	63	63	65	73	56	46	63
	2014	74	65	64	66	13	56	58	100	65	69	51	50	63
	2015	86	73	73	74	53	60	77		79	79	64	70	70
	District	2,067	81	80	81	80	75	77	81	81	82	70	66	76
Writing	2103													
	2014													
	2015	86	62	57	66	37	55	67		65	65	51	57	58
	District	2,067	68	67	69	67	63	64	71	67	69	56	55	63

DEA ELA		Common Core STRANDS (Average score for each subgroup)												
	Grade 5	All Students		Gender (%)		Ethnicity (%)						Status (%)		
		# Students Tested	Overall %	Male	Female	A	B	H	I	M	W	ESE	ELL	F/R
Literature	2103	18	34	38	29		28	45			33	37	40	37
	2014	78	74	75	74	78	54	81		64	87	64	50	69
	2015	73	76	74	78	75	72	50		76	81	67	45	73
	District	2,105	82	80	84	82	76	74	81	81	84	68	56	77
Language	2103	18	41	42	38		27	38			50	36	50	43
	2014	78	63	67	59	63	48	73		61	69	62	32	60
	2015	73	79	77	82	57	72	63		82	85	72	67	76
	District	2,105	81	80	83	80	77	75	88	81	83	71	63	78
Information	2103	18	48	40	60		48	28			57	42	37	47
	2014	78	71	74	68	70	57	74		74	77	67	40	69
	2015	73	63	61	66	63	54	42		69	67	53	46	60
	District	2,105	65	65	66	69	56	61	74	64	68	53	51	61
Writing	2103													
	2014													
	2015	73	63	62	64	32	56	48		63	70	52	46	60
	District	2,105	67	66	69	69	59	59	81	65	70	54	48	61

FSA ELA Data (By Grade)

ELA: Data

FSA ELA 2015 Grade 3			Percent at Lowest Quintile											
GRADE 3	# Students Tested	% at Lowest Quintile	Gender		Ethnicity						Status			
			M	F	A	B	H	I	M	W	ESE	ELL	F/R	
Elliott Point	88	19%	25%	11%	50%	25%	100%		27%	12%	38%	67%	19%	
District	2,441	12%	14%	10%	4%	16%	12%	33%	12%	11%	31%	33%	16%	

School Action Plan

ELA (Reading): Assessment Data Analysis

What does the analysis of your school data tell you about your school's academic strengths?
First, fourth, and fifth grades demonstrated an overall proficiency greater than 70%, with first grade scoring 16 percentage points above the district average. From 2014 to 2015: Kindergarten showed growth in Foundations and Literature. Their highest scoring strand was Foundations, at 84%; only 3 percentage points below the district average. First Grade has showed growth in Foundations, Literature, Information, and Writing; scoring above the district average in all strands. First Grade ESE and F/R students also scored above the overall district average. Second Grade has showed growth in Foundations, Literature, and Writing. Their highest scoring strand was Foundations, at 83%; only 5 percentage points below the district average. Third Grade has shown growth in Language and Information. Their highest scoring strands were Foundations and Information, at 71% each; 11 and 9 percentage points below the district average, respectively. Fourth Grade has showed growth in Literature and Information. Their highest scoring strand was Literature, at 76%; only 3 percentage points below the district average. Fourth Grade ELL students scored above the overall district average. Fifth Grade has showed growth in Literature and Language. Their highest scoring strand was Language, at 79%; only 2 percentage points below the district average. Fifth grade ELL students scored above the overall district average.

What does the analysis tell you about your school's opportunities to improve?
5/6 grade levels scored below district average in overall proficiency; the lowest negative deviation being 8 percentage points below district avg, in 5th grade and the highest negative deviation being 17 % points below district avg in 2nd grade. Opportunities to improve proficiency: K in Literature, overall proficiency 65% (8 % points below district avg); Language, overall proficiency 58% (9 % points below district avg); and Information, overall proficiency 46%(10 % points below district average). 1st Grade in Language, overall proficiency 70%; 2 % points above district avg but lowest scoring strand for Test C. 2nd Grade in Literature, overall proficiency 69% (9 % points below district average); Language, overall proficiency 57% (10 % points below district avg); Information, overall proficiency 66%(9 % points below district avg); and Writing, overall proficiency 62%(8 percentage points below district avg) 3rd Grade in Literature, overall proficiency 62%(6 percentage points below district avg); Language, overall proficiency 52% (7 % points below district avg); and Writing, overall proficiency 56%(9 percentage points below district avg). 4th Grade in Language, overall proficiency 62% (7 % points below district avg); and Writing, overall proficiency 62 (6 percentage points below district avg). 5th Grade in Information, overall proficienty 63%(2 percentage points below district avg); and Writing, overall proficiency of 63%(4 percentage points below district avg). ESE,ELL,F/R subgroups scored less than the overall proficiency for most grades in most of the strands.

School Action Plan

ELA: Strategies & Programs to Support the Objectives

ELA Focus 1
Focus: Pathway to Close and Critical Reading with an Emphasis on the Standards
Goal: By the end of the year, we expect our students to be able to… comprehend and analyze complex text and formulate responses to text dependent questions and writing through the use of the Close Reading Process and Everyday Instructional Reading.

Professional Development and Activities:

District:

The central message provided (September, October, November/December, and January/February) will review and delve into the individual components of Close Reading with an emphasis on text marking/note-taking, and purposeful student talk aligned with Text Dependent Questions by focusing on the following:

- First Read: What Does the Text Say?
  - The first phase concerns the literal meaning of the text, especially as it applies to explicitly stated information, as well as the central ideas or themes.
- Second Read: How Does the Text Work?
  - The second phase involves the mechanics of the piece, especially as it applies to vocabulary, the structure of text, and the author's craft.
- Third Read: What Does the Text Mean?
  - The third phase involves the author's purpose and the inferences they can make based on their understanding of the text. Students also come to understand what a text means when they analyze multiple texts on the same theme or topic.
- Culmination: What Does the Text Inspire You to Do?
  - Text dependent questions will move students to transform their learning of the text into a product
  - Writing through Reading- during the Close Read as well as the culminating activity (essays, RAFT, posters, etc.)
  - Student talk can occur during the Close Read as well as the culminating activity

How the components of Close Reading are applied to Everyday Instructional Reading, specifically text marking/note taking, student talk, and writing through reading.

School-based:

1. Training on the ELA Instructional Shifts and Close Read Protocol will occur for all new teachers to OCSD on Sept. 23. School allocated PD days will be utilized for this 1/2 day training
2. During the district provided half day sessions, teachers will collaborate to create lessons focused on balanced literacy everyday instruction , using multiple texts and genres for Close Reads, text dependent questions, writing through reading, and elaboration of writing. Teachers will participate in peer observations and reflection on created lessons.
3. Based on teacher need, professional development will be offered pertaining to the Close Reading Process and components of Balanced Literacy during all ELA 1/2 day training (Focus areas: Sept. - Everyday Instructional Reading; Oct. - Text Dependent Questions; Nov. - Writing Through Reading; Jan. - Elaboration).
4. In PLC Data Teams (meet every 12 days), along with the Instructional Coach, teachers will plan for and implement lessons to align with the Close Reading Protocol and Everyday Instructional Reading. Teachers will participate in peer observation and reflect on the created lesson. School-based allocated PD days will be utilized for the training during the months of October, November, and December.

5. Category 1 teachers will attend 3 -1/2 day PD days (Sept. 1, Oct. 6, Jan. 5) entitled Tips and Strategies for Classroom Teachers, hosted by ELA Instructional Coaches. School-based allocated PD days will be utilized for the training.
6.All faculty will be trained by Dr. Arteaga on the educational impact of poverty in schools. Initial training will be a 4 hour session during preplanning. Each grade level will have an additional 2 hours of staff development in November-December with Dr. Arteaga. School-based allocated PD days will be utilized for the training. Strategies for working with students of poverty will be infused in all professional development, mini PD sessions, additional PD, half day trainings, PLC Data Teams, faculty meetings, grade chair meetings, leadership meetings, and correspondance through our weekly employee bulletin.
7. One 3rd, one 4th, and one 5th grade teacher will attend CRISS (Creating Independence through Student-owned Strategies) training at Plew Elementary on Sept. 18 and Oct. 20. Those teachers will provide professional development to the grade levels upon returning.

Action Steps for Implementation:

School Implementation Action Steps:

1. Secure dates for the school-based professional development activities with the ELA Instructional Coach and Dr. Arteaga for training dates (June-July) and secure substitutes (July-August).

2. Create a school based master schedule of professional development, PLC Data Team rotations, grade level, faculty meeting, and Leadership meetings in July. Disseminate to faculty during pre-planning

3. Meet with grade level chairs on Aug. 5 to analyze data and determine PD focus groupings, SPP goals, and school-based professional development topics.

4. Administer Close Read/Balanced Literacy Needs Assessment during pre-planning due to large number of new staff.

5. Provide faculty with Text-Dependent Questions Grades K-5 by Fisher & Frey during pre-planning.

6. Provide any new staff with ELA Shifts Flip Charts and FSA Item Specs.

7. The ELA Instructional Coach and Adminstration will email teachers monthly to arrange volunteers for faculty meeting sharing.

8. Administration and volunteer teachers will infuse strategies from Text Dependent Questions Grades K-5 and share Close Reading exemplars into all professional development, faculty meetings and correspondance.

9. Following the Close Reading Protocol and Everyday Reading lesson creation and observation, PLC Data Teams will meet to debrief and reflect.

10. Administration will conduct purposeful walk throughs on aspects of close reading/everyday reading strategies.

11. The ELA Instructional Coach will model, coach, and conduct mini afterschool professional development sessions based on needs of the teachers.

Classroom Implementation Action Steps (Teachers and Students):

1. Teachers will continue to embed the ELA Instructional Shifts into daily balanced literacy instruction through purposeful lessons and activities in a balanced literacy model.
2.Teachers will plan or model Everyday Instructional Reading to incorporate aspects of Balanced Literacy to include modeled, shared, guided and reading opportunities using and responding to a variety of genres, with an emphasis on both informational and narrative text.
3. Teachers will select complex text using a variety of resources, find multiple sources (Achieve 3000, Time for Kids, Storyworks, newsela.com) centered on a theme or topic, and plan lessons that incorporate a variety of text stimuli.
4. Teachers will embed Close Reading strategies from Fisher & Frey's Text-Dependent Questions Grades K-5 into the Close Reading Process.
5. Teachers will create opportunities in lessons to discuss text using student talk strategies to increase engagement.
6. Teachers will review/teach the school wide text marking/coding system.
7. Teachers will create text dependent questions of varying complexity levels as the vehicle to enhance student comprehension throughout each read of a Close Read.
8. Teachers will plan lessons that include writing in response to text two to three times a week, using modeling, peer exemplars and rubric scoring.

9. Students will interact with complex text, and go through the Close Reading Protocol in order to deeply comprehend text.
10. Students will read from a variety of text stimuli and gather information from multiple sources.
11. Students will review/learn the school-wide text marking/coding system and use it to mark text as they read. The amount of text coding symbols differs at each grade level.
12. Students will utilize student talk strategies to engage in purposeful discussions about text.
13. Students will use text evidence to support text dependent questions in both oral and written form. Students in K-2 should include one or more pieces of text evidence. Students in 3-5 should include two or more pieces of text evidence.
14. Students will write in response to what they have read, using the purpose set by the teacher.
15. Students will use rubrics to score writing through reading products and score peer papers.
16. Students will apply elements of Close Reading during Everyday Instructional Reading.

Progress Monitoring:			
Initiative	**How Often**	**How Will It Be Monitored**	**Who Is Responsible To Monitor**
Close Reading Process: text marking/note-taking, purposeful student talk, Text Dependent Questions, Writing through Reading	Weekly	Professional Conversations, Lesson plans, Work Samples, Purposeful Walk Throughs during ELA Block, Faculty Meetings, Grade Level Meetings, Grade Chair Meetings, and Leadership Meetings	Administration, Grade Level Chairs
PLC Data Teams	Every 12 Days per Grade Level	Professional Conversations, Agendas, Minutes, Work Samples	Administration, Instructional Coaches, Grade Level Chairs
Everyday Instructional Reading	Weekly, Monthly	Professional Conversations, Lesson plans, Work Samples, Purposeful Walk Throughs during ELA Block	Administration
Close Read Lesson Creation, Peer Observation and Reflection	4 Times During the Professional Development	PLC Data Team Minutes, Professional Conversations, Peer Observation Schedule, Lesson Plan, Reflection	Administration, ELA Instructional Coach, Grade Level Chair
Impact of Poverty on Education	Preplanning, November, and infused weekly	Pre-planning agenda, November PD, Professional Conversations, Lesson plans, Walk Throughs, Faculty Meetings, Grade Level Meetings, Grade Chair Meetings, Leadership Meetings	Administration, Dr. Sandy Arteaga, ELA Instructional Coach, General Education Teachers
CRISS Training	2 days	Professional Conversations, Lesson Plans, Work Samples, Purposeful Walk Throughs during ELA Block, Faculty Meetings, Grade Level Meetings,	Administration ,CRISS Training Attendees

Evaluation:
Evaluation of Goal & Implementation (Completed at the Beginning of Second Semester):
Refinement of Goal (Completed at the Beginning of Second Semester):

School Action Plan

ELA: Strategies & Programs to Support the Objectives

ELA Focus 2
Focus: Writing: Opinion & Informational
Goal: By the end of the year, we expect our students to be able to…locate specific text and provide adequate text evidence to support written response from multiple and varied complex stimulus in monthly EP Writes.

Professional Development and Activities:

District:

The central message provided (September, October, November/December, and January/February) will focus on individual components of effective writing, including the following:

- Unpacking the Prompt
  - How the task determines the purpose and audience
- Marking the Text
  - The purposeful text marking aligns with the task and purpose
- Planning for the Essay
  - Planning provides guidance and aids student's thesis/claim
- Writing the Essay
  - How are we scaffolding instruction as we build from one source to multiple sources?
  - How are we addressing introductions?
  - How are we addressing conclusions?
  - How are we addressing citing evidence?
  - How are we addressing elaboration?
  - How are we addressing transitions?
  - How are we addressing content specific (from the sources) vocabulary?

School-based:

1. During the district provided half day sessions, teachers will collaborate to create lessons focused on balanced literacy everyday instruction, using multiple texts and genres for Close Reads, text dependent questions, writing through reading, and elaboration of writing. Teachers will participate in peer observations and reflection on created lessons.

2. Based on teacher need, professional development will be offered pertaining to the Close Reading Process and components of Balanced Literacy during all ELA 1/2 day training. (Focus areas: Sept. - Everyday Instructional Reading; Oct. - Text Dependent Questions; Nov. - Writing Through Reading; Jan. - Elaboration)

3. Develop a school wide writing plan that is differentiated for grade levels to include a pacing of genres and specific skills to develop in each grade level.

4. In PLC Data Teams (meet every 12 days), along with the Instructional Coach, teachers will plan for and implement lessons to align with the Close Reading

Protocol and Everyday Instructional Reading. Teachers will participate in peer observation and reflect on the created lesson. School-based allocated PD days will be utilized for the training during the months of October, November, and December.

5.PLC Data Teams will focus on specific aspects of the close reading protocol, to include writing through reading. Grade levels will meet every twelve days during PLC Data Team time, with writing through reading as a standing agenda item. Teachers will analyze, score, and share student writing samples . District funded substitutes will be utilized to have grade levels have additional time for writing professional development activities as needed.

6. Within Data Team times, additional school-based PD days, and mini PD sessions, teachers will develp writing through reading lessons aligned with standards and data.

7. Teachers will be trained to use the FSA rubrics for scoring writing during a faculty meeting after the baseline EP Writes.8

8.. All 4th and 5th grade teachers will receive a half day of School Based PD on using rubrics to score writing, and calibration of writing scores.

9. The November 1/2 Day School Based PD will fous on Writing Through Reading. The January 1/2 Day School Based PD will focus on Elaboration.

10. As follow-up to central message, time for calibration of scoring using the FSA rubrics will be provided for each grade level with the ELA Instructional Coach.

11. PD activities will be planned to share information/routines with K-5 for Writing Workshop (the process for teaching writing to include modeling, guided practice, independent practice)

12. All faculty will be trained by Dr. Arteaga on the educational impact of poverty in schools. Initial training will be a 4 hour session during preplanning. Each grade level will have an additional 2 hours of staff development in November-December with Dr. Arteaga. School-based allocated PD days will be utilized for the training. Strategies for working with students of poverty will be infused in all professional development, mini PD sessions, additional PD, half day trainings, PLC Data Teams, faculty meetings, grade chair meetings, leadership meetings, and correspondance through our weekly employee bulletin.

13. One 3rd and one 4th grade teacher will attend CRISS (Creating Independence through Student-owned Strategies) training at Plew Elementary on Sept. 18 and Oct. 20. Those teachers will provide professional development to the grade levels upon returning.

Action Steps for Implementation:

School Implementation Action Steps:

1. Meet with SPP Committee to analyze data, plan PD sessions, establish goals, and determine dates of delivery for PD and peer observations.

2. Students will be given a baseline assessment (for FSA writing task); must be completed by September 12, 2015.

3. Monthly EP Writes will be planned using multiple sources of text with written response and scored using the FSA rubrics. Data will be collected and analyzed for each grade level. The ELA Instructional Coach will prepare the EP Writes and distribute to grade levels.

4. Exemplar writing lessons and student samples will be shared during PD sessions, grade level meetings, and faculty meetings.

5. Time will be allotted for grade level planning/calibration of writing samples during PLC Data Teams that occur every 12 days. (FSA rubrics, writing samples, points of focus, with the support of the ELA Instructional Coach).

6. A menu will be developed by ELA Instructional Coach based on components of writing (i.e., introduction, unpacking the prompt, elaboration). Data will be compiled by grade level as well as individual needs/interests. PD and coaching activities will be designed for both audiences.

7. Mini after school PD sessions will be planned and presented by the ELA Instructional Coach (may be assisted by teachers/colleagues). Sessions will be offered bi-weekly. Mini PD topics will include: unpacking the prompt; planning for writing; introductions; conclusions; citing evidence; elaboration; transitions; and vocabulary.

8. Administration will conduct purposeful walk throughs on aspects of effective writing instruction.

9. Purchase 2 composition books for each grade level in June to be used for content area response logs.

10. Students will be engaged in writing and publishing a class books or individual books through the Student Treasures company.

Classroom Implementation Action Steps (Teachers and Students):

1. Teachers will infuse writing into all content areas through the use of authentic writing activities and math/science journals.

2. Teachers will follow the curriculum guide for teaching the appropriate writing genre.

3. Students will write to stimuli from multitextual sources monthly during EP Writes, responding to text based questions, providing evidence from the text sources to support their answers. EP Writes data will be used to assess student strengths and needs, plan instruction, remediation and enrichment.

4. Teachers will use Close Reading model texts monthly to teach students to write and develop responses to text dependent questions.

5. Students will conference with teacher following EP Writes to receive feedback and to determine new writing targets appropriate to individuals and grade levels.

6. Teachers will collaboratively and consistently use the FSA rubric standards for writing instruction and assessment.

7. Teachers will infuse writing into all content areas through the use of authentic writing activities and math/science journals.

8. Teachers will assist class with writing and publishing a class or individual book to be hardbound published through the Student Treasures program

9. Students will create a publishable book by working through the writing process.

Progress Monitoring:			
Initiative	**How Often**	**How Will It Be Monitored**	**Who Is Responsible To Monitor**
Writing Across the Curriculum	Daily in all subjects	Professional Conversations, Lesson Plans, Observations and Walk Throughs, Writing Samples, EP Writes	Administration and ELA Instructional Coach
Unpacking the Prompt, Marking the Text, Planning for the Essay, Writing the Essay	During District Based PD, School Based PD, Faculty Meetings, PLC Data Teams, After-school mini PD sessions	Professional Conversations, Lesson Plans, Observations and Walk Throughs, Writing Samples, EP Writes	Administration and ELA Instructional Coach
Mini PD Sessions Based on Writing Data	Bi-Weekly	Attendance Rosters, Professional Conversations,Writing Samples, EP Writes	ELA Instructional Coach and Administration
EP Writes	Monthly	Schedule, Submission of student EP Writes scores to Administration and the ELA Coach, Student Writing Samples	Administration and ELA Instructional Coach
Rubric and Callibration Training for 4th and 5th Grade	Once (or more if needed) per Grade Level	PLC Data Team, Professional Conversations, Sign In Sheets, Scored Writing Exemplars,	Administration and ELA Instructional Coach
Impact of Poverty on Education	Preplanning, November, and infused weekly	Pre-planning agenda, November PD, Professional Conversations, Lesson plans, Walk Throughs, Faculty Meetings, Grade Level Meetings, Grade Chair Meetings, Leadership Meetings	Administration, Dr. Sandy Arteaga, ELA Instructional Coach, General Education Teachers

Evaluation:
Evaluation of Goal & Implementation (Completed at the Beginning of Second Semester):
Refinement of Goal (Completed at the Beginning of Second Semester):

School Action Plan

ELA: Strategies & Programs to Support the Objectives

ELA Focus 3 (Optional)
Focus:
Goal: By the end of the year, we expect our students to be able to…

Professional Development and Activities:
School-based:

Action Steps for Implementation:
School Implementation Action Steps:
Classroom Implementation Action Steps (Teachers and Students):

Progress Monitoring:

Initiative	How Often	How Will It Be Monitored	Who Is Responsible To Monitor

Evaluation:
Evaluation of Goal & Implementation (Completed at the Beginning of Second Semester):
Refinement of Goal (Completed at the Beginning of Second Semester):

School Action Plan

ELA: Strategies & Programs to Support the Objectives

ELA Levels 1 and 2 Focus 1 (Grades K-2)
Focus: Literature and Information
Goal: By the end of the year, we expect our students to be able to…comprehend various forms of literature and be able to gain knowledge from informational text.

Professional Development and Activities:
School-based: 1. PLC Data Teams will focus on specific aspects of the close reading protocol and the elements of the reading process (phonemic awareness, phonics, fluency vocabulary and comprehension). Grade levels will meet every twelve days during PLC Data Team time, with close reading as a standing agenda item. District funded substitutes will be utilized to have grade level PLC time for additional close reading professional development and progress monitoring. 2. Within PLC Data Team times, additional school-based PD days, and bi-weekly mini PD sessions, teachers will develop close reading lessons aligned with standards and data. 3. Teachers using the Tyner Method and Fountas & Pinnell Reading Program for remediation and differentiation will attend district training to assist with implementation. These teachers will work collaboratively with the Title 1 Instructional Coach to implement with fidelity. 4. All faculty will be trained by Dr. Arteaga on the educational impact of poverty in schools. Initial training will be a 4 hour session during preplanning. Each grade level will have an additional 2 hours of staff development in November-December with Dr. Arteaga. School-based allocated PD days will be utilized for the training. Strategies for working with students of poverty will be infused in all professional development, mini PD sessions, additional PD, half day trainings, PLC Data Teams, faculty meetings, grade chair meetings, leadership meetings, and correspondance through our weekly employee bulletin.

Action Steps for Implementation:

School Implementation Action Steps:

1. During the district provided half day sessions, teachers will collaborate to create lessons focused on balanced literacy everyday instruction, using multiple texts and genres for Close Reads, text dependent questions, writing through reading, and elaboration of writing. Teachers will participate in peer observations and reflection on created lessons.

2. Based on teacher need, professional development will be offered pertaining to the Close Reading Process and components of Balanced Literacy during all ELA 1/2 day training. (Focus areas: Sept. - Everyday Instructional Reading; Oct. - Text Dependent Questions; Nov. - Writing Through Reading; Jan. - Elaboration)

3. In PLC Data Teams (meet every 12 days), along with the Instructional Coach, teachers will plan for and implement lessons to align with the Close Reading Protocol and Everyday Instructional Reading. Teachers will participate in peer observation and reflect on the created lesson. School-based allocated PD days will be utilized for the training during the months of October, November, and December.

4. All faculty will be trained by Dr. Arteaga on the educational impact of poverty in schools. Initial training will be a 4 hour session during preplanning. Each grade level will have an additional 2 hours of staff development in November-December with Dr. Arteaga. School-based allocated PD days will be utilized for the training.

5. Dissagregate data to create Title 1 pull out groups of all students scoring in Levels 1 and 2, and fragile 3s on the DEA.

6. Assign a provider(s) for each grade level in order to increase the collaborative relationship between classroom instruction and remediation.

7. Create a pull out schedule for all Title 1 groups taking care to supplement classroom instruction, not supplant it.

Classroom Implementation Action Steps (Teachers and Students):

1. Analyze all data points to determine lowest quartile students.

2. Form levelized groups to provide small group instruction within the classroom. Work with the Title 1/ESE Team to coordinate remediation (Tyner Model and Fountas & Pinnell). This remediations will happen outside of the ELA block.

3. Classroom teachers will provide appropriate leveled materials for individual and small group instruction.

4. Remediation teachers will instruct identified students using the Tyner Model or Fountas & Pinnell program to work on the elements of the reading process: phonemic awareness, phonics, fluency, vocabulary, and comprehension.

5. Students in the classroom and remediation will be able to interact with a variety of genres and text stimulus and use decoding and comprehension strategies to understand text and fluency rates.

6. Classroom and remediation teachers will utilize both formative and summative assessments to progress monitor.

7. Title 1 and ESE providers will collaborate with classroom teachers during PLC Data Teams every 12 days.

8. Have progress monitoring meetings to review student performance and data within Data Team PLCs monthly.

Progress Monitoring:			
Initiative	**How Often**	**How Will It Be Monitored**	**Who Is Responsible To Monitor**
Implementation of close reading protocol strategies in the classroom and 120 ELA Block	During District Based PD, School Based PD, Faculty Meetings, PLC Data Teams, After-school mini PD sessions	Professional Conversations, Lesson plans, Work Samples, Purposeful Walk Throughs during ELA Block, Faculty Meetings, Grade Level Meetings, Grade Chair Meetings, and Leadership Meetings	Administration and ELA Instructional Coach
PLC Data Teams	Every 12 days	Agenda, minutes, professional conversations, data walls	Adminstration, ELA Instructional Coach, Grade Level Chair
Collaboration between General Ed teacher and special area teachers	Every 12 days during PLC Data Teams and monthly MTSS meetings	Agenda, minutes, professional conversations, data walls, MTSS meetings, MTSS logs	Adminstration, MTSS Coordinator, Title 1 Teachers, ESE Teachers, and CRT
Tyner Reading Model	Daily 40 minute groups for identified students	Remediation schedule, Observation, performance data, attendance logs, classroom grades	Title 1 and ESE Teachers
Training new Title 1 Assistant on Fountas & Pinnell, peer observation	Two day training in Septemeber, half day observation and as needed	Training Session Agenda, Observation, performance data, record keeping	Administration, Dr. Sandy Arteaga and Title 1 Teachers

Evaluation:
Evaluation of Goal & Implementation (Completed at the Beginning of Second Semester):
Refinement of Goal (Completed at the Beginning of Second Semester):

School Action Plan

ELA: Strategies & Programs to Support the Objectives

ELA Levels 1 and 2 Focus 2 (Grades 3-5)
Focus: Application and Information
Goal: By the end of the year, we expect our students to be able to…gather information and apply strategies to reading complex text and multiple sources, in order to comprehend and support discussion and writing with text evidence.

Professional Development and Activities:
School-based: 1. PLC Data Teams will focus on specific aspects of the close reading protocol and the elements of the reading process (phonemic awareness, phonics, fluency vocabulary and comprehension). Grade levels will meet every twelve days during PLC Data Team time, with close reading as a standing agenda item. District funded substitutes will be utilized to have grade level PLC time for additional close reading professional development and progress monitoring. 2. Within PLC Data Team times, additional school-based PD days, and bi-weekly mini PD sessions, teachers will develop close reading lessons aligned with standards and data. 3. Teachers of grades 3, 4, and 5 will receive training on fluency assessment and running records in order to better assess and analyze reading level and deficits in the reading process of students. 4. Teachers using the Fountas & Pinnell Reading Program for remediation and differentiation will attend district training to assist with implementation. These teachers will work collaboratively with the Title 1 Instructional Coach to implement with fidelity. Plan time for new Title 1 teachers to observe seasoned teachers using Fountas & Pinnell..

Action Steps for Implementation:

School Implementation Action Steps:

1. During the district provided half day sessions, teachers will collaborate to create lessons focused on balanced literacy everyday instruction, using multiple texts and genres for Close Reads, text dependent questions, writing through reading, and elaboration of writing. Teachers will participate in peer observations and reflection on created lessons.

2. Based on teacher need, professional development will be offered pertaining to the Close Reading Process and components of Balanced Literacy during all ELA 1/2 day training. (Focus areas: Sept. - Everyday Instructional Reading; Oct. - Text Dependent Questions; Nov. - Writing Through Reading; Jan. - Elaboration)

3. In PLC Data Teams (meet every 12 days), along with the Instructional Coach, teachers will plan for and implement lessons to align with the Close Reading Protocol and Everyday Instructional Reading. Teachers will participate in peer observation and reflect on the created lesson. School-based allocated PD days will be utilized for the training during the months of October, November, and December.

4. All faculty will be trained by Dr. Arteaga on the educational impact of poverty in schools. Initial training will be a 4 hour session during preplanning. Each grade level will have an additional 2 hours of staff development in November-December with Dr. Arteaga. School-based allocated PD days will be utilized for the training.

5. Dissagregate data to create Title 1 pull out groups of all students scoring in Levels 1 and 2, and fragile 3s on the DEA.

6. Assign a provider(s) for each grade level in order to increase the collaborative relationship between classroom instruction and remediation.

7. Create a pull out schedule for all Title 1 groups taking care to supplement classroom instruction, not supplant it.

8.Students in the lowest quintile will be monitored and reviewed on a monthly basis through the MTSS Committee. The committee will collect numerous data points to monitor progress, and refer as needed.

Classroom Implementation Action Steps (Teachers and Students):

1. Analyze all data points to determine lowest quartile students.

2. Form levelized groups to provide small group instruction within the classroom. Work with the Title 1/ESE Team to coordinate remediation (Fountas & Pinnell). This remediations will happen outside of the ELA block.

3. Classroom teachers will provide appropriate leveled materials for individual and small group instuction. Data will be used to provide specific skill based remediation and instruction for below proficiency students.

4. Remediation teachers will instruct identified students using the Fountas & Pinnell Reading Intervention program to work on the elements of the reading process: phonemic awareness, phonics, fluency, vocabulary, and comprehension.

5. Students in the classroom and remediation will be able to interact with a variety of genres and text stimulus and use decoding and comprehension strategies to

understand text and fluency rates.

6. Classroom and remediation teachers will utilize both formative and summative assessments to progress monitor.

7. Title 1 and ESE providers will collaborate with classroom teachers during PLC Data Teams every 12 days.

8. Have progress monitoring meetings to review student performance and data within Data Team PLCs monthly.

Progress Monitoring:			
Initiative	**How Often**	**How Will It Be Monitored**	**Who Is Responsible To Monitor**
Implementation of close reading protocol strategies in the classroom and 120 ELA Block	During District Based PD, School Based PD, Faculty Meetings, PLC Data Teams, After-school mini PD sessions	Professional Conversations, Lesson plans, Work Samples, Purposeful Walk Throughs during ELA Block, Faculty Meetings, Grade Level Meetings, Grade Chair Meetings, and Leadership Meetings	Administration and ELA Instructional Coach
PLC Data Team	Every 12 days	Agenda, minutes, professional conversations, data walls	Adminstration, ELA Instructional Coach, Grade Level Chair
Collaboration between General Ed teacher and Title 1 teachers	Every 12 days during PLC Data Teams and monthly MTSS meetings	Agenda, minutes, professional conversations, data walls, MTSS meetings, MTSS logs	Adminstration, MTSS Coordinator, Title 1 Teachers, ESE Teachers, and CRT
Fluency and Running Record Training	One session for grades 3-5, additional training through modeling and coaching sessions with the ELA Instructional Coach	Sign in sheets, actual running records and fluency checks	Administration, ELA Instructional Coach, CRT
Monitor Lowest Quintile in MTSS	Monthly	Data to include grades, assessment scores, attendance reports	Administration, MTSS Committee
Fountas & Pinnell Reading Program	Daily 30-40 minute groups for identified students	Remediation schedule, Observation, performance data, attendance logs, classroom grades	Title 1 and ESE Teachers
Training new Title 1 Assistant on Fountas & Pinnell, peer observation	Two day training in Septemeber, half day observation and as needed	Training Session Agenda, Observation, performance data, record keeping	Administration, Dr. Sandy Arteaga and Title 1 Teachers
STAR/DEA	3 times a year at the least, more often as needed.	Spreadsheets, Grade Level Results, Individual Teacher Result	Administration, School Counselor

Evaluation:
Evaluation of Goal & Implementation (Completed at the Beginning of Second Semester):
Refinement of Goal (Completed at the Beginning of Second Semester):

School Action Plan

ELA: Strategies & Programs to Support the Objectives

ELA Subgroup Focus	
Subgroup: ELL	**Focus:** Reading for Information
Goal: By the end of the year, we expect our students to be able to…gather information and apply strategies to reading complex text and multiple sources, in order to comprehend and support discussion and writing with text evidence.	

Professional Development and Activities:

School-based:

1. PLC Data Teams will focus on specific aspects of the close reading protocol and the elements of the reading process (phonemic awareness, phonics, fluency vocabulary and comprehension). Grade levels will meet every twelve days during PLC Data Team time, with close reading as a standing agenda item. District funded substitutes will be utilized to have grade level PLC time for additional close reading professional development and progress monitoring.

2. Within PLC Data Team times, additional school-based PD days, and bi-weekly, after-school mini PD sessions, teachers will develop close reading lessons aligned with standards and data.

3. PD sessions with Dr. Zoila Ganuza for working with ELL students within the ELA block and the incorporation of ELL standards in lesson planning.

4. The ELL Interpreter will use the Fountas & Pinnell Reading Intervention Program and Rosetta Stone for language acquisiton. The Interpreter will attend district training to assist with implementation.

5. All faculty will be trained by Dr. Arteaga on the educational impact of poverty in schools. Initial training will be a 4 hour session during preplanning. Each grade level will have an additional 2 hours of staff development in November-December with Dr. Arteaga. School-based allocated PD days will be utilized for the training. Strategies for working with students of poverty will be infused in all professional development, mini PD sessions, additional PD, half day trainings, PLC Data Teams, faculty meetings, grade chair meetings, leadership meetings, and correspondance through our weekly employee bulletin.

Action Steps for Implementation:

School Implementation Action Steps:

1. During the district provided half day sessions, teachers will collaborate to create lessons focused on balanced literacy everyday instruction , using multiple texts and genres for Close Reads, text dependent questions, writing through reading, and elaboration of writing. Teachers will participate in peer observations and reflection on created lessons.

2. Based on teacher need, professional development will be offered pertaining to the Close Reading Process and components of Balanced Literacy during all ELA 1/2 day training. (Focus areas: Sept. - Everyday Instructional Reading; Oct. - Text Dependent Questions; Nov. - Writing Through Reading; Jan. - Elaboration)

3. In PLC Data Teams (meet every 12 days), along with the Instructional Coach, teachers will plan for and implement lessons to align with the Close Reading Protocol and Everyday Instructional Reading. Teachers will participate in peer observation and reflect on the created lesson. School-based allocated PD days will be utilized for the training during the months of October, November, and December.

4. All faculty will be trained by Dr. Arteaga on the educational impact of poverty in schools. Initial training will be a 4 hour session during preplanning. Each grade level will have an additional 2 hours of staff development in November-December with Dr. Arteaga. School-based allocated PD days will be utilized for the training.

5. Assess all ELL students and create a pull out/push in schedule for all ELL students needing language acquisition.

Classroom Implementation Action Steps (Teachers and Students):

1. Analyze all data points to determine student need.

2. Form groups to provide individual or small group instruction.

3. Classroom teachers will provide appropriate accomodations such as a heritage language dictionary if needed.

4. The ELL Interpreter will instruct identified students using the Fountas & Pinnell Reading Intervention program and/or Rosetta Stone to work on language acquisiton.

5. Students in the classroom and remediation will be able to interact with a variety of genres and text stimulus and use decoding and comprehension strategies to understand text and fluency rates.

6. Classroom and the ELL Interpreter will utilize both formative and summative assessments to progress monitor.

7. .The ELL Interpreter will collaborate with classroom teachers.

Progress Monitoring:			
Initiative	**How Often**	**How Will It Be Monitored**	**Who Is Responsible To Monitor**
Implementation of close reading protocol strategies in the classroom and 120 ELA Block	During District Based PD, School Based PD, Faculty Meetings, PLC Data Teams, After-school mini PD sessions	Professional Conversations, Lesson plans, Work Samples, Purposeful Walk Throughs during ELA Block, Faculty Meetings, Grade Level Meetings, Grade Chair Meetings, and Leadership Meetings	Administration and ELA Instructional Coach
PLC Data Team	Every 12 days	Agenda, minutes, professional conversations, data walls	Adminstration, ELA Instructional Coach, Grade Level Chair
Collaboration between General Ed teacher and ELL Interpreter	as needed	Agenda, minutes, professional conversations, data walls, accomodation logs	Adminstration, ELL Interpreter, and General Education Teachers
ELL PD Sessions	2-3 times a year	Sign in sheets,Professional Conversations, Lesson plans, Work Samples, Purposeful Walk Throughs during ELA Block, Faculty Meetings	Administration and Dr. Zoila Ganuza

Evaluation:
Evaluation of Goal & Implementation (Completed at the Beginning of Second Semester):
Refinement of Goal (Completed at the Beginning of Second Semester):

School Action Plan

ELA: Strategies & Programs to Support the Objectives

ELA SWD Focus
Focus: Reading for Information
Goal: By the end of the year, we expect our students to be able to…gather information and apply strategies to reading complex text and multiple sources, in order to comprehend and support discussion and writing with text evidence.

Professional Development and Activities:
School-based: 1. PLC Data Teams will focus on specific aspects of the close reading protocol and the elements of the reading process (phonemic awareness, phonics, fluency vocabulary and comprehension). Grade levels will meet every twelve days during PLC Data Team time, with close reading as a standing agenda item. District funded substitutes will be utilized to have grade level PLC time for additional close reading professional development and progress monitoring. 2. Within PLC Data Team times, additional school-based PD days, and bi-weekly, after school mini PD sessions, teachers will develop close reading lessons aligned with standards and data. 3. Teachers using the Fountas & Pinnell Reading Program for remediation and differentiation will attend district training to assist with implementation. These teachers will work collaboratively with the Title 1 Instructional Coach to implement with fidelity. Plan time for new Title 1 teachers to observed seasoned teachers using Fountas & Pinnell. 4. ESE Teachers will receive monthly ESE training by Staffing Specialist, Amy Lambert. This training includes information on regulations and protocols for staying compliant with ESE law.

Action Steps for Implementation:

School Implementation Action Steps:

1. During the district provided half day sessions, teachers will collaborate to create lessons focused on balanced literacy everyday instruction, using multiple texts and genres for Close Reads, text dependent questions, writing through reading, and elaboration of writing. Teachers will participate in peer observations and reflection on created lessons.

2. Based on teacher need, professional development will be offered pertaining to the Close Reading Process and components of Balanced Literacy during all ELA 1/2 day training. (Focus areas: Sept. - Everyday Instructional Reading; Oct. - Text Dependent Questions; Nov. - Writing Through Reading; Jan. - Elaboration)

3. In PLC Data Teams (meet every 12 days), along with the Instructional Coach, teachers will plan for and implement lessons to align with the Close Reading Protocol and Everyday Instructional Reading. Teachers will participate in peer observation and reflect on the created lesson. School-based allocated PD days will be utilized for the training during the months of October, November, and December.

4. All faculty will be trained by Dr. Arteaga on the educational impact of poverty in schools. Initial training will be a 4 hour session during preplanning. Each grade level will have an additional 2 hours of staff development in November-December with Dr. Arteaga. School-based allocated PD days will be utilized for the training.

5. Dissagregate data to create ESE pull out groups of all students requiring academic support.

6. Assign a provider(s) for each grade level in order to increase the collaborative relationship between classroom instruction and remediation.

7. Create a pull out schedule for all ESE groups taking care to supplement classroom instruction, not supplant it.

Classroom Implementation Action Steps (Teachers and Students):

1. Analyze all data points to determine lowest quartile students.

2. Form levelized groups to provide small group instruction within the classroom. Work with the ESE Team to coordinate remediation (Fountas & Pinnell). This remediation will happen outside of the ELA block.

3. Classroom teachers will provide appropriate leveled materials for individual and small group instuction. Data will be used to provide specific skill based remediation and instruction for below proficiency students.

4. Remediation teachers will instruct identified students using the Fountas & Pinnell Reading Intervention program to work on the elements of the reading process outlined in IEP academic goals.

5. Students in the classroom and remediation will be able to interact with a variety of genres and text stimulus and use decoding and comprehension strategies to understand text and fluency rates.

6. Classroom and ESE teachers will utilize both formative and summative assessments to progress monitor.

7.ESE providers will collaborate with classroom teachers during PLC Data Teams every 12 days.

8. Have progress monitoring meetings to review student performance and data within Data Team PLCs monthly.

Progress Monitoring:			
Initiative	**How Often**	**How Will It Be Monitored**	**Who Is Responsible To Monitor**
Implementation of close reading protocol strategies in the classroom and 120 ELA Block	During District Based PD, School Based PD, Faculty Meetings, PLC Data Teams, After-school mini PD sessions	Professional Conversations, Lesson plans, Work Samples, Purposeful Walk Throughs during ELA Block, Faculty Meetings, Grade Level Meetings, Grade Chair Meetings, and Leadership Meetings	Administration and ELA Instructional Coach
PLC Data Team	Every 12 days	Agenda, minutes, professional conversations, data walls	Adminstration, ELA Instructional Coach, Grade Level Chair
Collaboration between General Ed teacher and ESE teachers	Every 12 days during PLC Data Teams and monthly MTSS/IEP meetings	Agenda, minutes, professional conversations, data walls, MTSS meetings, IEP meetings, MTSS logs, accomodation logs	Adminstration, MTSS Coordinator, Title 1 Teachers, ESE Teachers, and General Education Teachers
ESE Trainings	monthly	Agenda, minutes, professional conversations, IEPs	Amy Lambert, Staffing Specialist

Evaluation:
Evaluation of Goal & Implementation (Completed at the Beginning of Second Semester):
Refinement of Goal (Completed at the Beginning of Second Semester):

School Action Plan
Math

District AMO:	**The percent of Okaloosa County students who will be proficient in math as defined by the State of Florida on the Florida Standards Assessment Test will be at least %.**
District Goal:	**Students shall demonstrate math proficiency at or above the expected grade level.**

Objectives:
AMO: The percentage of all curriculum students who will be proficient in math as defined by the State of Florida on the Florida Standards Assessment Test will be at least %.
AMO: The percentage of SWDs who will be proficient in math on the Florida Standards Assessment Test will be at least %
AMO: The percentage of ELL students who will be proficient in math on the Florida Standards Assessment Test will be at least %
The percentage of all curriculum students who will make learning gains in math as defined by the State of Florida on the Florida Standards Assessment Test will be at least %.
The percentage of students in the lowest 25% who will make learning gains in math as defined by the State of Florida on the Florida Standards Assessment Test will be at least %.
The percentage of Level 4 and 5 students who will make learning gains in math on the Florida Standards Assessment Test will be at least %

DEA Math Proficiency (By Grade)

Math: Data

DEA Math	PROFICIENCY (Based on Common Core Assessment)																	
		Achievement Levels					Gender		Ethnicity						Status		
K	# Students Tested	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4-5	% Proficient	M	F	A	B	H	I	M	W	ESE	ELL	F/R
2015 Post Test (C)	114	1%	28%	44%	27%	71%	72%	70%	67%	42%	75%		85%	80%	33%	63%	69%
District 2015	2,387	1%	14%	41%	44%	85%	82%	87%	84%	72%	82%	82%	83%	88%	66%	76%	80%

DEA Math	PROFICIENCY (Based on Common Core Assessment)																	
		Achievement Levels					Gender		Ethnicity						Status		
Grade 1	# Students Tested	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4-5	% Proficient	M	F	A	B	H	I	M	W	ESE	ELL	F/R
2015 Post Test (C)	102	0%	2%	56%	42%	98%	100%	96%	100%	94%	92%		100%	100%	92%	93%	99%
District 2015	2,361	1%	6%	56%	37%	93%	93%	94%	98%	89%	91%	92%	95%	94%	82%	88%	91%

DEA Math	PROFICIENCY (Based on Common Core Assessment)																	
		Achievement Levels					Gender		Ethnicity						Status		
Grade 2	# Students Tested	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4-5	% Proficient	M	F	A	B	H	I	M	W	ESE	ELL	F/R
2015 Post Test (C)	90	1%	20%	51%	28%	79%	83%	75%	100%	47%	64%		91%	90%	70%	70%	77%
District 2015	2,351	1%	13%	50%	35%	86%	86%	85%	98%	70%	84%	90%	87%	88%	68%	76%	81%

DEA Math	PROFICIENCY (Based on Common Core Assessment)																	
Grade 3	# Students Tested	Achievement Levels				% Proficient	Gender		Ethnicity						Status		
		LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4-5		M	F	A	B	H	I	M	W	ESE	ELL	F/R
2015 Post Test (C)	88	2%	31%	58%	9%	67%	69%	65%	50%	43%	0%		55%	84%	43%	33%	68%
District 2015	2,367	1%	14%	64%	20%	84%	85%	84%	94%	73%	79%	67%	82%	88%	66%	55%	79%

DEA Math	PROFICIENCY (Based on Common Core Assessment)																	
Grade 4	# Students Tested	Achievement Levels				% Proficient	Gender		Ethnicity						Status		
		LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4-5		M	F	A	B	H	I	M	W	ESE	ELL	F/R
2015 Post Test (C)	86	3%	17%	62%	17%	79%	79%	79%	100%	69%	100%		73%	79%	57%	####	75%
District 2015	2,062	1%	13%	65%	21%	86%	87%	84%	88%	75%	78%	90%	87%	88%	67%	66%	79%

DEA Math	PROFICIENCY (Based on Common Core Assessment)																	
Grade 5	# Students Tested	Achievement Levels				% Proficient	Gender		Ethnicity						Status		
		LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4-5		M	F	A	B	H	I	M	W	ESE	ELL	F/R
2015 Post Test (C)	73	1%	14%	58%	27%	85%	84%	86%	50%	69%	67%		100%	90%	63%	67%	83%
District 2015	2,102	2%	14%	47%	38%	84%	83%	86%	88%	74%	79%	88%	87%	87%	60%	66%	77%

DEA Math		Common Core STRANDS (Average score for each subgroup)												
	K	All Students		Gender (%)		Ethnicity (%)						Status (%)		
		# Students Tested	Overall %	Male	Female	A	B	H	I	M	W	ESE	ELL	F/R
Operations	2015	114	78	80	75	83	59	83		85	82	64	77	77
	District	2,387	83	81	84	87	74	82	79	82	84	72	79	80
Meas. & Data	2015	114	76	77	76	70	58	72		82	84	54	71	74
	District	2,387	84	83	86	79	76	81	82	83	86	72	78	81
Geometry	2015	114	80	80	80	83	67	83		81	84	65	81	79
	District	2,387	88	87	89	87	82	87	88	88	89	80	84	86
Base Ten	2015	114	78	81	76	83	61	75		88	83	53	70	77
	District	2,387	83	83	84	93	72	82	86	83	85	73	81	80

DEA Math		Common Core STRANDS (Average score for each subgroup)												
	Grade 1	All Students		Gender (%)		Ethnicity (%)						Status (%)		
		# Students Tested	Overall %	Male	Female	A	B	H	I	M	W	ESE	ELL	F/R
Operations	2015	102	79	79	80	84	71	65		86	83	71	71	78
	District	2,361	76	76	76	83	69	73	66	77	77	64	73	73
Meas. & Data	2015	102	81	83	79	75	66	71		90	85	68	70	78
	District	2,361	80	79	80	82	69	77	80	79	82	72	74	76
Geometry	2015	102	70	68	71	67	63	70		70	72	68	68	68
	District	2,361	68	67	69	71	62	64	67	66	69	61	61	65
Base Ten	2015	102	88	89	87	84	82	77		92	91	82	77	87
	District	2,361	86	86	85	90	80	83	86	87	87	78	80	83

	DEA Math			Common Core STRANDS (Average score for each subgroup)											
	Grade 2	All Students		Gender (%)		Ethnicity (%)						Status (%)		
		# Students Tested	Overall %	Male	Female	A	B	H	I	M	W	ESE	ELL	F/R
Operations	2015	90	82	82	81	92	75	68		89	85	82	70	81
	District	2,351	86	85	86	93	77	84	90	86	87	76	81	83
Meas. & Data	2015	90	77	81	74	96	63	63		89	82	73	70	76
	District	2,351	80	82	79	86	71	79	88	80	82	70	76	76
Geometry	2015	90	92	92	93	94	91	88		97	93	83	92	92
	District	2,351	90	90	91	92	88	91	88	91	90	84	90	89
Base Ten	2015	90	81	85	79	97	75	71		91	83	82	76	80
	District	2,351	84	86	82	90	77	81	89	83	85	76	80	81

	DEA Math			Common Core STRANDS (Average score for each subgroup)											
	Grade 3	All Students		Gender (%)		Ethnicity (%)						Status (%)		
		# Students Tested	Overall %	Male	Female	A	B	H	I	M	W	ESE	ELL	F/R
Operations	2015	88	68	68	67	75	58	15		61	75	59	53	68
	District	2,367	76	75	76	86	70	71	55	75	77	62	61	71
Meas. & Data	2015	88	71	72	69	75	61	30		66	78	61	60	70
	District	2,367	78	78	77	85	69	74	73	76	80	68	65	75
Geometry	2015	88	72	72	73	63	65	50		70	77	61	50	71
	District	2,367	75	74	75	76	65	72	67	72	78	65	62	72
Base Ten	2015	88	63	62	65	63	57	13		59	70	55	58	62
	District	2,367	75	76	74	82	67	69	52	71	77	65	59	70

DEA Math		Common Core STRANDS (Average score for each subgroup)												
	Grade 4	All Students		Gender (%)		Ethnicity (%)						Status (%)		
		# Students Tested	Overall %	Male	Female	A	B	H	I	M	W	ESE	ELL	F/R
Operations	2015	86	71	70	71	70	68	88		61	72	62	77	69
	District	2,062	74	74	73	75	67	71	73	74	75	65	61	69
Meas. & Data	2015	86	65	67	64	78	58	72		68	65	52	80	61
	District	2,062	71	74	68	78	61	69	70	71	72	59	64	65
Geometry	2015	86	78	79	78	80	69	86		73	81	66	85	78
	District	2,062	83	84	82	82	76	81	80	81	85	72	73	79
Base Ten	2015	86	85	83	87	90	78	91		88	85	76	90	84
	District	2,062	89	89	89	93	85	88	92	91	90	80	83	86

DEA Math		Common Core STRANDS (Average score for each subgroup)												
	Grade 5	All Students		Gender (%)		Ethnicity (%)						Status (%)		
		# Students Tested	Overall %	Male	Female	A	B	H	I	M	W	ESE	ELL	F/R
Operations	2015	73	81	79	83	88	73	54		88	86	77	42	81
	District	2,102	86	86	86	88	81	83	91	85	87	76	72	83
Meas. & Data	2015	73	74	70	78	58	69	50		74	80	67	28	73
	District	2,102	77	77	77	86	70	72	79	77	79	64	65	72
Geometry	2015	73	85	83	87	67	86	70		92	86	78	67	84
	District	2,102	86	86	86	89	83	81	81	85	87	76	73	83
Base Ten	2015	73	72	73	71	45	75	59		78	73	58	52	71
	District	2,102	75	76	74	83	67	68	82	76	77	57	58	69

FSA Math Data (By Grade)

Math: Data

School Action Plan

Math: Assessment Data Analysis

What does the analysis of your school data tell you about your school's academic strengths?
Every grade level shows an overall proficiency greater than 70%, with the exception of third grade. First grade and fifth grade had proficiency scores higher than the district average by 5 percentage points and 1 percentage point, respectively. Kindergarten – The highest scoring strand is Geometry at 80%; 8 percentage points below the district average. First Grade – Overall proficiency percentage is higher than the district in all common core strands. Second Grade – The highest scoring strand is Geometry at 92%; 2 percentage points greater than the district average. Third Grade – The highest scoring strand is Geometry at 72%; 3 percentage points below the district average. Fourth Grade – The highest scoring strand is Base Ten at 85%; 4 percentage points below the district average. Fifth Grade – The highest scoring strand is Geometry at 85%; 1 percentage point below the district average. F/R subgroup proficiency scores are closely aligned with overall proficiency scores at each grade level, with the exception of third grade. The strand with the highest proficiency level across all grade levels is Geometry with the exception of fourth grade where it has the second highest proficiency level after Base Ten, and first grade where it is the lowest proficiency level.

What does the analysis tell you about your school's opportunities to improve?
Four out of six grades scored lower than the district average in overall proficiency; the lowest negative deviation being 7 percentage points below the district average in fourth grade and the highest negative deviation being 17 percentage points below the district average in third grade. Opportunities to improve student proficiency include: Kindergarten in the Measurement & Data domain with an overall proficiency level of 76%; 10 points below district average. No strand has a proficiency score higher than 80%. First Grade in the Geometry domain with an overall proficiency level of 70%; 2 points above district average but the lowest scoring domain for test C. Second Grade in the Measurement & Data domain with an overall proficiency level of 77%; 3 points below district average. Third Grade in the Operations & Algebraic Thinking domain (overall proficiency level of 68%) and the Numbers In Base Ten domain (overall proficiency level of 63%); up to 12 points below district average. Highest scoring strand (Geometry) was 72%. Fourth Grade in the Measurement & Data domain with an overall proficiency level of 65%; 6 points below district average. Fifth Grade in the Numbers in Base Ten domain with an overall proficiency of 72%; 3 points below district average. ESE and ELL subgroups scored less than the overall grade level proficiency for most grades in most domains.

School Action Plan

Math: Strategies & Programs to Support the Objectives

Math Focus 1
Focus: Strategies to Support Standards-based Instruction and Assessments
Goal: By the end of the year, we expect our students to be able to… apply mathematical practices when solving standards-based tasks and domain based stations.

Professional Development and Activities:
District: The central message provided (September, October, November/December, and January/February) will provide strategies and routines to support standards-based instruction and assessments. • Spiraling in the First 30 days! (Spiraling standards in the Balanced Math Model Block-Routines, Fluency, Mini-Lesson, Stations and Small Group student talk). • Formative Assessments (Observations, Student Talk, Questioning, Peer/Self -Assessment, Exit Slips, Graphic Organizers) • Differentiation (Whole Group, Small Group, Stations, Questioning, Tasks) • Problem Solving-Promoting Productive Struggle (Mathematical Practice 1)
School-based: 1. May 2015, teachers will complete a professional development inventory. The inventory will be used to plan, develop, and calendar quarterly school-based professional development request. During pre-planning the same professional development inventory will be given to new teachers of the school, Title I instructional and classroom assistants, ESOL, and ESE teachers, topics include: • Florida Standards-Go Math! Resources, Balanced Math Model • Student Talk • High Yield Routines • Student-centered mathematics (8 Mathematical Practices, manipulatives, engaging hands-on lessons and stations) 2. During the school-based, half day session, teachers and Math Instructional Coach will collaborate to analyze data (DEA /FSA 2015, formative and summative classroom assessments) and use their standards, Item Test Specs, and/or curriculum guide to create spiral math station activities and formative assessments to include student talk and purposeful spiraled standards. September 2015 District Focus Alignment • Focus 1 – Strategies to support standards-based instruction and assessments: Teachers will investigate and create math stations that are aligned to

grade level standards, as well as previous grade level standards as needed.

- Focus 2 – Purposeful Spiraling: Teachers will create stations that spiral math standards into instruction as needed, based on data.

Objective: Creating spiraling standards-based math stations based on DEA, AM, formative assessment, and classroom observation data using Item Test Specs to ensure assessment alignment. Focus on spiraling for previous grade level standards, current grade level standards, and standards for pre-teaching math content.

October 2015 District Focus Alignment:

- Focus 1 – Strategies to support standards-based instruction and assessments: Teachers will use High Yield Routines (Ann McCoy) linked to grade-level standards to support standards-based instruction and formative assessment in the classroom.

- Focus 2 – Purposeful Spiraling: Teachers will utilize High Yield Routines (Ann McCoy) for the purposes of spiraling Florida Math Standards to support academic proficiency and maintain student mathematics skills.

Objective: Identifying areas of need (i.e. grade level standards) by analyzing multiple data points (DEA, AM, formative assessments, classroom observations) for the purpose of spiraling mathematics standards using High Yield Routines designed to meet the academic needs of students and align with Item Test Specs. Focus on High Yield Routine strategies to increase student Math Talk and provide opportunities for spiraling math content into the Balanced Math Model.

November 2015 District Focus Alignment:

- Focus 1 – Strategies to support standards-based instruction and assessments: Teachers plan and create standards-based differentiated math stations to meet individual student needs.

- Focus 2 – Purposeful Spiraling: Teachers will identify standards that do not meet proficiency expectations and plan for spiraling those standards into differentiated math stations.

Topic 1: Identifying grade-level standards that do not meet proficiency level expectations using multiple data points (DEA, AM, formative assessments, classroom observations) for the purposes of differentiating math stations to target individual student needs. Focus on strategies for differentiating current and new math stations that are aligned with Item Test Specs to remediate and enrich grade level standards.

January 2016 District Focus Alignment:

- Focus 1 – Strategies to support standards-based instruction and assessments: Teachers will analyze and create standards-based mathematics problems that are both rigorous and appropriate to student needs.

- Focus 2 – Purposeful Spiraling: Teachers will identify standards that do not meet proficiency expectations and plan for spiraling those standards into

rigorous and appropriate mathematics problems that promote productive struggle.

Topic 1: Identifying and creating rigorous and appropriate standards-based mathematics problems that promote productive struggle for individual students to increase proficiency and perseverance with regards to mathematics problem-solving. Focus on strategies for good questioning in the classroom and aligning the problem format with Item Test Specs.

3 .Share exemplar standards/domain based math stations and student samples during PLC Data Team, school-based PD, grade level, and faculty meetings to maximize instruction.

4. All faculty will be trained by Dr. Arteaga on the educational impact of poverty in schools. Initial training will be a 4 hour session during preplanning. Each grade level will have an additional 2 hours of staff development in November-December with Dr. Arteaga. School-based allocated PD days will be utilized for the training. Strategies for working with students of poverty will be infused in all professional development, mini PD sessions, additional PD, half day trainings, PLC Data Teams, faculty meetings, grade chair meetings, leadership meetings, and correspondance through our weekly employee bulletin.

5. During September, all teachers will receive staff development on Moby Max, which will be the emphasis for K-3 math remediation in the classroom.

6. During August, 3rd-5th grade teachers attend GIZMO professional development at Elliott Point to learn how to incorporate this interface into math and science lessons. A follow up training will occur in January for these teachers.

7. One 3rd and one 4th grade teacher will attend CRISS (Creating Independence through Student-owned Strategies) training at Plew Elementary on Sept. 18 and Oct. 20. Those teachers will provide professional development to the grade levels upon returning.

Action Steps for Implementation:

School Implementation Action Steps:

1. Meet with SPP Team on June 26 and Aug. 8, and Grade Levels on Aug. 5 and Aug. 27, 2015 to work on SPP, analyze DEA and 3rd grade FSA data, and discuss Professional Development needs at the school based level.

2. Administrators and Math Instructional Coach will schedule additional Math PD with various grade levels.

3.Order Math Best Practices Flip Charts and FSA Item Specs, from Print Shop for dissemination to new teachers during pre-planning.

4.Create a school-based calendar of professional development, mini PD sessions, faculty,grade level, and leadership meetings for dissemination during pre-planning.

5.In August, classroom teachers will have access to previous year's final student assessments (DEA Test (C), FSA 2015, i-Ready etc.) to establish appropriate remediation and enrichment groups.

6. Based on teacher need, professional development will be offered pertaining to the Standards-based instruction and assassments, and Purposeful Spiraling during 1/2 day training. (Focus areas: Sept. - Spiraling Standards-based Math Stations; Oct. - Spiraling Mathematics Standards Using High Yield Routines; Nov. - Differentiating Math Stations; Jan. - Identifying and Creating Rigorous and Appropriate Standards-Based Mathematics Problems that Promote Productive Struggle)

7. In PLC Data Teams (meet every 12 days), along with the Instructional Coach, teachers will plan for and implement standards-based lessons to align the 8 Mathematical Practices. Teachers will participate in peer observation and reflect on the created lesson/math stations. School-based allocated PD days will be utilized for the training during the months of October, November, and December.

8.PLC Data Teams will focus on specific aspects of the close reading protocol, to include writing through reading. Grade levels will meet every twelve days during PLC Data Team time, with writing through reading as a standing agenda item. Teachers will analyze, score and share student writing samples . District funded substitutes will be utilized to have grade levels have additional time for writing professional development activities as needed.

9. Within Data Team times, additional school-based PD days, and mini PD sessions, teachers will develop lessons aligned with standards and data.

10. Teachers will be trained to use the Student Talk rubrics during a faculty meeting.

11. As follow-up to central message and school based PD, the Math Instructional Coach will host mini 15 minute PD sessions that align with teacher need.

12.All faculty will be trained by Dr. Arteaga on the educational impact of poverty in schools. Initial training will be a 4 hour session during preplanning. Each grade level will have an additional 2 hours of staff development in November-December with Dr. Arteaga. School-based allocated PD days will be utilized for the training. Strategies for working with students of poverty will be infused in all professional development, mini PD sessions, additional PD, half day trainings, PLC Data Teams, faculty meetings, grade chair meetings, leadership meetings, and correspondance through our weekly employee bulletin.

14. Upon completion of DEA Test (A), grade levels will analyze student data- DEA Test (A) and identify patterns for grade levels, groups of students, and individual students and plan standards/domain specific math stations that require students to demonstrate an in-depth understanding of the standards. Additional PD sessions will be planned to highlight deficit areas using district provided substitutes.

15.Upon completion of DEA Test (B/C), grade levels will analyze student data- DEA Test (B/C) and identify patterns for grade levels, groups of students, and individual students and plan standards/domain specific math stations that require students to demonstrate an in-depth understanding of the standards.

16 .Teachers new to the school will be provided the OCSD PD that has been given previously the through district-based website.

Classroom Implementation Action Steps (Teachers and Students):

1. Teachers will align math instruction, small math groups, and math stations, mathematical discussions with the standards, benchmarks, Mathematical Practices, and the Comprehensive Balanced Math Model.

2. Teachers will model appropriate Student Talk norms daily in small group, whole group, and/or stations.

3. Students will utilize appropriate Student Talk norms daily in small group, whole group, and/or stations.

4. Teachers will continue to create opportunities and utilize Student Talk through the 6 talk moves (revoicing, restating, rephrasing, wait time, agree/disagree, add-on) into daily instruction through purposeful routines, small and whole group discussions, lessons and stations.

5. Students will utilize student talk moves (revoicing, restating, rephrasing, wait time, agree/disagree, add-on) to respond to text dependent questions and prepare for writing activities within the math block.

6.Teachers will embed the 8 Mathematical Practices into student talk, High Yield routines, and lessons.

7. Teachers will provide standard/domain-specific station tasks that include higher-order questioning, use of mathematical practices, and student talk.

8. Students will be engaged in domain specific stations minimum 3x a week that require students to work through models, use vocabulary, and break the problem into steps to solve and explain answers.

9. Teachers/departments/grade levels will utilize Go Math FSA-like assessments, Curriculum Guides, Item Specs, MFAS, and CPALMS for formative and summative assessments.

10. Students will respond to FSA-like items during the balanced math block, assignments, and various assessments.

11. Teachers will provide specific feedback to all students with an explanation of what they are doing incorrectly and correctly on station activities during individual/small group conferences or reading student math journal.

12. Lesson plans will include math station differentiated activities to include each domain, based on grade progression.

13. Students will self-monitor their progress on station activities based on feedback from the teacher during individual/small group conference or student math journals.

14. The use of math journals will be used to assist with spiraling and written explanation of skills.

15.Teachers will attend additional Math PD in specific domain areas based on Math DEA presented by Math Instuctional Coach based on data.

16. Teachers will utilize the Moby Max program for math skill and strategy development of students, especially for students in need of remediation, a minimum of 3 times per week.
17. Students will engage in use of Moby Max program a minimum of 3 times per week.

Progress Monitoring:			
Initiative	**How Often**	**How Will It Be Monitored**	**Who Is Responsible To Monitor**
Balanced Math Model: student talk, high yield routines, student centered mathematics, 8 mathematical practices.	Daily	Observations, walk-throughs, lesson plan	Administration, General Education Teacher, Math Instructional Coach
Analyze Data	Monthly, Quarterly	Grade Level agendas and minutes	Administration, Grade Level Chairs, Math Instructional Coach
Domain based station; Creation,Observation and Reflection	October, November, January	Lesson plans, walk-throughs, observations	Administration, General Education Teacher, Math Instructional Coach
Standards-based Stations	Minimum 3X week	Lesson plans, walk-throughs, observations	
Mini PD Sessions	Monthly	Sign in sheets, Lesson Plans, Professional Conversations	Math Instructional Coach
Math Talk Rubric Training	September		Math Instructional Coach

Evaluation:
Evaluation of Goal & Implementation (Completed at the Beginning of Second Semester):
Refinement of Goal (Completed at the Beginning of Second Semester):

School Action Plan

Math: Strategies & Programs to Support the Objectives

Math Focus 2
Focus: Purposeful Spiraling
Goal: By the end of the year, we expect our students to be able to…maintain and master previously taught skills and basic fluency facts to solve complex standards-based problems.

Professional Development and Activities:
District: Elementary math teachers will attend 4 half day professional development sessions (September, October, November/December, and January/February) to include; an hour of district message to provide strategies and routines to support standards-based instruction and assessments. • Spiraling in the First 30 Days (Routines, Fluency, Mini-Lesson, Stations and Small Group) • Formative Assessments (Observations, Questioning, Peer/Self -Assessment, Student Talk, Exit Slips, Graphic Organizers) • Differentiation (Whole Group, Small Group, Stations, Questioning, Tasks) • Problem Solving-Promoting Productive Struggle (Mathematical Practice 1)
School-based: 1. During the school-based, half day session, teachers and Math Instructional Coach will collaborate to analyze data (DEA /FSA 2015, formative and summative classroom assessments) and use their standards, Item Test Specs, and/or curriculum guide to create spiral math station activities and formative assessments to include student talk and purposeful spiraled standards. September 2015 District Focus Alignment •Focus 1 – Strategies to support standards-based instruction and assessments: Teachers will investigate and create math stations that are aligned to grade level standards, as well as previous grade level standards as needed. •Focus 2 – Purposeful Spiraling: Teachers will create stations that spiral math standards into instruction as needed, based on data. Objective: Creating spiraling standards-based math stations based on DEA, AM, formative assessment, and classroom observation data using Item Test Specs to ensure assessment alignment. Focus on spiraling for previous grade level standards, current grade level standards, and standards for pre-teaching math content. October 2015 District Focus Alignment: •Focus 1 – Strategies to support standards-based instruction and assessments: Teachers will use High Yield Routines (Ann McCoy) linked to grade-level standards to support standards-based instruction and formative assessment in the classroom.

•Focus 2 – Purposeful Spiraling: Teachers will utilize High Yield Routines (Ann McCoy) for the purposes of spiraling Florida Math Standards to support academic proficiency and maintain student mathematics skills.

Objective: Identifying areas of need (i.e. grade level standards) by analyzing multiple data points (DEA, AM, formative assessments, classroom observations) for the purpose of spiraling mathematics standards using High Yield Routines designed to meet the academic needs of students and align with Item Test Specs. Focus on High Yield Routine strategies to increase student Math Talk and provide opportunities for spiraling math content into the Balanced Math Model.

November 2015 District Focus Alignment:

•Focus 1 – Strategies to support standards-based instruction and assessments: Teachers plan and create standards-based differentiated math stations to meet individual student needs.

•Focus 2 – Purposeful Spiraling: Teachers will identify standards that do not meet proficiency expectations and plan for spiraling those standards into differentiated math stations.

Topic 1: Identifying grade-level standards that do not meet proficiency level expectations using multiple data points (DEA, AM, formative assessments, classroom observations) for the purposes of differentiating math stations to target individual student needs. Focus on strategies for differentiating current and new math stations that are aligned with Item Test Specs to remediate and enrich grade level standards.

January 2016 District Focus Alignment:

•Focus 1 – Strategies to support standards-based instruction and assessments: Teachers will analyze and create standards-based mathematics problems that are both rigorous and appropriate to student needs.

•Focus 2 – Purposeful Spiraling: Teachers will identify standards that do not meet proficiency expectations and plan for spiraling those standards into rigorous and appropriate mathematics problems that promote productive struggle.

Topic 1: Identifying and creating rigorous and appropriate standards-based mathematics problems that promote productive struggle for individual students to increase proficiency and perseverance with regards to mathematics problem-solving. Focus on strategies for good questioning in the classroom and aligning the problem format with Item Test Specs.

2. During mini PD sessions after school, teachers will take part in 15 minute trainings to examine the 8 mathematical routines (Today's Number, Mystery Number, Alike and Different, Number Lines, Quick Images, Guess My Rule, How Do You Know?, Infusing Mathematics into Nonmathematical Routines) to implement into their math block spiraling mathematical content.

4. All faculty will be trained by Dr. Arteaga on the educational impact of poverty in schools. Initial training will be a 4 hour session during preplanning. Each grade level will have an additional 2 hours of staff development in November-December with Dr. Arteaga. School-based allocated PD days will be utilized for the

training. Strategies for working with students of poverty will be infused in all professional development, mini PD sessions, additional PD, half day trainings, PLC Data Teams, faculty meetings, grade chair meetings, leadership meetings, and correspondance through our weekly employee bulletin.

5. During August, 3rd-5th grade teachers attend GIZMO professional development at Elliott Point to learn how to incorporate this interface into math and science lessons. A follow up training will occur in January for these teachers.

Action Steps for Implementation:

School Implementation Action Steps:

1.. Math coach will develop a high-yield routine calendar for 15 minute monthly trainings.

2. In August, classroom teachers will have access to the previous year's final student assessments (DEA Test (C)/FSA 2015, iReady etc.).

3. Math coach will review Balanced Math Model with teachers and provide assistance in setting up math block to model after the Balanced Math Model.

4. 1x Monthly-September-April, Math coach will present high-yield routine in school based, 20 Day PD, faculty meetings, or grade level, established meeting. Math coach and teachers will analyze DEA data/FSA 2015, formative/summative data to identify grade level standards of weakness. Coach and team will then plan how to implement routine with identified standards requiring re-teaching, maintaining, or practice as evident by analyzing data.

Classroom Implementation Action Steps (Teachers and Students):

1. Teacher will provide daily high yield routines during Balanced Math Block (Today's Number, Mystery Number, Alike and Different, Number Lines, Quick Images, Guess My Rule, How Do You Know?, Infusing Mathematics into Nonmathematical Routines) during math block to re-teach, maintain, or review identified standards needing spiraled in stations.

2. Teachers will use various programs to spiral standard-based instruction using math journals, Mobymax, iReady, Gizmos, etc...

3. Teacher will include identified standards to spiral on bi-weekly formative and summative (chapter/unit tests) assessments using Go Math FSA-like assessments, Curriculum Guides, and CPALMS.

4. Using previous formative/summative assessments, teacher will identify most missed questions to spiral in next formative/summative assessment.

5. Lesson plans will include a spiral math station to include identified standards needing spiraling.

6. Students will engage daily in high yield routine tasks (Today's Number, Mystery Number, Alike and Different, Number Lines, Quick Images, Guess My Rule, How Do You Know?, Infusing Mathematics into Nonmathematical Routines) to practice, maintain, or review spiraled standards.

7. Students will complete tasks/items on formative and summative assessments weekly.

8. Based on classroom needs, teacher will review and maintain spiraled standards during standards-based math station observations, conferences, or reading student math journal.

9. Volunteer teachers will share a High-Yield Routine example from the classroom at faculty meetings (2x monthly) which a routine will be highlighted.

10. Teachers will utilize iReady in classroom minimum 3 days per week for 20 minutes (level 2 grade 4 & 5).

11. Students (level 2) will utilize the iReady in classroom minimum 3 days per week for 20 minutes. Students attending Plan of Care tutoring will also utilize the iReady program before school.

12. Teachers will utilize Moby Max in the classroom for enrichment students, and may use for general education students.

13. Enrichment students (Grades 3-5) will utilize Moby Max at a minimum of 3 days per week.

Progress Monitoring:			
Initiative	**How Often**	**How Will It Be Monitored**	**Who Is Responsible To Monitor**
Math Journals	minimum 3 times a week	Lesson Plans, Walk Throughs, Observations	Administrator
Analyze data	Monthly	Lesson plan reflections, Math Station Differentiation	Administrator, Grade Level Chair, Math Instructional Coach
High Yield Routines	Daily	Lesson Plans, Walk Throughs, Observations	Administrator, Grade Level Chair, Math Instructional Coach
Spiraled Math Assessments (formative and summative)	Bi-weekly	Lesson plans, Grade Level Meetings	Adminstrator
CRISS Training	2 days	Lesson Plans, Walk Throughs, Observations	Administrator, CRISS Training Attendees
GIZMO Training	2 days	Lesson Plans, Walk Throughs, Observations	Administrator, GIZMO Training Attendees, Title 1

Evaluation:
Evaluation of Goal & Implementation (Completed at the Beginning of Second Semester):
Refinement of Goal (Completed at the Beginning of Second Semester):

School Action Plan

Math: Strategies & Programs to Support the Objectives

Math Levels 1 and 2 Focus 1 (Grades K-2)
Focus: operations and algebraic thinking
Goal: By the end of the year, we expect our students to be able to…apply algebraic thinking to grade level standards and operations to increase proficiency.

Professional Development and Activities:
School-based: 1. Classroom and Title 1 teachers will participate in school/district professional development for web-based resources such as: MobyMax, GIZMO,Extra Math, Sumdog. Moby Max training will be September 10, 2015. 2. During school-based PD teachers and Math Instructional Coach will collaborate to analyze data (DEA, formative and summative classroom assessments) and use their standards, commonly missed questions, and/or curriculum guide to create appropriate remediation lessons to support fluency. 3. During mini PD sessions after school, teachers will take part in 15 minute trainings to examine the 8 mathematical routines (Today's Number, Mystery Number, Alike and Different, Number Lines, Quick Images, Guess My Rule, How Do You Know?, Infusing Mathematics into Nonmathematical Routines) to implement in their math block to spiral mathematical content. 4. The Title 1 teachers will meet monthly with the Math Instructional Coach to have professional conversations on High Yield Routines from last year's book study. They will work together to create remediation with an emphasis on problem solving using high yield routines.

Action Steps for Implementation:

School Implementation Action Steps:

1. Grade level will analyze data as a team to identify low areas of needs within operations and algebraic thinking.

2. School will provide various technology programs to be implemented during the school day. Such programs include Moby Max, GIZMO, Xtra Math.

3. All Level 1, Level 2, and fragile 3s in grades K-2 will receive math remediation utilizing the Moby max program.

4. Students will be remediated uing the Moby Max program in combination with teacher led small group differentiated instruction.

5. Plan of Care tutoring will focus on grades 2-5, serving all level 2s, some fragile 3s, and the lowest quintile on FSA.

6. Students participating in after A.S.P.I.R.E. school program (daycare) will have access to technology lab for spiral review/enrichment five days per week.

Classroom Implementation Action Steps (Teachers and Students):

1. Teachers will instruct level 1 and 2 students in a small group setting at a minimum of three times a week with documented fidelity.

2. Teachers will provide daily high yield routines during Balanced Math Block (Today's number, Mystery Number, Alike and Different, Crazy 8s Math, Number Lines, Quick Images, Guess My Rule, How Do You Know?, Infusing Mathematics into Nonmathematical Routines) during math block to re-teach, maintain, or review identified standards needing spiraling.

3. Teachers will create common assessments with their grade level to incorporate frequently missed standards.

4. Lesson plans will include remedial math station(s) for identified standards to be spiraled.

5. Students will participate in math stations that are differentiated utilizing on going assessments and student needs at least three times per week.

6. Teachers will continue to create an environment for engaging Student Talk with peers.

7. Teachers will provide differentiated instruction, differentiated instuction, and spiraling practice in the math block, and use of Moby Max.

8. Students will utilize the Moby Max program during class and within the remediation block.

Progress Monitoring:			
Initiative	**How Often**	**How Will It Be Monitored**	**Who Is Responsible To Monitor**
Teacher Small Group Instruction with student stations (K-2)	Minimum 3 times per week during math block	Lesson plans, Walk Throughs	General Education Teacher, Administrator
Implementation of Remediation Strategies with Identified Students (K-2)	Daily	Lesson Plans, Walk Throughs, Observations	General Education Teacher, Title 1 Teacher, Administration
High Yield Strategies Book Study Chats with Math Instructional Coach	Monthly	Professional Conversations, Calendar	Math Instructional Coach, Title 1 Teachers, Administration

Evaluation:
Evaluation of Goal & Implementation (Completed at the Beginning of Second Semester):
Refinement of Goal (Completed at the Beginning of Second Semester):

School Action Plan

Math: Strategies & Programs to Support the Objectives

Math Levels 1 and 2 Focus 2 (Grades 3-5)
Focus: Differentiated Remediation
Goal: By the end of the year, we expect our students to be able to…show at least one year's growth at student's instructional level using iReady.

Professional Development and Activities:
School-based: 1. Title 1 teachers will participate in school/district professional development for the web-based resource iReady. 2. Teachers of students enrolled in iReady will receive staff development on the workings of the program, along with ideas for implementation. 3. During mini PD sessions after school, teachers will take part in 15 minute trainings to examine the 8 mathematical routines (Today's Number, Mystery Number, Alike and Different, Number Lines, Quick Images, Guess My Rule, How Do You Know?, Infusing Mathematics into Nonmathematical Routines) to implement into their math block to spiral mathematical content. 4. All classroom teachers will receive training on Moby Max math program during a September faculty meeting which will be facilitated by the Math Instructional Coach and Title 1 Math Remediation Teacher. 5. Math Instructional Coach will provide PD and teacher assistance in using Moby Max during Math Stations.

Action Steps for Implementation:

School Implementation Action Steps:

1. Grade level will analyze data as a team to identify low areas of needs within operations and algebraic thinking.

2 All Level 1, Level 2, and fragile 3s in 3rd grade will consistently use the Moby Max math program. All Level 2 and fragile 3 students in 4th and 5th grades will consistently use the iReady Diagnostic & Instruction program.

3. Title 1 and classroom teachers will blend Moby Max (3rd) and iReady(4th & 5th) components with small group differentiated instruction.

4. Remediation will target standards based skills identified by students' performance on Moby Max (3rd) and iReady (4th & 5th) tasks.

5. The iReady coordinator will monitor students' iReady use and progress.

6. The iReadycoordinator will collaborate with classroom teachers concerning students' uniques needs and in identifying appropriate iReady supplemental resources to address those needs.

7. Materials will be provided to teachers that are based on each individual student's needs for classroom support and remediation

8. Plan of Care tutoring before school will invite all iReady students for before school use.

9. Students participating in after A.S.P.I.R.E. school program (daycare) will have access to technology lab for spiral review/enrichment five days per week.

Classroom Implementation Action Steps (Teachers and Students):

1. Teachers will meet with iReady students in small groups or one on one to utilize the targeted instructional materials supplied by the iReady coordinator through a blended instruction model.

2. Teachers will provide differentiated instruction, differentiated instuction, and spiraling practice in the math block, and use of Moby Max and iReady.

3. Students will utilize the Moby Max and iReady programs during class and within the remediation block.

Progress Monitoring:			
Initiative	**How Often**	**How Will It Be Monitored**	**Who Is Responsible To Monitor**
iReady Math Program	minimum one hour a week	iReady data and reports, Lesson Plans, Observations	
Blended Instruction	minimum 3 X a week	iReady data and reports, Lesson Plans, Observations	General Education Teacher, Title 1 Teachers, iReady Coordinator
Mini PD Sessions		Sign In Sheets, Lesson Plans, Walk Throughs, Observations	Math Instructional Coach, Administration
Classroom Collaboration	Monthly	Calendar, Lesson Plans, iReady reports	General Education Teacher, Title 1 Teachers, iReady Coordinator
Moby Max Training	September 10, 2015	Moby Max data and reports, Sign In Sheets, Observations, Walk Throughs, Lesson Plans	Math Instructional Coach, Title 1 Math Remediation Teacher, Administration

Evaluation:
Evaluation of Goal & Implementation (Completed at the Beginning of Second Semester):
Refinement of Goal (Completed at the Beginning of Second Semester):

School Action Plan

Math: Strategies & Programs to Support the Objectives

Math Levels Subgroup Focus	
Subgroup: Level 4 & 5, Grades 3-5	**Focus:** Enrichment
Goal: By the end of the year, we expect our students to be able to… increase learning gains in both math and science.	

Professional Development and Activities:
School-based: 1. Title 1 will attend district training on the use and implementation of Moby Max program. 2. All staff will be trained in using Moby Max program during a PLC Data Team in order to implement the program in the classroom. 3. During mini PD sessions after school, teachers will take part in 15 minute trainings to examine the 8 mathematical routines (Today's Number, Mystery Number, Alike and Different, Number Lines, Quick Images, Guess My Rule, How Do You Know?, Infusing Mathematics into Nonmathematical Routines) to implement in their math block to spiral mathematical content.

Action Steps for Implementation:

School Implementation Action Steps:

1.Grade levels/Title 1 will analyze data as a team to identify students needing enrichment.

2. Level 4 and 5 students in 4th and 5th grade will attend periodic meetings to participate in STEMM activities and direction on using Moby Max independently as an accelerated Math curriculum.

3. Enrichment teachers will provide classroom teachers with high level independent and small group tasks and activities.

Classroom Implementation Action Steps (Teachers and Students):

1. Classroom teachers will provide opportunities for level 4 and 5 students to collaborate on high order thinking tasks related to student's strenghts and interests.

2. Classroom teachers will provide Level 4 and 5 students with an accelerated Math curriculum using the Moby Max progam and other resources.

3. Students will utilize the Moby Max program for enrichment no less than three times a week.

4. Teachers will continue to create an environment for engaging in Student Talk with peers

5. Students will engage in Math Talk using academic vocabulary.

6. Enrichment students participating in A.S.P.I.R.E., will be involved in Robotics and Odyssey of the Mind. Other enrichment students will be involved with these programs on a monthly basis.

Progress Monitoring:

Initiative	How Often	How Will It Be Monitored	Who Is Responsible To Monitor
Moby Max Program	minimum 1 hour a week	Moby Max logs and reports	Enrichment Coordinator, General Education Teacher, Administration
High Order Thinking Tasks	minimum 3 days a week	Lesson Plans, Walk Throughs, Observations,	General Education Teacher, Title 1 Teachers, iReady Coordinator
Mini PD Session	every 2 weeks	Sign In Sheets, Lesson Plans, Walk Throughs, Observations	Math Instructional Coach, Administration
Robotics & Odyssey of the Mind	Weekly/Monthly	Observations, Project Learning	Administration. A.S.P.I.R.E., C. Sellers

Evaluation:
Evaluation of Goal & Implementation (Completed at the Beginning of Second Semester):
Refinement of Goal (Completed at the Beginning of Second Semester):

School Action Plan

Math: Strategies & Programs to Support the Objectives

Math SWD Focus
Focus:
Goal: By the end of the year, we expect our students to be able to…use problem solving to solve grade level, standards based math concepts.

Professional Development and Activities:
School-based: 1. ESE teachers will participate in school/district professional development for web-based resources such as: MobyMax, iReady,GIZMO,Extra Math, Sumdog. 2. During school-based PD teachers and Math Instructional Coach will collaborate to analyze data (DEA, formative and summative classroom assessments) and use their standards, commonly missed questions, and/or curriculum guide to create appropriate remediation lessons to support fluency. 3. During mini PD sessions after school, teachers will take part in 15 minute trainings to examine the 8 mathematical routines (Today's Number, Mystery Number, Alike and Different, Number Lines, Quick Images, Guess My Rule, How Do You Know?, Infusing Mathematics into Nonmathematical Routines) to implement in their math block to spiral mathematical content. 3. The ESE teachers will meet monthly with the Math Instructional Coach to have professional conversations on High Yield Routines from last year's book study. They will work together to create remediation with an emphasis on problem solving using high yield routines. 5. All classroom teachers of students with disabilities will participate in an IEP Staff Development to help them understand academic goals and accomodations mandated by the student's IEP.

Action Steps for Implementation:
School Implementation Action Steps: 1. Grade level will analyze data as a team to identify low areas of needs within operations and algebraic thinking. 2. School will provide various technology programs to be implemented during the school day. Such programs are Moby Max,Crazy 8s Math, GIZMO, Xtra Math. 3. Plan of Care tutoring will focus on grades 2-5, serving all level 2s, some fragile 3s, and the lowest quintile on FSA. 4. Students participating in after A.S.P.I.R.E. school program (daycare) will have access to technology lab for spiral review/enrichment five days per week. 5. Provide math station workshop PD.
Classroom Implementation Action Steps (Teachers and Students): 1. ESE teachers will provide the required number of minutes of instruction identified by each individual IEP. 2. Classroom teachers will instruct students in a small group setting at a minimum of three times a week with documented fidelity. 3. Teachers will provide daily high yield routines during Balanced Math Block (Today's number, Mystery Number, Alike and Different, Number Lines, Quick Images, Guess My Rule, How Do You Know?, Infusing Mathematics into Nonmathematical Routines) during math block to re-teach, maintain, or review identified standards needing spiraled. 4. Teachers will create common assessments with their grade level to incorporate frequently missed standards. 5. Lesson plans will include remedial math station(s) for identified standards to be spiraled. 6. Students will participate in math stations that are differentiated utilizing on going assessments and student needs at least three times a week. 7. Teachers will continue to create an environment for engaging student talk with peers 8. Students will engage in math talk using academic vocabulary.

Progress Monitoring:			
Initiative	**How Often**	**How Will It Be Monitored**	**Who Is Responsible To Monitor**
Computer Program PD	two times a year, or as needed	Implementation logs and reports, sign in	Math Instructional Coach, Title 1, Administration
High Yield Strategies Book Study Chats with Math Instructional Coach	Monthly	Agendas, sign in sheets, Lesson Plans, Walk Throughs, Observations, Professional Conversations	Math Instructional Coach, Administration, ESE Teachers
Mini PD Sessions	Twice monthly	Sign in sheets, Lesson Plans, Walk Throughs, Observations	Math Instructional Coach, Administration
Understanding IEPs Professional Development	once in September	IEP meetings, Lesson Plans, Professional Conversations, MTSS, Walk Throughs, Observations, PAWS	General Education Teacher, ESE Teachers, Administration

Evaluation:
Evaluation of Goal & Implementation (Completed at the Beginning of Second Semester):
Refinement of Goal (Completed at the Beginning of Second Semester):

School Action Plan
Science

District Goal:	**Students shall demonstrate science proficiency at or above the expected grade level.**

Objectives:
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 %.

School Action Plan

Science: Data

FCAT SCIENCE 2013-2015 Proficiency (By School/Grade)

Year	School	Grade	# Students Tested	Achievement Levels					% Proficient	Gender		Ethnicity						Status		
				LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5		M	F	A	B	H	I	M	W	ESE	ELL	F/R
2013	Elliott Point	05	74	19%	42%	15%	9%	15%	**39%**	46%	31%		19%	36%		60%	45%	40%	17%	31%
2014	Elliott Point	05	78	21%	28%	31%	13%	8%	**51%**	63%	38%	67%	6%	57%		46%	73%	50%	33%	44%
2015	**Elliott Point**	**05**	**74**	**14%**	**31%**	**31%**	**22%**	**3%**	**55%**	**55%**	**56%**	**0%**	**38%**	**17%**		**75%**	**63%**	**29%**	**0%**	**48%**
2015	**District**	**05**	**2,226**	**13%**	**24%**	**30%**	**16%**	**17%**	**63%**	**66%**	**59%**	**70%**	**37%**	**44%**	**88%**	**60%**	**69%**	**29%**	**15%**	**50%**
2015	**STATE**	**05**		**22%**	**25%**	**27%**	**13%**	**12%**	**53%**											

GRADE 5 — **FCAT SCIENCE 2013-2015 STRANDS (By School)**

	Year	Name	All Students		Gender		Ethnicity						Status		
			# Students Tested	Overall	Male	Female	A	B	H	I	M	W	ESE	ELL	F/R
NATURE	2013	Elliott Point	74	69%	68%	71%		60%	65%		80%	73%	62%	60%	67%
	2014	Elliott Point	78	74%	79%	69%	70%	60%	84%		72%	80%	75%	57%	74%
	2015	**Elliott Point**	**74**	**69%**	**67%**	**71%**	**60%**	**62%**	**60%**		**72%**	**72%**	**58%**	**50%**	**66%**
	2015	**District**	**2,226**	**72%**	**71%**	**73%**	**77%**	**62%**	**66%**	**78%**	**69%**	**74%**	**56%**	**50%**	**66%**
ERTH/SPC	2013	Elliott Point	74	71%	72%	70%		55%	70%		73%	77%	71%	59%	68%
	2014	Elliott Point	78	66%	73%	59%	65%	54%	69%		62%	74%	70%	52%	63%
	2015	**Elliott Point**	**74**	**64%**	**65%**	**63%**	**41%**	**51%**	**52%**		**72%**	**68%**	**53%**	**46%**	**61%**
	2015	**District**	**2,226**	**70%**	**72%**	**67%**	**77%**	**58%**	**61%**	**80%**	**69%**	**72%**	**58%**	**47%**	**64%**
PHYSICAL	2013	Elliott Point	74	66%	67%	64%		56%	69%		71%	68%	63%	65%	64%
	2014	Elliott Point	78	71%	76%	66%	65%	57%	76%		67%	79%	64%	56%	70%
	2015	**Elliott Point**	**74**	**72%**	**72%**	**72%**	**53%**	**68%**	**52%**		**83%**	**73%**	**59%**	**44%**	**70%**
	2015	**District**	**2,226**	**74%**	**75%**	**73%**	**78%**	**65%**	**66%**	**82%**	**73%**	**77%**	**61%**	**49%**	**69%**
LIFE	2013	Elliott Point	74	64%	66%	62%		55%	59%		76%	67%	65%	51%	59%
	2014	Elliott Point	78	64%	71%	56%	64%	44%	73%		66%	71%	64%	50%	60%
	2015	**Elliott Point**	**74**	**72%**	**71%**	**72%**	**57%**	**69%**	**60%**		**76%**	**74%**	**60%**	**48%**	**69%**
	2015	**District**	**2,226**	**73%**	**73%**	**72%**	**80%**	**64%**	**63%**	**85%**	**72%**	**75%**	**59%**	**46%**	**68%**

School Action Plan

Science: Strategies & Programs to Support the Objective

Science Focus
Focus: Purposeful Spiraling
Goal: By the end of the year, we expect our students to be able to… use close read protocols when analyzing the components of questions specific to grade level science content standards, especially in the Nature of Science and Earth/Space.

Professional Development and Activities:

School-based:

1. Training on the ELA Instructional Shifts and Close Read Protocol will occur for all new teachers to OCSD on Sept. 23. School allocated PD days will be utilized for this 1/2 day training

2. During the district provided half day sessions, teachers will collaborate to create lessons focused on balanced literacy everyday instruction, using multiple texts and genres for Close Reads, text dependent questions, writing through reading, and elaboration of writing. Teachers will participate in peer observations and reflection on created lessons. Close Reads can incorporate science informational text.

3. Based on teacher need, professional development will be offered pertaining to the Close Reading Process and components of Balanced Literacy during all ELA 1/2 day training. (Focus areas: Sept. - Everyday Instructional Reading; Oct. - Text Dependent Questions; Nov. - Writing Through Reading; Jan. - Elaboration)

4. In PLC Data Teams (meet every 12 days), along with the Instructional Coach, teachers will plan for and implement lessons to align with the Close Reading Protocol and Everyday Instructional Reading. Teachers will participate in peer observation and reflect on the created lesson. School-based allocated PD days will be utilized for the training during the months of October, November, and December.

5. All grade levels will participate in professional development and curriculum alignment with Tami Ellis to develop a clear understanding of Benchmarks across grade levels, what mastery of benchmarks looks like, how to analyze tasks and assessments for appropriateness, and how to develop appropriate assessments that will guide instruction.

6. All faculty will be trained by Dr. Arteaga on the educational impact of poverty in schools. Initial training will be a 4 hour session during preplanning. Each grade level will have an additional 2 hours of staff development in November-December with Dr. Arteaga. School-based allocated PD days will be utilized for the training. Strategies for working with students of poverty will be infused in all professional development, mini PD sessions, additional PD, half day trainings, PLC Data Teams, faculty meetings, grade chair meetings, leadership meetings, and correspondance through our weekly employee bulletin.

7. During August, 3rd-5th grade teachers attend GIZMO professional development at Elliott Point to learn how to incorporate this interface into science and math lessons. A follow up training will occur in January for these teachers.

8. One 3rd, one 4th, and one 5th grade teacher will attend CRISS (Creating Independence through Student-owned Strategies) training at Plew Elementary on Sept. 18 and Oct. 20. Those teachers will provide professional development to the grade levels upon returning.

Action Steps for Implementation:

School Implementation Action Steps:

1. Analyze FCAT and DEA data to determine specific areas needing support in science specifically the Nature of Science and Earth/Space.
2. Gather science related informational text to use as Close Reads to build knowledge and support spiraling in the ELS block, focusing on close reading strategies. Send list of new science leveled readers to classroom teachers.
3. During the ELA block, use differentiated informational text for small group instruction and Close Reading.
4. Supply content area journals to the upper grades to be used for spiraling, data collection, and responding to informational text.
5. Develop common grade level formative assessements to analyze and assist with the organization of hands on experiements aligned with the Benchmarks. Hands on experiments are expected at a minimum of three times a quarter.
6. Secure and align monthly science enrichment activities supplied by the Emerald Coast Science Museum and Americorps Grasses and Classes.

Classroom Implementation Action Steps (Teachers and Students):

1.Teachers will analyze FCAT and DEA data to determine specific benchmarks needing support.
2.Teachers in all grades will create purposeful standards driven/data driven instruction and assessments that require students to read, observe, think, speak, write and create. This includes content journals and frequent formative assessments such as exit passes to check understanding of standards and benchmarks.
3.Teachers will gather informational text to build knowledge and support spiraling in the ELA block, focusing on close reading strategies.
4. Teachers will model close read strategies using the Close Read Protocol in science in order to understand text and tasks and use the skills developed through ELA.
5. Teachers will implement content journals in the upper grade classrooms to collect data and respond to informational text, and incorporate writing within the science lessons.
6. Teachers will use graphs and charts often in their lessons, and create vast opportunites for students to collect and analyze information from charts and graphs.
7. Grade Levels will plan field trips and site-based activities that align with standards and benchmarks.
8. Teachers will implement hands on experiments and activities to support the science standards and benchmarks, especially in the Nature of Science and Earth/Space.
9. All teachers will utilize the Moby Max Science investigative curriculum and Gizmos in their lessons.
10. Teachers will assist facilitation with science enrichment activities supplied by the Emerald Coast Science Museum and Americorps Grasses and Classes.
11. Students will use close reading strategies to code text, take notes, write responses to text and comprehend informational text.
12. Students will be engaged in the scientific process and develop concrete knowledge through hands on experiments.
13. Students will use informational text to answer text dependent questions and produce content writing.

Progress Monitoring:			
Initiative	**How Often**	**How Will It Be Monitored**	**Who Is Responsible To Monitor**
Implementation of close reading protocol strategies in the classroom and 120 ELA Block	During District Based PD, School Based PD, Faculty Meetings, PLC Data Teams, After-school mini PD sessions	Professional Conversations, Lesson plans, Work Samples, Purposeful Walk Throughs during ELA Block, Faculty Meetings, Grade Level Meetings, Grade Chair Meetings, and Leadership Meetings	Administration and ELA Instructional Coach
Benchmark and Curriculum Alignment Training	once during August and PLC Data Teams	Lesson plans, Professional Conversations, Data	Administration, Tami Ellis - Science Instructional Coach
Hands on Science Enrichment	monthly	Calendar, agenda, Curriculum alignment to standards and benchmarks, reflection activity	Adminstration, Science Contact, 5th Grade Teachers, Emerald Coast Science Museum, Americorps
Use of informational text in ELA, writing in response to reading in ELA and Science, Student Talk in ELA and Science	weekly	Professional Conversations, Lesson plans, Work Samples, Purposeful Walk Throughs during ELA Block, Faculty Meetings, Grade Level Meetings, Grade Chair Meetings, and Leadership Meetings	General Education Teachers, Grade Level Chairs, Administration
GIZMO Training	2 days	Professional Conversations, Lesson plans, Work Samples, Purposeful Walk Throughs during ELA Block, Faculty Meetings, Grade Level Meetings,	Adminstration, GIZMO Attendees, Title 1
CRISS Training	2 days	Professional Conversations, Lesson plans, Work Samples, Purposeful Walk Throughs during ELA Block, Faculty Meetings, Grade Level Meetings,	Administration, CRISS Training Attendees

Evaluation:
Evaluation of Goal & Implementation (Completed at the Beginning of Second Semester):
Refinement of Goal (Completed at the Beginning of Second Semester):

Title I Schools

Briefly Describe Your Parental Involvement Plan.
All parental activities are planned in a timely and efficient manner so that parents will be better equipped to assist their child academically. All parents are invited and encouraged to be a part of the Parent Enhancement Team (PET) as well as the committee that plans and writes the Parent Involvement Plan. All meetings are announced in the weekly newsletter, on the school web page, through the local newspaper, and a phone call is made using the Connect Ed System as a reminder. The PET uses survey results to plan topics and programs that will benefit both parent and child. Minutes of each meeting are kept, then reviewed and stored in the Title 1 room. Parent involvement funds are used for parent training and student support. They are also used for professional development of the staff. The PET(Parent Enhancement Team) chairperson is selected from the previous school year by the members. This person has worked in an executive position earlier. All PET members are volunteers who select the committee they want to serve for the year. The PIP review committee is the committee that reviews the previous school year's PIP and adds or deletes items for the new school year.

Strategies To Increase Parental Involvement.
We offer several events for parents in the morning and evenings. Most of these events are provided with Title 1 funds. Some events offer food and child care. The events offered during the day are: Honors Assemblies, PET meetings, a Winter Holiday show, and special lunches at Thanksgiving. Events offered during the evening are a Read-a-Rama Pajama night that parents and students can participate in together, Math/Science night which is a Science program offering multi-grade level experiments and Math program offering multi-grade level math stations and computer based math programs. The annual Talent Show is an event hosted in the spring by the music department. SAC meetings are held six times per year. Parents are notified of these meetings through the weekly newsletter, on the marquee, and on the school website. Parent training sessions will be held this year to introduce parents to the rigor of tasks and assessments expected of their children. Training will include FSA Standards and assessment, informational and opinion writing, close reading, and high order thinking and text dependent questions. We will also share educational sites for use at home such as iReady, Moby Max and Think Central. Our hopes for these trainings is to increase the parents' knowledge and abilty to assist their students at home.

Plans For Assisting Preschool Children In The Transition From Early Childhood Programs To Local Elementary Programs (Preschool Transition Strategies).

During May of each school year, area day care providers and facilities are invited to tour our campus. The groups tour the school, visit kindergarten classrooms, the recess playground, media center, and cafeteria. A snack is served in the cafeteria and a book is read to the children. A "Getting Ready for Kindergarten" coloring/activity book is provided to each child that is focused on school readiness. During the week before pre-planning, our kindergarten teachers invite all incoming kindergarteners in to be assessed on basic skills such as letter knowledge, counting, and school readiness. The data from these assessments allows us to better group students in the kindergarten classrooms. Through parent involvement money, back packs were provided for each kindergarten student that included homework helpers (letters, shapes, writing paper, crayons).

Describe Counseling, Pupil Services, and Mentoring Services.

Our School Counselor, Linda Gillette, works with classroom teachers to identify students in need of counseling, support service,s or mentoring. She works with available resources to provide needed support. Volunteer training is offered on site. Community mentors are used for emotional and educational support. Mrs. Gillette is a team member of the MTSS process and works to identify students' needs. Our social worker, Mrs. Mary Salley, is on campus three days a week. She meets with identified students and students in our EBD program to counsel and work on social skills.

Accreditation Page

Accreditation Standards
1. Purpose and Direction
2. Governance and Leadership
3. Teaching and Assessing for Learning
4. Resources and Support Systems
5. Using Results for Continuous Improvement

Focus Area 1: Improving and Advancing Student Achievement
Goals:
- **Ensure access for all students to rigorous and challenging curriculum**
- **Address diverse educational needs through a coordinated support system**
- **Integrate technology in learning by both educators and students**
- **Use a variety of methods to communicate student progress with parents and stakeholders**

All CRTs will implement a rigorous curriculum aligned with the Florida Standards/Instructional Practices with fidelity as evidenced by walk throughs and lesson plans

All CRTs will participate in Professional Learning Communities Data Teams to analyze data, develop effective teaching practices and engage in lesson study.

Professional development on the Close Reading Protocol to maximize the effectiveness of our transition to the Florida Standards/Instructional Practices through the use of Professional Learning Communities as a support system through the development of Data Teams.

Focus Area 2: Learning and Working in a Safe and Productive Environment
Goals:
- **Provide adequate and appropriate facilities**
- **Provide a culture conducive to learning and working**
- **Maintain a safe learning and working environment**

Facilites will be maintained by custodial and maintenance staff. Elliott Point will be involved in the United Way Day of Giving. Volunteers will be on campus September 11, 2015, to help with painting and grounds maintenance.

Faculty and Staff will engage in team building and social activities. A "Shout Out" board is located in the Teachers' Lounge where accolades are given for co-workers.

Faculty, staff, and students are trained on the Anti-Bullying Policy. Facutly and staff are trained on the Code of Ethics and Sexual Harassment with Mr. Arden Farley and Mr. Steve Chatman.