



**Date Submitted:** September 4, 2015

**Dates of Revision:** September 15, 2015

# School Performance Plan

20<sub>15</sub>- 20<sub>16</sub>

**School Name:** Florosa Elementary

## Legend

AICE	Advanced International Certificate of Education	MtSS	Multi-tiered System of Supports
AMO	Annual Measurable Objectives	NGSSS	Next Generation Sunshine State Standards
AP	Advanced Placement	NCLB	No Child Left Behind
DA	Differentiated Accountability	PERT	Postsecondary Education Readiness Test
DEA	Discovery Education Assessment	PMP	Progress Monitoring Plan
ED	Economically Disadvantaged	PMS	Progress Monitoring System
ELA	English Language Arts	POC	Plan of Care
ELL	English Language Learners	PPP	Pupil Progression Plan
EOC	End of Course Exam	PSAT	Preliminary Scholastic Aptitude Test
ESE	Exceptional Student Education	SAC	School Advisory Council
FAIR	Florida Assessment for Instruction in Reading	SAI	Supplemental Academic Instruction
FCAT	Florida Comprehensive Assessment Test	SAT 10	Stanford Achievement Test
F/R	Free & Reduced	SESAT	Stanford Early School Achievement Test
FS	Florida Standards	SINI	Schools in Need of Improvement
FSA	Florida Standards Assessment	SPP/SIP	School Performance Plan/School Improvement Plan
IB	International Baccalaureate	SWD	Students with Disabilities
IEP	Individualized Education Program	VE	Varying Exceptionalities
IPDP	Individualized Professional Development Plan		

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 **\$2100**, will primarily be used for SPP initiatives

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

Idawn Massey

**Principal's Signature**

Dustyn Neely

**SAC Chairperson's Signature**



## 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
Dawn M. Massey	Principal
Kay O. Green	Assistant Principal
Sherrie Chavez	ELA Instructional Coach
Patricia Cave	Math Instructional Coach
Beth Harr	Second GradeTeacher
Lisa Perkins	Fifth GradeTeacher
Rachel Appleton	First Grade Teacher
Shelly King	Fourth Grade Teacher
Linda Holland	Fifth Grade Teacher
Dawn Johnson	Kindergarten Teacher
Rosia Cahn	Math Title I Teacher
Mary Lam	First Grade Teacher

**Stakeholder Involvement: Describe the process taken to create the School Performance Plan.**

May 2015: Teachers complete a needs assessment and collaborate through a verticle alignment process to determine teacher professional development needs for the 2015-2016 school year.

May 2015: SPP team meets, reviews results of the needs assessment, analyzes end of year data, and determines next steps for the SPP.

May 2015: SAC team meets to discuss the possible plan for the 2015-2016 SPP.

June 2015: SPP team meets to discuss the PD focus and action steps.

June 2015: Leadership team met to review the draft plan that was developed by the SPP team members. Calendar is established for the year, materials are ordered, and tasks are assigned.

July 2015: SPP is revised and edits were made.

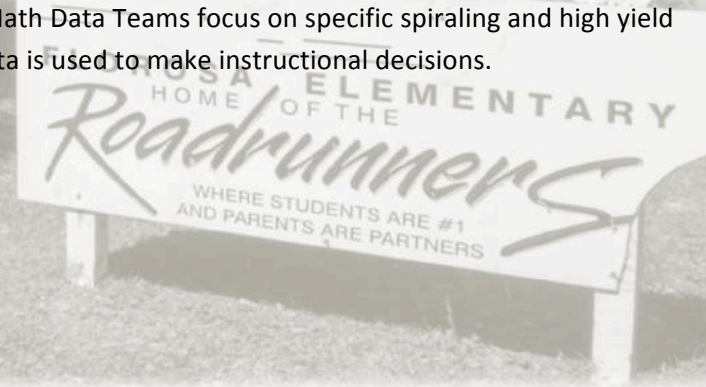
August 2015: Grade levels meet with the leadership team members on the grade level to review teacher implementation steps.

## School Profile

Florosa Elementary School, home of the Roadrunners, is located in the Florida Panhandle, two miles west of Hurlburt Field, an Air Force Special Operations military base. Approximately 514 students are enrolled in Prekindergarten through fifth grade. Florosa receives Title I funding due to the percentage of students that receive free/reduced lunch. Florosa serves a significant number of civilian and mobile military families. In order to meet the needs of our working parents, Florosa provides transportation to the youth center located on Hurlbert Air Force Base. Florosa is fortunate to have mentors and volunteers from the Florosa and Mary Esther communities that support the school by assisting teachers in the classrooms and mentoring students. Ongoing communication with parents is established and maintained by classroom teachers through a variety of modes: classroom newsletters, phone calls, emails, positive postcards, and notes. The school maintains a website and electronic marquee. A monthly newsletter and Connect-Ed calls are provided in an effort to keep parents informed about events at Florosa Elementary School.

All administrators and teachers are highly qualified. Florosa has a full time Instructional Literacy Coach and a part-time Instructional Math Coach. Our Instructional Coaches facilitate job-embedded professional development by developing and demonstrating model lessons for reading, writing, and mathematical practices. The Coaches provide support and resources to the staff. Integration of the arts and wellness are both valued; therefore, music and physical education classes are offered to all students. Florosa Elementary School has a School Resource Officer that maintains a highly visible presence on school campus. She models good safety practices for the students. Florosa strives to improve in all areas of the curriculum with a diverse range of programs. The Multi-Tiered Support System is utilized to assist students. The MTSS team is led by the school counselor.

All certified teachers participate in Data Team meetings. Teachers review current data to collaboratively plan purposeful instructional strategies. The ELA Data Teams focus on Close Reading strategies, Writing through Reading, and Student Talk. The Math Data Teams focus on specific spiraling and high yield strategies. At Florosa Elementary we believe that all students can make learning gains if data is used to make instructional decisions.





# Community and Parent Awareness

<b>Florosa Elementary</b>													
<b>0631</b>		<b>Strongly Agree</b>		<b>Slightly Agree</b>		<b>Slightly Disagree</b>		<b>Strongly Disagree</b>		<b>No Opinion</b>		<b>Total Responses</b>	
		<b>2015</b>	<b>2014</b>	<b>2015</b>	<b>2014</b>	<b>2015</b>	<b>2014</b>	<b>2015</b>	<b>2014</b>	<b>2015</b>	<b>2014</b>	<b>2015</b>	<b>2014</b>
1. My child's school emphasizes academic performance as the number one priority.		70%	53%	24%	26%	0%	12%	4%	9%	2%	0%	100	34
2. Our principal is an effective leader who meets the needs of our students.		60%	44%	23%	6%	2%	21%	3%	29%	12%	0%	100	34
3. As a parent, I am made aware of the curriculum program for my child's grade level or course.		59%	38%	30%	29%	4%	15%	6%	18%	1%	0%	100	34
4. The school uses a variety of methods for parent communication.		58%	38%	31%	24%	6%	15%	3%	24%	2%	0%	100	34
5. Parent input is valued at my child's school.		55%	38%	29%	21%	8%	21%	2%	21%	6%	0%	100	34
6. Clear expectations of conduct and behavior are communicated to my child.		82%	62%	14%	21%	0%	15%	2%	3%	2%	0%	100	34
7. My child's school maintains a safe environment.		86%	74%	10%	21%	1%	3%	1%	0%	2%	3%	100	34
8. Homework is used to reinforce what is taught in the classroom.		69%	44%	21%	35%	7%	9%	1%	6%	2%	6%	100	34
9. My child's school treats everyone fairly, regardless of race, economic status, or other relationships.		78%	47%	12%	18%	2%	18%	2%	18%	6%	0%	99	34
10. School funds are used to support the school in a financially responsible manner.		59%	32%	12%	18%	3%	15%	1%	12%	25%	24%	100	34
11. As a parent, I feel welcome at my child's school.		84%	71%	8%	9%	3%	15%	4%	6%	1%	0%	99	34
12. The guidance department at my child's school provides for the educational success of my student.		57%	50%	17%	21%	4%	9%	3%	9%	19%	12%	99	34
13. I am satisfied that my child's teachers do a good job educating my child.		71%	53%	22%	21%	3%	15%	4%	12%	0%	0%	100	34
14. My child's school is well maintained.		79%	56%	16%	26%	2%	15%	1%	3%	2%	0%	100	34
15. The amount of time required for my child's homework assignments is appropriate.		59%	44%	30%	24%	7%	18%	3%	15%	1%	0%	98	34
16. The health services provided at my child's school support his/her wellness.		71%	59%	16%	21%	0%	6%	3%	0%	10%	15%	99	34
<b>Total Survey Results</b>		<b>69%</b>	<b>50%</b>	<b>20%</b>	<b>21%</b>	<b>3%</b>	<b>14%</b>	<b>3%</b>	<b>11%</b>	<b>6%</b>	<b>4%</b>		

## Community and Parent Awareness

### What does the data tell you regarding the positive aspects of your school?

Parent input, communication techniques and overall satisfaction regarding collaborative decision making and fairness has improved. Parents feel welcome in the school and are informed about curriculum requirements throughout the year. The school is maintained and there is an emphasis on academic performance at Florosa Elementary School.

### What does the data tell you regarding the opportunities for improvement in your school?

The question concerning the amount of time required for homework is an area that will be focused on in the 2015-2016 school year. Parent communication and input will continue to be a priority as curriculum and financial decisions are made.

### Provide a description of the various forms of communication to your community and parents.

Blackboard Connect

Monthly School Newsletters

Weekly Classroom Newsletters

E-mails

Marquee

## 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*
Florosa	2013	B	65	65	65	65	45	45	72	60	76	52	68	503	800	NA	52	42
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
Florosa	2014	C	60	60	56	56	60	60	56	69	55	82	56	494		NA	54	42
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%				
Florosa	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*

<b>District AMO:</b>	<b>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     %.</b>
<b>District Goal:</b>	<b>Students shall demonstrate reading proficiency at or above the expected grade level.</b>
<b>Highly Qualified Status Administrators (Title I):</b>	2

<b>Objectives:</b>	
<b>AMO:</b>	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     %.
<b>AMO:</b>	The percentage of SWDs who will be proficient in reading on the Florida Standards Assessment Test will be at least     %
<b>AMO:</b>	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	# 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)	112	4%	16%	26%	54%	79%	75%	85%	71%	69%	82%	100%	79%	82%	46%	50%	71%
2014 Post Test (C)	105	12%	15%	48%	25%	72%	74%	71%	50%	75%	70%	100%	56%	77%	75%	50%	66%
2015 Post Test (C)	94	6%	18%	49%	27%	76%	75%	76%	75%	100%		76%	73%	60%	50%	70%	
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	# 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)	95	2%	16%	36%	46%	82%	79%	86%	100%	67%	88%		83%	84%	70%	50%	80%
2014 Post Test (C)	115	3%	23%	38%	35%	73%	70%	77%	67%	60%	50%	50%	73%	80%	64%	33%	65%
2015 Post Test (C)	90	0%	26%	58%	17%	74%	73%	76%	100%	88%	67%	100%	57%	73%	62%	50%	66%
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	# 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)	93	17%	35%	19%	28%	47%	40%	58%	60%	27%	60%		41%	51%	20%	0%	42%
2014 Post Test (C)	98	12%	23%	42%	22%	64%	52%	78%	100%	58%	50%		67%	66%	33%	25%	66%
2015 Post Test (C)	105	2%	20%	58%	20%	78%	75%	81%	100%	73%	60%	100%	69%	80%	67%	40%	69%
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)	86	7%	30%		17%	45%	63%	56%	71%	0%	14%	43%		73%	77%
2014 Post Test (C)	92	9%	23%	33%	36%	68%	65%	74%	100%	70%	50%		56%	72%	50%	75%	64%
2015 Post Test (C)	88	3%	24%	44%	28%	73%	69%	76%	100%	62%	50%		82%	75%	57%	67%	67%
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)	67	4%	31%		24%	40%	64%	64%	65%	67%	57%	25%		50%	82%
2014 Post Test (C)	74	12%	24%	38%	26%	64%	66%	61%	50%	50%	50%		75%	68%	50%	25%	50%
2015 Post Test (C)	78	0%	10%	60%	29%	90%	86%	94%	33%	100%	100%	100%	73%	94%	78%	50%	87%
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)	65	8%	31%		26%	35%	62%	63%	60%	50%	43%	45%		100%	68%
2014 Post Test (C)	72	10%	17%	38%	36%	74%	74%	73%	100%	78%	50%		64%	81%	64%	0%	62%
2015 Post Test (C)	79	4%	19%	58%	19%	77%	75%	80%	0%	75%	78%		82%	80%	36%	33%	69%
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	112	77	76	79	77	69	80	63	76	79	66	71	74
	2014	105	73	75	70	69	68	74	63	68	75	71	65	68
	<b>2015</b>	<b>94</b>	<b>85</b>	<b>84</b>	<b>85</b>	<b>84</b>	<b>90</b>			<b>84</b>	<b>85</b>	<b>82</b>	<b>71</b>	<b>83</b>
	<b>District</b>	<b>2,400</b>	<b>85</b>	<b>83</b>	<b>87</b>	<b>83</b>	<b>79</b>	<b>81</b>	<b>79</b>	<b>84</b>	<b>86</b>	<b>75</b>	<b>79</b>	<b>82</b>
Literature	2103	112	54	53	55	38	58	56	83	55	54	45	39	51
	2014	105	61	62	59	25	63	55	67	52	64	65	31	56
	<b>2015</b>	<b>94</b>	<b>70</b>	<b>68</b>	<b>72</b>	<b>68</b>	<b>84</b>			<b>69</b>	<b>69</b>	<b>65</b>	<b>50</b>	<b>70</b>
	<b>District</b>	<b>2,400</b>	<b>73</b>	<b>70</b>	<b>76</b>	<b>72</b>	<b>64</b>	<b>71</b>	<b>71</b>	<b>72</b>	<b>76</b>	<b>62</b>	<b>63</b>	<b>69</b>
Language	2103	112	73	68	79	50	63	75	75	70	77	63	50	67
	2014	105	76	72	80	75	75	73	100	70	78	71	63	71
	<b>2015</b>	<b>94</b>	<b>65</b>	<b>65</b>	<b>64</b>	<b>65</b>	<b>75</b>			<b>67</b>	<b>63</b>	<b>65</b>	<b>66</b>	<b>61</b>
	<b>District</b>	<b>2,400</b>	<b>67</b>	<b>66</b>	<b>69</b>	<b>66</b>	<b>59</b>	<b>66</b>	<b>61</b>	<b>67</b>	<b>69</b>	<b>59</b>	<b>59</b>	<b>64</b>
Information	2103	112	40	38	42	36	38	30	83	32	43	32	20	34
	2014	105	54	49	57	50	40	72	40	43	56	58	60	46
	<b>2015</b>	<b>94</b>	<b>53</b>	<b>50</b>	<b>57</b>	<b>48</b>	<b>50</b>			<b>48</b>	<b>57</b>	<b>45</b>	<b>25</b>	<b>51</b>
	<b>District</b>	<b>2,400</b>	<b>56</b>	<b>54</b>	<b>57</b>	<b>55</b>	<b>47</b>	<b>52</b>	<b>50</b>	<b>51</b>	<b>58</b>	<b>47</b>	<b>47</b>	<b>51</b>

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	95	79	74	84	67	74	75		78	81	67	50	79
	2014	115	76	78	73	76	66	63	58	76	81	74	83	73
	<b>2015</b>	<b>90</b>	<b>76</b>	<b>76</b>	<b>75</b>	<b>100</b>	<b>76</b>	<b>67</b>	<b>100</b>	<b>64</b>	<b>77</b>	<b>79</b>	<b>81</b>	<b>76</b>
	<b>District</b>	<b>2,370</b>	<b>78</b>	<b>76</b>	<b>79</b>	<b>81</b>	<b>73</b>	<b>75</b>	<b>83</b>	<b>77</b>	<b>79</b>	<b>70</b>	<b>71</b>	<b>76</b>
Literature	2103	95	64	59	69	67	57	58		51	68	45	50	64
	2014	115	62	60	64	57	64	50	42	59	64	53	33	58
	<b>2015</b>	<b>90</b>	<b>82</b>	<b>82</b>	<b>82</b>	<b>100</b>	<b>84</b>	<b>72</b>	<b>100</b>	<b>71</b>	<b>83</b>	<b>81</b>	<b>79</b>	<b>82</b>
	<b>District</b>	<b>2,370</b>	<b>81</b>	<b>79</b>	<b>84</b>	<b>87</b>	<b>76</b>	<b>78</b>	<b>83</b>	<b>80</b>	<b>83</b>	<b>70</b>	<b>74</b>	<b>78</b>
Language	2103	95	75	71	80	75	63	72		69	79	60	63	74
	2014	115	79	74	86	75	75	88	63	78	82	64	67	77
	<b>2015</b>	<b>90</b>	<b>64</b>	<b>62</b>	<b>66</b>	<b>67</b>	<b>63</b>	<b>54</b>	<b>100</b>	<b>55</b>	<b>67</b>	<b>61</b>	<b>47</b>	<b>59</b>
	<b>District</b>	<b>2,370</b>	<b>67</b>	<b>65</b>	<b>68</b>	<b>71</b>	<b>60</b>	<b>62</b>	<b>62</b>	<b>65</b>	<b>69</b>	<b>59</b>	<b>54</b>	<b>63</b>
Information	2103	95	77	76	78	100	75	63		81	78	65	34	78
	2014	115	73	72	74	78	68	75	67	67	75	59	61	68
	<b>2015</b>	<b>90</b>	<b>76</b>	<b>76</b>	<b>77</b>	<b>100</b>	<b>74</b>	<b>61</b>	<b>100</b>	<b>76</b>	<b>79</b>	<b>82</b>	<b>72</b>	<b>73</b>
	<b>District</b>	<b>2,370</b>	<b>77</b>	<b>75</b>	<b>79</b>	<b>80</b>	<b>71</b>	<b>73</b>	<b>74</b>	<b>77</b>	<b>79</b>	<b>69</b>	<b>67</b>	<b>73</b>
Writing	2103	95	46	45	47	25	40	41		44	48	45	38	43
	2014	115	53	52	55	50	46	50	50	47	57	59	50	48
	<b>2015</b>	<b>90</b>	<b>67</b>	<b>64</b>	<b>70</b>	<b>100</b>	<b>64</b>	<b>61</b>	<b>75</b>	<b>57</b>	<b>69</b>	<b>67</b>	<b>58</b>	<b>65</b>
	<b>District</b>	<b>2,370</b>	<b>74</b>	<b>71</b>	<b>76</b>	<b>73</b>	<b>66</b>	<b>69</b>	<b>83</b>	<b>73</b>	<b>76</b>	<b>67</b>	<b>63</b>	<b>70</b>

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	98	72	67	78	83	67	72		72	73	61	58	72
	<b>2015</b>	<b>105</b>	<b>90</b>	<b>89</b>	<b>91</b>	<b>90</b>	<b>94</b>	<b>93</b>	<b>83</b>	<b>81</b>	<b>90</b>	<b>69</b>	<b>80</b>	<b>89</b>
	District	<b>2,351</b>	<b>88</b>	<b>88</b>	<b>89</b>	<b>94</b>	<b>87</b>	<b>86</b>	<b>92</b>	<b>88</b>	<b>89</b>	<b>78</b>	<b>82</b>	<b>86</b>
Literature	2103	93	73	69	80	87	65	90		66	74	60	67	67
	2014	98	64	58	71	67	65	61		61	65	49	50	62
	<b>2015</b>	<b>105</b>	<b>72</b>	<b>70</b>	<b>76</b>	<b>76</b>	<b>67</b>	<b>67</b>	<b>67</b>	<b>68</b>	<b>75</b>	<b>63</b>	<b>57</b>	<b>69</b>
	District	<b>2,351</b>	<b>78</b>	<b>77</b>	<b>80</b>	<b>86</b>	<b>71</b>	<b>74</b>	<b>80</b>	<b>79</b>	<b>79</b>	<b>67</b>	<b>68</b>	<b>75</b>
Language	2103	93	61	59	65	65	57	50		51	66	50	25	57
	2014	98	71	68	74	67	69	53		72	73	60	58	70
	<b>2015</b>	<b>105</b>	<b>68</b>	<b>65</b>	<b>72</b>	<b>74</b>	<b>65</b>	<b>60</b>	<b>67</b>	<b>58</b>	<b>70</b>	<b>57</b>	<b>50</b>	<b>63</b>
	District	<b>2,351</b>	<b>67</b>	<b>65</b>	<b>69</b>	<b>69</b>	<b>60</b>	<b>63</b>	<b>73</b>	<b>65</b>	<b>69</b>	<b>54</b>	<b>54</b>	<b>62</b>
Information	2103	93	60	55	69	72	51	70		54	62	56	60	56
	2014	98	61	54	69	67	61	50		58	63	44	38	58
	<b>2015</b>	<b>105</b>	<b>74</b>	<b>73</b>	<b>76</b>	<b>74</b>	<b>69</b>	<b>77</b>	<b>67</b>	<b>64</b>	<b>78</b>	<b>69</b>	<b>57</b>	<b>70</b>
	District	<b>2,351</b>	<b>75</b>	<b>73</b>	<b>78</b>	<b>78</b>	<b>67</b>	<b>69</b>	<b>67</b>	<b>73</b>	<b>78</b>	<b>63</b>	<b>62</b>	<b>70</b>
Writing	2103													
	2014	98	47	46	49	50	46	50		52	46	33	31	47
	<b>2015</b>	<b>105</b>	<b>73</b>	<b>68</b>	<b>80</b>	<b>86</b>	<b>72</b>	<b>80</b>	<b>100</b>	<b>58</b>	<b>75</b>	<b>58</b>	<b>75</b>	<b>68</b>
	District	<b>2,351</b>	<b>70</b>	<b>68</b>	<b>72</b>	<b>80</b>	<b>63</b>	<b>68</b>	<b>83</b>	<b>68</b>	<b>72</b>	<b>58</b>	<b>62</b>	<b>65</b>

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	86	97	98	95	100	100	86		100	96	100	83	93
	2014	92	85	87	82	100	90	67		88	84	86	50	81
	<b>2015</b>	<b>88</b>	<b>86</b>	<b>86</b>	<b>85</b>	<b>100</b>	<b>77</b>	<b>79</b>		<b>89</b>	<b>88</b>	<b>79</b>	<b>92</b>	<b>83</b>
	District	<b>2,364</b>	<b>82</b>	<b>80</b>	<b>84</b>	<b>94</b>	<b>75</b>	<b>82</b>	<b>79</b>	<b>84</b>	<b>83</b>	<b>67</b>	<b>68</b>	<b>78</b>
Literature	2103	86	66	66	67	33	43	62		67	74	44	39	62
	2014	92	68	66	70	66	68	69		63	69	58	71	63
	<b>2015</b>	<b>88</b>	<b>70</b>	<b>69</b>	<b>71</b>	<b>100</b>	<b>60</b>	<b>72</b>		<b>73</b>	<b>71</b>	<b>68</b>	<b>83</b>	<b>67</b>
	District	<b>2,364</b>	<b>68</b>	<b>67</b>	<b>69</b>	<b>72</b>	<b>60</b>	<b>61</b>	<b>64</b>	<b>68</b>	<b>70</b>	<b>58</b>	<b>49</b>	<b>64</b>
Language	2103	86	55	54	57	0	36	36		55	64	42	25	49
	2014	92	51	50	52	50	45	42		53	53	39	31	47
	<b>2015</b>	<b>88</b>	<b>61</b>	<b>61</b>	<b>60</b>	<b>88</b>	<b>55</b>	<b>57</b>		<b>51</b>	<b>64</b>	<b>49</b>	<b>54</b>	<b>59</b>
	District	<b>2,364</b>	<b>59</b>	<b>58</b>	<b>60</b>	<b>69</b>	<b>52</b>	<b>56</b>	<b>50</b>	<b>56</b>	<b>61</b>	<b>48</b>	<b>43</b>	<b>55</b>
Information	2103	86	66	66	67	71	48	57		73	71	53	45	61
	2014	92	58	55	62	62	53	55		57	59	49	57	56
	<b>2015</b>	<b>88</b>	<b>79</b>	<b>76</b>	<b>82</b>	<b>75</b>	<b>79</b>	<b>75</b>		<b>75</b>	<b>80</b>	<b>73</b>	<b>75</b>	<b>75</b>
	District	<b>2,364</b>	<b>80</b>	<b>77</b>	<b>82</b>	<b>86</b>	<b>74</b>	<b>75</b>	<b>68</b>	<b>79</b>	<b>81</b>	<b>67</b>	<b>60</b>	<b>76</b>
Writing	2103													
	2014													
	<b>2015</b>	<b>88</b>	<b>62</b>	<b>62</b>	<b>63</b>	<b>75</b>	<b>69</b>	<b>54</b>		<b>57</b>	<b>62</b>	<b>51</b>	<b>54</b>	<b>61</b>
	District	<b>2,364</b>	<b>65</b>	<b>63</b>	<b>67</b>	<b>72</b>	<b>60</b>	<b>60</b>	<b>47</b>	<b>64</b>	<b>67</b>	<b>54</b>	<b>49</b>	<b>61</b>

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	67	59	59	60	52	59	46		58	64	54	17	58
	2014	74	54	52	56	34	50	47		60	55	48	36	49
	<b>2015</b>	<b>78</b>	<b>78</b>	<b>73</b>	<b>84</b>	<b>71</b>	<b>73</b>	<b>73</b>	<b>86</b>	<b>73</b>	<b>81</b>	<b>66</b>	<b>65</b>	<b>76</b>
	District	2,067	79	78	79	78	73	74	87	76	81	68	63	75
Language	2103	67	68	68	67	52	68	61		68	70	53	6	66
	2014	74	66	66	65	55	64	55		65	68	57	50	62
	<b>2015</b>	<b>78</b>	<b>72</b>	<b>69</b>	<b>75</b>	<b>46</b>	<b>70</b>	<b>71</b>	<b>88</b>	<b>65</b>	<b>75</b>	<b>68</b>	<b>32</b>	<b>73</b>
	District	2,067	69	68	70	66	64	65	67	70	71	58	54	65
Information	2103	67	69	70	68	63	61	50		64	79	70	19	71
	2014	74	68	66	70	44	64	57		73	71	57	41	63
	<b>2015</b>	<b>78</b>	<b>85</b>	<b>82</b>	<b>88</b>	<b>84</b>	<b>81</b>	<b>80</b>	<b>75</b>	<b>85</b>	<b>87</b>	<b>78</b>	<b>88</b>	<b>85</b>
	District	2,067	81	80	81	80	75	77	81	81	82	70	66	76
Writing	2103													
	2014													
	<b>2015</b>	<b>78</b>	<b>68</b>	<b>65</b>	<b>72</b>	<b>57</b>	<b>63</b>	<b>62</b>	<b>100</b>	<b>68</b>	<b>71</b>	<b>62</b>	<b>50</b>	<b>66</b>
	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	65	61	60	62	40	49	58		80	65	42	35	56
	2014	72	72	70	74	100	70	50		64	79	73	33	66
	<b>2015</b>	<b>79</b>	<b>80</b>	<b>77</b>	<b>84</b>	<b>50</b>	<b>82</b>	<b>78</b>		<b>74</b>	<b>83</b>	<b>68</b>	<b>50</b>	<b>76</b>
	District	2,105	82	80	84	82	76	74	81	81	84	68	56	77
Language	2103	65	61	67	53	50	57	48		67	65	37	34	57
	2014	72	58	58	59	75	54	47		55	63	49	13	52
	<b>2015</b>	<b>79</b>	<b>82</b>	<b>82</b>	<b>83</b>	<b>63</b>	<b>83</b>	<b>89</b>		<b>79</b>	<b>83</b>	<b>74</b>	<b>71</b>	<b>78</b>
	District	2,105	81	80	83	80	77	75	88	81	83	71	63	78
Information	2103	65	69	73	65	58	63	59		90	73	50	40	61
	2014	72	70	71	68	85	68	63		64	73	63	50	67
	<b>2015</b>	<b>79</b>	<b>62</b>	<b>62</b>	<b>63</b>	<b>51</b>	<b>56</b>	<b>63</b>		<b>70</b>	<b>63</b>	<b>50</b>	<b>38</b>	<b>60</b>
	District	2,105	65	65	66	69	56	61	74	64	68	53	51	61
Writing	2103													
	2014													
	<b>2015</b>	<b>79</b>	<b>63</b>	<b>61</b>	<b>66</b>	<b>38</b>	<b>59</b>	<b>66</b>		<b>65</b>	<b>65</b>	<b>41</b>	<b>42</b>	<b>61</b>
	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	<u>Gender</u>		<u>Ethnicity</u>						<u>Status</u>			
			M	F	A	B	H	I	M	W	ESE	ELL	F/R	
Florosa	89	8%	12%	4%	0%	7%	0%			0%	11%	14%	0%	10%
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?**

The percentage of proficient students has increased in all grade levels. Each cohort had an increased percentage of proficient students. Florosa's third grade students had eight percent of the student population score in the lowest quintile.

**What does the analysis tell you about your school's opportunities to improve?**

Florosa will continue to focus on the level two students in an effort to close the gaps in ELA. Level three students will receive enrichment opportunities through the FAB block. Writing through reading will be embedded in the daily instruction.

# 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...** ... use text marking/notetaking, writing through reading, text dependent questions, and student talk strategies in order to move basic comprehension (literal understanding) to deeper understanding (inferential understanding) of the text through 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. Based on teacher need and interest, professional development will be offered pertaining to the Close Reading Process or individual components of the process (such as: text complexity, text dependent questions, etc.).
2. Share exemplar Close Reading lessons and student samples during school-based PD, grade level meetings, and faculty meetings.
3. Grade Level/Department Groups in conjunction with ELA Instructional Coach will plan for and implement Close Reading and Everyday Instructional Reading lessons. Teachers will reflect on the created lessons after implementation. This training will occur during the months of September, October, November, and December.

4. The ELA Instructional Shifts training will be delivered throughout the first semester to all teachers who have not had OCSD's training in the Instructional Shifts.
5. The ELA Instructional Coach will deliver training on the Curriculum Maps and the Balance Literacy Model during pre-planning. On-going discussions throughout professional development and data team meetings will focus on implementation of the Balanced Literacy Model.
6. During the district provided half day sessions, teachers will collaborate to create a lesson using multiple texts/text types (ex: genres, interviews, flogs, charts, newspaper) focusing on text dependent questions of varying complexity throughout each read, text marking/note-taking, student talk, and a purposeful culminating task. Teachers will debrief and reflect.
7. ELA Teachers will use their standards and Item Specs to write appropriate complex questions and utilize answer stems as a framework writing responses. Participants will apply knowledge to create text dependent questions (within Close Reading and Everyday Instructional Reading ) and teacher created assessments and/or culminating tasks.

**Action Steps for Implementation:****School Implementation Action Steps:**

1. Identify specific students' and teachers' needs through vertical alignment meetings during Early Release in May 2015.
2. Meet with ELA SPP Team on June 9th to determine groupings for district message, SPP goals, and school-based PD protocols such as student talk, text marking/note-taking, and question writing based on current available data.
3. Secure dates for the school-based professional development activities (#1, 3, 4, and 7) with ELA Instructional Coach for training dates (by June 26th).
4. Create a school-based calendar of professional development, grade level, department, faculty, and team leader meetings for dissemination during pre-planning.
5. Order Fisher & Frey Text-Dependent Questions Grades K-5 for faculty.
6. Order ELA Shifts Flip Charts, Placemats, and FSA Item Specs from Print Shop for dissemination during pre-planning.
7. ELA Instructional Coach will deliver training to new teachers on ELA Shifts Flip Chart, Placemats, and FSA Item Specs.
8. Grade levels/departments will collaborate to determine appropriateness of common text marking/note taking strategies in ELA Data Teams/Grade Level meetings.
9. Following the Close Read and Everyday Instructional Reading lesson creation and implementation, members of the ELA Team will meet to debrief and reflect during ELA Data Teams/Grade Level meetings.
10. Training on note-taking strategies will be offered utilizing CRISS strategies. School based PD days will be utilized for this training during the months of September, October & November.
11. Administration will look for strategies from Fisher & Frey's Text-Dependent Question Grades K-5 during walk throughs, learning walks, and lesson plan reviews followed by specific feedback and suggestions to the teachers along with shared experiences during faculty meetings.

**Classroom Implementation Action Steps (Teachers and Students):**

1. Teachers will continue to embed the Instructional Shifts into daily instruction through purposeful lessons and activities.
2. Teachers will embed Close Reading Strategies from Fisher & Frey's Text-Dependent Questions Grades K-5 into daily instruction.
3. Teachers will create text dependent questions of varying complexity as the vehicle to drive student comprehension (from literal to inferential) throughout each read of the Close Read.
4. Students will regularly (ex. Everyday Instructional Reading) interact with texts, using text dependent questions as a guide to navigate these texts and deepen understanding.

5. Teachers will create and model purposeful text marking/note-taking strategies to aid comprehension and facilitate student response to text dependent questions.
6. Students will use modeled text marking/note-taking strategies to respond to text dependent questions of varying complexity.
7. Teachers will create opportunities for student talk/discussion through purposeful text dependent questions and writing tasks to build student comprehension, stamina, and persistence in reading.
8. Students will utilize student talk strategies (ex: sentence frames, talk moves, Go-Go-Mo, debates, Socratic Seminars) to respond to text dependent questions and prepare for writing activities.
9. Teachers will use standards and Item Specs to create and model how to write appropriate complex questions and utilize answer stems.
10. Students will routinely write and answer questions of varying complexity constructed from standards and Item Specs.
11. Teachers will incorporate elements of Close Reading in Everyday Instruction Reading, specifically text marking/note-taking, student talk, and writing through reading.
12. Students will apply elements of Close Reading, specifically text marking/note-taking, student talk, and writing through reading during Everyday Instructional Reading.

<b>Progress Monitoring:</b>			
<b>Initiative</b>	<b>How Often</b>	<b>How Will It Be Monitored</b>	<b>Who Is Responsible To Monitor</b>
Close Reading Process: text dependent questions; text marking/note-taking, purposeful culminating tasks	Weekly, Monthly	Weekly: Walk Throughs Monthly: Close Read Lesson Plans; Faculty Meetings; Grade Level Meeting Twice Monthly: Data Team Meetings	Walkthroughs/Lesson Plans: Administration Meetings: Grade Level Chairs, ELA Instructional Coach
Student Talk	Weekly, Monthly	Weekly: Walk Throughs Monthly: Grade Level Meetings	Administration Grade Level Chair
Everyday Instructional Reading	Weekly, Monthly	Weekly: Walk Throughs Monthly: Lesson Plans and Reflections	Administration
Close Read Lesson Creation, Debriefing, and Reflection Cycle	Two Times during the Four District provided Professional Developments	Close Read Lesson Plans and Reflections	Administration
Standards and Item Specs Question Writing	Monthly	Close Read Lesson Plans, Grade Level Minutes, Teacher Created Assessments	Administration ELA Instructional Coach, Grade Level Chairs

<b>Evaluation:</b>
<b>Evaluation of Goal &amp; Implementation (Completed at the Beginning of Second Semester):</b>
<b>Refinement of Goal (Completed at the Beginning of Second Semester):</b>



# 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...create and maintain original opinion/thesis statements throughout their opinion/informational writing. Students will use evidence and information synthesized from close reading multiple sources and utilize elaborative techniques to demonstrate an understanding of the topic and text. Students will utilize the writing process in order to write to a given task with demonstrating appropriate control of grammar and conventions.

#### 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. Writing calibration training for all teachers by ELA Instructional Coach during Data Team meetings.
2. Focused instruction on the elements of writing an essay incorporating the writing process as addressed by the Revised Balance Literacy Model to include prewriting, drafting, revising, editing (with a focus on grammar and conventions), and publishing.
3. Grade levels and ELA Instructional Coach will create a scope and sequence for instruction on the writing the components of an effective opinion/informational essay (to include introduction, conclusions, body paragraphs, citing evidence, elaboration, etc.).

4. Incorporating strategies, such as sentence frames, OREEO, and RACES to add purposeful elaboration to opinion/informational writing.

5. During the district professional development half day sessions, teachers will collaboratively plan, implement, and debrief one opinion and one informational writing task.

**Action Steps for Implementation:**

**School Implementation Action Steps:**

1. During PD sessions, ELA Instructional Coach and ELA Team will determine a common language as it pertains to writing instruction.
2. ELA teachers will be calibrated on the FSA (Grades 4-5)/FSA-like (Grades 1-3) Writing Rubric during their initial Data Team meeting. During this time ELA teachers will determine common instructional strategies that will be the focus for differentiated writing instruction as well as common planning format (OREEO, RACES, etc).
3. Graphic Organizer Posters will be created with common planning format for all classrooms.
4. Secure meeting times and locations for ELA Committee meetings and ELA Data Team meetings to ensure calibration and common instructional strategies are evident.
5. The ELA Instructional Coach will offer trainings on informational and opinion writing strategies/rubrics that were covered in the 2014-2015 school year.
6. Students in grades 1-5 will be calibrated on the FSA/FSA-like Writing Rubric prior to second quarter.
7. Teachers will share exemplar writing lessons and student samples during each school based PD focused on writing, monthly faculty meeting focused on writing and grade level meetings focused on writing.
8. ELA Instructional Coach will create a school-based SPP reference sheet.

**Classroom Implementation Action Steps (Teachers and Students):**

- Teachers and students will be calibrated during September and October on the FSA (Grades 4-5)/FSA-like (Grades K-3) Writing Rubric using anchor papers prior to and again after the baseline writing in order to self-assess their writing and participate in peer conferencing.
- Students (K-5) will write a baseline essay as well as monthly essays for the purpose of measuring growth and track their own progress in their writing portfolios.
- Students will recognize and evaluate general features of opinion writing such as an introduction, stating an opinion, evidence, sustaining an opinion, and conclusions in writing and be able to express each in a manner that is “adequate” based on the FSA Writing Rubric.
- Students will recognize and evaluate general features of information writing such as an introduction with a thesis statement, body paragraphs with evidence and elaboration, and conclusion.
- Teachers will model, using mentor texts and anchor papers, how authors use techniques to convey their opinion or provide information.
- Teachers will continually use anchor papers for writing instruction, breaking apart and modeling exemplar writing with students.
- Teachers will meet in Data Teams to determine common best instructional strategies for differentiated classroom implementation.

- Teachers will continually provide feedback to students' writing in written and verbal formats (writing conferences, etc.)
- Students will increase their knowledge of the reading and writing processes through continual feedback and revisions.

#### Unpacking the Prompt

- Teachers will model using graphic organizers and “Unpacking the Prompt” expectation, which will be used with ELA writing prompts.

#### Marking the Text

- Teachers will model how to use elements of the Close Read Process (text marking/note-taking and text dependent questions) as a means to create a well-developed opinion/informative thesis.
- Teachers will show how the prompt is equivalent to a text dependent question.
- Teachers will model how to use text marking/note-taking strategies to find relevant text evidence pertaining to the prompt.
- Students will use the prompt as a text dependent question and use appropriate text marking/note-taking strategies to find relevant evidence pertaining to the prompt.

#### Planning for the Essay

- Teachers will model how to use planning templates (such as OREEO, RACES, and Warrant Workout) in order to write sustained opinion and informational tasks.
- Students will use planning templates (such as OREEO, RACES, and Warrant Workout) while writing opinion and informational tasks.

#### Writing the Essay

- Teachers will instruct students how to create and sustain original opinion and informative thesis statements based on evidence and information synthesized from texts such as articles, images, blogs, and interviews.
- Students will write and sustain original opinion and informative thesis statements based on information synthesized from texts such as articles, images, blogs, and

interviews.

- Teacher will model writing effective introduction and conclusion statements through analysis of samples of professional and student writings.
- Students will write effective introductions and conclusions by continually analyzing and deconstructing effective introductions and conclusions.
- Teachers will model how to use sentence frames as a method to promote elaboration.
- Students will use sentence frames as a scaffold for adding elaboration.

<b>Progress Monitoring:</b>			
<b>Initiative</b>	<b>How Often</b>	<b>How Will It Be Monitored</b>	<b>Who Is Responsible To Monitor</b>
FSA Rubric Calibration	One time per semester	Student Samples, Data Teams	ELA Instructional Coach, Administration
TDQs and text marking	One time per month	Grade Level Meetings, Data Teams	Administration, ELA Instructional Coach, Grade Chair
FSA Writing(s)	One time per nine weeks	Scored essays, Data Teams, Data Spreadsheet	CRT, Administration
Writing Lesson Creation, Debrief, and Reflection Cycle	Two times during the four District provided PD	Writing Lesson Plans and Reflection	Administration, ELA Instructional Coach

<b>Evaluation:</b>
<b>Evaluation of Goal &amp; Implementation (Completed at the Beginning of Second Semester):</b>
<b>Refinement of Goal (Completed at the Beginning of Second Semester):</b>

# School Action Plan

## *ELA: Strategies & Programs to Support the Objectives*

<b>ELA Focus 3 (Optional)</b>
<b>Focus:</b>
<b>Goal: By the end of the year, we expect our students to be able to...</b>

<b>Professional Development and Activities:</b>
<b>School-based:</b>

<b>Action Steps for Implementation:</b>
<b>School Implementation Action Steps:</b>
<b>Classroom Implementation Action Steps (Teachers and Students):</b>

<b>Progress Monitoring:</b>			
<b>Initiative</b>	<b>How Often</b>	<b>How Will It Be Monitored</b>	<b>Who Is Responsible To Monitor</b>

<b>Evaluation:</b>
<b>Evaluation of Goal &amp; Implementation (Completed at the Beginning of Second Semester):</b>
<b>Refinement of Goal (Completed at the Beginning of Second Semester):</b>



## School Action Plan

### *ELA: Strategies & Programs to Support the Objectives*

#### **ELA Levels 1 and 2 Focus 1 (Grades K-2)**

**Focus:** Literature

**Goal:** By the end of the year, we expect our students to be able to...show understanding of various types of genres in literature, text mark the information from multiple sources of text and show understanding by responding to essential questions.

#### **Professional Development and Activities:**

##### **School-based:**

1. Data Teams will be differentiated by grade level and departments to focus on specific DEA data.
2. Book study on Fisher and Frey's Text-Dependent Questions Grade K-5 to focus on supplying evidence and elaboration to support their writing in response to reading.
3. Training will continue on the Tyner model of instruction for teachers of grades K-2.
4. Training on Fountas and Pinnell model during summer and fall 2015 for teachers of second grade.

**Action Steps for Implementation:****School Implementation Action Steps:**

1. Purchase the book for all teachers.
2. Have progress monitoring meetings/Data Team meetings to review most recent data.
3. Create student profile based on the student's need to determine the appropriate strategies that teachers will use.
4. Analyze data to determine lowest quartile students.
5. Provide daily small group instruction outside of the ELA block during grade level specific Focus Academic Block (FAB).
6. Levelize students across grade levels to include Title I and ESE resource teachers.
7. Use Tyner model of instruction to include phonemic awareness, phonics, fluency, vocabulary, and comprehension strategies focused on information and literary text.
8. Use Fountas and Pinnell with some second grade instruction as students are identified as needing this instruction.

**Classroom Implementation Action Steps (Teachers and Students):**

1. Teachers will implement small group instruction on close reading protocol including discussion and writing.
2. Qualifying students will be instructed in small group setting utilizing the Tyner instruction model by Title I personnel and/or the classroom teacher.
3. Students will engage in phonemic awareness, phonics, fluency, vocabulary, and comprehension activities.
4. Students will read and re-read text to increase comprehension and fluency.
5. Students will text mark information text in response to the purpose of reading set by the teacher.
6. Students will engage in student talk about the information they obtain from multiple sources of text.
7. Teachers will provide daily small group instruction within the 90 minute instructional block.
8. Teachers will provide differentiated instruction during the FAB block to support all students.
9. General education teachers and special area teachers will collaborate when developing differentiated instructional strategies.

<b>Progress Monitoring:</b>			
<b>Initiative</b>	<b>How Often</b>	<b>How Will It Be Monitored</b>	<b>Who Is Responsible To Monitor</b>
Collaboration between General Education teachers and Special Area teachers.	Twice Monthly	Progress Reports, Data Team Meetings, MTSS Meetings	Administration, Title I Teacher, School Counselor, ELA Instructional Coach
Focus Academic Block (FAB)	Daily	Weekly: Walk Throughs Monthly: FAB Lesson Plans	Administration
Data Team Meetings	Twice Monthly	Summaries from Data Team Meetings	Title I Chairperson, Administration
Tyner levels; DEA; STAR	Three times a year	Data Spreadsheet	Administration, CRT

<b>Evaluation:</b>
<b>Evaluation of Goal &amp; Implementation (Completed at the Beginning of Second Semester):</b>
<b>Refinement of Goal (Completed at the Beginning of Second Semester):</b>

## School Action Plan

### *ELA: Strategies & Programs to Support the Objectives*

#### ELA Levels 1 and 2 Focus 2 (Grades 3-5)

**Focus:** Language

**Goal:** By the end of the year, we expect our students to be able to...gather information from multiple sources of text by text marking and demonstrate understanding by supplying evident and purposeful elaboration when responding to essential questions with a focus on vocabulary, grammar and conventions.

#### Professional Development and Activities:

##### School-based:

1. Data Teams will be differentiated by grade level to focus on specific DEA, STAR, Fountas & Pinnell, and Writing in Response to Reading Data.
2. Book study on Fisher and Frey's Text-Dependent Questions Grade K-5 to focus on use of evidence and purposeful elaboration to support their writing in response to reading.
3. District provided training on Fountas and Pinnell instructional model for teachers of grades 3-5.
4. School based Fountas and Pinnell training for CRTs in fall 2015.

**Action Steps for Implementation:****School Implementation Action Steps:**

1. Analyze data to determine the lowest quintile students and determine best practices through MTSS. Practices are documented on PMPs and IEPs.
2. Provide small group instruction outside of the ELA block during grade level specific Focus Academic Block (FAB).
3. Levelize students across grade levels to include Title I and ESE resource teachers.
4. Use Fountas and Pinnell to include guided reading, word work, phonics, and comprehension strategies focused on information and literary text.
5. Have progress monitoring meetings/Data Team meetings/MTSS meetings/Grade Level meetings to review most recent data and plan for purposeful instruction.
6. Use school wide data spreadsheet to monitor progress of the lowest quartile.

**Classroom Implementation Action Steps (Teachers and Students):**

1. Teachers will implement small group instruction on close reading protocol including discussion and writing.
2. Classroom teachers will provide daily small group instruction within the 90 minute block.
3. Students will regularly (ex. Everyday Instructional Reading) interact with texts, using text dependent questions as a guide to navigate these texts and deepen understanding.
4. Qualifying students will be instructed in small group setting utilizing the Fountas and Pinnell instructional model during the FAB block.
5. Students will daily engage in fluency, phonics, vocabulary, and comprehension activities.
6. Teachers will provide students with bookbins containing “just right” books.
7. Students will read and re-read text to increase comprehension and fluency.
8. Teachers will create and model purposeful text marking/note-taking strategies to aid comprehension and facilitate student response to text dependent questions.
9. Students will use modeled text marking/note-taking strategies to respond to text dependent questions of varying complexity.
10. Students will daily engage in student talk about the information they obtain from multiple sources of text.

<b>Progress Monitoring:</b>			
<b>Initiative</b>	<b>How Often</b>	<b>How Will It Be Monitored</b>	<b>Who Is Responsible To Monitor</b>
Collaboration between General Education teachers and Special Area teachers.	Twice Monthly	Progress Reports, Data Team Meetings, MTSS Meetings	Administration, Title I Teacher, School Counselor, ELA Instructional Coach, ESE Teacher
Focus Academic Block (FAB)	Daily	Weekly: Walk Throughs Monthly: FAB Lesson Plans	Administration
Data Team Meetings	Twice Monthly	Summaries from Data Team Meetings	Title I Chairperson, Administration
F &P levles; DEA; STAR	Weekly (MTSS) 3X a year (CRT)	Weekly (MTSS spreadsheet) 3X a year (CRT spreadsheets)	Guidance, Administration, CRT, Title Teachers, ESE Teacher

<b>Evaluation:</b>
<b>Evaluation of Goal &amp; Implementation (Completed at the Beginning of Second Semester):</b>
<b>Refinement of Goal (Completed at the Beginning of Second Semester):</b>



## School Action Plan

### *ELA: Strategies & Programs to Support the Objectives*

<b>ELA Subgroup Focus</b>	
<b>Subgroup:</b>	<b>Focus:</b>
<b>Goal: By the end of the year, we expect our students to be able to...</b>	

<b>Professional Development and Activities:</b>
<b>School-based:</b>

<b>Action Steps for Implementation:</b>
<b>School Implementation Action Steps:</b>
<b>Classroom Implementation Action Steps (Teachers and Students):</b>

<b>Progress Monitoring:</b>			
Initiative	How Often	How Will It Be Monitored	Who Is Responsible To Monitor

<b>Evaluation:</b>
<b>Evaluation of Goal &amp; Implementation (Completed at the Beginning of Second Semester):</b>
<b>Refinement of Goal (Completed at the Beginning of Second Semester):</b>

## School Action Plan

### *ELA: Strategies & Programs to Support the Objectives*

<b>ELA SWD Focus</b>
<b>Focus:</b> Reading for Information
<b>Goal:</b> <b>By the end of the year, we expect our students to be able to...</b> read and gather information to support students' answers to various level questions.

<b>Professional Development and Activities:</b>
<b>School-based:</b> 1. PLC will be differentiated by grade level to focus on specific DEA data. 2. Book study on Fisher and Frey's Text-Dependent Questions Grade K-5 to focus on supplying evidence and elaboration to support their writing in response to reading. 3. Training will continue on the Tyner model of instruction for teachers of grades K-2. 4. Training on Fountas and Pinnell model during summer and fall 2015 for teachers of second grade.

**Action Steps for Implementation:****School Implementation Action Steps:**

1. Purchase the book for all teachers.
2. Have progress monitoring meetings to review most recent data.
3. Create student profile based on the student's need to determine the appropriate strategies that teachers will use.
4. Analyze data to determine lowest quartile students.
5. Provide daily small group instruction outside of the ELA block during grade level specific Focus Academic Block (FAB).
6. Levelize students across grade levels to include Title I and ESE resource teachers.
7. Use Tyner model of instruction to include phonemic awareness, phonics, fluency, vocabulary, and comprehension strategies focused on information and literary text.
8. Use Fountas and Pinnell with some second grade instruction as students are identified as needing this instruction.

**Classroom Implementation Action Steps (Teachers and Students):**

1. Teachers will provide small group instruction daily inside the ELA block and outside of the ELA block during grade level specific Focus Academic Block (FAB).
2. Students will utilize close reading strategies while reading for information.
3. Students will gather information from multiple sources of text utilizing note-taking strategies to use as evidence in their writing and discussions.
4. SWD will receive intensive intervention support outside of the 90 minute reading block based on student need and IEP.
5. Teachers will be provided quarterly time to collaborate.

**Progress Monitoring:**

<b>Initiative</b>	<b>How Often</b>	<b>How Will It Be Monitored</b>	<b>Who Is Responsible To Monitor</b>
Collaboration between general education teachers and special area teachers.	Quarterly	Progress Reports	Administration
Focus Academic Block (FAB)	Weekly, Monthly	Weekly: Walk Throughs Monthly: Lesson Plans	Administration
Tyner levels; DEA; STAR	Three times a year	Data Chats	Administration, ESE Teacher

<b>Evaluation:</b>
<b>Evaluation of Goal &amp; Implementation (Completed at the Beginning of Second Semester):</b>
<b>Refinement of Goal (Completed at the Beginning of Second Semester):</b>

## School Action Plan

### *Math*

<b>District AMO:</b>	<b>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     %.</b>
<b>District Goal:</b>	<b>Students shall demonstrate math proficiency at or above the expected grade level.</b>

<b>Objectives:</b>
<b>AMO:</b> 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     %.
<b>AMO:</b> The percentage of SWDs who will be proficient in math on the Florida Standards Assessment Test will be at least 62 %
<b>AMO:</b> 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)															
K	# 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)	93	2%	14%		49%	34%	84%	82%	86%	80%	80%	81%	87%	79%	50%
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)															
Grade 1	# 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)	89	1%	6%		65%	28%	93%	95%	91%	100%	100%	89%	100%	71%	95%
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)															
Grade 2	# 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)	106	2%	14%		58%	26%	84%	81%	88%	100%	63%	100%	100%	77%	88%
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)	89	1%	12%	76%	10%	87%	91%	83%	100%	71%	83%		82%	91%	86%	67%	86%
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)	77	0%	10%	74%	16%	90%	86%	94%	67%	57%	100%	100%	82%	96%	89%	100%	89%
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)	80	0%	18%	51%	31%	83%	80%	86%	50%	75%	80%		100%	82%	45%	50%	73%
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	93	84	83	84	76	80		87	86	87	63	82
	District	2,387	83	81	84	87	74	82	79	82	84	72	79
Meas. & Data	2015	93	82	79	85	83	77		80	82	72	59	80
	District	2,387	84	83	86	79	76	81	82	83	86	72	78
Geometry	2015	93	87	85	89	83	83		82	91	84	71	85
	District	2,387	88	87	89	87	82	87	88	88	89	80	84
Base Ten	2015	93	84	86	82	71	95		82	89	88	69	85
	District	2,387	83	83	84	93	72	82	86	83	85	73	81

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	89	76	77	75	100	80	68	50	63	78	70	67	72
	District	2,361	76	76	76	83	69	73	66	77	77	64	73	73
Meas. & Data	2015	89	74	75	73	100	74	66	75	63	76	74	69	70
	District	2,361	80	79	80	82	69	77	80	79	82	72	74	76
Geometry	2015	89	62	61	63	100	61	54	50	52	65	64	53	60
	District	2,361	68	67	69	71	62	64	67	66	69	61	61	65
Base Ten	2015	89	83	87	80	100	80	78	75	70	87	82	75	80
	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	106	82	81	84	91	66	88	88	78	85	70	93	80
	District	2,351	86	85	86	93	77	84	90	86	87	76	81	83
Meas. & Data	2015	106	78	79	77	82	64	68	88	75	82	61	73	74
	District	2,351	80	82	79	86	71	79	88	80	82	70	76	76
Geometry	2015	106	87	87	87	85	83	67	84	88	83	83	86	
	District	2,351	90	90	91	92	88	91	88	91	90	84	90	89
Base Ten	2015	106	83	82	85	87	75	72	100	75	87	71	74	81
	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	89	74	74	75	80	63	82		68	78	73	73	71
	District	2,367	76	75	76	86	70	71	55	75	77	62	61	71
Meas. & Data	2015	89	77	77	77	90	69	80		74	79	71	70	75
	District	2,367	78	78	77	85	69	74	73	76	80	68	65	75
Geometry	2015	89	73	72	75	100	71	79		59	75	70	58	71
	District	2,367	75	74	75	76	65	72	67	72	78	65	62	72
Base Ten	2015	89	72	74	71	75	71	83		61	73	68	67	71
	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	77	71	69	75	61	62	74	67	64	75	72	50	70
	District	2,062	74	74	73	75	67	71	73	74	75	65	61	69
Meas. & Data	2015	77	75	77	72	79	59	82	100	75	75	75	94	74
	District	2,062	71	74	68	78	61	69	70	71	72	59	64	65
Geometry	2015	77	85	84	86	75	86	86	100	82	85	86	88	82
	District	2,062	83	84	82	82	76	81	80	81	85	72	73	79
Base Ten	2015	77	90	89	91	88	79	84	100	92	93	83	94	88
	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	80	88	88	90	50	81	95		93	89	73	81	84
	District	2,102	86	86	86	88	81	83	91	85	87	76	72	83
Meas. & Data	2015	80	74	75	74	75	70	72		76	76	47	54	68
	District	2,102	77	77	77	86	70	72	79	77	79	64	65	72
Geometry	2015	80	80	80	81	83	76	78		91	79	77	67	77
	District	2,102	86	86	86	89	83	81	81	85	87	76	73	83
Base Ten	2015	80	73	72	74	56	61	76		80	75	47	59	65
	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?**

The percentage of proficient students at Florosa is comparable to the district average. The percentage of level one students is minimal.

### **What does the analysis tell you about your school's opportunities to improve?**

Florosa will continue to focus on closing the mathematical gaps with the level two students. Intervention services will be provided for all level one, two, and fragile three students during the math block. Moby max and IReady programs will support these students. Spiraling activities that involve student talk will target student specific standards in the regular classroom as well as the intervention support classroom. Grade two will receive intervention support during the math block as well in the 2015-2016 school year.

# 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...**engage in small and whole group math-rich discussions and apply the mathematical practices when solving standards based tasks.

### **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. Teachers and classroom assistants will complete a professional development inventory provided by the district. The inventory will be used to plan, develop, and schedule school-based professional development.
2. During the school-based half day sessions, teachers and math coach will collaborate to analyze data (DEA/FSA 2015, formative/summative classroom assessments) and use their standards and/or curriculum guide to create spiral math station activities and formative assessments to include student talk and purposeful spiraled standards.
3. During the school-based half day sessions, teachers and math coach will participate in Guided Math in Action by Dr. Nicki Newton book study to enhance teachers' proficiency with standards-based small group instruction.
4. During twice a month data team meetings, teachers will meet to analyze formative/summative assessments to drive standards-based small and whole group instruction.
5. Teachers will share exemplar standards/domain based math stations and student samples during school-based PD, grade level, faculty, and data team meetings.
6. Math Instructional Coach will offer training on MFAS.

**Action Steps for Implementation:****School Implementation Action Steps:**

1. Identify specific students' and teachers' needs through vertical alignment meetings during Early Release in May 2015.
2. Determine groupings for district message and quarter professional learning groups.
3. Purchase Guided Math in Action: Building Each Student's Mathematical Proficiency with Small-Group Instruction by Dr. Nicki Newton by Aug. 10th.
4. Order Math Best Practices Flip Charts and FSA Item Specs from Print Shop for dissemination during pre-planning.
5. Create a school-based calendar of professional development, faculty, data team, and grade level meetings for dissemination during pre-planning.
6. During pre-planning, grade level teams will develop grade level norms for an active listening protocol for student talk.
7. Ensure classroom teachers with access to previous year's final student assessments (DEA C, FSA 2015, iReady, etc.)
8. By June, a sample library of standards-based stations will be available on the school server to aide teachers in planning for standards-based stations.
9. Upon completion of DEA Test A, grade levels will meet in Data Teams to determine common instructional strategies that will be used to best meet students' needs. Progrerss will be monitored using math formative assessments.
10. Data spreadsheets will be updated for progress monitoring purposes.
11. Upon competition of DEA Test B, Grade levels will analyze student data – DEA B and identify patterns for grade levels, groups of students, and individual students and plan standards/domain specific math stations that require student to demonstrate an in-depth understanding of the standards.

**Classroom Implementation Action Steps (Teachers and Students):**

1. Teachers will display the grade level active listening protocol in their classrooms and conduct a mini-lesson on active listening.
2. Teachers will model appropriate active listening norms in small group, whole group, and stations on a daily basis.
3. Students will utilize appropriate active listening norms and item specs in small group, whole group, and stations.
4. Teachers will continue to utilize the 6 talk moves (revoicing, repeating/rephrasing, wait time, agree/disagree, add-on, and partner talk) into daily instruction through purposeful routines, small and whole discussions, lessons, and stations.
5. Teachers will create opportunities for student talk/discussion through purposeful number talks and station activities to build student conceptual understanding.
6. Students will utilize talk moves (revoicing, repeating/rephrasing, wait time, agree/disagree, add-on, and partner talk) in routines, small and whole discussions, lessons, and stations.

7. Teachers will embed the 8 Mathematical Practices into student talk, routines, and lessons.
8. Teachers will provide standard/domain specific station tasks that include higher-order questioning, use of mathematical practices, and student talk.
9. Students will be engaged in domain specific stations three times a week that require students to work through models, use vocabulary, and break the problem into steps to solve and explain answers.
10. Teachers will use standards and Item Specs to generate FSA-like problems.
11. Students will respond to FSA-like items.
12. Teachers will provide specific feedback to all students for clarification pertaining to misconceptions on station/task activities.
13. Teachers' lesson plans will include math station differentiated activities for each domain.
14. Students will self-monitor their progress on station activities based on feedback from the teacher.

<b>Progress Monitoring:</b>			
<b>Initiative</b>	<b>How Often</b>	<b>How Will It Be Monitored</b>	<b>Who Is Responsible To Monitor</b>
Active Listening Protocol	Daily	Observation, Walkthroughs	Administration, CRT
MFAS	Twice a Month	Data Team Meetings	Administration, Grade Level Chair, Math Instructional Coach, Title I Math Teacher
Student talk	Daily	Walkthroughs	Administration, CRT
Standards-based stations	Three times a week	Lesson plans, Walkthroughs	Administration, CRT, Math Instructional Coach

<b>Evaluation:</b>
<b>Evaluation of Goal &amp; Implementation (Completed at the Beginning of Second Semester):</b>
<b>Refinement of Goal (Completed at the Beginning of Second Semester):</b>

## 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. Based on teacher need and interest, professional development will be offered through a book study 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?, and Infusing Mathematics into Nonmathematical Routines) to implement in their math block to spiral mathematics.
2. During the district professional development half day sessions, teach will collaboratively plan, implement, and debrief spiraling activities (assessments, bell ringers, routines, stations, etc.)



**Action Steps for Implementation:****School Implementation Action Steps:**

1. Identify specific students' and teachers' needs through vertical alignment meetings during Early Release in May 2015.
2. A school-based high yield routine book study calendar will be provided to teachers/classroom assistants.
3. Administrators or guidance counselor will ensure classroom teachers with access to previous year's final student assessment data (DEA test C, FSA 2015, iReady, etc.)
4. Math Instructional Coach will review Balanced Math Model with teachers and provide assistance in setting up math block to model the Balanced Math Model during pre-planning.
5. By June, a sample library of standards-based stations will be available on the school server to aide teachers in planning for standards-based stations.
6. Once a month, September – April, Math Instructional Coach will facilitate High Yield Routine book study in school-based established meeting.
7. Twice monthly, Math Instructional Coach and/or Title I Math Teacher with classroom teachers will analyze DEA/FSA data and/or formative/summative data to identify grade level standards of weakness. The team will then plan spiraling routines to implement the identified standards requiring re-teaching, maintaining, or practice as evident by analyzing data.

**Classroom Implementation Action Steps (Teachers and Students):**

1. Teachers will provide daily high yield routines during Balance Math Block (Today's Number, Mystery Number, Alike and Different, Number Lines, Quick Images, Guess My Rule, How Do You Know?, and Infusing Mathematics into Nonmathematical Routines) to re-teach, maintain, or review identified standards needing spiraling.
2. Teachers will include identified standards needing spiraling on formative and summative (chapter/unit) assessments.
3. Teachers will incorporate in their lesson plans a spiral math station to include identified standards needing spiraled.
4. 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?, and Infusing Mathematics into Nonmathematical Routines) to practice, maintain, or review standards needing spiraling.
5. Students will complete spiraling tasks/items on formative and summative assessments.
6. Based on classroom needs, students will review and maintain spiraled standards during standards-based math stations.

<b>Progress Monitoring:</b>			
<b>Initiative</b>	<b>How Often</b>	<b>How Will It Be Monitored</b>	<b>Who Is Responsible To Monitor</b>
MFAS	Twice monthly	Data Team Meeting	Administration, Grade Level Chair, Math Instructional Coach, Title I Math Teacher
High Yield Routines	Daily	Lesson plans, Walkthroughs	Administration, CRT
Spiraled Math Stations	Three times a week	Lesson plans, Walkthroughs	Administration, CRT, Math Instructional Coach

<b>Evaluation:</b>
<b>Evaluation of Goal &amp; Implementation (Completed at the Beginning of Second Semester):</b>
<b>Refinement of Goal (Completed at the Beginning of Second Semester):</b>

## School Action Plan

### *Math: Strategies & Programs to Support the Objectives*

#### **Math Levels 1 and 2 Focus 1 (Grades K-2)**

**Focus:** Student Talk

**Goal:** By the end of the year, we expect our students to be able to...explain and justify techniques used to solve problems involving number sense and operations.

#### **Professional Development and Activities:**

##### **School-based:**

1. During the school-based half day session, teachers and math instructional coach will collaborate to analyze formative and summative data then use their standards and/or curriculum guide to create math station activities with formative assessments to include student talk focused on number sense and operations.
2. During the school-based half day sessions, teachers and math instructional coach will participate in Guided Math in Action by Dr. Nicki Newton book study to enhance teachers' proficiency with standards-based small group instruction.
3. Math Instructional Coach will offer training on MFAS tasks.

**Action Steps for Implementation:****School Implementation Action Steps:**

1. Identify specific students' and teachers' needs through vertical alignment meetings during Early Release in May 2015.
2. Once a month, September – April, Math Instructional Coach will facilitate High Yield Routine book study in school-based established meeting.
3. Twice monthly, Math Instruction Coach and/or Title I Math Teacher with classroom teachers will analyze formative and summative data to identify students' needs. The Team will then plan spiraling activities involving student talk and implement the identified standards requiring re-teaching, maintaining, or practice as evident by analyzing data.
4. Upon completion of DEA Test A, grade levels will meet in Data Teams to determine common instructional strategies that will be used to best meet the students' needs. Progress will be monitored using math formative assessments twice monthly.
5. MTSS Team will collaborate with CRTs to determine specific strategies for intervention.
6. Math Instructional Coach and Title I Math Teachers will provide traing and support for implementation of best practice common instructional strategies through the Data Team Cycle twice a month.

**Classroom Implementation Action Steps (Teachers and Students):**

1. Teachers will implement High Yield Routine strategies that meet the needs of their students as determined by formative and summative data.
2. Students will solve problems and support their answers during student talk.
3. Teachers will implement spiraling routines in their math stations.
4. Students will complete station activities that include explaining and justifying their answers..
5. Teachers will implement common instructional strategies during whole group and small group instruction.
6. Students will successfully complete math activities during whole group and small group instruction that will build upon their mathematical skills.
7. Teachers will implement specific strategies identified during MTSS.
8. Students will receive intervention instruction.

<b>Progress Monitoring:</b>			
<b>Initiative</b>	<b>How Often</b>	<b>How Will It Be Monitored</b>	<b>Who Is Responsible To Monitor</b>
MFAS	Twice a month	Data Team Meetings	Administration, Math Instructional Coach, Title I Math Teacher, Grade Level Chairs
Student Talk	Daily	Walkthroughs	Administration
MTSS	Once a week	MTSS minutes, PMPs	Administration, CRT, Guidance Counselor, MTSS Team members

<b>Evaluation:</b>
<b>Evaluation of Goal &amp; Implementation (Completed at the Beginning of Second Semester):</b>
<b>Refinement of Goal (Completed at the Beginning of Second Semester):</b>

## School Action Plan

### *Math: Strategies & Programs to Support the Objectives*

#### **Math Levels 1 and 2 Focus 2 (Grades 3-5)**

**Focus:** Student Talk

**Goal:** By the end of the year, we expect our students to be able to...explain and justify techniques used to solve problems involving number sense and operation.

#### **Professional Development and Activities:**

##### **School-based:**

1. During the school-based half day session, teachers and math instructional coach will collaborate to analyze formative and summative data then use their standards and/or curriculum guide to create math station activities with formative assessments to include student talk focused on number sense and operations.
2. During the school-based half day sessions, teachers and math instructional coach will participate in Guided Math in Action by Dr. Nicki Newton book study to enhance teachers' proficiency with standards-based small group instruction.
3. Math Instructional Coach will offer training on MFAS tasks.
4. IReady will be used with all level 1s and 2s according to DEA results from the 14-15 school year.

**Action Steps for Implementation:****School Implementation Action Steps:**

1. Identify specific students' and teachers' needs through vertical alignment meetings during Early Release in May 2015.
2. Once a month, September – April, Math Instructional Coach will facilitate High Yield Routine book study in school-based established meeting.
3. Twice monthly, Math Instruction Coach and/or Title I Math Teacher with classroom teachers will analyze formative and summative data to identify students' needs. The Team will then plan spiraling activities involving student talk and implement the identified standards requiring re-teaching, maintaining, or practice as evident by analyzing data.
4. Upon completion of DEA Test A, grade levels will meet in Data Teams to determine common instructional strategies that will be used to best meet the students' needs. Progress will be monitored using math formative assessments twice monthly.
5. MTSS Team will collaborate with CRTs to determine specific strategies for intervention.
6. Math Instructional Coach and Title I Math Teacher will provide training and support for implementation of best practice common instructional strategies through the Data Team Cycle twice a month.

**Classroom Implementation Action Steps (Teachers and Students):**

1. Teachers will implement High Yield Routine strategies that meet the needs of their students as determined by formative and summative data.
2. Students will solve problems and support their answers during student talk.
3. Teachers will implement spiraling routines in their math stations.
4. Students will complete station activities that include explaining and justifying their answers..
5. Teachers will implement common instructional strategies during whole group and small group instruction.
6. Students will successfully complete math activities during whole group and small group instruction that will build upon their mathematical skills.
7. Teachers will implement specific strategies identified during MTSS.
8. Students will receive intervention instruction.

<b>Progress Monitoring:</b>			
<b>Initiative</b>	<b>How Often</b>	<b>How Will It Be Monitored</b>	<b>Who Is Responsible To Monitor</b>
MFAS	Twice a month	Data Team Meetings	Administration, Math Instruction Coach, Title I Math Teacher, Grade Level Chairs
Student Talk	Daily	Walkthroughs	Administration
MTSS	Once a week	MTSS minutes, PMP,	Administration, CRT, Guidance Counselor, MTSS Team Members

<b>Evaluation:</b>
<b>Evaluation of Goal &amp; Implementation (Completed at the Beginning of Second Semester):</b>
<b>Refinement of Goal (Completed at the Beginning of Second Semester):</b>



## School Action Plan

### *Math: Strategies & Programs to Support the Objectives*

<b>Math Levels Subgroup Focus</b>	
<b>Subgroup:</b>	<b>Focus:</b>
<b>Goal: By the end of the year, we expect our students to be able to...</b>	

<b>Professional Development and Activities:</b>
<b>School-based:</b>

<b>Action Steps for Implementation:</b>
<b>School Implementation Action Steps:</b>
<b>Classroom Implementation Action Steps (Teachers and Students):</b>

<b>Progress Monitoring:</b>			
Initiative	How Often	How Will It Be Monitored	Who Is Responsible To Monitor

<b>Evaluation:</b>
<b>Evaluation of Goal &amp; Implementation (Completed at the Beginning of Second Semester):</b>
<b>Refinement of Goal (Completed at the Beginning of Second Semester):</b>

## School Action Plan

### *Math: Strategies & Programs to Support the Objectives*

<b>Math SWD Focus</b>
<b>Focus:</b>
<b>Goal: By the end of the year, we expect our students to be able to...</b> explain and justify techniques used to solve problems involving operations and base ten.

<b>Professional Development and Activities:</b>
<b>School-based:</b>
1. Math Instructional Coach will offer MFAS training once a month.
2. ESE Teacher will received High Yield Routine PD in school based established meetings.
3. The book "Guided Math in Action" by Dr. Nicki Newton will be provided.



<b>Action Steps for Implementation:</b>
<b>School Implementation Action Steps:</b>
1. Identify specific students' and teachers' needs through vertical alignment meetings during Early Release in May 2015.
2. Once a month, September – April, Math Instructional Coach will facilitate High Yield Routine book study in school-based established meeting.
3. Math Instruction Coach and/or Title I Math Teacher with ESE teachers will analyze formative and summative data to identify students' needs. The Team will then plan spiraling activities involving student talk and implement the identified standards requiring re-teaching, maintaining, or practice as evident by analyzing data.
<b>Classroom Implementation Action Steps (Teachers and Students):</b>
1. Teacher will identify standards for spiraling instruction.
2. Teacher will implement spiraling and student talk routines.
3. Students will complete spiraling activities involving student talk.

<b>Progress Monitoring:</b>			
<b>Initiative</b>	<b>How Often</b>	<b>How Will It Be Monitored</b>	<b>Who Is Responsible To Monitor</b>
MFAS	Twice a month	Data Team Meeting	Administration, Math Instructional Coach, ESE Teacher, Grade Level Chairs
Student Talk	Daily	Walkthroughs	Administration

<b>Evaluation:</b>
<b>Evaluation of Goal &amp; Implementation (Completed at the Beginning of Second Semester):</b>
<b>Refinement of Goal (Completed at the Beginning of Second Semester):</b>

**School Action Plan**  
*Science*

<b>District Goal:</b>	<b>Students shall demonstrate science proficiency at or above the expected grade level.</b>
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<b>Objectives:</b>
The percentage of 5 <sup>th</sup> 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	Florosa	05	57	12%	19%	26%	18%	25%	68%	79%	54%	50%	60%	40%		100%	77%	14%	0%	54%
2014	Florosa	05	73	14%	30%	33%	7%	16%	56%	59%	53%	50%	33%	10%		71%	68%	50%	0%	54%
2015	Florosa	05	79	19%	24%	28%	22%	8%	57%	64%	49%	0%	33%	70%		55%	64%	25%	25%	42%
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	# Students Tested		Gender		Ethnicity						Status		
		Overall	Male	Female	A	B	H	I	M	W	ESE	ELL	F/R	
NATURE	2013	Florosa	57	69%	72%	65%	68%	66%	59%	83%	72%	40%	42%	63%
	2014	Florosa	73	74%	74%	74%	90%	68%	60%	71%	79%	71%	60%	74%
	2015	Florosa	79	69%	68%	70%	55%	66%	68%	67%	71%	55%	38%	65%
	2015	District	2,226	72%	71%	73%	77%	62%	66%	78%	69%	74%	56%	50%
ERTH/SPC	2013	Florosa	57	81%	84%	77%	78%	71%	73%	96%	84%	60%	55%	76%
	2014	Florosa	73	71%	74%	68%	72%	61%	65%	76%	74%	64%	63%	68%
	2015	Florosa	79	68%	72%	63%	53%	59%	68%	68%	71%	62%	55%	60%
	2015	District	2,226	70%	72%	67%	77%	58%	61%	80%	69%	72%	58%	47%
PHYSICAL	2013	Florosa	57	71%	73%	67%	73%	65%	65%	67%	73%	56%	51%	65%
	2014	Florosa	73	69%	70%	69%	75%	63%	57%	69%	74%	63%	63%	68%
	2015	Florosa	79	70%	72%	69%	56%	65%	68%	66%	74%	59%	45%	66%
	2015	District	2,226	74%	75%	73%	78%	65%	66%	82%	73%	77%	61%	49%
LIFE	2013	Florosa	57	73%	76%	69%	61%	57%	67%	79%	78%	51%	42%	67%
	2014	Florosa	73	71%	69%	74%	68%	67%	52%	76%	76%	69%	43%	69%
	2015	Florosa	79	69%	73%	65%	64%	67%	69%	75%	69%	55%	46%	62%
	2015	District	2,226	73%	73%	72%	80%	64%	63%	85%	72%	75%	59%	46%

## School Action Plan

### *Science: Strategies & Programs to Support the Objective*

<b>Science Focus</b>
<b>Focus: Purposeful Spiraling</b>
<b>Goal: By the end of the year, we expect our students to be able to...</b> read and respond to informational text based on information gathered from multiple sources as the relate to science topics and standards.

<b>Professional Development and Activities:</b>
<b>School-based:</b> <ol style="list-style-type: none"><li>1. Order Fisher and Frey's Text-Dependent Questions Grades K-5 for school wide book study.</li><li>2. Embed discussions and strategies on Close Reading Text Dependent Questions from Fisher and Frey's Text Dependent Questions Grades K-5 during faculty meetings, grade level meetings, and PD sessions.</li><li>3. Pitsco Science Lab orientation during pre-planning for grades K-5 presented by Sandy Palmer.</li><li>4. Professional development on spiraling material and vertical alignment of standards to meet the NGSSS benchmarks for teachers of grades 3-5 and K-2 presented by Tammi Ellis.</li><li>5. Gizmo Training on Training Thursday.</li><li>6. Everyday and CLOSE reading professional development will be delivered to all science teachers during school release days.</li></ol>

**Action Steps for Implementation:****School Implementation Action Steps:**

1. Analyze specific student data to determine areas in need of support.
2. Gather informational text to support spiraling in the ELA block with a focus on close reading strategies.
3. Use informational text in small group instruction during the ELA block.
4. Use student data to create hands on learning experiences during the science block.
5. Analyze specific student data to determine areas in need of support.
6. Use informational text in FAB (Focus Academic Block) instruction.
7. Use grade specific spiral pacing guides for grades 3-5.
8. Distribute Pitsco Science Lab schedule and Evan Moore's "Daily Science" journals during pre-planning

**Classroom Implementation Action Steps (Teachers and Students):**

1. Teachers will use informational text to support spiraling in the ELA block and the FAB block with a focus on close reading strategies and complex text dependent questions.
2. Teachers will use student data to create hands on learning experiences during the science block.
3. Teachers will provide spiraling activities on a weekly basis to review previously taught benchmarks according to the pacing guides.
4. Students will write in response to reading during the science class by utilizing Evan Moore's "Daily Science" journals.
5. Students will support their writing with evidence and elaboration from multiple complex text.
6. Teachers will utilize the Pitsco Lab for a week each month for grades 3-5 and one day a month for grades K-2.
7. Students will engage in hands-on lab activities as schedule permits.
8. Students will read and respond to informational text during everyday reading.
9. Students will use Gizmo in the classroom.

<b>Progress Monitoring:</b>			
<b>Initiative</b>	<b>How Often</b>	<b>How Will It Be Monitored</b>	<b>Who Is Responsible To Monitor</b>
Use of informational text to gather evidence to support their writing and answers to text dependent questions.	Monthly	Student Sample Work, Walk Throughs	Administration, Science Committee
Writing in response to readin in Science	Weekly	Student Sample Work, Walk Throughs	Administration, CRT
Utilization of Pitsco Science Lab	Monthly	Student Sample Work, Walk Throughs	Administration, Science Committee
Spiraling Pacing	Daily	Lesson Plans, Walk Throughs	Administration

<b>Evaluation:</b>
<b>Evaluation of Goal &amp; Implementation (Completed at the Beginning of Second Semester):</b>
<b>Refinement of Goal (Completed at the Beginning of Second Semester):</b>



# Title I Schools

## Briefly Describe Your Parental Involvement Plan.

Parent Involvement is important at Florosa. We begin each year with an orientation for parents. Our annual title 1 meeting is held on the first day of school. Parents have the opportunity to provide the school with feedback and input during this meeting and on our brochure that is provided to all parents. Our school website, ed-connect calls, digital sign, newsletters, open houses, SAC meetings, and Parent Involvement Committee meetings provide opportunities for parents to become involved in our school. Each teacher meets with each parent for a parent/teacher conference in the first nine weeks of school. Teachers review the parent compact and discuss academic goals during these conferences. Planners and weekly folders help to provide parents with information regarding their child's academic progress. Volunteer training is offered monthly and parents can become involved in our OVAL art program, physical education programs, music programs, media center events, reading initiatives, evening events, and they are also encouraged to work in classrooms or attend field trips.

## Strategies To Increase Parental Involvement.

Orientation  
Boo Hoo breakfast and Title 1 informational meeting to include parent input and feedback  
Open house/Curriculum Night  
Monthly Parent Volunteer Trainings  
Oval Art program lead by parent volunteer  
Monthly Parent Involvement Committee Meetings  
Monthly SAC committee meetings  
Science Fair Night  
Science Night  
Conference Days for each CRT  
Snuggle up to reading night  
Parent/Student Valentine's Dance  
Field Day  
Ed-Connect Calls  
Monthly Newsletters from the school  
Weekly Classroom Newsletters  
Digital sign

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<b>Plans For Assisting Preschool Children In The Transition From Early Childhood Programs To Local Elementary Programs (Preschool Transition Strategies).</b>
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Local VP-K and Pre-K students tour the school each year Dates during the summer are reserved for parents to bring future kindergarten students to Florosa for a tour of the campus with the principal and/or assistant principal. Packets for Pre-K students are distributed during the tours.
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<b>Describe Counseling, Pupil Services, and Mentoring Services.</b>
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.Mentors are provided through our mentoring program Full time guidance counselor is on-site to support students/ parents on an as needed basis MFLC is on campus daily to provide assistance to our military families Food for Though backpack program provides food for families in need
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## Accreditation Page

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

In accordance with the Pupil Progression Plan, a Progress Monitoring Plan (PMP) will be implemented for each student performing below proficiency in reading and/or math. PMPs will be reviewed quarterly using student data to determine the effectiveness of the plan strategies and make appropriate changes to the plans to include: continuation of the current plan, deletion/addition/refinement of strategies, referral to the MTSS/RtI Committee.

Students receive small group instruction daily based on specific needs during reading and math. All students receive 120 minutes of ELA instruction and 70 minutes of math instruction daily.

A Focused Academic Block provides an additional 30-40 minutes for ELA instruction based on specific student needs.

Spiraling activities are used in all subject areas to continuously provide students with review and support as needed.

Two computer labs are used for programs such as: IReady, Mobymax, and Learning A-Z.

Weekly folders are sent home to parents with newsletters, graded assignments, and important notes.

Planners are sent home daily in grades 3-5.

Information on how to access the iOCSD app is sent home in the school newsletter at the start of each school year.

Progress reports are sent home to students at the mid 9 week timeframe

Assessment results are sent home within thirty days of students taking any form of assessment

Each teacher is provided a conference day in the first 9 week period to communicate how each child is currently performing and how the school is supporting each child's academic needs.

All students receiving intervention take home a daily folder with assignments and a progress report every weeks.

## **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**

Each classroom has a highly qualified teacher with 18-22 students.

Two computer labs and one ipad lab offers students the opportunity to use technology on a regular basis.

Each student receives a 50 minute activity block to attend PE and music.

Florosa has a full time SRO for a safe environment.

A progressive discipline plan allows for disruptions to be removed from each classroom so learning is not negatively impacted.

Facilities are maintained by our maintenance department and our custodial staff cleans rooms each afternoon.