



Date Submitted: 9/4/2015

Dates of Revision:

School Performance Plan

20₁₅- 20₁₆

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 \$2393, will primarily be used for science support.

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

Dr. Anita Choice
Principal's Signature

Victoria Davis
SAC Chairperson's Signature

School Name: Wright 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		



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
Dr. Anita Choice	Principal
Suzanne Boyd	Assistant Principal
Krista Millhouse	Instructional Literacy Coach
Melissa May	Instructional Math Coach
Kathy Boyte	Title 1 Math
Lynn Mahan	Math Teacher
Claudia Robinson	Title I Teacher
Jennifer Patterson	ELA Teacher
Gail Henderson and Lindsey Rodrigue	ELA Teacher
Brenda Dismuke	Science/Math Teacher
Debbie Cross	Science/ELA Teacher
Faith McElroy	ESE Teacher
Patsy Robinson	Science/Math Teacher

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

5/23/15 - Email to staff from Principal outlining year's progress and goals for 2015 - 2016.

5/28/15 - Faculty Meeting - SPP discussed/input requested

6/2015 - Instructional Coach met with grade level and subject area representatives to review current data and gather input for the new SPP. Math teachers met to provide input; ELA teachers met to provide input; Science teachers met to provide input.

7/2015 - Title I/Instructional Coach/Admin meeting

8/11/2015 - Faculty/Staff meeting

8/18/2015 Needs Assessment related to SPP was given to teachers on 8/18/2015. Results were used to make revisions to the SPP

8/26/2015 - SAC Meeting

All staff were invited to participate in meetings and were present for sharing of plans during faculty meetings.

School Profile

Wright Elementary is a 55 year old open ramp school located in Fort Walton Beach, Florida, currently serving approximately 660 students. The faculty works diligently with students, parents, staff, and volunteers to achieve high standards of academic excellence for our students and is dedicated to continuous growth. Wright serves a diverse population: 3.5% Asian, 23.3% Hispanic, 10.8% multi-racial, 22.6% Black, and 39.8% White. Approximately 80% of the students receive free or reduced lunch. In the past 3 years, Wright's most rapidly growing demographic group is the Hispanic population, resulting in approximately 20% of Wright's student population qualifying for services as ELLs (English Language Learners).

For the 2014 - 2015 school year, gains were made based on DEA data (no state testing results available at this time); however, we recognize the need to focus diligently on disparities identified through disaggregation of genders, ethnicities, and exceptional (ESE, ESOL) subgroups at each grade level. Certain demographic groups matched or exceeded district levels of proficiency. The data shows that we do have a gender gap in achievement at the third grade level in both Math and ELA.

One hundred percent (100%) of Wright's instructional staff have acquired Highly Qualified status, as indicated by state certification and continuing professional development. Wright's staff demographic consists primarily of experienced teachers (5 or more years).

Wright Elementary has 2 Instructional Coaches, one school based Literacy Coach and one shared Math Coach (with three schools). Both are available to coach teachers, to plan and model lessons in reading, writing, and math. The Principal and Coaches work collaboratively to identify needs and plan professional development to assist teachers in the transition to the Florida Standards.

For the 2015 - 2016 school year, Wright's administrative team and teachers will maintain their focus on practices which support our "Culture of Achievement" using Frey and Fisher's five Pillars. At the 4th and 5th grade levels, boys only and girls only classes have been formed to utilize best practices of gender friendly strategies. The focus for improvement during the school year will be reflective of strong consideration of Wright's student demographic groups based on race, ethnicity, and gender. Additionally, increased community and parent involvement will be a constant goal for helping to increase student achievement.

Community and Parent Awareness

Wright Elementary													
0281		Strongly Agree		Slightly Agree		Slightly Disagree		Strongly Disagree		No Opinion		Total Responses	
		2015	2014	2015	2014	2015	2014	2015	2014	2015	2014	2015	2014
1. <i>My child's school emphasizes academic performance as the number one priority.</i>		70%	65%	26%	26%	0%	4%	4%	2%	0%	2%	27	46
2. <i>Our principal is an effective leader who meets the needs of our students.</i>		70%	54%	11%	24%	7%	7%	4%	4%	7%	11%	27	46
3. <i>As a parent, I am made aware of the curriculum program for my child's grade level or course.</i>		63%	67%	26%	24%	7%	2%	4%	4%	0%	2%	27	46
4. <i>The school uses a variety of methods for parent communication.</i>		63%	72%	26%	15%	7%	7%	4%	4%	0%	2%	27	46
5. <i>Parent input is valued at my child's school.</i>		67%	57%	26%	22%	4%	7%	4%	2%	0%	13%	27	46
6. <i>Clear expectations of conduct and behavior are communicated to my child.</i>		70%	76%	22%	15%	4%	7%	4%	2%	0%	0%	27	46
7. <i>My child's school maintains a safe environment.</i>		59%	72%	33%	26%	4%	2%	0%	0%	4%	0%	27	46
8. <i>Homework is used to reinforce what is taught in the classroom.</i>		67%	63%	19%	35%	7%	0%	4%	2%	4%	0%	27	46
9. <i>My child's school treats everyone fairly, regardless of race, economic status, or other relationships.</i>		73%	82%	12%	11%	12%	2%	4%	2%	0%	2%	26	45
10. <i>School funds are used to support the school in a financially responsible manner.</i>		52%	57%	22%	15%	4%	2%	0%	0%	22%	26%	27	46
11. <i>As a parent, I feel welcome at my child's school.</i>		78%	71%	15%	24%	4%	2%	4%	2%	0%	0%	27	45
12. <i>The guidance department at my child's school provides for the educational success of my student.</i>		69%	52%	15%	24%	4%	7%	4%	2%	8%	15%	26	46
13. <i>I am satisfied that my child's teachers do a good job educating my child.</i>		67%	70%	22%	22%	7%	4%	0%	4%	4%	0%	27	46
14. <i>My child's school is well maintained.</i>		52%	61%	30%	35%	15%	2%	0%	2%	4%	0%	27	46
15. <i>The amount of time required for my child's homework assignments is appropriate.</i>		65%	72%	19%	22%	4%	7%	8%	0%	4%	0%	26	46
16. <i>The health services provided at my child's school support his/her wellness.</i>		78%	69%	15%	20%	4%	0%	4%	0%	0%	11%	27	45
Total Survey Results		66%	66%	21%	23%	6%	4%	3%	2%	3%	5%		

Community and Parent Awareness

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

The leadership of Wright Elementary is steering our school in a positive direction as stakeholders expressed increased confidence in the effective leadership provided by Wright's principal, and they feel more strongly that their input is valued. "I feel welcome at my child's school" showed an increase in strongly agree, and Wright's guidance department also showed large gains in providing for the educational success of students. Health services received increased positive reaction as well.

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

We have an opportunity to increase our avenues of parent communication as stakeholders expressed reduced satisfaction in this area. Additionally, maintaining a safe environment and the general maintenance of the school reflected reduced confidence from stakeholders. While campus maintenance has improved significantly in the past twelve months, we see a need for continued projects to improve the overall perception of stakeholders. The safe environment concern may go hand in hand with the parents' response about fair treatment of all students. This is an opportunity for our staff to engage in equity training with district staff that will help us address all student and parent concerns in a fair, professional, and appropriate manner. Wright will offer engaging family involvement activities.

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

Monthly Dolphin Dialogue newsletter (hard copy and online)
Blackboard Connect "robocall" system
Quarterly grade level newsletters (new this school year)
K - 2nd - Student/Parent communication take home folders (daily)
3rd - 5th - Student planners (daily)
Teacher web pages
School web page

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*
Wright	2013	C	52	53	39	40	38	40	42	64	64	69	63	435	800	YES	79	57
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

Wright	2014	C	57	57	43	43	50	50	43	73	67	70	80	483		NA	78	59
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%				
Wright	2015											
District	2015											
State	2015											

***Percentages not Counted in Calculation**

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

School Action Plan

ELA: Reading & Writing

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

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

DEA Reading Proficiency (By Grade)

ELA (Reading): Data

DEA ELA	PROFICIENCY (Based on Common Core Assessment)																
K	# 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)	121	15%	35%	36%	15%	50%	45%	55%	50%	39%	48%	0%	53%	57%	0%	43%	50%
2014 Post Test (C)	114	30%	32%	32%	7%	39%	32%	45%	40%	38%	15%		62%	50%	15%	18%	38%
2015 Post Test (C)	123	7%	18%	41%	34%	75%	68%	80%	50%	73%	83%		62%	76%	73%	86%	74%
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)	137	10%	24%	42%	23%	66%	59%	73%	100%	52%	57%		82%	71%	71%	20%	61%
2014 Post Test (C)	124	10%	28%	40%	22%	62%	55%	67%	67%	42%	46%	100%	72%	76%	0%	44%	61%
2015 Post Test (C)	117	0%	29%	56%	15%	71%	62%	80%	80%	55%	80%		57%	79%	67%	83%	70%
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)	95	9%	40%	19%	32%	51%	38%	63%	100%	42%	40%		33%	63%	19%	0%	44%
2014 Post Test (C)	116	10%	20%	49%	21%	70%	68%	72%	86%	57%	64%	100%	89%	75%	40%	31%	67%
2015 Post Test (C)	116	3%	24%	60%	13%	73%	79%	70%	100%	63%	67%	100%	72%	82%	40%	66%	73%
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)	96	21%	36%		15%	28%	43%	30%	54%	100%	25%	33%		14%	54%
2014 Post Test (C)	85	9%	19%	36%	35%	72%	67%	76%	100%	53%	67%		80%	79%	31%	50%	68%
2015 Post Test (C)	112	6%	30%	37%	27%	63%	59%	69%	83%	55%	52%	100%	64%	74%	33%	17%	62%
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)	85	15%	35%		19%	31%	49%	45%	53%	100%	45%	40%		43%	53%
2014 Post Test (C)	88	9%	27%	30%	34%	64%	53%	71%	100%	57%	69%		56%	62%	44%	71%	63%
2015 Post Test (C)	78	1%	12%	58%	29%	87%	89%	86%	100%	84%	88%		90%	88%	75%	78%	83%
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)	99	12%	31%		31%	25%	57%	62%	51%	67%	56%	50%	0%	50%	62%
2014 Post Test (C)	75	9%	21%	40%	29%	69%	66%	74%	100%	70%	55%		100%	69%	23%	33%	68%
2015 Post Test (C)	94	10%	19%	49%	22%	71%	60%	80%	100%	69%	70%		70%	71%	43%	50%	66%
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	121	57	57	57	69	59	53	50	57	57	54	53	57
	2014	114	62	60	63	65	58	54		69	67	60	54	61
	2015	123	84	83	84	92	82	86		86	82	82	89	83
	District	2,400	85	83	87	83	79	81	79	84	86	75	79	82
Literature	2103	121	46	47	45	42	45	47	17	52	45	33	45	45
	2014	114	48	45	52	53	50	43		52	50	44	43	47
	2015	123	73	69	77	80	69	75		69	76	69	81	71
	District	2,400	73	70	76	72	64	71	71	72	76	62	63	69
Language	2103	121	58	54	62	63	52	48	75	65	64	63	45	57
	2014	114	66	64	68	75	57	60		77	71	44	62	64
	2015	123	68	67	69	63	67	73		59	68	73	76	67
	District	2,400	67	66	69	66	59	66	61	67	69	59	59	64
Information	2103	121	37	39	35	33	34	33	33	39	40	21	33	37
	2014	114	43	43	42	40	53	40		42	40	40	38	44
	2015	123	55	54	56	50	48	69		40	55	64	70	55
	District	2,400	56	54	57	55	47	52	50	51	58	47	47	51

DEA ELA		Common Core STRANDS (Average score for each subgroup)												
Grade 1	All Students		Gender (%)		Ethnicity (%)						Status (%)			
	# Students Tested	Overall %	Male	Female	A	B	H	I	M	W	ESE	ELL	F/R	
Foundations	2103	137	69	68	70	75	65	58		70	75	81	46	66
	2014	124	70	69	71	78	66	62	100	75	74	39	60	69
	2015	117	77	76	77	80	74	79		71	79	64	78	76
	District	2,370	78	76	79	81	73	75	83	77	79	70	71	76
Literature	2103	137	52	50	55	67	43	44		65	57	62	32	50
	2014	124	54	54	54	50	53	55	33	53	56	61	49	54
	2015	117	79	76	82	75	73	89		71	79	73	89	79
	District	2,370	81	79	84	87	76	78	83	80	83	70	74	78
Language	2103	137	61	59	63	63	52	59		66	65	71	37	57
	2014	124	73	73	73	83	76	64	100	71	76	83	66	72
	2015	117	64	57	69	77	60	64		57	66	52	64	63
	District	2,370	67	65	68	71	60	62	62	65	69	59	54	63
Information	2103	137	61	60	62	71	54	56		57	67	71	41	58
	2014	124	67	63	69	94	58	60	50	71	72	33	62	66
	2015	117	74	70	78	87	71	73		73	76	64	77	74
	District	2,370	77	75	79	80	71	73	74	77	79	69	67	73
Writing	2103	137	45	42	47	44	41	46		50	45	54	45	43
	2014	124	49	46	51	75	51	42	50	46	52	33	44	48
	2015	117	67	66	69	80	62	72		64	67	73	71	68
	District	2,370	74	71	76	73	66	69	83	73	76	67	63	70

DEA ELA		Common Core STRANDS (Average score for each subgroup)												
Grade 2	All Students		Gender (%)		Ethnicity (%)						Status (%)			
	# Students Tested	Overall %	Male	Female	A	B	H	I	M	W	ESE	ELL	F/R	
Foundations	2103													
	2014	116	74	74	74	83	73	71	83	78	75	53	54	72
	2015	116	87	88	86	100	89	86	100	83	86	73	86	87
	District	2,351	88	88	89	94	87	86	92	88	89	78	82	86
Literature	2103	95	77	70	84	100	76	73		75	79	52	67	76
	2014	116	65	63	66	76	57	68	50	72	65	50	52	63
	2015	116	75	78	74	75	71	73	100	77	78	33	71	74
	District	2,351	78	77	80	86	71	74	80	79	79	67	68	75
Language	2103	95	66	59	73	88	61	62		56	73	55	38	64
	2014	116	75	74	76	86	70	72	83	83	76	68	62	73
	2015	116	60	64	58	92	60	52	83	58	64	37	53	59
	District	2,351	67	65	69	69	60	63	73	65	69	54	54	62
Information	2103	95	65	61	69	85	63	63		63	67	49	45	62
	2014	116	59	59	60	64	61	51	33	65	61	62	39	59
	2015	116	72	72	72	83	67	68	67	70	77	57	69	72
	District	2,351	75	73	78	78	67	69	67	73	78	63	62	70
Writing	2103													
	2014	116	48	47	49	46	42	48	75	42	52	53	42	45
	2015	116	70	73	67	88	68	67	75	69	72	65	66	69
	District	2,351	70	68	72	80	63	68	83	68	72	58	62	65

DEA ELA		Common Core STRANDS (Average score for each subgroup)												
Grade 3	All Students		Gender (%)		Ethnicity (%)						Status (%)			
	# Students Tested	Overall %	Male	Female	A	B	H	I	M	W	ESE	ELL	F/R	
Foundations	2103	96	90	87	92	100	95	100		71	85	70	100	91
	2014	85	91	93	88	100	89	93		80	92	85	100	91
	2015	112	79	75	84	92	70	80	100	82	84	68	73	78
	District	2,364	82	80	84	94	75	82	79	84	83	67	68	78
Literature	2103	96	56	51	60	89	52	48		38	61	50	37	55
	2014	85	67	62	72	93	51	62		71	74	54	60	65
	2015	112	62	61	64	72	56	57	83	58	70	51	49	59
	District	2,364	68	67	69	72	60	61	64	68	70	58	49	64
Language	2103	96	47	47	48	33	44	40		36	54	48	35	45
	2014	85	53	49	57	100	50	45		50	56	35	46	53
	2015	112	59	58	60	73	52	60	63	55	64	46	43	58
	District	2,364	59	58	60	69	52	56	50	56	61	48	43	55
Information	2103	96	55	47	63	71	54	52		43	59	46	47	55
	2014	85	62	55	69	79	53	59		57	68	35	41	62
	2015	112	77	74	80	88	73	66	88	82	84	59	49	76
	District	2,364	80	77	82	86	74	75	68	79	81	67	60	76
Writing	2103													
	2014													
	2015	112	61	58	64	76	54	55	38	67	66	56	43	60
	District	2,364	65	63	67	72	60	60	47	64	67	54	49	61

DEA ELA		Common Core STRANDS (Average score for each subgroup)											
Grade 4	All Students		Gender (%)		Ethnicity (%)						Status (%)		
	# Students Tested	Overall %	Male	Female	A	B	H	I	M	W	ESE	ELL	F/R
Literature	2103	85	52	51	53	63	52	42	48	56	44	35	50
	2014	88	57	54	59	75	53	59	52	57	51	62	57
	2015	78	77	76	78	100	79	75	74	76	71	68	75
	District	2,067	79	78	79	78	73	74	87	76	81	68	63
Language	2103	85	64	63	65	71	61	59	60	68	56	51	62
	2014	88	62	59	64	75	59	63	52	63	52	66	62
	2015	78	72	71	72	100	69	65	77	74	53	65	68
	District	2,067	69	68	70	66	64	65	67	70	71	58	54
Information	2103	85	65	60	69	96	60	62	57	67	57	50	62
	2014	88	70	67	72	81	63	74	64	71	54	77	70
	2015	78	84	83	84	88	84	84	83	84	78	71	82
	District	2,067	81	80	81	80	75	77	81	81	82	70	66
Writing	2103												
	2014												
	2015	78	70	68	72	86	72	62	69	73	63	57	68
	District	2,067	68	67	69	67	63	64	71	67	69	56	55

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	99	64	64	65	73	61	69	60	57	65	52	73	63
	2014	75	63	61	66	100	53	67	89	63	46	50	63	
	2015	94	77	73	80	100	81	68	80	78	62	54	74	
	District	2,105	82	80	84	82	76	74	81	81	84	68	56	77
Language	2103	99	54	59	49	61	51	54	50	51	56	46	36	51
	2014	75	62	61	64	57	56	57	63	67	39	53	60	
	2015	94	79	74	83	92	77	68	83	83	61	57	77	
	District	2,105	81	80	83	80	77	75	88	81	83	71	63	78
Information	2103	99	64	66	61	63	61	65	60	69	63	53	52	62
	2014	75	67	65	69	75	67	58	70	68	48	55	65	
	2015	94	61	56	65	67	57	57	57	65	56	51	59	
	District	2,105	65	65	66	69	56	61	74	64	68	53	51	61
Writing	2103													
	2014													
	2015	94	64	59	68	71	64	59	59	67	57	48	61	
	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
Wright	111	17%	24%	8%	17%	22%	14%	0%	18%	15%	50%	11%	17%
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?

Wright's 1st grade students exceeded the district proficiency in Math for all demographic areas. Wright's K and 1 subgroups (ESE,ELL) exceeded the district average in proficiency. Wright's 4th grade students matched or outscored the district average in all subgroup areas. During the 2014-2015 school year, 4th and 5th grade implemented Being a Writer (Collaborative Classroom). While 5th grade did not match/outscore the district, these students made gains from Test C of the previous year. First grade students made gains from previous year. Teachers utilized DEA probes, spiraling, and bell ringers consistently. While we are pleased with the overall gains, we acknowledge test C is not an "end of year" assessment.

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

In grades 3 - 5, female students outscored male students in the percent proficient. Within the balanced model, teachers also will utilize this year gender friendly strategies for improving student achievement. Third grade students experienced a drop in percent proficient. Along with 4th grade teachers, 3rd grade teachers will implement Being a Writer as well as Making Meaning this school year. Kindergarten and first grade will additionally have the added support of Being a Writer and Making Meaning (Collaborative Classroom) to increase student vocabulary, comprehension, and stamina.

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... read and analyze complex text through the process of close reading protocol included in Everyday Instructional Reading: reading with purpose, re-reading, text marking, note-taking, (answering text dependent questions, discussions, and writing-Culmination) by telling what the text says, how the text works, and what the text means.

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 needs assessment and interest, professional development will be offered pertaining to the Close Reading Process, individual components of the process (such as: text complexity, text dependent questions, etc.).
2. Teachers K-5 in conjunction with the Instructional Coach will plan for and implement Close Reading and Everyday instructional reading lessons as it relates to Balanced Literacy, the standards, power standards, and items specs to create lessons using multiple texts/text types focusing on text dependent questions of varying complexity throughout each read, text marking/note taking, student talk and purposeful culminating tasks.
3. New teachers as well as interested teachers will receive professional development as it relates to the Close Reading, Standards/Power Standards, ELA

Instructional Shifts, Item Specs, and classroom strategies.

4. Center for the Collaborative Classroom representative will provide training and support with SIPPS(Grade 1), Being a Writer (K,3,4,5), and Making Meaning (K,1,3)

5. Teachers K-5 will participate in a collaborative book study during professional development using the book, Text-Dependent Questions Pathways to Close and Critical Reading by Douglas Fisher & Nancy Frey.

6. ELA Teachers will participate in Fisher and Frey modules.

7. Grade levels will receive additional professional development based upon grade level needs, in school-based PD:

Kindergarten: Making Meaning and utilizing this program with the Balanced Literacy Model as it relates to the Close Reading Process and Everyday Instructional Reading.

First Grade: SIPPS. Making Meaning and utilizing this program with the Balanced Literacy Model as it relates to the Close Reading Process and Everyday Instructional Reading.

Second Grade: Training and implementation in FCRR strategies and research to utilize with the Balanced Literacy Model as it relates to the Close Reading Process and Everyday Instructional Reading.

Third Grade: Making Meaning and utilizing this program with the Balanced Literacy Model as it relates to the Close Reading Process and Everyday Instructional Reading.

Fourth and Fifth Grade: Incorporate elements of Close Reading in Everyday Instructional Reading, specifically test marking/note-taking, student talk, and writing through reading while spiraling using the power standards and test item specs.

8. Interested teachers will receive training in June and throughout the year with Gender Strategies.

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

1. Secure dates for the school-based professional development activities with Instructional Coach for training dates.
2. Create a school-based calendar of professional development activities, grade level, department, faculty, and team leaders.
3. Contact teachers to determine professional development groupings for district message, SPP goals, and school-based PD protocols.
4. Administer Close Reading Needs Assessment during pre-planning.
5. Administration along with Instructional Coach will infuse Fisher & Frey's Modules and Text Dependent Questions K-5 into faculty meetings and grade level meetings.
6. Grade levels will schedule monthly meetings with Instructional Coach during grade level meetings to collaborate and plan for Close Reading and Everyday Reading and assessments (formative and summative) as it relates to the Standards, Power Standards, Test Item Specs.
7. Teachers K-5 will develop six week plans from template after the first DEA assessment(time provided during school-based pd) and continue the six week plans from formative and summative assessments for the purpose of instructional planning and instruction.
8. Secure dates for Gender Training.
9. Provide training to teachers for appropriate use of Accelerated Reader, DEA probes, and TEAs.
10. Title 1 and Guidance Counselor will develop and coordinate family involvement activities.
11. Grades K-2 will administer the STAR Reading Assessment at least 2 times during the year.
12. Meet with Grade Level Chairs to determine groupings for district message and quarter professional learning groups
13. Upon completion of each DEA Test, grade levels will be provided color-coded copies within 2 days of grade level completion to analyze student data to identify patterns for grade levels, groups of students and individual students and plan specific ELA stations and tasks that require students to demonstrate an in-depth understanding of the standards through performance based assessments as well as standard and skill specific student talk (by testing coordinator or proctor). See DEA Monitoring and Administering suggested steps

Classroom Implementation Action Steps (Teachers and Students):

Classroom Implementation Action Steps (Teachers and Students):

1. Teachers will continue to embed Instructional Shifts, power standards, and item specs, along with Balanced Literacy into daily instruction through purposeful lessons and activities.

2. Teachers will infuse Close Reading Strategies from Fisher & Frey's Text-Dependent Questions in all content areas (K-5) into daily instruction.
3. Teachers will embed The Balanced Literacy Model into daily instruction.
4. Teachers will create text dependent questions of varying complexity as the vehicle to drive student comprehension (from literal to inferential) throughout each read of a close read.
5. Students will regularly interact with texts of varying complexity using text dependent questions as a guide to navigate these texts and deepen understanding. (ex. Everyday Instructional Reading)
6. Teachers will create and model purposeful text marking/note-taking strategies to aid comprehension and facilitate student response (ex. Student talk) to text dependent questions.
7. Students will use modeled text marking/note-taking strategies to respond to text dependent questions.
8. Teachers will create opportunities for student talk/discussions through purposeful text dependent questions and writing tasks to build student comprehension, stamina, and persistence in reading.
9. Students will utilize student talk strategies (ex. Sentence frames, talk moves, Go-Go-Mo) to respond to text dependent questions and prepare for writing activities.
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 Instructional Reading, specifically text marking/note-taking, student talk, and writing through reading.
12. Students will apply elements of Close Reading using text marking/note-taking, student talk, and writing through reading.
13. Teachers will use a routine of assessing students using pre-assessments, assessments (formative and summative) during instruction, and post assessments to determine students' knowledge of the standards, power standards, and test item specs.
14. Teachers will monitor student progress through various programs(debrief during data chats and grade level meetings): Moby Max- K-5, STAR- K-2, Read Score- 3-5, DEA- K-5 (TEAs and probes), AR.
15. As identified, students will participate in learning activities via Moby Max, STAR, Read Score, and DEA TEAs and probes, and AR.
16. Fourth and Fifth grade teachers will incorporate gender friendly strategies in their instruction.
17. Teachers in Grades 3-5 will utilize Ready ScoreAssessment, Grade 3 Pencil Paper, 4-5 Online. Dates are Oct. 1 and Dec. 2. (Dates are flexible with a

window for teachers to administer)

Progress Monitoring:			
Initiative	How Often	How Will It Be Monitored	Who Is Responsible To Monitor
Close Reading Process and lesson creation: text dependent questions, text marking/note taking, purposeful culminating tasks.	Weekly and during the 4 District provided Professional Development	Lesson Plans, Walk Through, Faculty Meetings, Grade Level Meetings, Meetings with Instructional Coach., Six Week Plans, Formative/Summative Assessments	Administration, Grade Level Chairs Instructional Coach
Balanced Literacy Model	Weekly	Lesson Plans, Six Week Plans, Walk Through	Administration, Grade Level Chairs Instructional Coach
Everyday Instructional Reading	Weekly	Lesson Plans, Six Week Plans, Walk Through	Administration, Grade Level Chairs Instructional Coach
Student Talk	Weekly	Lesson Plans, Walk Through, Six Week Plans	Administration
Standards and Item Specs Question Writing	Weekly	Lesson Plans, Teacher Created Assessments	Administration, Grade Level Chairs
Pre, during, and post assessments (formative and summative)	Weekly	Lesson Plans, Teacher Created Assessments, Six Week Plans	Administration, Grade Level Chairs
Gender Strategies Fourth and Fifth	Weekly		
Web based instructional/practice tools	Weekly	Lesson plans, web based reports	Administration, teachers

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

School Action Plan

ELA: Strategies & Programs to Support the Objectives

ELA Focus 2

Focus: Writing: Opinion & Informational

Goal: By the end of the year, we expect our students to be able to...respond to a performance task and adapt their written communication to an audience, task, purpose, and discipline, and apply the conventions associated with different writing genres with proficiency in informational/explanatory and opinion while utilizing the writing process (e.g., plan, organize, write, edit, revise) to produce high quality, coherent writing.

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. Teachers will collaborate with the Instructional Coach quarterly on using and implementing Being a Writer (Grades K ,3, 4, 5), and Fetzer materials with grades 1 and 2.
2. Teachers will use focused instruction on the elements of writing an essay incorporating the writing process as addressed by the Balanced Literacy Model to include prewriting, drafting, revising, and editing with a focus on grammar and conventions, to publish an essay.
3. During professional development, teachers will collaboratively plan, implement, and debrief one opinion and one informational writing task. Teachers will participate in peer observations and reflections on the created lesson.

4. Content area teachers will collaboratively plan, implement, and debrief one opinion and one informational writing task.
5. Students will complete a monthly writing assignment to be shared with grade level team and instructional coach for analysis and scoring practice.
6. Grade levels and Instructional Coach will create a scope and sequence of writing the components of an effective opinion/informational essay to include introduction, conclusions, body paragraphs, citing evidence, elaboration, etc)
7. Teachers will incorporate strategies, such as sentence frames, to add purposeful elaboration to opinion/informational writing.
8. During the district professional development half session, teachers will collaboratively plan, implement, and debrief one opinion and one informational writing task. Teachers will participate in peer observations and reflections on the created lessons.
9. Create a school-based SPP checklist with the Leadership Team by second week of school.
10. Writing calibration training for all teachers by Instructional Coach/Writing Team during faculty meetings.

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

1. Meet with Instructional Coach and Writing Team(one teacher from each grade level) to plan PD sessions and protocols such as a common language as it pertains to writing instruction.
2. Secure meeting time and locations for ELA teachers to be calibrated on the FSA (Grades 4-5)/FSA-like (Grades K-3) Writing Rubric.
3. Students in Grades 1-5 will be calibrated on the FSA/FSA like Writing Rubric during first semester. Kindergarten will be calibrated prior to the second quarter.
4. Schedule and provide substitutes using the school-based PD days for ELA teachers to score baseline essays .
5. Teachers will share exemplar writing lessons and student samples during each school based PD focused on writing, monthly faculty meetings, and grade level meetings based upon their class writings, Being a Writer, or Write Score.

Classroom Implementation Action Steps (Teachers and Students):

School-Wide Writing

1. Students in grades 2-5 will be calibrated using Write Score 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. Grades K-1 will be calibrated using an FSA like writing task each nine weeks.
2. 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.
3. 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.
4. Teachers will model, using mentor texts and anchor papers, how authors using techniques convey their opinion or provide information.
5. Teachers will continually use anchor papers for writing instruction, breaking apart and modeling exemplar writing with students.
6. Teachers will continually provide feedback to student writing in written and verbal formats (writing conferences, journals, etc.)
7. Students will increase their knowledge of the reading and writing process through continual feedback and revision.
8. Teachers in Grades K,3,4,5 will implement the Being A Writer program while adhering to the FSA/FSA like writing rubric. Grade 1 and 2 teachers will implement strategies that support gradual release of the components of writing.

9. Teachers in Grade 2 will assess writing using Write Score paper pencil, September 11 for Informational and January 28 Opinion

Teachers in Grade 3 will assess writing using Write Score paper pencil, Oct. 6 for Informational and Feb. 1 for Opinion.

Teachers in Grade 4 will assess writing using Write Score online, September 11 for Informational, and Oct. 6 for Opinion.

Teachers in Grade 5 will assess writing using Write Score online, September 11 for Informational, and Oct. 6 for Opinion.

Unpacking the Prompt

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

Marking the Text

1. Teachers will model how to use elements of the Close Read Process (text markings/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.

2. 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

1. Teachers will model how to use planning template (such as Oreo and Warrant Workout) in order to write sustained opinion and informational tasks.

2. Students will use planning templates while writing opinion and informational tasks.

Writing the Essay

1. 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.

2. Students will write original opinion and informative thesis statements based on evidence and information synthesized from texts such as articles, images, blogs, and interviews.

3. Teachers will model writing effective introduction and conclusion statements through analysis of samples of professional and student writings.

4. Students will write effective introductions and conclusions by continually analyzing and deconstructing effective introductions and conclusions.
5. Teachers will model how to use sentence frames and graphic organizers as a method to promote elaboration.
6. Students will use sentence frames and graphic organizers as a scaffold for adding elaboration.

Progress Monitoring:			
Initiative	How Often	How Will It Be Monitored	Who Is Responsible To Monitor
FSA Rubric Calibration	1 x per nine weeks	Student Samples, Lesson Plans, Leadership Team	School Writing Team, Administration Instructional Coach
TDQ's and Text Marking	1x per month	Walk Through, Lesson Plans, Six Week Plans	Administration
FSA Writings	1x per nine weeks	Scored Essays, Leadership Team	Teachers, Administration Instructional Coach
Writing Lesson Creation, Observation, and Reflection Cycle	2 Times during the 4 District Provided Professional Development	Lesson Plan, Reflection, Six Week Plans	Administration
Write Score	K-1 quarterly Grade 2- Sept. 11 and Jan. 28 Grade 3- Oct. 6 and Feb. 1 Grade 4 - Sept 11 and Oct. 6 Grade 5- Sept. 11 and Oct. 6	Write Score Reports, Leadership Team	Administration
Being a Writer and Fetzer writing	Weekly	Lesson plans, Writing team, walk throughs	Administration, Writing team, CRTs

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

School Action Plan

ELA: Strategies & Programs to Support the Objectives

ELA Focus 3 (Optional)

Focus: Learning Targets

Goal: By the end of the year, we expect our students to be able to...take charge and assess and regulate their own learning and become competent learners .

Professional Development and Activities:

School-based:

Teachers will participate in professional development to design and share specific learning targets to enhance student achievement.

Action Steps for Implementation:

School Implementation Action Steps:

1. Provide school based PD on the effective use of learning targets to drive effective instructional decisions that advance student achievement.
2. Teachers will partner with students when conducting formative assessments to gather and apply evidence of student learning.
3. During PLCs, teachers will align their planning with learning targets that are student friendly. These targets specify what students will learn and how they will demonstrate their learning.
4. Teachers will specify learning targets in their six -week instructional plans.

Classroom Implementation Action Steps (Teachers and Students):

1. Teachers will select the essential content, skills, and reasoning processes to be learned.
2. Teachers will use effective teacher questioning providing timely feedback to lead student learning forward.
3. Teachers will scaffold learning while differentiating instruction to provide challenging and meaningful work.
4. Teachers will partner with students when conducting formative assessments to gather and apply evidence of student learning.
5. Students will participate in goal setting for what they will accomplish.
6. Students will choose effective strategies to achieve the goals.
7. Students will learn to self-assess and adjust what they are doing to get there as they are doing it.
8. Students will ask effective questions to increase engagement and maintain a mindgrowth verses mindset mentality.

Progress Monitoring:			
Initiative	How Often	How Will It Be Monitored	Who Is Responsible To Monitor
Learning Targets	Weekly	Lesson Plans, Six Week Plans, Walk Throughs	Administration, CRTs
Student goal setting	Daily	Observations, Lesson Plans, Walk-throughs	Teachers, CRTs, Students, administrators

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

School Action Plan

ELA: Strategies & Programs to Support the Objectives

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

Focus: Differentiated, Small Group Instruction with Guided Support.

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 to read proficiently at or above grade level by end of year

Professional Development and Activities:

School-based:

1. Teachers and paraprofessionals will participate in SIPPS Intervention training.
2. Select teachers and paraprofessionals will participate in Tyner Workshop.
3. Embed Tier 2 remediation topic during collaborative discussions at PLCs, grade level meetings, and faculty meetings and collaborate with colleagues on strategies to use with these students.
4. Grade levels will meet to discuss students needing Tier 2 remediation and their success and needs.
5. Lesson Plans will reflect the implementation of strategies beyond the remediation block by the teacher.
6. Schedule monthly Coach/Teacher chats to discuss progress. (Can occur during data chats, grade level meetings)
7. Second grade teachers will participate in FCRR training for intervention.
8. K,1 teachers will participate in Making Meaning PD with consultant as needed.

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

1. Utilize paraprofessionals to assist in remediation.
2. Utilize the SIPPS program for first and second grade students.
3. Utilize Tyner strategies in K and first grade.
4. Utilize FCRR in second grade.
5. Utilize Making Meaning in K and first grade.
6. Leadership Team (Title, Administration and teacher leader) review data and monitor student progress monthly.
7. Utilize computer based programs (Moby Max, Think Central, STAR, AR etc. as ways to engage students).

Classroom Implementation Action Steps (Teachers and Students):

1. All teachers will implement small group instruction on close reading protocol; including discussions and writing in the reading block at least one to two times a week.
2. Each grade level will levelize their students and create lessons according to the needs of those students.
3. Teachers will remediate their Tier 2 (lowest 25%-35%) using evidenced based strategies and programs (i.e. SIPPS) 30 minutes a day, 5 days a week in reading.
4. All teachers will remediate the struggling and fragile 3 students in a group for 30 minutes daily for data driven rigorous remediation.
5. The Tier III students will work in smaller groups and utilize a standards based program to remediate power standards (i.e. Headsprout)
6. Utilize computer based programs (Moby Max, Think Central, STAR, AR etc. as ways to engage students).
7. Students will have access to Moby Max from home.

Progress Monitoring:			
Initiative	How Often	How Will It Be Monitored	Who Is Responsible To Monitor
SIPPS- First and Second Grade	Weekly	Six Week Plans, PMP's, MTSS, Lesson Plans, Walk Throughs	Administration
Tyner- K and First Grade	Weekly	Six Week Plans, PMP's, MTSS, Lesson Plans, Walk Throughs	Administration
FCRR – Second Grade	8 Weeks	Six Week Plans, PMP's, MTSS, Lesson Plans, Walk Throughs	Administration, Second Grade Teachers
Making Meaning- K and First Grade	Weekly	Six Week Plans, PMP's, MTSS, Lesson Plans, Walk Throughs	Administration, K and 1 Teachers
Being a Writer	Weekly	Six Week Plans, PMP's, MTSS, Lesson Plans, Walk Throughs	Administration, Teachers in Grades K,1,3,4,5
Computer Based Programs	Daily	Six Week Plans, PMP's, MTSS, Lesson Plans, Walk Throughs	

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

School Action Plan

ELA: Strategies & Programs to Support the Objectives

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

Focus: Differentiated, Small Group Instruction with Guided Support

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 grammar and conventions to be able to read proficiently at or above grade level by end of year

Professional Development and Activities:

School-based:

1. Teachers and administration will receive training in Grades 4 and 5 as well as interested teachers, on gender based strategies.
2. Paraprofessionals will receive Tyner training.
3. Embed Tier 2 remediation as a topic of discussion during PLCs, grade level meetings, and faculty meetings to collaborate with colleagues on strategies to use with these students.
4. Grade levels will meet to discuss students needing Tier 2 remediation and their success and needs.
5. Lesson Plans will reflect the implementation of strategies beyond the remediation block by the teacher.
6. Schedule monthly Coach/Teacher chats to discuss progress. (Can occur during data chats, grade level meetings).

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

1. Utilize paraprofessionals to assist in remediation.
2. Teachers will meet with students in small groups on close reading protocol including discussion and writing.
3. Teachers will utilize their six week plans to document strategies for students.
4. Leadership Team will meet weekly to discuss successes and needs for level 1 and 2 students.
5. MTSS Team will monitor the progress of level 1 and 2 students.
7. Utilize computer based programs (Moby Max, Think Central, STAR etc. as ways to engage students).

Classroom Implementation Action Steps (Teachers and Students):

1. Teachers will implement small group instruction on close reading protocol including discussion and writing.
2. Each grade level will levelize their students and create lessons according to the needs of those students.
3. All teachers will remediate their Tier 2 (lowest 25%-35%) 45 minutes a day, 5 days a week in reading.
4. All teachers will remediate the struggling 2 and fragile 3 students in a group for 30 minutes daily for data driven rigorous remediation.
5. The ELA reading block will remediate Tier 2 groups/stations during the 120 minute block.
6. Utilize computer based programs (Moby Max, Think Central, IReady, AR, etc. as ways to engage students.
7. All teachers will differentiate for their Tier 2 (lowest 25%-35%) 30- 45 minutes a day, 5 days a week in reading in small group instruction.
8. Use Title I Teacher as remediation for 3-5 Fountas and Pinnell's LLI System for 30- 45 minutes daily, mixed pull out and push in.
9. Teachers will use the UNRAVEL Strategy in their reading instruction.
10. Teachers will use anchor charts as a reference for students to use during the reading block.
11. Students will engage in fluency, phonics, vocabulary, and comprehension activities.
12. Students will read and re-read text to increase comprehension and fluency.
13. Teachers will remediate their Tier 2 (lowest 25%-35%) 30 minutes a day, 5 days a week in reading.
14. Teachers will create and model purposeful text marking/note-taking strategies to aid comprehension and facilitate student response to text dependent

questions.

15. Establish and implement brain breaks, and apply strategies appropriate for sensitive boy syndrome and self-discipline in movement.
16. Students will daily engage in student talk about the information they obtain from multiple sources of text.

Progress Monitoring:			
Initiative	How Often	How Will It Be Monitored	Who Is Responsible To Monitor
Fountas and Pinnell	Daily	Progress Reports	Title 1, Administration
Computer Based Programs	Daily	Reports, Leadership Team	Administration, Teachers
Gender Strategies Grade 4 and 5 selected teachers	Daily	Lesson Plans, PMP's, MTSS	Administration
Listening Stations	Weekly	Lesson Plans, Walk Throughs	Administration, Teachers
Small Group Instruction	Weekly	Lesson Plans, Walk Throughs	Administration, Teachers
Collaboration between general education teachers and special area teachers	Twice Monthly	Progress reports, Data Team Meetings, MTSS Meetings, Leadership Team	Administration, Title 1 Teacher, School Counselor, ESE Teacher Instructional Coach

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

School Action Plan

ELA: Strategies & Programs to Support the Objectives

ELA Subgroup Focus	
Subgroup: Gender and ELLs	Focus: 4th and 5th grade gender classes, Select ELLs
Goal: By the end of the year, we expect our students to be able to...show growth in all domains based on FSA testing.	

Professional Development and Activities:
School-based: <ol style="list-style-type: none">1. Gender specific strategies will be delivered through faculty meetings. (examples to include: visual models, graphic organizers, brain breaks, etc.)2. Gurian Institute summer workshop, all staff members were invited.3. Interpreters and teachers will receive training on Language Central, SIPPS, Levels of Language Acquisition, and SIOP Strategies in all subject areas.

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

1. Provide gender specific strategies to the teachers during faculty meetings.
2. Purchase gender books for 4th and 5th grade teachers: Successful Single-Sex Classrooms by Gurian, Stevens & Daniels; Strategies for Teaching Boys & Girls - Elementary Level by Gurian, Stevens & King.
3. Offered parent choice by use of an opt-in form for creating gender-based classes in 4th and 5th grade.
4. Teachers and interpreters will use Language Central to improve academic knowledge in our ELL population.
5. Interpreters will work in small groups with selected ELL students using SIPPS and SIOP strategies.
6. Leadership Team will monitor the progress of our Gender Classes and ELLs.

Classroom Implementation Action Steps (Teachers and Students):

Teachers will:

1. Implement the gender specific strategies shared during faculty meetings.
2. Read, reflect, and implement gender ideas offered in resource books provided by school.
3. Collaborate with team teacher on gender-friendly routine strategies and implementation of those strategies.
4. Interpreters will work with selected students on language skills using the SIPPS program.
5. Teachers will identify SIOP strategies that are appropriate for students' level of language acquisition in both daily and six week plans

Students will:

1. Complete assignments using their preferred gender strategy.
2. Participate in SIOP and gender specific strategies as provided by the teacher.
3. Recognize and follow gender-friendly routines in both settings (math and ELA classes).

Progress Monitoring:			
Initiative	How Often	How Will It Be Monitored	Who Is Responsible To Monitor
Gender specific strategies and routines	Daily	Lesson plans, observations/walk throughs	Administration, CRTs
Appropriate use of SIOP strategies with ELL learners	Monthly	Faculty meeting agendas, Lesson Plans, Six-week plans, observations and walk-throughs	Administration, Gender-friendly classroom teachers (4th & 5th)

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

School Action Plan

ELA: Strategies & Programs to Support the Objectives

ELA SWD Focus

Focus: Differentiated instruction based on goals in student IEPs for reading and writing, with increased focus on vocabulary and application through Everyday Instructional Reading.

Goal: By the end of the year, we expect our students to be able to...read and gather information to support students' answers to various levels of text dependent questions using Tier 2 and Tier 3 words.

Professional Development and Activities:

School-based:

1. MTSS team will conduct monthly ESE trainings and weekly meetings to discuss specific needs of students as they arise.
2. When appropriate, teachers will attend MTSS team meetings to discuss and share strategies.
3. Monthly ESE training with Staffing Specialist
4. All teachers will participate in PD and book study on Text Dependent Questions

Action Steps for Implementation:

School Implementation Action Steps:

ESE teachers will meet with grade levels/teams to discuss and plan for individual students' instructional needs, to include both strengths and weakness, IEP goals and objectives, and accommodations.

ESE and classroom teachers will review current student data to plan future instruction.

ESE and classroom teachers will progress monitor students on an ongoing and as needed basis, but monthly at a minimum.

Establish leadership team and meet weekly to create a database of students to be monitored (database support from MIS), filter for subgroups, and maintain continuous records on most current interventions and progress of these students. If no progress, leadership team will evaluate to determine if changes need to be made or interventions added.

Classroom Implementation Action Steps (Teachers and Students):

Educational services will be delivered based on individual students' educational needs as documented on the services page of the IEP.

Push in services will be provided by the ESE teacher (and use of classroom assistants) across all grade levels for SWDs.

Accommodations, goals, and objectives will be reviewed by the classroom teacher and ESE teacher for each SWD. Teachers will document provision of accommodations in their lesson plans and anecdotally.

Progress monitoring chats will occur monthly between ESE teacher and classroom teacher.

Student conferences will be held as needed to communicate progress and set student learning goals (based on IEP dates).

Classroom teachers will include the SWDs daily in small group guided reading lessons during the 90 minute ELA block.

Students will utilize the Read Score and Write Score Assessments.

Students will utilize the close reading strategies while reading information.

Students will gather information from multiple sources of text utilizing note-taking strategies to use as evidence in their writing and discussions.

Students will utilize Head Sprout program for remediation in power standards and standards that are found in FSA test item specification document

Progress Monitoring:			
Initiative	How Often	How Will It Be Monitored	Who Is Responsible To Monitor
Student Learning Goals	Daily	Student goal sheets, student chats	Teacher, ESE Teacher
Leadership Team Monitoring and Implementation Meetings	Weekly	Agendas, Minutes, Database	Administration, leadership team members
Read Score and Write Score	K-1 quarterly Grade 2- Sept. 11 and Jan. 28 Grade 3- Oct. 6 and Feb. 1 Grade 4 - Sept. 11 and Oct. 6 Grade 5- Sept. 11 and Oct. 6	Teacher lesson plans, Walk Throughs, PMP's, MTSS, fidelity logs. Headsprout data	Administration, ESE Teacher, Teacher
Progress Monitor Chats	Monthly	Goal Sheet	ESE Teacher, Classroom Teacher

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

School Action Plan

Math

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

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

DEA Math Proficiency (By Grade)

Math: Data

DEA Math		PROFICIENCY (Based on Common Core Assessment)															
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)	122	0%	14%		37%	49%	86%	86%	86%	100%	81%	97%		92%	80%
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)	115	0%	4%		64%	31%	96%	95%	97%	100%	96%	97%		92%	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)	116	1%	16%		58%	26%	84%	87%	81%	100%	71%	81%	100%	94%	86%
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)	113	3%	27%		51%	19%	70%	67%	73%	100%	55%	67%	100%	82%	76%
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)	78	1%	19%		63%	17%	79%	92%	69%	100%	84%	69%		80%	81%
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)	94	9%	23%		41%	27%	68%	65%	71%	100%	69%	57%		90%	67%
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	122	85	84	87	100	78	93		91	84	75	96	84
	District	2,387	83	81	84	87	74	82	79	82	84	72	79	80
Meas. & Data	2015	122	85	84	86	92	81	89		87	86	80	92	84
	District	2,387	84	83	86	79	76	81	82	83	86	72	78	81
Geometry	2015	122	86	86	86	100	85	89		86	85	78	90	86
	District	2,387	88	87	89	87	82	87	88	88	89	80	84	86
Base Ten	2015	122	87	88	86	100	82	89		90	87	80	94	86
	District	2,387	83	83	84	93	72	82	86	83	85	73	81	80

DEA Math		Common Core STRANDS (Average score for each subgroup)												
Grade 1	All Students		Gender (%)		Ethnicity (%)						Status (%)			
	# Students Tested	Overall %	Male	Female	A	B	H	I	M	W	ESE	ELL	F/R	
Operations	2015	115	76	76	76	83	73	83		66	76	64	86	76
	District	2,361	76	76	76	83	69	73	66	77	77	64	73	73
Meas. & Data	2015	115	79	78	79	73	70	81		72	85	67	81	80
	District	2,361	80	79	80	82	69	77	80	79	82	72	74	76
Geometry	2015	115	64	65	63	57	61	64		61	69	56	63	64
	District	2,361	68	67	69	71	62	64	67	66	69	61	61	65
Base Ten	2015	115	85	85	85	88	84	87		82	86	76	88	84
	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	116	83	83	83	94	79	84	100	84	84	48	84	83
	District	2,351	86	85	86	93	77	84	90	86	87	76	81	83
Meas. & Data	2015	116	73	77	71	82	66	74	88	73	76	40	77	74
	District	2,351	80	82	79	86	71	79	88	80	82	70	76	76
Geometry	2015	116	93	93	94	100	92	96	100	91	94	86	97	94
	District	2,351	90	90	91	92	88	91	88	91	90	84	90	89
Base Ten	2015	116	81	84	79	95	76	80	100	82	83	54	82	82
	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	113	71	71	70	93	62	65	80	84	75	52	52	68
	District	2,367	76	75	76	86	70	71	55	75	77	62	61	71
Meas. & Data	2015	113	73	71	74	85	61	72	70	75	80	58	63	72
	District	2,367	78	78	77	85	69	74	73	76	80	68	65	75
Geometry	2015	113	67	61	73	75	54	63	50	64	80	46	62	66
	District	2,367	75	74	75	76	65	72	67	72	78	65	62	72
Base Ten	2015	113	67	70	63	83	59	66	25	73	72	60	62	64
	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	78	74	76	72	83	74	73		78	72	48	69	70
	District	2,062	74	74	73	75	67	71	73	74	75	65	61	69
Meas. & Data	2015	78	69	73	65	88	70	63		67	72	58	64	66
	District	2,062	71	74	68	78	61	69	70	71	72	59	64	65
Geometry	2015	78	79	82	76	100	79	72		75	82	63	64	75
	District	2,062	83	84	82	82	76	81	80	81	85	72	73	79
Base Ten	2015	78	86	87	84	100	88	83		85	85	74	68	83
	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	94	80	82	77	100	77	76		88	79	50	71	79
	District	2,102	86	86	86	88	81	83	91	85	87	76	72	83
Meas. & Data	2015	94	66	67	65	94	67	64		79	61	19	60	64
	District	2,102	77	77	77	86	70	72	79	77	79	64	65	72
Geometry	2015	94	80	82	78	100	82	77		83	79	48	74	79
	District	2,102	86	86	86	89	83	81	81	85	87	76	73	83
Base Ten	2015	94	62	65	59	96	55	61		72	59	25	53	60
	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?

Based on gender, students in grades K - 2 are demonstrating proficiency at approximately the same rate. With the exception of 2nd grade ESE math students, K-2 students identified as ESE, ELL, or Free/Reduced outperformed the district average. With purposeful spiraling to occur throughout the school year, K - 3 students should be able to retain skills and show even more improvement on their next testing cycle.

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

The district average exceeded the proficiency average for Wright's 3rd - 5th grade students. Title I, instructional coach, and other instructional staff will work together to create intervention groups, plan spiraling and remediation activities, and create 6-week plans which will move students forward in their math proficiency.

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 mathematical practices (Make sense of problems and persevere in problem solving them, reason abstractly and quantitatively, construct viable arguments and critique the reasoning of others, model with mathematics, use appropriate tools strategically, attend to precision, look for and make use of structure, and look for and express regularity in repeated reasoning) when solving standards-based tasks and domain based stations.

Professional Development and Activities:

District:

The central message provided (September, October, November/December, and January/February) will provide strategies and routines to support standards-based instruction and assessments.

- Spiraling in the First 30 days! (Spiraling standards in the Balanced Math Model Block-Routines, Fluency, Mini-Lesson, Stations and Small Group student talk).
- Formative Assessments (Observations, Student Talk, Questioning, Peer/Self -Assessment, Exit Slips, Graphic Organizers)
- Differentiation (Whole Group, Small Group, Stations, Questioning, Tasks)
- Problem Solving-Promoting Productive Struggle (Mathematical Practice 1)

School-based:

1. By the end of August 2015, all teachers and classroom assistants will complete a professional development inventory. The inventory will be used to plan, develop, and calendar quarterly school-based professional development request.
2. Share exemplar standards/domain based math stations and student samples during school-based PD, grade level, and faculty meetings.
3. During the school-based, half day session, teachers, Title I, and math coach will collaborate to analyze data (DEA, FSA, MFAS, iReady, FS test item specs, FSA like chapter assessments) and use their standards, Item Test Specs, and/or curriculum guide to create spiral math station activities and formative assessments that guide student talk. This will occur at least twice following the district message. September PD will focus on creating spiraled activities based on WES data. October PD, November PD, and January PD will analyze DEA or most recent data.
4. By end of August, provide classroom teachers with color-coded copy of previous year's final student assessment (DEA Test C, FSA 2015, i-Ready, etc.) by Math Coach or Title I.
5. Upon completion of each DEA Test, grade levels will be provided color-coded copies within 2 days of grade level completion to analyze student data to identify patterns for grade levels, groups of students and individual students and plan standards/domain specific math stations and tasks that require students

to demonstrate an in-depth understanding of the standards through performance based assessments as well as standard and skill specific math talk.

6. Math Coach will provide training on the 6 talk moves (re-voicing, restating, rephrasing, wait time, agree/disagree, add-on) – will be reviewed in September PD.
7. Math Coach will provide needed training on implementing and analyzing MFAS tasks in order to have effective results – per grade level requests.
8. Administration will provide the opportunity for self-contained teachers to attend both Math and ELA District PD upon teacher request.
9. Title I teachers will be included in all trainings and math PD.
10. Math Coach will provide strategies and ideas to implement student self-monitoring of weekly progress.
11. Selected teachers will begin implementing Cognitively Guided Instruction (CGI) as part of the Foundations for Success in STEM research project.

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

1. Meet with Grade Level Chairs to determine groupings for district message and quarter professional learning groups.
2. Order Math Best Practices Flip Charts and FSA Item Specs, from Print Shop for dissemination.
3. Secure dates for the school-based professional development activities with Math Coach for training dates no later than June 26th and evaluation of SPP goals by SPP team.
4. During pre-planning, grade level teams will develop grade level wide norms for an active listening protocol for student talk. Each classroom will create an anchor chart/poster of the school wide listening protocol for student talk (Using OCS D Math PD from September 2014).
5. By the end of August, administer professional development inventory to teachers, Title I instructional and classroom assistants, ESOL, and ESE teachers new to the school.
6. By the end of August, provide classroom teachers with color-coded copy of previous year's final student assessment (DEA Test C, FSA 2015, computer based differentiated instructional programs, etc.) by Math Coach or Title I.
7. DEA will be conducted by grade level/by subject in a set amount of time, by using 2 COWS and Tech Lab, so that teachers may have current data to drive instruction.
8. Upon completion of each DEA Test, grade levels will be provided color-coded copies within 2 days of grade level completion to analyze student data to identify patterns for grade levels, groups of students and individual students and plan standards/domain specific math stations and tasks that require students to demonstrate an in-depth understanding of the standards through performance based assessments as well as standard and skill specific math talk (by testing coordinator or proctor). See DEA Monitoring and Administering suggested steps.
9. Coordinate and calendar best dates for monthly math data meetings and ensure teachers are provided with ample time for effective outcomes.
10. Based on outcomes of data analysis, tutoring will be provided in areas of critical need (before or after school, primary or intermediate?).
11. Motivational opportunities will be provided to students through the collaboration of teachers, Coaches, Title I, Administration.
12. Selected participants for the CGI project will be given TDE for additional fall and spring PD.
13. Teachers will participate in formative assessment/data teams (MFAS / CGI teams) to plan lessons, evaluate student learning, and devise strategies for growth.

Classroom Implementation Action Steps (Teachers and Students):

1. Teachers will display the school developed anchor chart/poster in their classroom 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 in small group, whole group, and stations.
4. Teachers will utilize the 6 talk moves (re-voicing, restating, rephrasing, wait time, agree/disagree, add-on) into daily instruction through purposeful routines, small and whole group discussions, lessons and stations.
5. Students will routinely utilize the 6 talk moves (re-voicing, restating, rephrasing, wait time, agree/disagree, add-on) during daily instruction, small and whole group discussions, lessons and stations.
6. Teachers will create opportunities for student talk/discussion through purposeful number talks and station activities to build student conceptual understanding.
7. Students will build conceptual understanding through student talk/discussion during purposeful number talks and station activities.
8. Teachers will embed the 8 Mathematical Practices (Make sense of problems and persevere in problem solving them, reason abstractly and quantitatively, construct viable arguments and critique the reasoning of others, model with mathematics, use appropriate tools strategically, attend to precision, look for and make use of structure, and look for and express regularity in repeated reasoning) into student talk, routines, and lessons.
9. Students will refer back to 8 Mathematical Practices (Make sense of problems and persevere in problem solving them, reason abstractly and quantitatively, construct viable arguments and critique the reasoning of others, model with mathematics, use appropriate tools strategically, attend to precision, look for and make use of structure, and look for and express regularity in repeated reasoning) for student talk, routines, and lessons.
10. Teachers will provide standard/domain specific station tasks that include higher-order questioning, use of mathematical practices, and student talk.
11. Students will be engaged in domain specific stations 2-4x a week that require students to work through models, use vocabulary, and break the problem into steps to solve and explain answers.
12. Teachers will use Test Item Specs, MFAS Tasks, and the FSA-like assessments provided by Think Central to administer formative and summative assessments.
13. Teachers will provide daily specific feedback and explanation to all students on station activities with an emphasis on praising students for effort (growth mindset).
14. Student will weekly self-monitor their progress on station activities based on feedback from teacher, math FSA-like chapter assessments, DEA scores, FSA scores, MFAS tasks results, and computer based differentiated instructional programs, such as MobyMax, iReady, etc.
15. Teachers will create lesson plans that will include math station differentiated activities for each domain and Florida Standards developed through collaboration during PD, monthly math data meetings, and grade level math team – following OCSD Balanced Math Model.

16. Teachers will implement CGI strategies, for selected teachers participating in CGI research project with FSU.
17. Teachers will use DEA probes to collect formative data to guide instruction.
18. Teachers will identify and work with flexible small groups of students on specific skills that have been identified through formative assessments and other relevant data.

Progress Monitoring:			
Initiative	How Often	How Will It Be Monitored	Who Is Responsible To Monitor
Domain/Standard Based Math Centers/Stations (differentiated)	2-4 times weekly	Lesson plans, walk-throughs, instructional rounds	Teachers, Administrators Coaches
Formative Assessment/Data Analysis	Daily, Weekly	Anecdotal notes, exit slips, rubrics, walk-throughs, Instructional Rounds	Teachers, Paraprofessionals, Administrators Coaches
PLCs	Monthly	Agenda, attendance roster, data, 6 week plans,	Teachers, Administrations Coaches
District PD	4 times year	Attendance rosters, reflection sheets, student work	Teachers, Administration Coaches
Balanced Math Model	Daily	Lesson Plans, Walk-throughs, Instructional Rounds	Teachers, Administrations Coaches
Active Listening Protocol	Daily	Observations, Walk-through	Teachers, Administrations Coaches

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

School Action Plan

Math: Strategies & Programs to Support the Objectives

Math Focus 2

Focus: Purposeful Spiraling

Goal: By the end of the year, we expect our students to be able to...retain mathematical skills and demonstrate competency with these skills during assessments.

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. Review importance of classroom routines during preplanning, presented by highly effective classroom teachers.
2. Math Coach reviewed the OCS D Balanced Math Model and Math Curriculum Guide with all teachers during preplanning.
3. High Yield routine 15 minute trainings will be offered by Math Coach, dates and times to be established by grade levels.
4. Half day PDs, teachers will be given opportunity to work collaboratively to analyze data and create spiraling plans.

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

1. Grade Levels will schedule and invite Math Coach to present a high-yield routine 15-minute trainings.
2. By the end of August, Math Coach or Title I will provide classroom teachers with previous year's final student assessments (DEA, FSA, iReady, etc).
3. By August 14, Math Coach will review Balanced Math Model with teachers and provide assistance in setting up math block to model after the Balanced Math Model per teacher request.
4. Math Coach and teachers will analyze student data to identify grade level standards of weakness (during half day PDs). Coach and team will then plan how to implement routine with identified standards requiring re-teaching, maintaining, or practice as evident by analyzing data.

Classroom Implementation Action Steps (Teachers and Students):

1. Teachers will participate in mini in-service activities on Balanced Math Model Block-Routines.
2. Teachers will apply previous grade level's standards (in August/September) to begin spiraling focus during stations.
3. Teachers will evaluate formative and summative data to determine areas in need of spiraling focus and include identified standards into spiral stations in lesson plans as laid out in the 6-week plan.
4. Teachers will participate in District PD four times throughout the year and in site based PD to review and ensure implementation of Balanced Math.
6. Teacher will incorporate daily high yield routines (Today's Number, Mystery Number, Alike and Different, Number Lines, Quick Images, Guess My Rule, How Do You Know?, Infusing Mathematics into Nonmathematical Routines) into the Balanced Math Model, that may include standards-based stations.
7. Students will complete tasks/items on formative and summative assessments weekly.
8. Based on classroom needs, students will review and retain spiraled standards during standards-based stations.
9. Teacher will provide daily specific feedback and explanation to all students on station activities with an emphasis on praising students for effort (growth mindset).
10. Students will weekly self-monitor their progress on station activities based on feedback from the teacher.

Progress Monitoring:			
Initiative	How Often	How Will It Be Monitored	Who Is Responsible To Monitor
Analyze Data (DEA, FSA, MFAS, iReady)	Daily, Weekly, Monthly	Data Team Minutes	Administrator, Grade Level Chair Math Coach
Spiraled Math Stations	2-4 times a week	Lesson Plans, walk-throughs	Teacher, Administrator Math Coach
High Yield Routines	Daily	Lesson Plans, walk-throughs	Teacher, Administrator Math Coach
Active Listening Protocol	Daily	Observations, walk-throughs	Teacher, Administrator

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

School Action Plan

Math: Strategies & Programs to Support the Objectives

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

Focus: Math Vocabulary

Goal: By the end of the year, we expect our students to be able to...use appropriate mathematical vocabulary to construct arguments and explanations for math concepts.

Professional Development and Activities:

School-based:

1. Teachers will participate in math PLC and reading professional journal articles to support implementation of balanced math model.
2. Continue implementing MFAS formative assessments.
3. Offer training for MobyMax and Think Central.
4. Selected teachers will begin implementing Cognitively Guided Instruction (CGI) as part of the Foundations for Success in STEM research project.
5. Gender specific strategies will be delivered through faculty meetings.
6. Teachers will receive DEA probe training led by school site leader.
7. Teachers will attend school based MTSS training led by school site MTSS team.
8. Math instructional coach will provide guidance, support and further PD for teachers in planning the 90-minute math instructional block while following the Balanced Math Model.

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

1. PLC's will analyze data collected from formative assessments and DEA results of level 1 & 2 students and identify specific areas of need to focus on in small groups or one-on-one instruction.
2. Teachers will participate in math PLC, reading professional journal articles and text Teaching Student-Centered Mathematics to support implementation of balanced math model.
2. Develop PMPs for individual students as needed.
3. Leadership team members to monitor assigned subgroup(s).
4. Provide the opportunity for teachers to attend SIOP (Sheltered English Protocol) PD to integrate strategies of teaching math vocabulary for students at various levels of language acquisition.
5. Provide gender specific strategies to the teachers during faculty meetings.
6. School-wide contests of appropriate grade level fluency standards, with incentives.
7. Moby Max will be provided for all students.
8. Selected participants for the CGI project will be given TDE for additional fall and spring PD.

Classroom Implementation Action Steps (Teachers and Students):

Teachers will:

1. Analyze data from DEA, MFAS, summative assessments and observations to create small group instruction during weekly PLC/MFAS meetings.
2. Receive assistance from Title I for Level 1 and 2 students to provide additional support regularly.
3. Implement the gender specific strategies shared during faculty meetings.
4. Incorporate fluency routines as part of the Balanced Math Model with fidelity while focusing on using academic math vocabulary.
5. Provide practice opportunities with basic facts and vocabulary through the use of technology (such as MobyMax Fact Master) and math station activities.
6. Incorporate fluency practice in non-mathematical routines, which can include academic vocabulary.
7. Implement CGI strategies, for selected teachers participating in CGI research project.
8. Implement small group instruction daily with level 1 and 2 students with fidelity.
9. Develop 6-week plan based on data analysis with focus on power standards.

Students will:

1. Participate in small group instruction based on needs identified from data analysis.
2. Be given the opportunity to select strategies for problem solving and will support their thinking utilizing precise mathematical vocabulary.
3. Complete assignments with their gender preferred strategy.
4. Engage in math talk daily focusing on precise mathematical vocabulary.
5. Practice basic facts and vocabulary through the use of technology (such as MobyMax Fact Master) and math stations.
6. Engage in infused mathematical routines outside of the regular math block.
7. Participate in CGI activities and assessments for FSU project, selected classes only.
8. Support their answers utilizing precise mathematical vocabulary.

Progress Monitoring:			
Initiative	How Often	How Will It Be Monitored	Who Is Responsible To Monitor
Intensive Intervention	30 minutes daily	CRT, Title I, MTSS	MTSS Team, Administration, Paraprofessionals
Math Talk	Daily	Lesson plans, Walk throughs	Teachers, Administration
Math Journals	2 to 4 times a week	Lesson plans, PLCs, walk throughs, instructional walks	Teachers, Administration, Students
PLCs/MFAS	Weekly	Meeting Minutes	Teachers, Administration Coaches
Leadership team monitoring and implementation meetings	Weekly	Agendas, Minutes, Database	Administration, Leadership team members

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

School Action Plan

Math: Strategies & Programs to Support the Objectives

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

Focus: Math Fluency

Goal: By the end of the year, we expect our students to be able to...apply understanding of math operations and demonstrate fluency as determined by their grade level fluency standard.

Professional Development and Activities:

School-based:

1. Math Coach reviewed the OCSD Balanced Math Model and Math Curriculum Guide with all teachers during preplanning.
2. High Yield routine 15 minute trainings will be offered by Math Coach, dates and times to be established by grade levels.
3. Mobymax training for teachers.
4. Gender specific strategies will be delivered through faculty meetings.
5. iReady training provided to Title I teacher by the District; information to be shared with other Title I teachers.
6. Teachers will receive DEA probe training led by school site leader.
7. Teachers will attend school based MTSS training led by school site MTSS team.
8. Math instructional coach will provide guidance, support and further PD for teachers in planning the 90-minute math instructional block while following the Balanced Math Model.

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

1. Grade Levels will schedule and invite Math Coach to present a high-yield routine 15-minute trainings.
2. Math Coach will review Balanced Math Model with teachers and provide assistance in setting up math block to model after the Balanced Math Model.
3. Mobymax will be provided for all students.
4. School wide contests of appropriate grade level fluency standards, with incentives.
5. Provide gender specific strategies to the teachers during faculty meetings.
6. iReady seats will be given to 4th and 5th grade students who score a level 2 on DEA along with any retained 3rd grade students. Fragile 3 students also may receive an iReady seat.

Classroom Implementation Action Steps (Teachers and Students):

1. Teachers will incorporate fluency routines as part of their Balanced Math Model with fidelity including opportunities with basic facts through the use of technology, math station activities, and non mathematical routines.
2. Students will weekly self-monitor their progress on fact mastery and station activities based on feedback from teacher, math FSA-like assessments, DEA scores, FSA scores, MFAS tasks results, and computer based differentiated instructional programs, such as MobyMax, iReady, etc.
3. Teachers will meet in small groups to remediate based on data analysis.
4. Students will engage in small groups discussions and practice strategies to increase mastery of facts.
5. Title teachers will monitor and allow sufficient practice time on iReady for identified students; reports will also be used to guide which standards to reteach in a small group setting.
6. Identified students will work on iReady and be provided paper and pencil to show their problem solving strategies.
7. Teachers will implement the gender specific strategies shared during faculty meetings.
8. Students will complete assignments with their preferred gender strategy.
9. Teachers will develop 6-week plan based on data analysis with emphasis on power standards.

Progress Monitoring:			
Initiative	How Often	How Will It Be Monitored	Who Is Responsible To Monitor
Mobymax Fact Master	Bi-Monthly	MobyMax reports and badges	Title I and CRT
Fluency Activities	Daily	Based on Balanced Math Models in Lesson Plans	Administration, CRT
iReady	At minimum 1 hour/week	iReady reports, lesson plans	Title I, Administration

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

School Action Plan

Math: Strategies & Programs to Support the Objectives

Math Levels Subgroup Focus	
Subgroup: Gender	Focus: 4th and 5th grades
Goal: By the end of the year, we expect our students to be able to... show growth in all domains according to FSA.	

Professional Development and Activities:
School-based: <ol style="list-style-type: none">1. Gender specific strategies will be delivered through faculty meetings (ex.visual models, graphic organizers, brain breaks).2. Gurian Institute summer workshop, all staff members were invited.

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

1. Provide gender specific strategies to the teachers during faculty meetings.
2. Purchase gender books for 4th and 5th grade teachers: Successful Single-Sex Classrooms by Gurian, Stevens & Daniels; Strategies for Teaching Boys & Girls - Elementary Level by Gurian, Stevens & King.
3. Offered parent choice by use of an opt-in form for creating gender-based classes in 4th and 5th grade.

Classroom Implementation Action Steps (Teachers and Students):

Teachers will:

1. Implement the gender specific strategies shared during faculty meetings. (ex. visual models, graphic organizers, brain breaks)
2. Read, reflect, and implement gender ideas offered in resource books provided by school.
3. Collaborate with team teacher on gender-friendly routine strategies and implementation of those strategies.

Students will:

1. Complete assignments using their preferred gender strategy.
2. Participate in new strategy ideas as provided by the teacher.
3. Recognize and follow gender-friendly routines in both settings (math and ELA classes).

Progress Monitoring:

Initiative	How Often	How Will It Be Monitored	Who Is Responsible To Monitor
Gender-specific strategies & routines	Daily	Lesson plans, observations/walk through	Administration, CRT
Sharing strategies with all teachers	Monthly	Faculty meeting agendas	Administration, Gender-friendly classroom teachers (4th & 5th)

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

School Action Plan

Math: Strategies & Programs to Support the Objectives

Math SWD Focus
Focus:
Goal: By the end of the year, we expect our students to be able to... improve fluency with operations using visual models through the use of visual models and other high yield strategies.
Focus: Differentiated instruction based on identified goals that lead to increased accuracy in performing mathematical operations.

Professional Development and Activities:
School-based:
1. Professional development of Singapore Math/visual models for teachers, Title I, paraprofessionals that will be using visual and high yield strategies in within small group instruction.
2. Provide training on MobyMax and how to monitor students' progress in fluency of basic operational facts.
3. iReady training provided by the District through Title 1 Teachers.
4. Gender specific strategies will be delivered through faculty meetings.

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

1. Provide Singapore Math/visual model strategies to teachers working with SWD students.
2. Mobymax will be provided for all students.
3. iReady seats will be given to 4th and 5th grade students who score a Level 2 on DEA along with any retained 3rd graders. Fragile Level 3 students may also receive an iReady seat.
4. Provide gender specific strategies during faculty meetings.
5. ESE/Title 1 teachers will meet with grade levels/teams to discuss and plan for individual students' instructional needs, to include both strengths and weaknesses, IEP goals and objectives and accommodations.
6. ESE, Title 1, Leadership Team, and classroom teachers will review current student data to plan future instruction.
7. Teachers will use their six week plan to identify goals and strategies to increase accuracy in performing mathematical operations.

Classroom Implementation Action Steps (Teachers and Students):

Teachers will:

1. Use visual models, such as bar models, or Singapore Math in small group remediation to assist with improvement of operational facts within problem solving using visual models.
2. Allow time to practice facts on computer based programs, such as MobyMax Fact Master.
3. Title teachers will monitor and allow sufficient practice time on iReady for identified students; reports will also be used to guide which standards to reteach in a small group setting.
4. Implement gender specific strategies as shared during faculty meetings.
5. Incorporate fluency routines as part of their Balanced Math Model with fidelity including opportunities with basic facts through the use of technology, math station activities, and non mathematical routines.
6. Teachers will use their six week plan to identify goals and strategies to increase accuracy in performing mathematical operations.

Students will:

1. Use models and drawings from Singapore Math and other visual strategies to assist in solving mathematical problems.
2. Practice basic facts recall on programs such as MobyMax Fact Master.

3. Students will work on iReady and be provided paper and pencil to show their problem solving strategies.
4. Complete assignments with their preferred gender strategy.
5. Self-monitor their progress weekly on fact mastery and station activities based on feedback from teacher, math FSA-like assessments, DEA scores, FSA scores, MFAS tasks results, and computer based differentiated instructional programs.

Progress Monitoring:			
Initiative	How Often	How Will It Be Monitored	Who Is Responsible To Monitor
Small Group Instruction	Weekly	Lesson plans, student work	Teachers, Administration
Fluency practice	Monthly	MobyMax reports	Teachers
I Ready Reports	Quarterly	Reports	Teachers, Administration, Leadership Team
Singapore Math/Visual Strategies	Weekly	Lesson Plans, student work, Walk Throughs	Administration, Teachers
Gender Specific Strategies	Weekly	Lesson Plans, Walk Throughs	Administration

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

School Action Plan
Science

District Goal:	Students shall demonstrate science proficiency at or above the expected grade level.
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Objectives:
The percentage of 5 th grade students who will be proficient in science as defined by the State of Florida on the Florida Comprehensive Assessment Test will be at least 70 %.

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	Wright	05	94	31%	27%	20%	14%	9%	43%	52%	33%	100%	29%	31%	0%	33%	51%	25%	0%	35%		
2014	Wright	05	75	35%	24%	24%	7%	11%	41%	37%	47%	100%	30%	27%		67%	46%	25%	0%	40%		
2015	Wright	05	93	29%	31%	18%	13%	9%	40%	36%	43%	100%	23%	41%		40%	40%	14%	0%	36%		
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)														
		All Students		Gender		Ethnicity						Status				
Year	Name	# Students Tested	Overall	Male	Female	A	B	H	I	M	W	ESE	ELL	F/R		
NATURE	2013	Wright	94	62%	62%	62%	73%	59%	54%	50%	64%	65%	49%	42%	58%	
	2014	Wright	75	69%	67%	72%	85%	69%	55%		83%	71%	66%	41%	67%	
	2015	Wright	93	64%	60%	67%	87%	61%	62%		72%	63%	50%	40%	61%	
	2015	District	2,226	72%	71%	73%	77%	62%	66%	78%	69%	74%	56%	50%	66%	
ERTH/SPC	2013	Wright	94	68%	76%	59%	90%	54%	63%	75%	66%	73%	62%	49%	64%	
	2014	Wright	75	62%	61%	63%	78%	57%	63%		73%	62%	46%	51%	60%	
	2015	Wright	93	59%	62%	56%	81%	53%	52%		63%	61%	53%	30%	57%	
	2015	District	2,226	70%	72%	67%	77%	58%	61%	80%	69%	72%	58%	47%	64%	
PHYSICAL	2013	Wright	94	62%	66%	57%	73%	56%	53%	69%	60%	66%	57%	28%	58%	
	2014	Wright	75	68%	66%	70%	88%	64%	65%		77%	69%	59%	54%	67%	
	2015	Wright	93	68%	67%	68%	85%	60%	62%		75%	70%	58%	40%	66%	
	2015	District	2,226	74%	75%	73%	78%	65%	66%	82%	73%	77%	61%	49%	69%	
LIFE	2013	Wright	94	64%	66%	61%	62%	55%	58%	64%	60%	70%	53%	32%	60%	
	2014	Wright	75	62%	61%	62%	93%	56%	60%		55%	64%	46%	47%	59%	
	2015	Wright	93	63%	63%	64%	93%	58%	56%		64%	67%	53%	27%	62%	
	2015	District	2,226	73%	73%	72%	80%	64%	63%	85%	72%	75%	59%	46%	68%	

School Action Plan

Science: Strategies & Programs to Support the Objective

Science Focus

Focus: Purposeful Spiraling

Goal: By the end of the year, we expect our students to be able to... retain science concepts and vocabulary that are part of the FCAT science item specifications through spiraling activities through Everyday Instructional Reading.

Professional Development and Activities:

School-based:

Use PD day for workshop with District Science Specialist to write text dependent questions (standards based); to analyze DEA and FCAT daa and determine standards that need additional attention and activities for spiraling e.g. Earth and Space science.

Use PD for science teachers to extract grade level academic vocabulary from standards to target for spiraling through Everyday Instructional Reading.

Use informational text such as Fountas and Pinnel readers in ELA instruction to embed science vocabulary. (primary grades-small groups)

Literacy Coach will provide PD on science series (Nonfiction/Fiction) and provide quarterly summative science assessments (grade 3-5).

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

Once standards and vocabulary have been identified with District Science Specialist for spiraling:

1. Utilize science resources such as A-Z science, Gizmo, MobyMax, Thinkcentral, CPalms, and Readworks informational text articles/activities for teachers for spiraling and intergrating reading.
2. Instructional Coaches will model close reading strategies and lessons as requested.
3. Portions of PD will be scheduled to include the integration of science benchmarks being taught during that quarter into ELA block. Use county skinny standards as a resource.
4. Teachers will provide a variety of child friendly mediums which students may use to record, collect, analyze, or share data.
5. Teachers will meet to orgnize and plan specific inquiry lessons geared toward assessing students' ability to collect and interpret data.
6. Teachers will share, generate and respond to each other's ideas through lesson planning or discussion threads in PLCs to include spiraling of the science standards from previous grade to the grade forthcoming.
7. Once a semester have a STEM day where ELA/science teachers team together for Problem-based science; Project based team projects including ELA and science/test item specs (power standards).
8. Teachers will meet to organize and plan one Inquiry lesson per quarter (choose own lessons/experiments).
9. Attend museums, STEMM center, other science environs, and bring in guest speakers to show relevance of standards.
10. Science/ELA teachers will plan together to embed Science benchmarks: ELA teachers will incorporate science vocabulary/concepts; math teachers will incorporate science into math lessons.
11. Utilize science test item specs in planning science investigations and activities.
12. Send science specific vocabulary and concepts home to parents that students must master by the end of the year.

Classroom Implementation Action Steps (Teachers and Students):

1. Teachers will keep the Big Idea and questions in mind during planning.
2. Teachers and students will begin each unit through and interactive KWL chart (primary). Teachers will emphasize prior knowledge of spiraling content to keep important points frequently included lessons and discussions.
3. Teachers will spark students' interest by close reading a correlating story and using the close reading protocol (reread, text marking/note-taking, student talk,

writing through reading).

4. Teachers will pique students' curiosity by introducing lessons through real-world experiences.
5. Discussions between teacher, students, and peers will be purposeful, pentiful, and when appropriate, recorded (i.e. anchor charts, results sharing, research sharing, and other relevant classroom displays).
6. Teachers will use opportunities to demonstrate a correlation between science and math in Everyday Instructional Reading.
7. During guided inquiry, the teacher thoroughly explains each step and clarify any misunderstanding by students.
8. Students will be given opportunities to explore in pairs, small group and independently.
9. Students will be given opportunities to share finding /results in pairs, small group and independently.
10. Teacher and students will provide feedback, critique, and reflection.
11. Students will participate in collaborative groups to create group projects for in-class science projects.
12. Teacher will provide the following in the classroom: science word wall; science corner (stations); science process skills/vocabulary posted; essential question/objective lesson purpose posed; and grades 3-5 (down-scaled version of standards/pacing guide).
13. Establish leadership team and meet weekly to monitor student data and current interventions.

Progress Monitoring:			
Initiative	How Often	How Will It Be Monitored	Who Is Responsible To Monitor
Guided inquiry or virtual labs	4 per quarter	Lesson plans, walk throughs, student journals, or other recording method	Administration, CRTs
Close Reads	2 per quarter	Lesson plans	Administration, CRTs
Interactive writing in science	4 per quarter	Lesson plans, walk throughs	Administration, CRTs
Independent writing in science	2 per quarter	Lesson plans, walk throughs	Administration, CRTs
Quarterly summative assessments	1 per quarter	Lesson plans	Administration, CRTs
Formative Assessments	Daily	Q & A sessions, discussions, using journals to answer questions related to essential questions, exit passes	Teachers, Leadership Team
STEM Days (PBL)	1 per semester	Lesson plans, grade level minutes verifying collaboration of STEM day planning	Administration, CRTs
Grasses in Classes (5th grade)	Monthly	Lesson plans, journals, student GiC folders	Administration, CRTs

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

Title I Schools

Briefly Describe Your Parental Involvement Plan.

Wright Elementary provides opportunities to involve parents in the vital role of students' successes. Parents and students receive school entry orientation as well as information about our school's performance and improvements. Communicating with our parents is done through email, school website, telephone, weekly folders, weekly newsletters, and teacher conferences. Our media center has a parent center that offers resource materials for parents that need additional help at home on how to help their child be successful. We recognize our parents during holidays, PTO meetings, and volunteer orientation. We offer our ESOL parents monthly meetings to come and learn ways they can help at home. This is under the direction of our school interpreters. Our Title I parent night is offered to parents to inform them of Title I policies and strategies that will help them to be successful in helping their students. We also have Literacy Night, Math Night, Science Night, two book fairs, and a spring carnival.

Strategies To Increase Parental Involvement.

Increase number of volunteer orientations offered throughout the school year; host academic family nights (science, math, literacy).

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

Invite/host preschool groups for school tours. Visit preschools; provide school information to be distributed to parents from preschools.

Describe Counseling, Pupil Services, and Mentoring Services.

Big Brothers Big Sisters partnership / Mentoring program / Collaboration with Children's Home Society (space provided on campus) for individual and small

group counseling as well as family counseling and support



Accreditation Page

Accreditation Standards

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

Focus Area 1: Improving and Advancing Student Achievement

Goals:

- Ensure access for all students to rigorous and challenging curriculum
- Address diverse educational needs through a coordinated support system
- Integrate technology in learning by both educators and students
- Use a variety of methods to communicate student progress with parents and stakeholders

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