



**Okaloosa County  
School District**

**Date Submitted:**

**Dates of Revision:**

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.

# School Performance Plan

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

**School Name: Lewis School**

## Legend

SAC funds in the amount of \$ , will primarily be used for\_\_\_\_\_.

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

Mike Fantaski

**Principal's Signature**

Julie Magnotti

**SAC Chairperson's Signature**

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
Mike Fantaski	Principal
Jason Driver	Assistant Principal
Amy Anderson	SLD Teacher
Amy Koch, Lynn Deyerle, Susan Hart	Elementary Teachers
Sue Bivens, Mary Carnahan, Linda McArdle	Elementary Teachers
Eva Ratley, Carrie Pike, Yvonne Walker, Alison Sutsko, Suzette Martin	Elementary Teachers
Dave Magnotti, Jimmy Harrison, Talia Richardson, Kelly Yates	Secondary Math
Naomi Howard, Chrissie Kirila, Betty Beard, Nancy Huerkamp	Secondary ELA
Jane Gamble, Danielle Philips, Brandon Donaldson	Secondary Social Studies
Doug Sommer, Jason Wheelwright	Secondary Science
Karen Sanders	Instructional coach

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

Administrators attended a workshop on new district template.

Teacher meetings were held during summer months to introduce teachers to new template.

Teachers compiled information pertinent to district and school learning foci for the year.

Administrators compiled information from teachers into the district template.

Teachers reviewed SPP and provided administrators feedback.

## School Profile

Lewis was established as a Junior High School in Valparaiso, Florida in 1971 and later transitioned to a middle school. In 2010, Lewis transitioned again into a kindergarten through eighth grade school. Students at Lewis reside primarily on Eglin Air Force Base and in Niceville and Valparaiso. We have 610 students with 160 students attending Lewis on zoning waivers. Our Climate Survey supports this impressive number with over 80% positive responses from parents in areas such as school emphasis on academic performance, clear expectations in areas of communication, conduct and behavior, and providing a safe environment. Our students, parents, and teachers have come together to make this school merger a positive experience for all. To continue our goal of unification and “team spirit” Lewis middle school students are provided with many opportunities unique to our school environment. Elementary students are provided with secondary level type benefits to include band and chorus. Fifth grade students may also participate in all school sponsored sports excluding football. Students in second through eighth grade may participate in our very own Lewis School of American Sign Language Club. In addition, our school also offers many unique opportunities for other interests such as Fellowship of Christian Athletes (FCA), Earth Club, National Junior Honor Society, Student Council, Academic Team, and Spanish Club. In addition to these clubs Lewis also offers sixteen athletic programs, chorus and band. Lewis serves as a diverse population of students with exceptionalities to include: Varying Exceptionalities, Emotionally Behaviorally Disabled (EBD), Communication, Behavior and Socialization (CBS) which serves identified students on the autism spectrum, and we also serve the hearing impaired with five full-time interpreters and one full-time teacher. We believe that our diversity benefits all students in becoming well-rounded, productive members of our community.

The racial diversity at our school is a reflection of that found in our community. Of the 611 students enrolled at Lewis, 61% are Caucasian, 21% are African-American, 9% are Hispanic, and 7% are Asian. Currently 43% of our student body is on free and reduced lunch.



## Community and Parent Awareness

<b>Lewis School - Elementary</b>													
<b>0671</b>		<b>Strongly Agree</b>		<b>Slightly Agree</b>		<b>Slightly Disagree</b>		<b>Strongly Disagree</b>		<b>No Opinion</b>		<b>Total Responses</b>	
		<b>2015</b>	<b>2014</b>	<b>2015</b>	<b>2014</b>	<b>2015</b>	<b>2014</b>	<b>2015</b>	<b>2014</b>	<b>2015</b>	<b>2014</b>	<b>2015</b>	<b>2014</b>
1. <i>My child's school emphasizes academic performance as the number one priority.</i>		72%	77%	26%	19%	0%	4%	2%	0%	0%	0%	61	47
2. <i>Our principal is an effective leader who meets the needs of our students.</i>		75%	68%	18%	19%	0%	4%	3%	0%	3%	9%	61	47
3. <i>As a parent, I am made aware of the curriculum program for my child's grade level or course.</i>		66%	66%	25%	26%	5%	9%	5%	0%	0%	0%	61	47
4. <i>The school uses a variety of methods for parent communication.</i>		80%	81%	13%	13%	3%	6%	3%	0%	0%	0%	61	47
5. <i>Parent input is valued at my child's school.</i>		70%	64%	20%	26%	5%	4%	2%	2%	3%	4%	61	47
6. <i>Clear expectations of conduct and behavior are communicated to my child.</i>		87%	78%	8%	17%	3%	4%	0%	0%	2%	0%	61	46
7. <i>My child's school maintains a safe environment.</i>		82%	89%	16%	11%	2%	0%	0%	0%	0%	0%	61	46
8. <i>Homework is used to reinforce what is taught in the classroom.</i>		75%	66%	13%	28%	3%	4%	5%	2%	3%	0%	61	47
9. <i>My child's school treats everyone fairly, regardless of race, economic status, or other relationships.</i>		77%	78%	18%	11%	0%	4%	0%	0%	5%	7%	61	45
10. <i>School funds are used to support the school in a financially responsible manner.</i>		69%	55%	13%	21%	3%	4%	0%	0%	15%	19%	61	47
11. <i>As a parent, I feel welcome at my child's school.</i>		89%	81%	8%	15%	2%	0%	2%	2%	0%	2%	61	47
12. <i>The guidance department at my child's school provides for the educational success of my student.</i>		61%	60%	11%	23%	3%	4%	2%	2%	23%	11%	61	47
13. <i>I am satisfied that my child's teachers do a good job educating my child.</i>		75%	70%	15%	21%	7%	9%	3%	0%	0%	0%	61	47
14. <i>My child's school is well maintained.</i>		77%	77%	16%	17%	3%	6%	0%	0%	3%	0%	61	47
15. <i>The amount of time required for my child's homework assignments is appropriate.</i>		50%	62%	25%	23%	10%	11%	12%	2%	3%	2%	60	47
16. <i>The health services provided at my child's school support his/her wellness.</i>		74%	72%	11%	13%	0%	2%	0%	2%	15%	11%	61	47
<b>Total Survey Results</b>		<b>74%</b>	<b>71%</b>	<b>16%</b>	<b>19%</b>	<b>3%</b>	<b>5%</b>	<b>2%</b>	<b>1%</b>	<b>5%</b>	<b>4%</b>		

## Community and Parent Awareness

Lewis School - Middle													
0671		Strongly Agree		Slightly Agree		Slightly Disagree		Strongly Disagree		No Opinion		Total Responses	
		2015	2014	2015	2014	2015	2014	2015	2014	2015	2014	2015	2014
1. My child's school emphasizes academic performance as the number one priority.		79%	62%	17%	31%	0%	4%	0%	2%	3%	2%	29	52
2. Our principal is an effective leader who meets the needs of our students.		69%	62%	24%	19%	0%	8%	3%	4%	3%	8%	29	52
3. As a parent, I am made aware of the curriculum program for my child's grade level or course.		72%	57%	10%	18%	10%	16%	7%	8%	0%	2%	29	51
4. The school uses a variety of methods for parent communication.		79%	63%	21%	21%	0%	8%	0%	4%	0%	4%	29	52
5. Parent input is valued at my child's school.		72%	58%	21%	23%	3%	13%	0%	4%	3%	2%	29	52
6. Clear expectations of conduct and behavior are communicated to my child.		76%	71%	24%	22%	0%	4%	0%	2%	0%	2%	29	51
7. My child's school maintains a safe environment.		83%	77%	17%	13%	0%	6%	0%	4%	0%	0%	29	52
8. Homework is used to reinforce what is taught in the classroom.		69%	58%	21%	25%	7%	10%	3%	6%	0%	2%	29	52
9. My child's school treats everyone fairly, regardless of race, economic status, or other relationships.		72%	71%	17%	16%	3%	2%	0%	8%	7%	4%	29	51
10. School funds are used to support the school in a financially responsible manner.		71%	60%	11%	15%	4%	6%	0%	6%	14%	13%	28	52
11. As a parent, I feel welcome at my child's school.		90%	69%	10%	23%	0%	4%	0%	2%	0%	2%	29	52
12. The guidance department at my child's school provides for the educational success of my student.		79%	49%	17%	20%	0%	8%	0%	8%	3%	16%	29	51
13. I am satisfied that my child's teachers do a good job educating my child.		72%	46%	17%	37%	10%	8%	0%	8%	0%	2%	29	52
14. My child's school is well maintained.		83%	69%	17%	24%	0%	2%	0%	4%	0%	2%	29	51
15. The amount of time required for my child's homework assignments is appropriate.		76%	54%	14%	19%	3%	12%	7%	13%	0%	2%	29	52
16. The health services provided at my child's school support his/her wellness.		83%	63%	7%	18%	0%	8%	0%	4%	10%	8%	29	51
<b>Total Survey Results</b>		<b>77%</b>	<b>62%</b>	<b>17%</b>	<b>21%</b>	<b>3%</b>	<b>7%</b>	<b>1%</b>	<b>5%</b>	<b>3%</b>	<b>4%</b>		

# Community and Parent Awareness

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

Overall, the survey data shows that many of our efforts from 2015 have achieved the desired results. The communication home to the parents among middle school parents showed a 16% gain in strongly agree, and among both elementary and middle school parents the feeling of being welcome and heard by the administration and school is very positive (64% to 70% strongly agree among elementary parents, 58% to 72% among middle school parents). Guidance services have also been seen as a positive influence and part of the school. Teachers do a good job educating my child (70% to 75% elementary parents strongly agree, while middle school parents went from 46% to 72%)

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

The discussion regarding homework and time for homework is one that we started to address before the end of last year, and it is of concern for the parents surveyed (62% - 50% among elementary parents). In addition, we are increasing our communication and grade awareness through offering the opportunity for weekly progress reports to be sent home via email (a process we have been working with DP on since last year).

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

Weekly automated calls and e-mails, Monthly hard copy calendars of events, Marquee sign, Website, SAC meeting, Personal teacher phone calls, monthly printed newsletter and calendar sent home, Edmodo, personal web pages



## Historical School Grade Data

Middle 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%	Middle School Acceleration Qualification	Middle School Acceleration Participation Points	Middle School Acceleration Performance Points	Rescaled Points	Total Points Earned (Including Adjusted Points)	Total Points Possible	Did this School Benefit from the One-Letter-Grade-Drop	Free or Reduced Lunch Rate	Minority Rate
Lewis	2013	A	67	67	68	68	57	57	59	69	70	69	61	YES	22	50		592	900	NA	41	37
District	2013		73	73	67	72	49	49	68	70	71	70	67		28	50		606	886		43	33
State	2013		57	58	56	56	54	55	47	65	66	65	63		35	46		554	896		64	60

Lewis	2014	A	69	69	73	73	59	59	68	78	85	79	81	YES	19	44		655		NA	41	39
District	2014	A	70	70	69	69	56	56	67	74	75	75	71	YES	33	49		639		NA	36	23
State	2014	*	60	*	57	*	52	*	54	69	67	70	66		36	46		*			56	56

Middle School	School Year	Achievement				Learning Gains				Acceleration Success		Overall Percentage	Grade	Free or Reduced Lunch Rate*	Minority Rate*	
		% English/Language Arts (includes Writing)	% Mathematics	% Science	% Social Studies (Civics EOC)	% English/Language Arts (includes Writing)	% Mathematics	% English/Language Arts: Low 25%	% Mathematics: Low 25%	% of Students Passing High School EOC & Industry Certifications						
Lewis	2015															
District	2015															
State	2015															

**\*Percentages not Counted in Calculation**

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



# School Action Plan

## *ELA: Reading & Writing*

<b>District AMO:</b>	<b>The percent of Okaloosa County students who will be proficient in reading as defined by the State of Florida on the Florida Standards Assessment Test will be at least %.</b>	
<b>District Goal:</b>	<b>Students shall demonstrate reading proficiency at or above the expected grade level.</b>	
<b>Highly Qualified Status Administrators (Title I):</b>		
<b>Reading Instructors/Recruitment (Secondary):</b>	5 Teachers with reading certification/endorsement	0 Teachers working towards reading certification/endorsement

<b>Objectives:</b>		
<b>AMO:</b> The percentage of all curriculum students who will be proficient in reading as defined by the State of Florida on the Florida Standards Assessment Test will be at least       %.		
<b>AMO:</b> The percentage of SWDs who will be proficient in reading on the Florida Standards Assessment Test will be at least       %		
<b>AMO:</b> The percentage of ELL students who will be proficient in reading on the Florida Standards Assessment Test will be at least       %		
<b>Elementary:</b> 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       %.		
<b>Elementary:</b> 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       %.		
<b>Elementary:</b> 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       %		
<b>Middle:</b> 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       %.		
<b>Middle:</b> 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       %.		
<b>Middle:</b> 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       %		

# Elementary DEA Reading Proficiency (By Grade)

## ELA (Reading): Data

DEA ELA		PROFICIENCY (Based on Common Core Assessment)											Status				
K	# Students Tested	Achievement Levels				% Proficient	Gender		Ethnicity						ESE	ELL	F/R
		LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4-5		M	F	A	B	H	I	M	W			
2013 Post Test (C)	44	9%	20%	36%	34%	70%	56%	81%	67%	75%		100%	50%	72%	27%		72%
2014 Post Test (C)	39	13%	10%	49%	28%	77%	75%	78%		80%	100%		75%	75%	45%		71%
2015 Post Test (C)	49	20%	16%	29%	35%	63%	50%	84%	100%	0%	25%		80%	68%	38%	0%	52%
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)											Status				
Grade 1	# Students Tested	Achievement Levels				% Proficient	Gender		Ethnicity						ESE	ELL	F/R
		LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4-5		M	F	A	B	H	I	M	W			
2013 Post Test (C)	43	5%	23%	49%	23%	72%	79%	63%	50%	80%	50%	100%	100%	64%	22%		70%
2014 Post Test (C)	48	13%	15%	23%	50%	73%	63%	79%	50%	75%	50%		86%	74%	10%		63%
2015 Post Test (C)	43	0%	21%	37%	42%	79%	63%	92%	100%	67%	100%		71%	81%	55%		67%
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)											Status				
Grade 2	# Students Tested	Achievement Levels				% Proficient	Gender		Ethnicity						ESE	ELL	F/R
		LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4-5		M	F	A	B	H	I	M	W			
2013 Post Test (C)	42	7%	26%	40%	26%	67%	65%	68%	50%	0%	67%		25%	80%	14%		44%
2014 Post Test (C)	36	11%	11%	56%	22%	78%	73%	86%	50%	60%	100%	100%	70%	87%	40%		67%
2015 Post Test (C)	41	2%	29%	44%	24%	68%	53%	77%	100%	75%	0%		60%	69%	33%	0%	55%
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)	38	21%	18%		16%	45%	61%	43%	87%		50%	50%		50%	63%
2014 Post Test (C)	41	17%	17%	37%	29%	66%	73%	58%	0%	0%	100%		0%	74%	33%		59%
2015 Post Test (C)	44	7%	45%	32%	16%	48%	38%	61%	100%	20%	33%	100%	50%	50%	14%		41%
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)	49	18%	31%		31%	20%	51%	44%	65%	100%	50%	67%		38%	52%
2014 Post Test (C)	45	7%	27%	16%	51%	67%	50%	89%	0%	67%	33%		60%	73%	33%		60%
2015 Post Test (C)	45	0%	16%	60%	24%	84%	92%	76%	0%	80%	100%		100%	86%	67%		77%
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	5%	24%		26%	44%	71%	67%	76%	67%	86%	69%	0%	73%	69%
2014 Post Test (C)	93	11%	20%	25%	44%	69%	68%	70%	100%	67%	100%		60%	63%	18%		50%
2015 Post Test (C)	101	3%	12%	51%	34%	85%	81%	90%	50%	87%	75%		91%	86%	53%		76%
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	44	63	59	65	42	66		75	53	65	49	64	
	2014	39	72	73	72		63	69		64	77	57	69	
	<b>2015</b>	<b>49</b>	<b>78</b>	<b>71</b>	<b>89</b>	<b>67</b>	<b>58</b>	<b>79</b>		<b>77</b>	<b>79</b>	<b>61</b>	<b>83</b>	<b>75</b>
	District	2,400	85	83	87	83	79	81	79	84	86	75	79	82
Literature	2103	44	48	48	48	61	54		50	50	46	36	48	
	2014	39	65	55	72		57	84		67	65	58	62	
	<b>2015</b>	<b>49</b>	<b>69</b>	<b>64</b>	<b>77</b>	<b>100</b>	<b>20</b>	<b>50</b>		<b>84</b>	<b>71</b>	<b>51</b>	<b>20</b>	<b>60</b>
	District	2,400	73	70	76	72	64	71	71	72	76	62	63	69
Language	2103	44	63	51	70	42	69		100	63	63	36	66	
	2014	39	76	69	80		65	63		69	81	59	73	
	<b>2015</b>	<b>49</b>	<b>61</b>	<b>58</b>	<b>67</b>	<b>75</b>	<b>57</b>	<b>28</b>		<b>65</b>	<b>64</b>	<b>53</b>	<b>13</b>	<b>56</b>
	District	2,400	67	66	69	66	59	66	61	67	69	59	59	64
Information	2103	44	45	43	46	22	46		50	46	47	32	50	
	2014	39	57	61	55		56	40		48	63	51	53	
	<b>2015</b>	<b>49</b>	<b>52</b>	<b>48</b>	<b>58</b>	<b>50</b>	<b>25</b>	<b>25</b>		<b>55</b>	<b>56</b>	<b>42</b>	<b>25</b>	<b>43</b>
	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	43	71	73	68	67	67	75	67	81	69	57	70
	2014	48	78	81	77	67	79	59		86	80	55	70
	<b>2015</b>	<b>43</b>	<b>81</b>	<b>76</b>	<b>85</b>	<b>100</b>	<b>81</b>	<b>83</b>		<b>78</b>	<b>81</b>	<b>70</b>	<b>76</b>
	District	2,370	78	76	79	81	73	75	83	77	79	70	71
Literature	2103	43	52	54	48	50	50	33	83	67	47	41	51
	2014	48	71	70	72	75	71	75		67	71	50	68
	<b>2015</b>	<b>43</b>	<b>83</b>	<b>74</b>	<b>90</b>	<b>75</b>	<b>83</b>	<b>100</b>		<b>75</b>	<b>83</b>	<b>57</b>	<b>77</b>
	District	2,370	81	79	84	87	76	78	83	80	83	70	74
Language	2103	43	65	65	66	63	65	63	100	78	60	42	66
	2014	48	80	75	84	81	81	88		86	78	43	73
	<b>2015</b>	<b>43</b>	<b>73</b>	<b>68</b>	<b>78</b>	<b>83</b>	<b>75</b>	<b>84</b>		<b>64</b>	<b>74</b>	<b>58</b>	<b>69</b>
	District	2,370	67	65	68	71	60	62	62	65	69	59	54
Information	2103	43	71	69	72	50	70	59	100	75	71	50	69
	2014	48	75	74	76	71	79	67		76	75	48	70
	<b>2015</b>	<b>43</b>	<b>83</b>	<b>78</b>	<b>87</b>	<b>83</b>	<b>75</b>	<b>92</b>		<b>74</b>	<b>86</b>	<b>68</b>	<b>78</b>
	District	2,370	77	75	79	80	71	73	74	77	79	69	67
Writing	2103	43	44	49	37	38	60	38	75	53	37	31	45
	2014	48	60	51	66	63	44	50		46	65	35	54
	<b>2015</b>	<b>43</b>	<b>73</b>	<b>67</b>	<b>77</b>	<b>50</b>	<b>83</b>	<b>88</b>		<b>64</b>	<b>72</b>	<b>48</b>	<b>71</b>
	District	2,370	74	71	76	73	66	69	83	73	76	67	63

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	36	76	77	75	58	67	83	67	87	73	60	74	
	<b>2015</b>	<b>41</b>	<b>84</b>	<b>84</b>	<b>84</b>	<b>75</b>	<b>88</b>	<b>67</b>		<b>87</b>	<b>84</b>	<b>67</b>	<b>67</b>	<b>79</b>
	District	2,351	88	88	89	94	87	86	92	88	89	78	82	86
Literature	2103	42	78	76	81	59	61	94		67	81	45	69	
	2014	36	64	65	62	42	47	44	100	72	69	37	60	
	<b>2015</b>	<b>41</b>	<b>75</b>	<b>71</b>	<b>77</b>	<b>84</b>	<b>79</b>	<b>67</b>		<b>77</b>	<b>74</b>	<b>55</b>	<b>50</b>	<b>72</b>
	District	2,351	78	77	80	86	71	74	80	79	79	67	68	75
Language	2103	42	64	68	58	38	50	67		50	68	36	60	
	2014	36	80	80	79	42	80	78	100	75	87	43	75	
	<b>2015</b>	<b>41</b>	<b>62</b>	<b>65</b>	<b>60</b>	<b>34</b>	<b>75</b>	<b>33</b>		<b>63</b>	<b>63</b>	<b>39</b>	<b>50</b>	<b>50</b>
	District	2,351	67	65	69	69	60	63	73	65	69	54	54	62
Information	2103	42	71	69	73	50	50	90		75	72	43	64	
	2014	36	60	61	60	34	50	56	83	55	70	50	54	
	<b>2015</b>	<b>41</b>	<b>76</b>	<b>69</b>	<b>80</b>	<b>83</b>	<b>75</b>	<b>33</b>		<b>77</b>	<b>77</b>	<b>64</b>	<b>67</b>	<b>68</b>
	District	2,351	75	73	78	78	67	69	67	73	78	63	62	70
Writing	2103													
	2014	36	49	49	50	38	50	58	75	48	48	55	44	
	<b>2015</b>	<b>41</b>	<b>68</b>	<b>58</b>	<b>73</b>	<b>75</b>	<b>75</b>	<b>50</b>		<b>75</b>	<b>66</b>	<b>50</b>	<b>50</b>	<b>60</b>
	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	38	87	87	87	100	100			100	83	75	80
	2014	41	73	82	63	100	100	100		50	71	67	73
	<b>2015</b>	<b>44</b>	<b>72</b>	<b>71</b>	<b>72</b>	<b>100</b>	<b>60</b>	<b>58</b>	<b>100</b>	<b>75</b>	<b>72</b>	<b>46</b>	<b>68</b>
	District	2,364	82	80	84	94	75	82	79	84	83	67	68
Literature	2103	38	62	48	84	34	34			75	64	47	63
	2014	41	65	69	59	43	65	93		14	67	49	64
	<b>2015</b>	<b>44</b>	<b>59</b>	<b>61</b>	<b>58</b>	<b>67</b>	<b>33</b>	<b>45</b>	<b>100</b>	<b>64</b>	<b>63</b>	<b>48</b>	<b>56</b>
	District	2,364	68	67	69	72	60	61	64	68	70	58	49
Language	2103	38	59	48	75	63	38			63	59	52	51
	2014	41	50	53	46	0	0	100		38	52	31	44
	<b>2015</b>	<b>44</b>	<b>46</b>	<b>48</b>	<b>43</b>	<b>63</b>	<b>38</b>	<b>50</b>	<b>63</b>	<b>50</b>	<b>45</b>	<b>29</b>	<b>42</b>
	District	2,364	59	58	60	69	52	56	50	56	61	48	43
Information	2103	38	64	51	84	71	36			64	66	52	64
	2014	41	61	62	59	57	22	79		29	64	40	57
	<b>2015</b>	<b>44</b>	<b>72</b>	<b>71</b>	<b>73</b>	<b>100</b>	<b>63</b>	<b>63</b>	<b>100</b>	<b>77</b>	<b>71</b>	<b>56</b>	<b>70</b>
	District	2,364	80	77	82	86	74	75	68	79	81	67	60
Writing	2103												
	2014												
	<b>2015</b>	<b>44</b>	<b>54</b>	<b>54</b>	<b>55</b>	<b>63</b>	<b>40</b>	<b>34</b>	<b>50</b>	<b>67</b>	<b>56</b>	<b>48</b>	<b>50</b>
	District	2,364	65	63	67	72	60	60	47	64	67	54	49

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	49	48	46	53	67	42	40		40	51	34	44
	2014	45	60	54	68	67	67	48		53	61	34	60
	<b>2015</b>	<b>45</b>	<b>78</b>	<b>83</b>	<b>73</b>	<b>57</b>	<b>83</b>	<b>86</b>		<b>72</b>	<b>78</b>	<b>71</b>	<b>74</b>
	District	2,067	79	78	79	78	73	74	87	76	81	68	63
Language	2103	49	61	59	64	56	53	74		53	63	40	52
	2014	45	70	63	78	50	73	57		74	71	56	64
	<b>2015</b>	<b>45</b>	<b>68</b>	<b>72</b>	<b>63</b>	<b>50</b>	<b>48</b>	<b>82</b>		<b>44</b>	<b>72</b>	<b>54</b>	<b>61</b>
	District	2,067	69	68	70	66	64	65	67	70	71	58	54
Information	2103	49	58	54	66	63	41	71		52	61	38	52
	2014	45	74	65	87	38	79	42		78	77	50	73
	<b>2015</b>	<b>45</b>	<b>83</b>	<b>84</b>	<b>82</b>	<b>75</b>	<b>80</b>	<b>82</b>		<b>76</b>	<b>84</b>	<b>79</b>	<b>80</b>
	District	2,067	81	80	81	80	75	77	81	81	82	70	66
Writing	2103												
	2014												
	<b>2015</b>	<b>45</b>	<b>69</b>	<b>73</b>	<b>65</b>	<b>29</b>	<b>68</b>	<b>93</b>		<b>64</b>	<b>69</b>	<b>56</b>	<b>63</b>
	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	65	62	68	60	67	68	40	56	66	42	60	61
	2014	93	70	65	77	87	70	81		64	68	39	59	
	<b>2015</b>	<b>101</b>	<b>84</b>	<b>79</b>	<b>91</b>	<b>59</b>	<b>79</b>	<b>92</b>		<b>88</b>	<b>85</b>	<b>69</b>	<b>79</b>	
	District	2,105	82	80	84	82	76	74	81	81	84	68	56	77
Language	2103	99	65	69	59	70	68	68	50	67	63	56	100	60
	2014	93	64	63	66	70	61	74		64	63	46	60	
	<b>2015</b>	<b>101</b>	<b>85</b>	<b>81</b>	<b>88</b>	<b>69</b>	<b>89</b>	<b>85</b>		<b>87</b>	<b>84</b>	<b>69</b>	<b>80</b>	
	District	2,105	81	80	83	80	77	75	88	81	83	71	63	78
Information	2103	99	73	72	73	82	79	77	70	76	69	63	100	66
	2014	93	71	73	68	92	69	81		70	67	49	60	
	<b>2015</b>	<b>101</b>	<b>68</b>	<b>65</b>	<b>72</b>	<b>44</b>	<b>68</b>	<b>69</b>		<b>66</b>	<b>69</b>	<b>52</b>	<b>63</b>	
	District	2,105	65	65	66	69	56	61	74	64	68	53	51	61
Writing	2103													
	2014													
	<b>2015</b>	<b>101</b>	<b>73</b>	<b>68</b>	<b>77</b>	<b>69</b>	<b>69</b>	<b>66</b>		<b>75</b>	<b>74</b>	<b>54</b>	<b>66</b>	
	District	2,105	67	66	69	69	59	59	81	65	70	54	48	61

# FSA ELA Data (By Grade)

## ELA: Data

FSA ELA 2015 Grade 3			Percent at Lowest Quintile										
GRADE 3	# Students Tested	% at Lowest Quintile	Gender		Ethnicity						Status		
			M	F	A	B	H	I	M	W	ESE	ELL	F/R
Lewis	44	9%	15%	0%	0%	0%	0%	0%	17%	11%	29%		15%
District	2,441	12%	14%	10%	4%	16%	12%	33%	12%	11%	31%	33%	16%



# Elementary School Action Plan

## *ELA (Reading): Assessment Data Analysis*

### **What does the analysis of your school data tell you about your school's academic strengths?**

Looking at the results of our primary grades Post Test C, at the first grade level, we showed continuous improvement over the past three years and were above the district average at the end of the year. This pattern continued to show the same results as we observed the different strands in the first grade. In the intermediate grade levels, our 4th and 5th grade teams showed this same improvement, with both grade level teams making a monumental increase from last year. This increase may be contributed by the change in teaching format, allowing the teachers to departmentalize and be able to concentrate on a the particular subject being taught. This pattern continued as we focused on the cc strands and saw significant improvement in all four strands in these two grade levels.

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

Of particular concern is the large drop in the Post test C score from this past year in our Kindergarten and 3rd grade areas. Another interesting fact with these two scores is the drop was only with the males students as the female students did show progress. The drop also included our ESE and Free/reduced population as the numbers in these areas were on the downfall. When observing the cc strands, the kindergartens drop in the language strand was most evident, while the 3rd grade writing scores were not up to district standards.

# Elementary School Action Plan

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

### ELA Focus 1

#### Focus: Pathway to Close and Critical Reading with an Emphasis on the Standards

**Goal: By the end of the year, we expect our students to be able to...** use text marking/note-taking, writing through reading, text-dependent questions, and student talk strategies in order to move basic comprehension (literal understanding) to deeper understanding (inferential understanding) of the text through Close Reading Process and Everyday Instructional Reading.

#### Professional Development and Activities:

##### District:

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

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

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

##### School-based:

1. Based on teacher need and interest, and results of needs assessment, professional development will be offered pertaining to the Close Reading Process or individual components of the process. September 11 and 14 (elementary) training will focus on "What Does the Text Say?", curriculum map and balanced literacy (text marking with purpose, informational writing rubric calibration, Purpose, Focus and Organization-specific). September 15 and 16 will focus on middle school "What Does the Text Say?" balanced literacy and close reading (Everyday Instructional Reading purposefully utilizing components of the close reading process, information writing, rubric calibration, Purpose, Focus and Organization-specific). Based on teacher need and request, 1/2 day training of September professional development will focus on best practices for behavior management strategies for students with behavioral needs participating in general education classrooms.

Based on teacher need and request, October's 9 and 12 (elementary) training will focus on "How Does the Text Work?", FSA-style writing from sources (focus on

evidence and elaboration). Training in Accelerated Reader specific to utilizing charts and data in the program will be embedded in school-based training.

November 4 and 5 elementary professional development will focus on "What Does the Text Mean?" as well as FSA opinion writing rubric calibration (Purpose, Focus and Organization). Fourth and fifth grade teachers will meet together during professional development to work on FSA computer-based test items such as FSA-style questions, formatting, tools and practice tests. November 9 and 10 middle school professional development will focus on "What Does the Text Mean?" as well as FSA argumentative writing rubric calibration (Purpose, Focus and Organization).

January 13 and 20 professional development will focus on the culminating task: "What Does the Text Inspire You to Do?"

2. All new teachers (or untrained teachers) will be offered 2-day CRISS training. School-based PD days will be utilized for this training.
3. The Instructional Coach will provide OCSD close reading and instructional shift training to all untrained teachers September 16 for 1/2 day professional development.
4. During the District-provided half-day session, teachers will collaborate to create a product incorporating the components of the Close Read process.
5. During the district-provided half-day session, teachers and administrators will collaborate to develop school-wide grade and content area vertical alignment expectations, targeting entry level and mastery behaviors by grade and content areas. Development and refinement of the expectations, and decisions made based on data relevant to student academic behaviors is ongoing, and will take place during PLCs, faculty meetings, department meetings and during collegial discussions.
5. The ELA teachers will use their standards and item specs to design appropriately complex tasks for students(for example, common formative assessments), utilizing the Close Read process, and Everyday Instructional Reading.
6. Lewis has secured site licenses for the web-based program Type to Learn 4 in order to develop and refine students' keyboarding skills. Teachers can provide access to this program during scheduled computer lab times, and the web-based platform allows students to access the program off-site.
7. Student response systems will be in place for 4th-8th grade classrooms in order to allow for frequent formative assessments, immediate feedback and correction and higher student engagement. Training for teachers in the use of this system will be June 3.
8. The ESE/SLD elementary teacher will have Accelerated Reader access in order to provide frequent fluency and comprehension checks and have up-to-date data to use in making educational changes for individual students, along with collegial conversations with students' classroom teachers.
9. The Instructional Coach will model the OCSD curriculum guide, including how to access and utilize the curriculum guide and placement provided.
10. The Instructional Coach will initiate and provide ongoing instruction in the Fisher and Frey PD Resource Center for specific training, allowing teachers to target strategies to support Everyday Reading Instruction for all students.



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

1. Secure dates for school-based professional development training with Instructional Coach no later than June 30.
2. Create a school-based calendar of professional development (grade level, department, faculty and team leader meetings) for dissemination during pre-planning no later than July 30. The calendar is digital (located in Outlook) and updated throughout the school year.
3. Meet with grade-level chairs on May 28 and again June 8 to determine SPP goals and needs for school-based professional development.
4. Administer close-reading needs assessment and vertical alignment survey to teachers May 28, as well as conduct a awareness training on vertical alignment that date.
5. Grade levels will collaborate to determine appropriateness of common text marking for shallow coding, and note-taking and creating codes for deep text marking specific to reading purpose.
6. Administrators will schedule monthly data chats to analyze data and reflect upon effectiveness of instructional practices by grade level. Administrators will meet specifically with teachers of self-contained ESE classrooms October and January during 1/2 day professional development to analyze data and reflect upon effectiveness of instructional practices in multi-level, multi-age classrooms.
6. Teachers, while following Close Read and Everyday Reading Instruction, will reflect upon effectiveness of collaboratively designed components during administrators' monthly data chats.
7. Administrators will select grade levels to share the most effective strategy of the month during regularly scheduled faculty meetings.
8. The school will purchase a site license for Accelerated Reader for the ESE/SLD teacher.
9. All new teachers will receive "Shift Flips", and FSA item specs. All elementary teachers will receive a copy of the Balanced Literacy Model, including reading and writing gradual release models.

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

1. Teachers will embed close reading strategies from Fisher and Frey's "Text-Dependent Questions" and the online professional development modules into daily instruction.
2. Students will regularly interact with texts, using Everyday Instructional Reading including asking and answering text-dependent questions.
3. Teachers will guide and model purposeful text-marking/note taking strategies across curriculum.
4. Students will utilize purposeful text-marking/note-taking strategies to respond to written tasks and to be active participants in class discussion across the

curriculum.

5. As part of the close-reading process, teachers will model and provide opportunities for purposeful student talk across the curriculum, for a variety of tasks.
6. Students will engage in purposeful student talk strategies for example, reciprocal teaching, CRISS strategies, etc.
7. Teachers will use standards and item specs to create and model how to write appropriately complex questions and utilize answer stems.
8. Students will routinely engage in writing through reading tasks including exit passes, short responses, journal writing, written explanation of thought process and writing their own questions in response to text and in preparation for classroom student-led discussions.
9. Teachers who participated in training to address student behavioral issues will utilize and instruct specific behavioral strategies (ex., determine the function of a behavior, reduce power struggles, etc.) to make decisions about classroom management strategies for specific students.
10. Students will utilize taught strategies in order to regulate their own behavioral choices in classroom settings.
11. Teachers will utilize response systems (ex. "clickers" or iPads) to deliver formative assessments, provide immediate correction and feedback and determine areas to reteach based on data the system provides.
12. Students will engage in formative assessments and use results to reflect on their own learning.
13. Teachers will monitor student academic and personal behaviors according to school-created vertical alignment charts and alter instruction on an ongoing basis in order to enable students to meet exit "mastery" expectations. Teachers will make students aware of expected behaviors for the next grade level. \*\*\*\*\*
14. Students will strive to meet academic and behavioral mastery expectations for the next grade level. \*\*\*\*\*
15. Teachers will model and explicitly teach students to use targeted vocabulary within classroom discussions, including whole- and small-group discussions and student talk.
16. Students will use new and domain-specific vocabulary in student talk opportunities (including asking and answering questions.

<b>Progress Monitoring:</b>			
<b>Initiative</b>	<b>How Often</b>	<b>How Will It Be Monitored</b>	<b>Who Is Responsible To Monitor</b>
Close reading process: text dependent questions, text marking/note-taking, purposeful culminating tasks	Weekly	Lesson plans, walk-through, faculty meetings, grade level meetings, progress chats, PLCs	Administrators, Grade Level Chairs
Student Talk	Weekly, Quarterly	Walk-through, grade level meetings, progress chats, PLCs	Administrators, Grade Level Chairs
Everyday Instructional Reading	Weekly, Monthly	Walk-through, progress chats	Administrators
Collaborative close read text-dependent questions	PLC time during district-provided professional development	Lesson plan reflection	Administrators, Literacy Coach
Standards and Item Specs Question Writing	Monthly	Progress Chats, PLCs,	Administrators

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



# Elementary 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...**write an opinion or informational essay utilizing text evidence and information synthesized from close reading multiple sources, while demonstrating their understanding and control of grammar and conventions.

#### Professional Development and Activities:

##### District:

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

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

##### School-based:

1. Administrators will meet to plan PD sessions and determine dates of delivery for professional development.
2. During the district professional development half-day sessions, teachers will collaboratively plan, implement and debrief one informational (September/October) and one opinion (November/January) writing performance task correlated with a close read. Teachers will participate in reflection on the created lesson.
3. Instructional Coach will provide training on FSA writing rubric, exemplar papers and materials to ensure consistent scoring across the grade levels. (October).
4. Instructional Coach and/or school staff will provide training on resources (NewsELA, Achieve 3000, CPalms.org., etc.) to find Close Read texts to ensure cross-curricular writing.
5. Instructional Coach will provide training/refresher as needed to refine teachers' use of the ELA standards and FSA Item Specs as a framework for writing

complex text-dependent questions and writing tasks. (Beginning in September, ongoing).

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

1. Grade level teams will reflect on writing process during PLCs to modify goals and plan the next steps.
2. Instructional Coach will model writing lessons using text evidence with teachers and in classrooms with students (ongoing as needed).
3. Administrators will discuss vertical and cross-curricular writing alignment during data/progress chats.
4. Grade-band (K-1, 2-3, 4-5) teachers will meet in PLCs to reflect and collaborate to share best practices associated with text marking and note-taking.
5. School-wide writing days will be established, allowing teachers to provide specific feedback according to rubrics, and to allow students to improve writing strengths.
  - \* A baseline writing sample will be gathered by Sept. 3 to allow teachers to begin to analyze student writing strengths and weaknesses. The instructional coach will review writing samples with teachers Sept. 14, modeling use of the approved rubric.
  - \* Teachers will select a grade-appropriate prompt targeting specific skills for the next school-wide writing day, Oct. 29. Teachers will review and provide formative feedback for students.
  - \* Teachers will select a grade-appropriate prompt targeting specific skills for the next school-wide writing day, Dec. 3. Students will self-assess, using the rubric, then teachers will provide specific feedback.
  - \* In preparation for the FSA writing module, the next school-wide writing day is January 7. Students will self-assess, using the rubric, and teachers will provide specific feedback.
  - \* The final school-wide writing installment will be in April (TBA) in order to continue to address vertical alignment.

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

1. Teachers will model "Unpacking the Prompt" as the method to use to determine text marking strategies to help create a well-developed opinion or informational essay.
2. Students will use their text markings to create their claim/thesis and elaboration.
3. Teachers will model and have students practice responding both orally and in writing to text dependent questions using text evidence and elaboration in their responses.
4. Students will use text evidence when constructing multiple types of writing to include opinion and informational writing as the culminating activity from Close Reads.
5. Students will use peer conferences, note-taking and student talk to develop both oral and written responses to text-dependent questions, using text evidence and elaboration in their responses.

6. Teachers will model writing effective introduction and conclusion statements through shared writing by analyzing professional and student writing exemplars.
7. Students will write effective introductions and conclusions by continually analyzing and deconstructing effective introductions and conclusions found in professional and student writing exemplars.
8. Teachers will continually provide feedback to students through individual conferences using the state-provided FSA Writing Rubric.
9. Students will self-reflect and evaluate their own writing using the characteristics of good opinion and informational essays using the state-provided FSA Writing Rubric.
10. Students will respond to text-dependent questions using sentence frames to help scaffold responses as students cite details as their text-based evidence.

<b>Progress Monitoring:</b>			
<b>Initiative</b>	<b>How Often</b>	<b>How Will It Be Monitored</b>	<b>Who Is Responsible To Monitor</b>
Grade-level PLCs	Monthly	Observation/notes	Administritors/PLC team leader
Grade-band PLCs	Bi-monthly	Observation/notes	Administrators/PLC team leader
Progress/Data Chats	Monthly	Meetings	Administrators

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

# Elementary School Action Plan

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

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

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

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

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

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

# Elementary School Action Plan

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

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

**Focus:** Decoding and Reading Fluency

**Goal:** By the end of the year, we expect our students to be able to...read and analyze text through the process of close reading with focus on reading with purpose and rereading for detail.

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

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

1. PLC/data chats to analyze data for students scoring Level 1 and Level 2 on DEA.
2. All new teachers will receive 1/2 training with Literacy Coach on C-Palms, ELFAS, etc. targeting strategies and resources available for students who score Level 1 and Level 2 on DEA.
3. Teachers will receive training for Accelerated Reader focusing on the use of data to inform instruction targeting students who score Level 1 and Level 2 on DEA.
4. All new and untrained teachers will receive CRISS training on scheduled professional development days (September 16 and October 20).
5. Grade-Level PLCs meet twice a month to review and analyze student progress.
6. Primary level PLCs meet monthly.
7. Grade-level common planning will take place during the 50-minute block provided by the P.E. schedule.

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

1. Administrators will schedule P.E. classes in 50-minute increments daily. This will allow the ESE/SLD teacher and ESE/SLD assistant to provide pull-out services twice a week during this extra PE time, directly targeting students' areas of weakness as determined by DEA and follow-up Accelerated Reader assessments.
2. Lewis Leaders (middle school students who have chosen an elective for this) will be assigned to mentor/read with/model reading skills in the younger students' classrooms for struggling K-2 students who score Level 1 and Level 2 on DEA.
3. Administrators will develop guidelines to determine when students become eligible to receive "pull-out" instruction through the ESE/SLD department.
4. MTSS committee will review data and make recommendations for classroom strategies as well as which students will receive additional services to address specific areas of weakness.
5. Identified students will be offered after-school Plan of Care tutoring.

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

1. Teachers will analyze data to identify students who score a Level 1 or Level 2 on DEA assessments throughout the year.
2. Teachers will collaborate by grade level and within their PLC to refine in-class strategies and best practices to address target students' areas of need.
3. Teachers will utilize a variety of formative assessments to determine the nature of the students' weakness (ex., Accelerated Reader, teacher-made assessments, ELFAS, etc.)
4. Students will interact with assigned Lewis Leaders, practicing modeled reading strategies and student talk.
5. Teachers will follow MTSS guidelines to help determine remediation strategies.
6. Students will engage in targeted lessons (ex., in-class small group, computer-based learning, teacher-student conferencing, etc.)
7. ESE/SLD teacher will schedule and assign students to the ESE assistant or teacher utilizing the 50-minute P.E. block in order to provide small-group individualized instruction.
8. Teachers will provide small group instruction based on classroom assessments and data-based evidence (ex., DEA).
9. Teachers will follow the published district pupil progression plan to start/continue PMPs for eligible students.
10. Students will focus on increasing word decoding and reading fluency through the study of phonics, root words and word affixes.



11. Teachers will focus on content-related vocabulary from the text during instruction.

12. Students will actively participate in whole group instruction as the teacher provides scaffolding and support.

<b>Progress Monitoring:</b>			
<b>Initiative</b>	<b>How Often</b>	<b>How Will It Be Monitored</b>	<b>Who Is Responsible To Monitor</b>
50-minute P.E. block	Daily	PLCs, ongoing collaboration, MTSS strategies/minutes	MTSS committee, Administrators, ESE/SLD teacher
Lewis Leaders	Daily	Classroom rubric (for Leaders), formative assessments	Classroom Teacher, Administrators
PLCs	monthly	Walk-throughs	Administrator/PLC leader
Progress/data chats	monthly	During meeting	Administrators

**Evaluation:**

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

**Refinement of Goal (Completed at the Beginning of Second Semester):**

# Elementary School Action Plan

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

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

**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 text through the process of close reading with a focus on text marking and guided note-taking.

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

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

1. PLC/data chats to analyze data for students scoring Level 1 and Level 2 on DEA.
2. All new teachers will receive 1/2 day training with Literacy Coach on C-Palms, ELFAS, etc. targeting strategies and resources available for students who score Level 1 and Level 2 on DEA.
3. Teachers will receive training for Accelerated Reader, focusing on the use of data to inform instruction targeting students who score Level 1 and Level 2 on DEA.
4. All new and untrained teachers will receive CRISS training on scheduled professional development days (September 16 and October 20).
5. Grade level PLCs in addition to multi-grade level PLCs (just 3rd grade, just 4th grade, etc.), content areas and/or teacher needs to focus on specific aspects of the close reading protocol. PLCs will meet once a month at a minimum.
6. Utilize school-based professional development days to develop close read lessons with a focus on paired text, with the instructional coach's guidance (October/November).

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

1. Continue use of StoryWorks and Evan Moor "Daily Reading Comprehension" as supplemental material for close reading protocols.
2. Collegial discussions of strategies on close readings in faculty meetings, grade level and department meetings.
3. Share exemplar lessons and student samples during Professional Development, grade level PLCs and department meetings.
4. Administrators will schedule P.E. classes in 50-minute increments daily. This will allow the ESE/SLD teacher and ESE/SLD assistant to provide pull-out services directly targeting students' areas of weakness as determined by DEA and follow-up Accelerated Reader assessments.
5. Lewis Leaders (middle school students who have chosen an elective for this) will be assigned to mentor/read with/model reading skills for struggling K-2 students who score Level 1 and Level 2 on DEA in the younger students' classroom.
6. Administrators will develop guidelines to determine when students become eligible to receive "pull-out" instruction through the ESE/SLD department.
7. MTSS committee will review data and make recommendations for classroom strategies as well as which students will receive additional services to address specific areas of weakness.

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

1. Teachers will analyze data to identify students who score a Level 1 or Level 2 on DEA assessments throughout the year.
2. Teachers will collaborate by grade level and within their PLC to refine in-class strategies and best practices to address target students' areas of need.
3. Teachers will utilize a variety of formative assessments to determine the nature of the students' weakness (ex., Accelerated Reader, teacher-made assessments, ELFAS, etc.)
4. Students will interact with assigned Lewis Leaders, practicing modeled reading strategies and student talk.
5. Teachers will follow MTSS guidelines to help determine remediation strategies.
6. Students will engage in targeted lessons (ex., in-class small group, computer-based learning, teacher-student conferencing, etc.)
7. ESE/SLD teacher will schedule and assign students to the ESE assistant or teacher utilizing the 50-minute P.E. block in order to provide very small-group individualized instruction.
8. Due to the differences in 5th-grade schedules, the ESE/SLD teacher will coordinate with fifth-grade teachers of students who have IEPs requiring academic support to provide that support without interrupting core curriculum instruction.
9. Teachers will implement close reading and Everyday Instructional Reading procedures in their classrooms.

10. Students will interact with short, complex passages and read for a specific purpose.
11. Students will read a passage first for flow; then reread for a specific purpose while marking the text appropriately.
12. Teachers will include cold read/write assessments that are both fiction and nonfiction texts twice a 9-weeks period, which require evidence of students applying close-reading strategies while responding.
13. Teachers (within grade level and/or subject areas) will meet during common planning time for assessment analysis and plan based on results and responses.
14. Students will respond to text-dependent questions using sentence frames to help scaffold responses as students cite details as their text-based evidence.

<b>Progress Monitoring:</b>			
<b>Initiative</b>	<b>How Often</b>	<b>How Will It Be Monitored</b>	<b>Who Is Responsible To Monitor</b>
50-minute P.E. block	Daily	PLCs, ongoing collaboration, MTSS strategies/minutes	MTSS committee, Administrators, ESE/SLD teacher
Lewis Leaders	Daily	Classroom rubric (for Leaders), formative assessments	Administrators, classroom teachers
Collegial conversations	weekly	Walk-through/notes when appropriate	Administrator/Department chairperson
Data/progress chats	monthly	Walk-through/notes from meetings	Administrator

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

# School Action Plan

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

ELA Subgroup Focus	
<b>Subgroup:</b> Self-contained SWD(40-79% ), general standards	<b>Focus:</b> read with purpose
<b>Goal:</b> By the end of the year, we expect our students to be able to...use text marking/note-taking, writing through reading, text-dependent questions, and student talk strategies in order to move basic comprehension (literal understanding) to deeper understanding (inferential understanding) of the text through Close Reading Process and Everyday Instructional Reading.	

Professional Development and Activities:
<b>School-based:</b> <ol style="list-style-type: none"><li>1. Teachers of self-contained ESE classes will attend district-provided and school-based professional development sessions with grade-band (ex. K-2 or 3-5) colleagues.</li><li>2. After-school PLC with ESE colleagues to address lack of common planning time to meet.</li><li>3. Administrators will schedule monthly ESE-specific data chats with ESE teachers of self-contained classrooms.</li><li>4. Continue after-school Sign Language Club for students, allowing and encouraging students to communicate with students who are Hearing Impaired in their general education classrooms.</li></ol>

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

1. School will purchase "Standing Up for Me" books for ESE Professional Development.
2. Use of alternate supplemental curriculum (for example, Edmark, Saxon phonics, Milestones) to repair gaps in understanding, allowing students to access Common Core standards to their highest level of success.
3. Use of Type to Learn 4 web-based instruction to improve keyboarding skills.

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

1. Teachers will explicitly teach the meaning of new vocabulary words for SWD as appropriate to individual student needs.
2. Students will use new and domain-specific vocabulary in student talk opportunities (including asking and answering oral questions).
3. Teachers will post and refer to anchor charts to remind students of grade-level appropriate text-marking strategies.
4. Teachers of hearing impaired students will explicitly teach ASL (American Sign Language) signs for text-marking symbols, using school-specific creative signs when no ASL sign exists, and will ensure interpreters know and use the signs consistently in general education classes.
5. Students will use text-marking strategies as appropriate to grade level, for both shallow and deep coding.
6. Teachers will inform students of their individual IEP (Individual Education Plan) accommodations and how to self-advocate in classroom and testing situations, according to the "Standing Up for Me" curriculum.
7. Students will self-advocate for accommodations in classroom and testing situations, for example, requesting passages be read aloud or for extended time in order to be sure their test scores accurately reflect their understanding.
8. Lewis Leaders (middle school students who have chosen this as an elective) will work with specifically-chosen small groups of students daily to model student talk and refine specific literacy skills.
9. Teachers will utilize AR assessments in their classrooms in order to frequently monitor fluency and comprehension for students at all grade levels.

<b>Progress Monitoring:</b>			
<b>Initiative</b>	<b>How Often</b>	<b>How Will It Be Monitored</b>	<b>Who Is Responsible To Monitor</b>
Anchor Charts	Daily	Walk-through/observation	Teacher/administrator
Data Chats	Monthly	DEA/AR/classroom scores	Administrators
"Standing Up for Me"	As needed	IEP/classroom observation	Teachers/administrators/department chair
Sign Language Club	Monthly	Observation	Teachers/students

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

**Elementary School Action Plan**  
*ELA: Strategies & Programs to Support the Objectives*

**ELA SWD Focus**

**Focus:** Pathway to Close and Critical Reading with an Emphasis on the Standards

**Goal:** By the end of the year, we expect our students to be able to...use text marking/note-taking, writing through reading, text-dependent questions, and student talk strategies in order to move basic comprehension (literal understanding) to deeper understanding (inferential understanding) of the text through Close Reading Process and Everyday Instructional Reading.

**Professional Development and Activities:**

**School-based:**

1. ESE/SLD teacher will attend district- and school-provided professional development for all grade level bands in order to determine how to best present material to students with disabilities.
2. Based on teacher need and request, 1/2 day of professional development will be scheduled to address how to effectively manage students' behavioral escalations in general education settings. Followup will be coordinated through the ESE Department Chairperson.
3. Continue after-school Sign Language Club, which allows and encourages hearing students to learn to communicate with students who are hearing impaired in general education classrooms.



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

1. Administrators will schedule P.E. classes in 50-minute increments daily. This will allow the ESE/SLD teacher to provide pull-out services directly targeting students' areas of weakness as determined by DEA and follow-up Accelerated Reader assessments.
2. Lewis Leaders (middle school students who have chosen this as an elective) will be assigned to mentor/read with/model reading skills for SWD at all elementary grade levels in the younger students' classroom.
3. Administrators will secure access to an account in the STAR system for the ESE/SLD teacher in order to provide monthly fluency and comprehension checks for SWD who receive academic support.
4. Administrators will include SWD in data chats among grade levels to determine academic successes and where support may be needed, based on DEA and a variety of formative assessments.
5. Teacher of the students who are hearing impaired will coordinate with administrators and schedule after-school Sign Language Club meetings.

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

1. ESE/SLD teacher and teachers of self-contained students who mainstream for parts of the school day will distribute IEP goals and accommodations to general education teachers who have SWD in their classrooms, as well as to P.E. Coaches and Music Teacher, during teachers' pre-planning (Aug. 10-14).
2. ESE, general education teachers and P.E. Coach will collaboratively schedule days and times for SWD to utilize the 50-minute P.E. block for academic support for students in kindergarten through fourth grade.
3. ESE and fifth-grade general education teachers will collaboratively schedule days and times for SWD to receive academic support while missing the least amount of classroom instruction possible.
4. Administrators and general education teachers will collaboratively schedule times for Lewis Leaders to support students, including SWD, in their classrooms.
5. The ESE/SLD teacher will inform SWD of the allowable accommodations specific to their IEPs and how to self-advocate, according to the "Standing Up for Me" curriculum.
6. Students with disabilities will appropriately self-advocate for accommodations such as extended time and having items read aloud in order to demonstrate their best level of learning.
7. Teachers will post and refer to anchor charts to remind students of grade-level appropriate text-marking strategies.
8. Students will use posted anchor charts as reminders and models for text-marking strategies, both shallow and deep coding, appropriate to grade level.
9. Teachers will utilize strategies (for example, determining the function of a behavior and identifying power struggles) as well as follow students' Behavior

Improvement Plan, to de-escalate distracting and disturbing student classroom behaviors.

10. Students will utilize taught strategies in order to regulate their own behavior in classroom and testing situations.

11. Students who are members of the Sign Language Club will use the signs they have learned to communicate with students in their classes who are hearing impaired, including them in student talk and classroom discussion.

<b>Progress Monitoring:</b>			
<b>Initiative</b>	<b>How Often</b>	<b>How Will It Be Monitored</b>	<b>Who Is Responsible To Monitor</b>
Sign Language Club	Monthly	Observation	Teacher/students
50-minute P.E. for academic support	Daily	Observation, walk-through, AR assessments and fluency checks	Administrators, P.E. Coach, ESE/SLD teacher
Lewis Leaders	Daily	Classroom rubric (for leaders), formative assessments for students	Administrators/Classroom teachers
Behavioral management training	During initial school-based Professional Development, then as needed for follow-up	Observation, behavior charts (as applicable to individual students), walkthrough	Administrators/Classroom teachers/ESE Department Chairperson

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

# Middle School DEA Data (By Grade)

## ELA (Reading): Data

DEA ELA		PROFICIENCY (Based on Common Core Assessment)															
Grade 6	# 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)	27	22%	48%	19%	11%	30%	27%	33%		29%	50%		0%	38%	22%		8%
2014 Post Test (C)	61	8%	30%	52%	10%	62%	56%	75%	0%	88%	44%		80%	62%	39%		50%
2015 Post Test (C)	95	13%	46%	25%	16%	41%	39%	44%	60%	55%	67%	0%	36%	36%	18%		24%
District 2015	1,236	7%	40%	40%	14%	53%	53%	55%	66%	34%	45%	17%	58%	58%	29%	19%	43%

DEA ELA		PROFICIENCY (Based on Common Core Assessment)															
Grade 7	# 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)	42	7%	40%	38%	14%	52%	41%	77%	0%	33%	40%		83%	54%	46%		44%
2014 Post Test (C)	34	12%	26%	38%	24%	62%	61%	64%		56%	0%		75%	65%	55%		54%
2015 Post Test (C)	91	1%	37%	51%	11%	62%	54%	75%	60%	63%	57%	0%	69%	61%	27%		43%
District 2015	1,233	10%	39%	44%	7%	51%	48%	55%	48%	37%	38%	57%	53%	56%	28%	8%	39%

DEA ELA		PROFICIENCY (Based on Common Core Assessment)															
Grade 8	# 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)	54	9%	28%	43%	20%	63%	72%	50%	67%	75%	25%		57%	67%	54%	0%	56%
2014 Post Test (C)	25	12%	32%	44%	12%	56%	38%	89%		60%	33%		0%	63%	50%		64%
2015 Post Test (C)	86	0%	22%	63%	15%	78%	77%	79%	75%	87%	100%		54%	80%	75%		70%
District 2015	1,305	3%	27%	57%	12%	70%	67%	73%	84%	58%	53%	75%	73%	73%	38%	21%	58%

DEA ELA		Common Core STRANDS (Average score for each subgroup)											
Grade 6	All Students		Gender (%)		Ethnicity (%)						Status (%)		
	# Students Tested	Overall %	Male	Female	A	B	H	I	M	W	ESE	ELL	F/R
Literature	2103	27 58	52 67		46	88		50	63		53		58
	2014	61 67	67 65		60	78	69		56	65	54		62
	<b>2015</b>	<b>95 64</b>	<b>64 63</b>		<b>80 76</b>	<b>67 50</b>	<b>63 60</b>				<b>52</b>		<b>57</b>
	District	1,236 68	67 69		73 63	64 64	70 69				55 55		64
Language	2103	27 53	52 54		54	63		55	50		39		44
	2014	61 51	52 48		60	48	47		60	51	42		51
	<b>2015</b>	<b>95 52</b>	<b>52 52</b>		<b>69 48</b>	<b>55 43</b>	<b>50 51</b>				<b>48</b>		<b>46</b>
	District	1,236 53	52 54		62 44	48 43	52 55				44 37		49
Information	2103	27 44	39 50		40	30		60	42		36		45
	2014	61 57	54 63		50	65	57		64	55	56		56
	<b>2015</b>	<b>95 62</b>	<b>63 61</b>		<b>74 64</b>	<b>73 70</b>	<b>65 59</b>				<b>54</b>		<b>52</b>
	District	1,236 66	66 67		72 60	63 53	69 67				57 54		63
Writing	2103												
	2014												
	<b>2015</b>	<b>95 61</b>	<b>59 65</b>		<b>71 69</b>	<b>68 73</b>	<b>66 57</b>				<b>49</b>		<b>56</b>
	District	1,236 66	64 68		73 59	59 62	69 67				53 47		61

DEA ELA		Common Core STRANDS (Average score for each subgroup)											
Grade 7	All Students		Gender (%)		Ethnicity (%)						Status (%)		
	# Students Tested	Overall %	Male	Female	A	B	H	I	M	W	ESE	ELL	F/R
Literature	2103	42 40	41 38		50	25	10		42	50	50		31
	2014	34 45	45 45		47	50		44	44		36		42
	<b>2015</b>	<b>91 64</b>	<b>66 62</b>		<b>53 64</b>	<b>69 50</b>	<b>68 64</b>				<b>58</b>		<b>60</b>
	District	1,233 59	58 60		63 54	53 62	62 61				51 37		55
Language	2103	42 55	54 57		29	52	63		64	52	38		46
	2014	34 63	62 65		59	43		61	66		65		62
	<b>2015</b>	<b>91 57</b>	<b>55 60</b>		<b>60 53</b>	<b>54 50</b>	<b>60 58</b>				<b>52</b>		<b>51</b>
	District	1,233 50	48 53		55 46	44 65	51 52				41 27		45
Information	2103	42 56	55 58		50	58	50		63	55	54		53
	2014	34 65	65 65		69	60		50	67		56		65
	<b>2015</b>	<b>91 76</b>	<b>75 77</b>		<b>86 73</b>	<b>73 60</b>	<b>81 75</b>				<b>74</b>		<b>73</b>
	District	1,233 69	68 70		71 62	60 69	72 71				61 40		65
Writing	2103												
	2014												
	<b>2015</b>	<b>91 73</b>	<b>71 77</b>		<b>84 69</b>	<b>76 30</b>	<b>74 73</b>				<b>63</b>		<b>67</b>
	District	1,233 69	66 72		73 64	63 71	70 71				57 40		64

DEA ELA		Common Core STRANDS (Average score for each subgroup)												
Grade 8	All Students		Gender (%)		Ethnicity (%)						Status (%)			
	# Students Tested	Overall %	Male	Female	A	B	H	I	M	W	ESE	ELL	F/R	
Literature	2103	54	59	64	52	45	42	58		52	63	54	0	52
	2014	25	58	51	71		48	53		80	61	48		62
	<b>2015</b>	<b>86</b>	<b>80</b>	<b>80</b>	<b>80</b>	<b>71</b>	<b>86</b>	<b>88</b>		<b>79</b>	<b>78</b>	<b>73</b>		<b>76</b>
	<b>District</b>	<b>1,305</b>	<b>75</b>	<b>73</b>	<b>77</b>	<b>78</b>	<b>70</b>	<b>71</b>	<b>75</b>	<b>80</b>	<b>76</b>	<b>66</b>	<b>49</b>	<b>71</b>
Language	2103	54	54	56	51	53	60	50		54	53	48	60	47
	2014	25	62	60	64		56	47		60	66	60		60
	<b>2015</b>	<b>86</b>	<b>73</b>	<b>74</b>	<b>72</b>	<b>78</b>	<b>69</b>	<b>91</b>		<b>65</b>	<b>74</b>	<b>69</b>		<b>73</b>
	<b>District</b>	<b>1,305</b>	<b>66</b>	<b>65</b>	<b>68</b>	<b>71</b>	<b>61</b>	<b>58</b>	<b>69</b>	<b>69</b>	<b>68</b>	<b>54</b>	<b>41</b>	<b>61</b>
Information	2103	54	55	58	50	67	42	50		57	56	49	67	56
	2014	25	51	46	59		67	33		33	50	42		42
	<b>2015</b>	<b>86</b>	<b>67</b>	<b>68</b>	<b>65</b>	<b>53</b>	<b>72</b>	<b>70</b>		<b>56</b>	<b>68</b>	<b>56</b>		<b>61</b>
	<b>District</b>	<b>1,305</b>	<b>61</b>	<b>61</b>	<b>61</b>	<b>63</b>	<b>56</b>	<b>55</b>	<b>75</b>	<b>62</b>	<b>63</b>	<b>51</b>	<b>39</b>	<b>56</b>
Writing	2103	54	52	63	36	33	75	50		71	47	54	0	44
	2014	25	64	56	78		60	67		0	69	88		64
	<b>2015</b>	<b>86</b>	<b>76</b>	<b>73</b>	<b>79</b>	<b>90</b>	<b>73</b>	<b>95</b>		<b>69</b>	<b>76</b>	<b>65</b>		<b>73</b>
	<b>District</b>	<b>1,305</b>	<b>72</b>	<b>70</b>	<b>74</b>	<b>76</b>	<b>67</b>	<b>64</b>	<b>70</b>	<b>76</b>	<b>73</b>	<b>58</b>	<b>46</b>	<b>67</b>

## **Middle School Action Plan**

### ***ELA (Reading): Assessment Data Analysis***

#### **What does the analysis of your school data tell you about your school's academic strengths?**

When evaluating the DEA Post Test C from last year, we knew that we would not get a true picture of our entire grade level. Last year was the first time that we tested all students in each grade level and not just the lowest percentile. This change in the testing format showed no significant change at the 7th grade level, but a tremendous gain in 8th grade with a jump of 22% being proficient. This significant rise was assured as we saw gains in all cc strands and above district average in all strands, for both the 7th and 8th grade classes.

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

Of significant notice is the drop in the Post Test Score C from 2014 to 2015 in our 6th grade class. This 21% drop in proficiency occurred even though the entire class was tested this past year compared to just the lower level students being tested in the past two years. The cc strands did not show as significant drops, although each of the areas was down compared to the district averages.

# Middle School Action Plan

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

### ELA Focus 1

#### Focus: Pathway to Close and Critical Reading with an Emphasis on the Standards

**Goal: By the end of the year, we expect our students to be able to...** use text marking/note-taking, writing through reading, text-dependent questions, and student talk strategies in order to move basic comprehension (literal understanding) to deeper understanding (inferential understanding) of the text through Close Reading Process and Everyday Instructional Reading.

#### Professional Development and Activities:

##### District:

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

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

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

##### School-based:

1. During school-based professional development time, the Instructional Coach will support teachers in evaluating existing student data gathered on reading and writing skills through the Close Reading activities and argumentative or informational, multiple-source writing.

2. Teachers will be provided release time for scoring and recording of academic writing per genre as well as student-conferencing opportunities for lower level scored papers. This will occur during district-provided professional development time after the central message training.

3. Common planning time will be provided and used for collaborative PLCs to discuss reading/writing assignments and ensure vertical alignment. This time will also include review of exemplars provided from the state and the district.

4. Accelerated Reader training/refresher will be offered during the school-based portion (after the central message) of September's professional development.



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

1. Administrators will order Performance Assessment workbooks for all middle school ELA students, as well as the key for the Close Reader workbooks, as provided through the Houghton Mifflin Collection Series, no later than July 17 in order to have materials available for pre-planning.
2. Administrators will arrange for common planning for subject area teachers to allow for collegial conversations addressing vertical alignment and implementation of Close Reading and Daily Instructional Reading across grade levels.
3. Administrators will schedule monthly data/progress chats with teachers.
4. Monthly PLCs to analyze data and confer among grade level and subject areas.
5. Establish 30 minutes of daily reading at the beginning of each school day, (7:30-8 a.m.) in an assigned homeroom. All middle school teachers will have a homeroom class in order to ensure fewer students in each class, making monitoring students and allowing them to check grades a smoother process. During this time, the teacher will guide up to four students each day to check and chart their grades in each class using the online portal. Teachers will be instructed to monitor students to ensure they are only reading during this time, although reading a school- or teacher-provided text in anticipation of an assessment is encouraged. Students will also be able to take Accelerated Reader quizzes during this time, which their ELA/IR teaches can access to analyze reading growth and areas of weakness.

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

1. ELA teachers will continue to embed the Instructional Shifts into Everyday Instructional Reading through purposeful lessons and activities..
2. Students will read complex texts and apply interactive close read strategies.
3. Students will utilize Houghton Mifflin online EBooks for marking the text, collecting notes, completing graphic organizers, and answering text-dependent questions.
4. Students will interact with short but complex passages, reading for a specific purpose. Current event, high-level stimuli for these activities will be included.
5. Students will read a passage first for flow and then rereading multiple times for specific purposes, while marking text purposefully (using shallow or deep coding strategies, depending upon the purpose).
6. Students will ask and answer text-dependent questions.
7. Teachers will utilize components of the Close Reading process in Everyday Instructional Reading.
8. Teachers will include cold read fiction and nonfiction selections in exams and assessments, which will require evidence of close-reading strategies in student responses, at least twice each nine weeks.

9. Students will engage in the complete Close Reading Process twice per nine weeks using the text passage for elaboration and citation purposes.
10. Students will utilize the 30-minute homeroom for reading, tracking their classroom grades in all subjects and taking AR assessments.
12. Homeroom teachers will encourage students to select books in the students' zone of challenge (as determined by AR) and monitor their proper use of the 30 minutes of reading.
13. ELA and IR teachers will monitor students' AR quizzes and encourage students to select books in their zone of challenge (as determined by AR).

<b>Progress Monitoring:</b>			
<b>Initiative</b>	<b>How Often</b>	<b>How Will It Be Monitored</b>	<b>Who Is Responsible To Monitor</b>
PLCs	Monthly	Walk-throughs/Notes/Lesson Plans	Administrators/PLC Leader/Department Chairperson
Common Planning	Weekly	Notes/Lesson Plans	Teachers
30 minutes of reading	Daily	Walkthroughs/AR assessments and data	Administrators/Students/Teachers

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

# Middle School Action Plan

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

### ELA Focus 2

#### Focus: Writing: Argumentative & Informational

**Goal: By the end of the year, we expect our students to be able to...** apply close reading strategies to produce a final written product based on analysis of multiple sources.

### 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. September's school-based training will support "Unpacking the Prompt", and will focus on understanding and using the district-provided rubric for argumentative and informational writing.
2. October's school-based training will focus on "Marking the Text," and will illuminate the differences between shallow text-marking and purposeful text-marking appropriate to the task and purpose. The school-specific portion of the training will include professional development supporting inclusive classroom teachers and their ESE students.
3. November's school-based training will focus on "Planning for the Essay", using purposeful text-marking and planning to support students' aim/thesis.
4. January's school-based training will synthesize previous professional development, culminating in "Writing the Essay."

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

1. Instructional Coach will model writing lessons using text evidence in grade-level PLCs with teachers (ongoing as needed).
2. Instructional Coach and teachers will collaborate to create a checklist of the phases of the Close Reading protocol and elements of writing performance tasks.
3. Instructional Coach will provide training to new and untrained teachers on Instructional Shifts and OCSD balanced literacy model and best practices.
4. School-wide writing days will be established, allowing teachers to provide specific feedback according to rubrics, and to allow students to improve writing strengths.
  5. \* A baseline writing sample will be gathered by Sept. 3 to allow teachers to begin to analyze student writing strengths and weaknesses. The instructional coach will review writing samples with teachers Sept. 14, modeling use of the approved rubric.
    - \* Teachers will select a grade-appropriate prompt targeting specific skills for the next school-wide writing day, Oct. 29. Teachers will review and provide formative feedback for students.
    - \* Teachers will select a grade-appropriate prompt targeting specific skills for the next school-wide writing day, Dec. 3. Students will self-assess, using the rubric, then teachers will provide specific feedback.
    - \* In preparation for the FSA writing module, the next school-wide writing day is January 7. Students will self-assess, using the rubric, and teachers will provide specific feedback.
    - \* The final school-wide writing installment will be in April (TBA) in order to continue to address vertical alignment.

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

1. Teachers will utilize Houghton Mifflin's curriculum adopted by school district secondary schools for writing
2. Students will use text and other sources to complete a writing assignment demonstrating ability to synthesize information and produce a final product.
3. Teachers will instruct students and model the use of classroom and/or district-approved writing rubrics.
4. Students will evaluate their own writing using the characteristics found in the state-provided FSA Writing Rubric for informational and argumentative writing.
5. Teachers and students will meet to discuss feedback on written assignments and will analyze student writing using the parameters of the rubric appropriate to the task.
6. Using the gradual release model (ex. "I do, we do, you do"), teachers will initially guide students to code and annotate text following school-wide procedures in order to support written conclusions for informational and/or argumentative writing.

7. Students will code and annotate the text appropriately, depending on which type of written assignment they are preparing.

8. Students will use peer conferences, note-taking and student talk to develop both oral and written responses to text-dependent questions, using text evidence and elaboration in their responses.

<b>Progress Monitoring:</b>			
<b>Initiative</b>	<b>How Often</b>	<b>How Will It Be Monitored</b>	<b>Who Is Responsible To Monitor</b>
Common Planning	monthly	Walkthrough/Lesson Plans	Administrators
PLC	monthly	Walkthrough/Lesson Plans	Administrators
School-wide writing	as indicated	Student samples	Teachers/Administrators

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

# Middle School Action Plan

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

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

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

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

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

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

## **Middle School Action Plan**

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

<b>ELA Levels 1 and 2 Focus</b>
<b>Focus: Intensive Reading (IR)</b>
<b>Goal: By the end of the year, we expect our students to be able to...</b> apply the components of the Close Reading process to analyze and synthesize texts (both fiction and nonfiction) and other materials at increasing levels of complexity.

<b>Professional Development and Activities:</b>
<b>School-based:</b> <ol style="list-style-type: none"><li>1. New and untrained teachers will be offered CRIS training September 16 and October 20.</li><li>2. The Instructional Coach will assist the IR teacher to analyze data and pinpoint specific areas of weakness and strengths for students.</li><li>3. IR teacher and Instructional Coach will attend training for Achieve 3000 September 1.</li></ol>

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

1. Common planning for all reading teachers to analyze data, conduct collegial conversations and share and analyze student work samples.
2. Analyze DEA data to determine the appropriate cut-off score for students to participate in Intensive Reading classes and schedule students according to their scores.
3. Reserve the appropriate number of seat licenses for Achieve 3000.
4. Establish 30 minutes of daily reading at the beginning of each school day, (7:30-8 a.m.) in an assigned homeroom. All middle school teachers will have a homeroom class in order to ensure fewer students in each class, making monitoring students and allowing them to check grades a smoother process. During this time, the teacher will guide up to four students each day to check and chart their grades in each class using the online portal. Teachers will be instructed to monitor students to ensure they are only reading during this time, although reading a school- or teacher-provided text in anticipation of an assessment is encouraged.

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

1. Teachers will identify and use data to determine instructional strategies appropriate to students.
2. Teachers will teach essential skills and strategies, targeting specific student weaknesses.
3. Teachers will provide differentiated instruction based on assessment results and provide instruction based on students' needs.
4. Teachers will provide opportunities to apply skills and strategies in reading and writing meaningful text.
5. Students will engage with increasingly complex texts.
6. Students will use sentence frames and appropriate graphic organizers to scaffold thorough answers to text-based questions and situations.
7. Teachers will monitor student progress.
6. Students will regularly access Achieve 3000 program.
7. Students will, with differentiated instruction, use strategies to read and comprehend increasingly complex text.



<b>Progress Monitoring:</b>			
<b>Initiative</b>	<b>How Often</b>	<b>How Will It Be Monitored</b>	<b>Who Is Responsible To Monitor</b>
Achieve 3000	Daily	Online data/student classroom scores	Teacher/student
30 minutes of reading	Daily	Walk-throughs/Observation/student-made charts	Administrator/Teacher/Students
Accelerated Reader	As timely	Online record	Teacher/student

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

## Middle School Action Plan

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

<b>ELA Subgroup Focus</b>	
<b>Subgroup:</b> Students scoring Level 4 and 5	<b>Focus:</b> Critical Source Analysis
<b>Goal:</b> By the end of the year, we expect our students to be able to... critically analyze multiple sources in order to develop and defend original arguments.	

<b>Professional Development and Activities:</b>
<b>School-based:</b> <ol style="list-style-type: none"><li>1. Teachers of high-performing students will meet with peers at the high school level to ensure vertical alignment for the move to high school.</li><li>2. The Instructional Coach will meet with teachers of high-performing students to plan for small-group, targeted instruction.</li></ol>

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

1. Instructional Coach will model writing lessons using text evidence in grade-level PLCs with teachers (ongoing as needed).
2. Instructional Coach and teachers will collaborate to create a checklist of the phases of the Close Reading protocol and elements of writing performance tasks.
3. Instructional Coach will provide training to new and untrained teachers on Instructional Shifts and OCSD balanced literacy model and best practices.
4. School-wide writing days will be established, allowing teachers to provide specific feedback according to rubrics, and to allow students to improve writing strengths.
  5. \* A baseline writing sample will be gathered by Sept. 3 to allow teachers to begin to analyze student writing strengths and weaknesses. The instructional coach will review writing samples with teachers Sept. 14, modeling use of the approved rubric.
    - \* Teachers will select a grade-appropriate prompt targeting specific skills for the next school-wide writing day, Oct. 29. Teachers will review and provide formative feedback for students.
    - \* Teachers will select a grade-appropriate prompt targeting specific skills for the next school-wide writing day, Dec. 3. Students will self-assess, using the rubric, then teachers will provide specific feedback.
    - \* In preparation for the FSA writing module, the next school-wide writing day is January 7. Students will self-assess, using the rubric, and teachers will provide specific feedback.
    - \* The final school-wide writing installment will be in April (TBA) in order to continue to address vertical alignment.

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

1. Teacher will implement multiple source lessons.
2. Teachers will model critical analysis of sources.
3. Students will display an independent ability to critically analyze sources in their responses.
4. Teachers will provide opportunities for students to display enhanced arguments.
5. Teachers will plan for differentiated instruction, targeting students who score Level 4 and Level 5 on standardized assessments.
6. Teachers will utilize Houghton Mifflin's curriculum adopted by school district secondary schools for writing

7. Students will use text and other sources to complete a writing assignment demonstrating ability to synthesize information and produce a final product.
8. Teachers will instruct students and model the use of classroom and/or district-approved writing rubrics.
9. Students will evaluate their own writing using the characteristics found in the state-provided FSA Writing Rubric for informational and argumentative writing.
10. Teachers and students will meet to discuss feedback on written assignments and will analyze student writing using the parameters of the rubric appropriate to the task.
11. Using the gradual release model, teachers will initially guide students to code and annotate text following school-wide procedures in order to support written conclusions for informational and/or argumentative writing.
12. Students will code and annotate the text appropriately, depending on which type of written assignment they are preparing.
13. Students will use peer conferences, note-taking and student talk to develop both oral and written responses to text-dependent questions, using text evidence and elaboration in their responses.

<b>Progress Monitoring:</b>			
<b>Initiative</b>	<b>How Often</b>	<b>How Will It Be Monitored</b>	<b>Who Is Responsible To Monitor</b>
Peer Meeting for vertical alignment	Once per semester	Notes/collegial conversation	Administrator
PLC	Monthly	Walkthrough/Lesson Plans	Administrator
Common Planning	Monthly	Walkthrough/Lesson Plans	Administrator

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

## Middle School Action Plan

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

#### **ELA SWD Focus**

**Focus:** Everyday Instructional Reading

**Goal:** By the end of the year, we expect our students to be able to... identify and utilize components of the close reading and Everyday Instructional Reading processes in order to effectively compare and contrast a variety of texts and sources.

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

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

1. Teachers who have not been trained will be offered CRISS training September 16 and October 20.
2. ESE teachers will attend and utilize training in the "Standing Up for Me" program.
3. Training/refresher in Accelerated Reader program will be offered during the school-based portion of professional development.
4. Establish a Learning Strategies course specifically for students with disabilities on an IEP. This course will focus on issues specific to the SWD population, including organizational skills, study habits and learning styles.

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

1. School will order "Standing Up for Me" materials prior to December to be used during ESE training.
2. Teachers will be given access to the Accelerated Reader program in order to monitor student progress and analyze data.
3. Common planning among disciplines will be arranged in the schedule.
4. Schedule qualified students into the Learning Strategies course (taking the place of an elective).

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

1. The middle school ESE teacher will teach the Learning Strategies course, incorporating portions of "Standing Up for Me" curriculum when appropriate.
2. ESE teacher will provide copies of IEP accommodations to all general education teachers (including teachers of electives) during pre-planning.
3. Guidance Counselor will provide copies of 504 plans to all general education teachers during pre-planning.
4. Using the guided release model, teachers will remind students of their allowable accommodations prior to testing, assignments, etc.
5. Students will know and understand their accommodations and will appropriately self-advocate for these accommodations during classroom and assessment situations.
6. Teachers will provide a visual reminder/model of text-marking strategies, explicitly teach vocabulary and model the use of text-marking and note-taking strategies during instruction in order to assist SWD's comprehension of similarities and differences in texts, passages, videos and other sources.
7. Students will use appropriate text-marking and note-taking strategies in order to assist their comprehension of similarities and differences in texts, passages, videos and other sources.
8. Using the guided release model, teachers will monitor students' note-taking, including recording of assignments due in order to assist with lacking organizational skills.
9. Students will ask for clarification of assignments and due dates, appropriately recording the information, according to the Learning Strategies class.
10. General Education and ESE teachers will coordinate in order to provide allowable accommodations (ex., extended time) for eligible students.

<b>Progress Monitoring:</b>			
<b>Initiative</b>	<b>How Often</b>	<b>How Will It Be Monitored</b>	<b>Who Is Responsible To Monitor</b>
Learning Strategies Class	Daily	Walk-throughs	Administrators

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

**School Action Plan Based on Data: Middle School**  
*Social Studies*

<b>District Goal:</b>	<b>Students shall demonstrate social studies proficiency at or above the expected grade level.</b>
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<b>Objectives:</b>
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<b>Civics</b> The percentage of all curriculum students who will be proficient in Civics as defined by the State of Florida on the Florida Civics End-of-Course Exams will be at least            %.
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<b>U.S. History</b> The percentage of all curriculum students who will be proficient in U.S. History as defined by the State of Florida on the Florida U.S. History End-of-Course Exams will be at least            %.
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## Middle School Action Plan

### *Social Studies: Strategies & Programs to Support the Objectives*

#### **Social Studies Focus 1**

##### **Focus: Pathway to Close and Critical Reading with an Emphasis on the Standards**

**Goal: By the end of the year, we expect our students to be able to...** use close reading strategies with primary and secondary source reading passages of varying lengths to locate support within the text for conclusions drawn.

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

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

1. District-provided and school-based professional development will be offered to social studies teachers, focusing on the Close Reading protocols and Everyday Instructional Reading components.
2. Social Studies PLCs will meet to designate the number and complexity of sources students will read in sixth, seventh, and eighth grades.
3. Provide a common planning schedule for all social studies teachers in order to provide opportunity for collegial conversations concerning vertical alignment.
4. All teachers new to the district will receive a 1/2 day professional development training focused on literacy shifts and Everyday Instructional Reading.
5. All untrained teachers will be offered CRISS training (September 18 and October 20).

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

1. Administrators will schedule data chats monthly with social studies teachers.
2. Administrators will arrange for common planning for social studies teachers.
3. Provide ancillary social studies materials to be used for the close reading skill of determining purpose for reading, re-reading, marking the text, taking notes, answering questions by referring to the text read, and class discussion.
4. Meet in Social Studies PLCs for progress monitoring of action steps.

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

1. Students will interact with text through: audiovisual support, reading the textbook, whole group and individual reading, reading multiple complex passages, marking and annotating the text, oral presentations, primary and secondary sources and student talk.
2. Teachers will select complex text of varying lengths relevant to the essential question for close reading activities.
3. Text will be read with support for the first cold read. Following that, there will be an in-depth analysis through multiple readings for a given purpose based on the standards and the culminating task.
4. Examples of text-marking strategies will be given and students will implement them during in-depth analysis (DBQ/Close reads).
5. Students will participate in student talk on the topics of the close read materials, which are drawn from essential questions and the benchmarks.
6. Students will answer questions using multiple strategies such as: Read, Recall, Check, Organize Summarize; One Sentence Summaries; student talk during the DBQ/Close read process.
7. Students will be provided with varied textual sources including pictures, diagrams, digital resources, graphs, written text, and charts in both primary and secondary source format to read during the DBQ/Close read process.
8. Students will learn the meaning of new vocabulary words through direct instruction and context clues during the DBQ/Close read process.

<b>Implementation Monitoring:</b>			
<b>Initiative</b>	<b>How Often</b>	<b>How Will It Be Monitored</b>	<b>Who Is Responsible To Monitor</b>
Common Planning	Weekly	Progress Chats, PLCs, collegial conversation	Administrators, teachers
Student talk	Weekly	Observation/Walk-through	Administrators
Use of ancillary materials	Monthly	Observation, variety of formative assessments	Administrators, teachers

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

## **Middle School Action Plan**

### ***Social Studies: Strategies & Programs to Support the Objectives***

#### **Social Studies Focus 2**

#### **Focus: Writing Argumentative & Informational**

**Goal: By the end of the year, we expect our students to be able to...** support an argument or provide information based on text evidence using primary and secondary source passages.

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

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

1. District-provided and school-based professional development will be offered to social studies teachers, focusing on the Close Reading protocols and Everyday Instructional Reading components.
2. Social Studies PLCs will meet to designate the number and complexity of sources students will read in sixth, seventh, and eighth grades.
3. Provide a common planning schedule for all social studies teachers in order to provide opportunity for collegial conversations concerning vertical alignment.
4. All teachers new to the district will receive a 1/2 day professional development training focused on literacy shifts and Everyday Instructional Reading.
5. All untrained teachers will be offered CRIS training (September 18 and October 20).

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

1. Administrators will schedule data chats monthly with social studies teachers.
2. Administrators will arrange for common planning for social studies teachers.
3. Provide ancillary social studies materials to be used for the close reading skill of determining purpose for reading, re-reading, marking the text, taking notes, answering questions by referring to the text read, and class discussion.
4. Meet in Social Studies PLCs for progress monitoring of action steps.

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

1. Teachers will model and guide students through text-marking and annotating strategies for primary and secondary sources, including marking text during a first read, purposeful marking to answer questions, and purposeful marking to defend a position.
2. Students will use text-marking strategies appropriate to a given task involving written responses (ex., DBQ, information writing, etc.)
3. Teachers will select complex text of varying lengths relevant to the essential question for close reading activities.
3. Text will be read with support for the first cold read. Following that, there will be an in-depth analysis through multiple readings for a given purpose based on the standards and the culminating task.
4. Students will participate in student talk prior to engaging in a written response in order to take another's point and defend their own.
6. Students will answer questions using multiple strategies such as: Read, Recall, Check, Organize Summarize; One Sentence Summaries; student talk during the DBQ/Close read process.
7. Students will be provided with varied textual sources including pictures, diagrams, digital resources, graphs, written text, and charts in both primary and secondary source format to read during the DBQ/Close read process.
8. Students will learn the meaning of new vocabulary words through direct instruction and context clues during the DBQ/Close read process, and will embed this vocabulary into written responses.

<b>Implementation Monitoring:</b>			
<b>Initiative</b>	<b>How Often</b>	<b>How Will It Be Monitored</b>	<b>Who Is Responsible To Monitor</b>
Common Planning	weekly	Notes/Lesson plans/walkthrough	Administrators
Student Talk	at least weekly	Walkthrough/reflection	Administrators/teachers
Use of ancillary materials	weekly	Lesson plans/walkthrough	Administrators

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

## School Action Plan Based on Data

### *Math*

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

<b>Objectives:</b>	
<b>AMO:</b>	The percentage of all curriculum students who will be proficient in math as defined by the State of Florida on the Florida Standards Assessment Test will be at least        %.
<b>AMO:</b>	The percentage of SWDs who will be proficient in math on the Florida Standards Assessment Test will be at least        %
<b>AMO:</b>	The percentage of ELL students who will be proficient in math on the Florida Standards Assessment Test will be at least        %
<b>Elementary:</b>	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        %.
<b>Elementary:</b>	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        %.
<b>Elementary:</b>	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        %
<b>Middle:</b>	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        %.
<b>Middle:</b>	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        %.
<b>Middle:</b>	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        %



# Elementary 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)	49	6%	16%		43%	35%	78%	77%	79%	100%	50%	50%		100%	78%
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)	42	2%	7%		52%	38%	90%	89%	91%	100%	83%	100%		83%	93%
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)	41	0%	20%		59%	22%	80%	80%	81%	100%	50%	100%		80%	83%
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)	44	0%	16%		77%	7%	84%	85%	83%	100%	80%	100%	100%	83%	82%
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)	45	0%	4%		78%	18%	96%	96%	95%	100%	100%	100%		100%	94%
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)	101	2%	13%		44%	42%	85%	79%	92%	50%	87%	100%		91%	84%
District 2015	2,102	2%	14%	47%	38%	84%	83%	86%	88%	74%	79%	88%	87%	87%	60%	66%	77%

		Common Core STRANDS (Average score for each subgroup)												
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	49	77	76	78	100	50	75		83	77	64	50	76
	District	2,387	83	81	84	87	74	82	79	82	84	72	79	80
Meas. & Data	2015	49	84	81	89	100	84	83		93	82	73	83	82
	District	2,387	84	83	86	79	76	81	82	83	86	72	78	81
Geometry	2015	49	87	85	90	100	84	75		93	87	74	67	86
	District	2,387	88	87	89	87	82	87	88	88	89	80	84	86
Base Ten	2015	49	77	78	75	100	38	88		90	76	58	75	78
	District	2,387	83	83	84	93	72	82	86	83	85	73	81	80

		Common Core STRANDS (Average score for each subgroup)												
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	42	76	69	82	100	61	88		71	79	65		70
	District	2,361	76	76	76	83	69	73	66	77	77	64	73	73
Meas. & Data	2015	42	81	76	86	88	75	94		82	82	70		78
	District	2,361	80	79	80	82	69	77	80	79	82	72	74	76
Geometry	2015	42	65	61	67	100	61	67		58	65	58		58
	District	2,361	68	67	69	71	62	64	67	66	69	61	61	65
Base Ten	2015	42	86	84	87	88	88	88		79	86	69		83
	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	41	83	84	82	75	75		90	83	75	75	78
	District	2,351	86	85	93	77	84	90	86	87	76	81	83
Meas. & Data	2015	41	79	85	82	75	100		75	79	75	38	70
	District	2,351	80	82	86	71	79	88	80	82	70	76	76
Geometry	2015	41	83	80	83	83	67		86	83	72	33	80
	District	2,351	90	90	92	88	91	88	91	90	84	90	89
Base Ten	2015	41	81	85	85	70	80		74	84	72	60	76
	District	2,351	84	86	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	44	74	73	80	78	80	80	85	69	60		68
	District	2,367	76	75	86	70	71	55	75	77	62	61	71
Meas. & Data	2015	44	77	75	90	82	80	60	75	76	67		78
	District	2,367	78	78	85	69	74	73	76	80	68	65	75
Geometry	2015	44	73	73	75	75	67	100	67	74	71		74
	District	2,367	75	74	76	65	72	67	72	78	65	62	72
Base Ten	2015	44	76	79	75	75	58	50	71	79	64		74
	District	2,367	75	76	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	45	69	73	65	17	63	67		67	72	57	65
	District	2,062	74	74	73	75	67	71	73	74	75	65	61
Meas. & Data	2015	45	72	77	66	38	75	94		76	71	64	72
	District	2,062	71	74	68	78	61	69	70	71	72	59	64
Geometry	2015	45	84	81	88	50	75	88		75	87	75	80
	District	2,062	83	84	82	82	76	81	80	81	85	72	73
Base Ten	2015	45	91	89	93	100	88	100		94	90	86	88
	District	2,062	89	89	89	93	85	88	92	91	90	80	83

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	101	84	82	85	88	80	81		89	84	74	80
	District	2,102	86	86	86	88	81	83	91	85	87	76	72
Meas. & Data	2015	101	73	68	79	75	71	59		73	75	48	59
	District	2,102	77	77	77	86	70	72	79	77	79	64	65
Geometry	2015	101	84	80	88	75	81	92		82	84	70	79
	District	2,102	86	86	86	89	83	81	81	85	87	76	73
Base Ten	2015	101	79	76	82	72	80	84		89	77	55	69
	District	2,102	75	76	74	83	67	68	82	76	77	57	58

# **Elementary FSA Math Data (By Grade)**

*Math: Data*

# Elementary School Action Plan

## *Math: Assessment Data Analysis*

### **What does the analysis of your school data tell you about your school's academic strengths?**

Probable the most significant number that can be regarded as a strength for the 1st year of DEA math testing, would be that of our level 1 students. Only 4 of 132 tested at the primary grades were at the level 1 status and only 1 student in 200 tested at the intermediate level was at level 1. All grade levels were at or close to district average with our 4th grade being ten percentage points above the district average. The cc strands showed no significant areas of strength with most all being at district average.

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

The only significant numbers to find improvement in lie in our kindergarten operations and Base Ten strands. Most all other grade levels showed district averages, give or take a couple of percentage points with 2nd grade geometry falling a little behind. Our primary grades showed numbers a little less than district average with on Test C of the DEA test, so this is an area of concern.

# Elementary School Action Plan

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

### **Math Focus 1**

#### **Focus: Strategies to Support Standards-based Instruction and Assessments**

**Goal: By the end of the year, we expect our students to be able to...**apply and extend real-world problem solving processes within whole and small group settings after proper classroom instruction, modeling and discussion has taken place. Students will be required to transfer understanding of strategies to mastery through formative and informative assessments.

### **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. Central message supported by school-based professional development delivered through district Math Coaches.
2. Training will be facilitated by the Math Coach to all teachers new to OCSD in the Standards for Mathematical Practices and Balanced Math Model (September 1/2 day training.)
3. Math Coach will guide teachers when needed to use the Math standards and FSA Item Specs as a framework for creating applicable formative assessments.
4. Math Professional Development will be provided on instructional strategies, including student talk and math stations (September, October, November, 1/2 day training.)
5. Teachers will receive grade-level training from the Math Coach to utilize and access the district Math Curriculum Map (September, 1 hour).
6. Refresher/training on ThinkCentral website embedded during Math Coach sessions of professional development.
7. Multi-grade level PLCs bi-monthly.
8. Grade level PLCs monthly.
9. Meetings with the Math Coach to help implement and support Math focus, including making available curriculum-based videos modeling concepts to be



taught.

10. Department PLCs will meet monthly, focusing on horizontal and vertical alignment discussions.

11. Math Coach will assist teachers with data analysis on request, according to grade level and course standards.

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

1. Order requested materials and have them available for review on/before August 10.
2. Math Professional Development provided by the Math Coach (September, October, November/December and January/February).
3. Acquire additional lessons, activities, and resources via CPALMS, Brainpop, FSA Achiever, Think Central, Xtra Math, Discovery Education, and Florida DOE.
4. Order Dynamath (spiraling activities) for Grade 5 at [www.dynamath.com](http://www.dynamath.com).

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

1. Teachers will identify specific deficient areas using FSA/DEA and other available data in order to determine student strengths and weaknesses, utilizing this information to drive instruction and write PMPs when necessary.
2. Teachers will provide intensive in-class intervention in accordance with student PMP and Pupil Progression Plan.
3. Teachers will provide frequent opportunities for practice of concepts that reveal student areas of deficiency.
4. Teachers will recommend Plan of Care tutoring for struggling and low-performing students.
5. Students will participate in daily practice of deficient skills through spiraling activities, centers, small group intensive instruction, FSA Achiever and other assignments/quizzes.
6. Teachers will utilize DEA and in-classroom assessments to identify areas of horizontal vertical alignment weaknesses.
7. Teachers will implement math vocabulary strategies as part of explaining and justifying steps when solving problems.
8. Teachers will utilize questioning techniques to stimulate methodical questions and thinking during the solution process.
9. Teachers will model strategies and processes for solving problems and allow student questions and discussions.
10. Students will defend solutions by showing and explaining their problem-solving methods.
11. Teachers will guide students to make connections between previously learned concepts and the current skill.
12. Students will identify and explain (connect) how previously learned math processes were used in the strategy for solving problems.
13. Students will identify mistakes in math solutions, explain the error, and complete the solution process correctly.
14. Teachers will instruct students on the proper use of the Sage and Scribe method to justify solutions and strategies.

15. Students will implement Sage and Scribe methods to justify their problem-solving strategies.

<b>Progress Monitoring:</b>			
<b>Initiative</b>	<b>How Often</b>	<b>How Will It Be Monitored</b>	<b>Who Is Responsible To Monitor</b>
PLCs	Monthly	Observation/notes	Administrators/PLC leader

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

# Elementary School Action Plan

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

<b>Math Focus 2</b>
<b>Focus: Purposeful Spiraling</b>
<b>Goal: By the end of the year, we expect our students to be able to...</b> extend and retain mathematical practices and apply previously learned skills to new mathematical situations.

<b>Professional Development and Activities:</b>
<b>District:</b> 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. <ul style="list-style-type: none"><li>• Spiraling in the First 30 Days ( Routines, Fluency, Mini-Lesson, Stations and Small Group)</li><li>• Formative Assessments (Observations, Questioning, Peer/Self -Assessment, Student Talk, Exit Slips, Graphic Organizers)</li><li>• Differentiation (Whole Group, Small Group, Stations, Questioning, Tasks)</li><li>• Problem Solving-Promoting Productive Struggle (Mathematical Practice 1)</li></ul>
<b>School-based:</b> 1. Multi-grade level PLCs bi-monthly.  2. Grade-level PLCs monthly.  3. Meetings with Math Coach to help implement and support Math Focus and district central message.  4. Make available videos concerning spiraling available to teachers.

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

1. Order/make available supplemental spiraling resources before August 10th.
2. Provide 50-minute P.E. block to allow for support of ESE and/or struggling math students on a weekly basis as approved through the MTSS process.
3. Acquire additional lessons, activities, and resources via CPALMS, Brainpop, FSA Achiever, Think Central, Xtra Math, Discovery Education and Florida DOE.
4. ESE/SLD teacher will coordinate with classroom teachers to provide support during 50-minute P.E. block for struggling students who have been approved through the MTSS process.
5. Coordinate with Math Coach to arrange for additional in-class support and modeling as requested by teachers.

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

1. Teachers will identify specific deficient areas using FSA/DEA, and other available data to write a corresponding PMP.
2. Teachers will provide intensive in-class intervention in accordance with student PMP and Pupil Progression Plan.
3. Teachers will create/use assessments and integrate outside resources to provide additional opportunities to enhance and practice math facts for fluency.
4. Teachers will recommend after school tutoring (Plan of Care) for struggling and low-performing students.
5. Students will participate in daily practice of skills through spiraling activities, small group instruction, problem of the day, Daily Math Practice, FSA Achiever, etc.

**Progress Monitoring:**

Initiative	How Often	How Will It Be Monitored	Who Is Responsible To Monitor
Progress chats	Monthly	Notes, lesson plans	Administrators
PLC	Monthly	Notes, observation	Administrators/Teachers

**Evaluation:**

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

**Refinement of Goal (Completed at the Beginning of Second Semester):**

# Elementary School Action Plan

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

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

**Focus:** Fluency

**Goal:** By the end of the year, we expect our students to be able to...recall and apply grade-appropriate math facts with fluency in order to support problem-solving strategies.

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

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

1. Multi-grade level PLCs bi-monthly.
2. Grade-level PLCs monthly.
3. Meetings with Math Coach to help implement strategies for building math fluency.
4. Make available videos concerning spiraling available to teachers.
5. Order/make available supplemental spiraling resources before August 10th.
6. Provide 50-minute P.E. block to allow for support of ESE and/or struggling math students on a weekly basis as approved through the MTSS process.

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

1. Order/make available supplemental spiraling resources before August 10th.
2. Provide 50-minute P.E. block to allow for support of ESE and/or struggling math students on a weekly basis as approved through the MTSS process.
3. Acquire additional lessons, activities, and resources via CPALMS, Brainpop, FSA Achiever, Think Central, Xtra Math, Discovery Education and Florida DOE.
4. ESE/SLD teacher will coordinate with classroom teachers to provide support during 50-minute P.E. block for struggline students who have been approved through the MTSS process.
5. Coordinate with Math Coach to arrange for additional in-class support and modeling as requested by teachers.

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

1. Teachers will identify specific deficient areas using FSA/DEA, and other available data to write a corresponding PMP.
2. Teachers will provide intensive in-class intervention in accordance with student PMP and Pupil Progression Plan.
3. Teachers will create/use assessments and integrate outside resources to provide additional opportunities to enhance and practice math facts for fluency.
4. Teachers will recommend after school tutoring (Plan of Care) for struggling and low-performing students.
5. Students will participate in daily practice of skills through spiraling activities, small group instruction, problem of the day, Daily Math Practice, FSA Achiever, etc.

**Progress Monitoring:**

Initiative	How Often	How Will It Be Monitored	Who Is Responsible To Monitor
Progress chats	Monthly	Notes/lesson plans	Teachers/Administrators
PLC	Monthly	Notes/observation	Administrators

**Evaluation:**

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

**Refinement of Goal (Completed at the Beginning of Second Semester):**



# Elementary School Action Plan

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

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

**Focus:** Fluency

**Goal:** By the end of the year, we expect our students to be able to...recall and apply grade-appropriate math facts with fluency in order to support problem-solving strategies.

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

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

1. Multi-grade level PLCs bi-monthly.
2. Grade-level PLCs monthly.
3. Meetings with Math Coach to help implement strategies for building math fluency.
4. Make available videos concerning spiraling available to teachers.
5. Order/make available supplemental spiraling resources before August 10th.
6. Provide 50-minute P.E. block to allow for support of ESE and/or struggling math students on a weekly basis as approved through the MTSS process.

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

1. Order/make available supplemental spiraling resources before August 10th.
2. Provide 50-minute P.E. block to allow for support of ESE and/or struggling math students on a weekly basis as approved through the MTSS process.
3. Acquire additional lessons, activities, and resources via CPALMS, Brainpop, FSA Achiever, Think Central, Xtra Math, Discovery Education and Florida DOE.
4. ESE/SLD teacher will coordinate with classroom teachers to provide support during 50-minute P.E. block for struggline students who have been approved through the MTSS process.
5. Coordinate with Math Coach to arrange for additional in-class support and modeling as requested by teachers.

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

1. Teachers will identify specific areas of deficiency using FSA/DEA, and other available data to write a corresponding PMP.
2. Teachers will provide intensive in-class intervention in accordance with student PMP and Pupil Progression Plan.
3. Teachers will create/use assessments and integrate outside resources to provide additional opportunities to enhance and practice math facts for fluency.
4. Teachers will recommend after school tutoring (Plan of Care) for struggling and low-performing students.
5. Students will participate in daily practice of skills through spiraling activities, small group instruction, problem of the day, Daily Math Practice, FSA Achiever, etc.

**Progress Monitoring:**

Initiative	How Often	How Will It Be Monitored	Who Is Responsible To Monitor
Progress Chats	Monthly	Notes/Lesson Plans	Administrators
PLCs	Monthly	Notes/Lesson Plans	Administrators

**Evaluation:**

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

**Refinement of Goal (Completed at the Beginning of Second Semester):**

# Elementary School Action Plan

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

<b>Math Levels Subgroup Focus</b>	
<b>Subgroup:</b> Students who are EBD	<b>Focus:</b> Problem-solving
<b>Goal:</b> By the end of the year, we expect our students to be able to... learn and apply multiple problem-solving strategies in order to solve mathematical situations.	

<b>Professional Development and Activities:</b>	
<b>School-based:</b>	
1. District-provided central message in September, October, November and January for all mathematics teachers.	
2. Extended professional development for teachers who have EBD (Emotional Behavioral Disabilities) students in general education classes, focusing on best practices for engaging EBD students in traditional classroom settings. Training will include strategies for teachers and will take place after the District central message training in October and December.	
3. Site-based behavior analyst "on call" to help implement or support plans to help students who are EBD access the full classroom education opportunity.	
4. Multi-grade level PLCs bi-monthly.	
5. Grade-level PLCs monthly.	
6. Meetings with Math Coach to help implement and support Math Focus and district central message.	
7. Make available videos concerning spiraling available to teachers.	

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

1. Schedule specific training for general education teachers who have students who are EBD in their classrooms.
2. Provide a reference guide for teachers to refer to during the year and between trainings.
3. Coordinate schedules between general education and case manager for students who are EBD to allow for collegial conversations.
4. Provide classroom coverage for general education teacher to attend annual IEP meetings and IEP interim meetings.
5. Access to the site-based behavioral analyst for assistance in supporting EBD students accessing general curriculum.

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

1. Teachers will apply specific strategies for students who are EBD during their instruction. Use of these strategies will be targeted specifically to help students who are EBD be able to use mathematical reasoning following all steps required.
2. Students will apply taught strategies from their case manager to respond to academic situations which require students to provide a variety of problem-solving techniques.
3. ESE case manager will provide general education teachers copies of students' IEPs including accommodations, Behavior Improvement Plans (where applicable), and proven strategies during pre-planning.
4. Teachers will allow students time or setting changes in order to apply taught strategies to manage their own behavioral choices in order to remain a participatory member of the classroom.
5. Students will use time and setting change to apply taught strategies to manage their own behavioral choices in order to remain a participatory member of the classroom.
6. ESE case manager and general education teachers will collaborate in order to help students problem-solve.

<b>Progress Monitoring:</b>			
<b>Initiative</b>	<b>How Often</b>	<b>How Will It Be Monitored</b>	<b>Who Is Responsible To Monitor</b>
Progress chats	Monthly	Notes	Administrators
PLCs	Monthly	Notes	Administrators
Collegial conversations with ESE case manager	As needed	Notes	Teachers

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

# Elementary School Action Plan

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

<b>Math SWD Focus</b>
<b>Focus:</b>
<b>Goal: By the end of the year, we expect our students to be able to...</b> understand and correctly use domain-specific vocabulary in order to comprehend and solve grade-level mathematic situations correctly.

<b>Professional Development and Activities:</b>
<b>School-based:</b>
1. ESE teachers will attend grade-band (K-2 or 3-5) district-provided and school-based mathematic professional development.
2. ESE teachers will have a scheduled opportunity to meet with the Math Coach to reinforce the district-central message or to provide classroom modeling for application of professional development for students with disabilities.
3. PLCs after school among ESE teachers for collegial discussion and sharing of student work, providing for opportunity to discuss and adjust vertical alignment.
4. Provision of supplemental math activities/resources (ex., TouchMath, Xtra math, etc.).
5. Establish 50-minute P.E. blocks to allow support for SWD in general education classrooms who need mathematic academic support.

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

1. Schedule opportunities for the Math Coach to meet specifically with ESE teachers to model and/or explain the application of professional development for students with disabilities.
2. Schedule 50-minute P.E. blocks by grade level.
3. ESE teacher will coordinate among classroom teachers and P.E. Coach to establish a consistent time for weekly mathematic support.
4. Order/provide all supplemental materials by August 10th.
5. Address progress of SWD during scheduled monthly data/progress chats.
6. Lewis Leaders to work with identified small groups of students to model student talk and refine specific mathematic skills.

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

1. Teachers will explicitly teach math-specific vocabulary and deliberately use vocabulary frequently in classroom discussions.
2. Teachers will help students create interactive math journals (when this is part of the teacher's curriculum), individualizing as necessary to make journals accessible to all students.
3. Students will use interactive journals to study and to remind them of the correct use of math-specific vocabulary as well as step-by-step procedures.
4. Teachers will make and clearly display anchor charts or other visual prompts to remind students of math vocabulary and its proper use.
5. Teachers of Hearing Impaired students will create school-specific creative signs when no American Sign Language (ASL) sign exists for the mathematic terminology.
6. Teachers will use think-alouds and explicitly model step-by-step thinking when demonstrating problem-solving strategies.
7. Teachers will immediately correct observed errors to prevent students practicing procedures incorrectly.
8. Students will use math-specific vocabulary in classroom discussions, including when asking and answering questions.
9. Hearing-impaired students will use the correct sign for math-specific vocabulary when engaging in classroom discussion.
10. Students will echo step-by-step thinking (either orally, using ASL or when writing) when solving mathematic situations.

<b>Progress Monitoring:</b>			
<b>Initiative</b>	<b>How Often</b>	<b>How Will It Be Monitored</b>	<b>Who Is Responsible To Monitor</b>
PLCs	Monthly	Walk-through	Administrators
Interactive Journals	As needed	Observation/Walk-through/Lesson Plans	Teachers/Administrators
Data Chats	Monthly	Observation	Administrators

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



# Middle School FCAT Math Data (By Grade)

## Math: Data

DEA Math		PROFICIENCY (Based on Common Core Assessment)															
Grade 6	# 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)	76	7%	13%	75%	5%	80%	75%	89%	100%	88%	100%	100%	70%	78%	60%	70%	
District 2015	1,211	3%	21%	69%	7%	76%	74%	78%	80%	68%	73%	40%	75%	79%	51%	43%	69%

DEA Math		PROFICIENCY (Based on Common Core Assessment)															
Grade 7	# Students Tested	Achievement Levels				% Proficient	Gender		Ethnicity						Status		
		LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4-5		M	F	A	B	H	I	M	W	ESE	ELL	F/R
2015 Post Test (C)	89	2%	19%	61%	18%	79%	76%	84%	100%	87%	60%	100%	80%	74%	57%	54%	
District 2015	1,172	6%	35%	53%	6%	59%	61%	57%	97%	49%	45%	33%	58%	62%	34%	17%	51%

DEA Math		PROFICIENCY (Based on Common Core Assessment)															
Grade 8	# 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)	81	1%	16%	57%	26%	83%	83%	82%	80%	92%	100%	92%	76%	90%	77%		
District 2015	990	8%	31%	51%	10%	61%	61%	61%	76%	50%	65%	80%	72%	61%	41%	42%	53%

		DEA Math											Common Core STRANDS (Average score for each subgroup)								
Grade 6		All Students		Gender (%)		Ethnicity (%)						Status (%)									
		# Students Tested	Overall %	Male	Female	A	B	H	I	M	W	ESE	ELL	F/R							
Numbers	2015	76	69	68	72	78	77	84	67	64	67	62		68							
	District	1,211	67	67	67	73	60	63	56	69	68	54	51	63							
Expression	2015	76	65	62	69	90	75	92	60	55	61	55		60							
	District	1,211	64	62	65	68	60	60	50	64	65	52	49	59							
Geometry	2015	76	67	65	69	70	75	80	60	66	64	55		66							
	District	1,211	71	71	72	72	59	72	68	72	73	57	57	68							
Statistics	2015	76	57	55	60	58	69	80	50	58	52	45		48							
	District	1,211	47	47	48	57	45	50	23	49	47	35	46	43							

		DEA Math											Common Core STRANDS (Average score for each subgroup)								
Grade 7		All Students		Gender (%)		Ethnicity (%)						Status (%)									
		# Students Tested	Overall %	Male	Female	A	B	H	I	M	W	ESE	ELL	F/R							
Numbers	2015	89	74	74	74	86	76	64	60	76	73	67		61							
	District	1,172	64	65	64	80	61	58	40	62	65	55	54	61							
Expression	2015	89	62	62	60	91	62	67	33	62	57	57		52							
	District	1,172	49	49	49	65	46	44	33	51	49	44	35	46							
Geometry	2015	89	64	63	67	77	66	55	75	60	64	58		58							
	District	1,172	57	57	57	69	51	50	46	57	58	48	32	53							
Statistics	2015	89	59	63	52	83	65	48	40	57	55	46		51							
	District	1,172	53	55	51	63	48	44	47	52	55	45	34	49							

DEA Math		Common Core STRANDS (Average score for each subgroup)											
Grade 8	All Students		Gender (%)		Ethnicity (%)						Status (%)		
	# Students Tested	Overall %	Male	Female	A	B	H	I	M	W	ESE	ELL	F/R
Numbers	2015	81	83	80	85	87	85		81	82	80		80
	District	990	72	72	72	71	70	70	78	71	62	54	68
Expression	2015	81	65	66	72	64	78		64	63	69		62
	District	990	56	57	66	53	55	64	57	56	47	49	52
Geometry	2015	81	76	79	74	77	82		80	75	80		75
	District	990	63	63	66	58	65	74	66	63	54	57	59
Statistics	2015	81	72	67	60	71	85		75	72	65		71
	District	990	60	59	65	51	62	70	66	60	53	50	55

School	# Students 2015	Test Score				Strand 1	Strand 2	Strand 3
		*2013	*2014	2015		2015	2015	2015
<b>FSA: Algebra 1 EOC</b>		Pass %				Algebra & Modeling (%)	Functions & Modeling (%)	Statistics & The Number System (%)
Lewis	9	100	100	100	0			
<b>DISTRICT</b>	<b>2,210</b>	77	74	81	+7			
<b>STATE</b>		64	66	67	+1			

\* Pearson Algebra 1

## **Middle School Action Plan**

### ***Math: Assessment Data Analysis***

#### **What does the analysis of your school data tell you about your school's academic strengths?**

This data shows that Lewis schools have wonderful math teachers and students that are able to learn from their teaching. We are well ahead of the district average in 7th and 8th grade FCAT Math data and the DEA data at these two levels is not far behind. Although our top percentile of 6th grade students were not tested, we were still above average compared to the district.

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

Although the percentage of proficiency is very high in our middle school grades, our area of concern would be the number of level 4/5 students that we have. With only approximately 40 students of our 240 that were tested to be at Level 4 or 5, this is an area of improvement in which we would like to improve on.

# Middle 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... show, explain, and justify individual steps when applying mathematical concepts to solving problems.

### Professional Development and Activities:

#### District:

The central message provided (September, October, November/December, and January/February) will focus on the standards and the grade specific FSA item specifications, with a detailed focus on:

- The standards with an emphasis on the Item Specs will drive our instructional focus
  - How does the mastery of the standard begin the instructional process?
  - How do we create multiple activities and strategies to drive instruction of a standard?
  - How are we designing formative and summative assessments with questions that are tied directly to assess knowledge of a standard?
  - How can we embed appropriate math practices, student talk, and spiraling to strengthen student ability to master a standard?

#### School-based:

1. Department PLCs will focus on horizontal and vertical alignment discussions.
2. Department PLCs will meet at a minimum of once a month.

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

1. Determine schedule for math professional development and secure dates math coach can be available at the school.
2. Order requested material to arrive prior to August 10th.
3. Provide common planning for subject-area teachers to ensure vertical alignment among grade levels.
4. Use DEA and in-class assessments to identify areas of horizontal and vertical alignment weakness, to be discussed in monthly data/progress chats with administrators.

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

1. Teachers will implement math vocabulary strategies as part of explaining and justifying steps when solving problems.
2. Teachers will utilize questioning techniques to stimulate methodical questions and thinking during the solution process.
3. Teachers will model strategies and processes for solving problems, encouraging student questions and discussions.
4. Students will defend solution by showing and explaining their problem-solving methods.
5. Teachers will guide students to make connections between previously learned concepts and the current skill.
6. Students will identify and explain (connect) how previously learned math processes are used in their strategy for solving current grade-level problems.
7. Students will identify mistakes in math solutions, explain the error, and complete the solution process correctly.
8. Students will implement Sage and Scribe methods to justify their problem-solving strategies.

**Progress Monitoring:**

<b>Initiative</b>	<b>How Often</b>	<b>How Will It Be Monitored</b>	<b>Who Is Responsible To Monitor</b>
PLCs	monthly	Observation/notes	Administrators/PLC leader
data/progress chats	monthly	Observation/notes	Administrators
Common planning	weekly	Observation/lesson plans	Administrators/teachers

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



# Middle 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...

### Professional Development and Activities:

#### District:

The central message provided (September, October, November/December, and January/February) focus on analyzing data for purposeful spiraling. Using item specifications, with a specific focus on:

- What does spiraling look like?
- What are the different ways teachers are spiraling (Bell ringers, exit passes, etc.)
- How is spiraling being determined? (DEA, prior assessments, teacher knowledge, etc.)
- How is it occurring within assessments?
- How is it monitored by teachers?

#### School-based:

1. Teachers will attend four school-based level middle grades math professional development meetings.

2. Student data will be analyzed to determine areas to be targeted by grade level and course standards.

3. Vertical cohesion in PLCs will allow teachers to become familiar with the courses and teaching strategies at different grade levels, which will allow teachers to develop effective spiraling methodologies.

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

1. Embed discussions and strategies on spiraling into department meetings.
2. Teachers will participate in school-based PLCs which will meet throughout the year. Teachers will have opportunities to collaborate, and share lessons and strategies through common planning.
3. Establish standardized steps for math procedurs by use of student notebooks.
4. During the school year, teachers will use classroom assessments and formative data to determine benchmarks that require spiraling.

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

1. Teachers will include spiral review questions as part of daily assignments.
2. Teachers will implement routine notebook quizzes based on standardized steps for math procedures.
3. Teachers will emphasize previous concepts and steps that are applicable to new material.
4. Teachers will review assignments/practice and allow for student questions.
5. Students will complete spiraling tasks thourgh formative and summative assessments (mini-assessments and concept checks.)
6. Students will self-assess through the use of concept checks and help determine areas in which they need reteaching.
7. Students will practice previously learned concepts.
8. Students will solve multi-step problems that incorporate previously learned concepts.

**Progress Monitoring:**

<b>Initiative</b>	<b>How Often</b>	<b>How Will It Be Monitored</b>	<b>Who Is Responsible To Monitor</b>
Common Planning	Daily	Observation/Lesson Plans	Administrators
PLCs	Monthly	Notes/Observation/Lesson Plans	Administrators
Student Notebooks	At least weekly	Observation	Teachers/Students
Progress Chats	Monthly	Notes/Observation	Administrators

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

## Middle School Action Plan

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

#### Math Levels 1 and 2 Focus 1

**Focus:** Foundation skills

**Goal:** By the end of the year, we expect our students to be able to... access foundational skills to enable our students to fluently perform grade level operations utilizing fractions.

#### Professional Development and Activities:

##### School-based:

1. PLCs
2. Common Planning to ensure vertical alignment.
3. Attend District-provided professional development, using portions after central message to focus on strategies targeting students who score Level 1 and Level 2.
4. In order to provide IM teachers with the skills necessary to improve math students' understanding and comprehension, IM teachers will receive a half-day of professional development once a quarter to create and use standards-based math stations to facilitate differentiated small group instruction and plan purposeful differentiated small-group instruction.

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

1. Establish Common Planning time to allow teachers to have collegial conversations and ensure vertical alignment among grade levels.
2. Establish the math coach's schedule, and solicit help -- at teacher request -- for modeling strategies targeting students who score Level 1 and Level 2 in classrooms.
3. Establish a cut-off score on DEA for students to receive Intensive Math course.
4. Schedule eligible students into IM classes, replacing an elective.
5. During summer break, order and install computers to allow students to access individualized programs building foundational skills.
6. Offer and encourage struggling students to attend tutoring offered through Plan of Care.
7. Schedule data chats with mathematics teachers.
8. Topics for professional development will include: implementing stations and class management; developing standards-based math rich discussion starters and probing questions, analyzing student data (DEA), Using data to write spiraled domain-specific station tasks.
9. IM teacher and school administrators will meet (September/January/May) to review diagnostic data to monitor the effectiveness of IM program and to make necessary adjustments to student learning goals the IM school action plan.
10. Instructional math coach and IM teacher will review class data reports to monitor progress and to assess the implementation fidelity of the IM program. Adjustments will be made in lesson plans and station activities to support findings. These meetings will occur as necessary and will be scheduled at the request of the teacher in coordination with the instructional math coach's established schedule.

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

1. Teachers will relate each problem to real world situations.
2. Teachers will model solving fraction-based problems, using step-by-step methods and "think alouds" to show students proper mathematic operation and thinking processes.
3. Students will explain each step as they independently solve in-class mathematic situations, as well as be able to explain the rules for each step for a mathematic procedure.
4. IM teacher will administer a diagnostic assessment at beginning/middle/and post year intervals and provide feedback to individual students.
5. IM teacher will implement standards/domain specific stations at least weekly.

- 6. IM teacher will facilitate student math-rich discussions during small and/or whole instruction daily.
- 7. Students will review and maintain spiraled content in standards-based math station activities two to three times weekly.
- 8. Students will engage in math-rich discussion during small and whole group opportunities.

<b>Progress Monitoring:</b>			
<b>Initiative</b>	<b>How Often</b>	<b>How Will It Be Monitored</b>	<b>Who Is Responsible To Monitor</b>
PLCs	monthly	Observation/notes	Administrator/PLC leader
Common Planning	weekly	Notes/lesson plans	Administrator
Learn Rules	2-3x week	Homework/tests	Teacher
Work problems	daily	Homework/tests	Teacher
Student math-rich discussions	daily	Walkthroughs/Lesson plans	Administrator

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

## Middle School Action Plan

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

Math Levels Subgroup Focus	
<b>Subgroup:</b> EBD	<b>Focus:</b> Problem-solving
<b>Goal:</b> By the end of the year, we expect our students to be able to... utilize strategies and information from previous years as well as the current year to persist in completing multiple-step mathematic equations correctly.	

#### Professional Development and Activities:

##### School-based:

1. District-provided central message in September, October, November and January for all mathematics teachers.
2. Extended professional development for teachers who have EBD (Emotional Behavioral Disabilities) students in general education classes, focusing on best practices for engaging EBD students in traditional classroom settings. Training will include strategies for teachers and will take place after the District central message training in October and December.
3. Site-based behavior analyst "on call" to help implement or support plans to help students who are EBD access the full classroom education opportunity.
4. Multi-grade level PLCs bi-monthly.
5. Grade-level PLCs monthly.
6. Meetings with Math Coach to help implement and support Math Focus and district central message.
7. Make available videos concerning spiraling available to teachers.

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

1. Schedule specific training for general education teachers who have students who are EBD in their classrooms.
2. Provide a reference guide for teachers to refer to during the year and between trainings.
3. Coordinate schedules between general education and case manager for students who are EBD to allow for collegial conversations.
4. Provide classroom coverage for general education teacher to attend annual IEP meetings and IEP interim meetings.
5. Access to the site-based behavioral analyst for assistance in supporting EBD students accessing general curriculum.

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

1. Teachers will apply specific strategies for students who are EBD during their instruction. Use of these strategies will be targeted specifically to help students who are EBD be able to use mathematical reasoning following all steps required.
2. Students will apply taught strategies from their case manager to respond to academic situations which require students to provide a variety of problem-solving techniques.
3. ESE case manager will provide general education teachers copies of students' IEPs including accommodations, Behavior Improvement Plans (where applicable), and proven strategies during pre-planning.
4. Teachers will allow students time or setting changes in order to apply taught strategies to manage their own behavioral choices in order to remain a participatory member of the classroom.
5. Students will use time and setting change to apply taught strategies to manage their own behavioral choices in order to remain a participatory member of the classroom.
6. ESE case manager and general education teachers will collaborate in order to help students problem-solve.



<b>Progress Monitoring:</b>			
<b>Initiative</b>	<b>How Often</b>	<b>How Will It Be Monitored</b>	<b>Who Is Responsible To Monitor</b>
Common Planning	Weekly	Lesson Plans/Walkthrough	Administrators
Progress Chats	Monthly	Notes/Lesson Plans	Administrators
Collegial Conversation w/case manager	as needed	Notes/reflection/Lesson Plans	Teacher/Case Manager/Administrators

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

# Middle School Action Plan

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

### **Math SWD Focus**

**Focus:** Spiraling

**Goal:** By the end of the year, we expect our students to be able to... utilize previously taught skills in order to solve current mathematical situations with fluency and accuracy.

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

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

1. Department PLCs will focus on horizontal and vertical alignment discussions.
2. Department PLCs will meet at a minimum of once a month.

### **Action Steps for Implementation:**

#### **School Implementation Action Steps:**

1. Schedule SWD into IM classes as indicated by end-of-year scores on standardized assessments and/or grades according to district policy.
2. Incorporate Learning Strategies class into schedule for students with disabilities to assist them with parallel tasks that will contribute to academic success (ex., organization, provide homework strategies, etc.).
3. Provide common planning time for mathematics teachers to have collegial conversations including strategies that support SWD.
4. Provide coverage for general education teachers to attend annual and interim IEP meetings as needed.

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

1. ESE case manager will provide copies of students' IEPs, including specific accommodations, during pre-planning to general education teachers.
2. Classroom teachers will review and modify instruction, assignments and assessments as required by the IEP.
3. Students, through participation in the Learning Strategies class, will self-advocate for accommodations such as extended time, etc.
4. Teachers will, through the gradual release model, ensure students are aware of their accommodations, remind them of their ability to access, and gradually fade the prompting.
5. As indicated by classroom assessments, teachers will provide opportunity for further practice on deficit skills in order to continue spiraling.

<b>Progress Monitoring:</b>			
<b>Initiative</b>	<b>How Often</b>	<b>How Will It Be Monitored</b>	<b>Who Is Responsible To Monitor</b>
Common Planning	Weekly	Notes/Lesson Plans/Walkthrough	Administrators
Progress Chats	Monthly	Notes/Lesson Plans	Administrators
Learning Strategies Class	Daily	Lesson Plans/Walkthrough	Administrators

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

**School Action Plan Based on Data**  
*Science*

<b>District Goal:</b>	<b>Students shall demonstrate science proficiency at or above the expected grade level.</b>
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<b>Objectives:</b>
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The percentage of 5 <sup>th</sup> grade students who will be proficient in science as defined by the State of Florida on the Florida Comprehensive Assessment Test will be at least            %.
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The percentage 8th 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            %.
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# Elementary FCAT Science Proficiency (By School)

*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	Lewis	05	91	13%	25%	35%	14%	12%	62%	72%	51%	100%	71%	55%	100%	64%	54%	43%	0%	43%
2014	Lewis	05	93	16%	22%	28%	20%	14%	62%	64%	59%	60%	58%	100%		67%	56%	29%		33%
<b>2015</b>	<b>Lewis</b>	<b>05</b>	<b>100</b>	<b>9%</b>	<b>19%</b>	<b>33%</b>	<b>16%</b>	<b>23%</b>	<b>72%</b>	<b>69%</b>	<b>75%</b>	<b>50%</b>	<b>50%</b>	<b>50%</b>		<b>82%</b>	<b>77%</b>	<b>41%</b>		<b>63%</b>
2015	District	05	2,226	13%	24%	30%	16%	17%	63%	66%	59%	70%	37%	44%	88%	60%	69%	29%	15%	50%
2015	STATE	05		22%	25%	27%	13%	12%	53%											

		GRADE 5 FCAT SCIENCE 2013-2015 STRANDS (By School)													
	Year	Name	All Students		Gender		Ethnicity						Status		
			# Students Tested	Overall	Male	Female	A	B	H	I	M	W	ESE	ELL	F/R
NATURE	2013	Lewis	91	67%	69%	66%	80%	65%	68%	70%	68%	66%	56%	30%	64%
	2014	Lewis	93	72%	72%	73%	80%	73%	82%		73%	69%	56%		63%
	<b>2015</b>	<b>Lewis</b>	<b>100</b>	<b>74%</b>	<b>72%</b>	<b>76%</b>	<b>45%</b>	<b>65%</b>	<b>78%</b>		<b>77%</b>	<b>76%</b>	<b>52%</b>		<b>69%</b>
	2015	District	2,226	72%	71%	73%	77%	62%	66%	78%	69%	74%	56%	50%	66%
ERTH\SPC	2013	Lewis	91	77%	81%	72%	84%	83%	70%	88%	74%	75%	76%	50%	72%
	2014	Lewis	93	73%	74%	71%	76%	73%	87%		70%	71%	60%		62%
	<b>2015</b>	<b>Lewis</b>	<b>100</b>	<b>73%</b>	<b>72%</b>	<b>75%</b>	<b>84%</b>	<b>62%</b>	<b>69%</b>		<b>76%</b>	<b>75%</b>	<b>66%</b>		<b>69%</b>
	2015	District	2,226	70%	72%	67%	77%	58%	61%	80%	69%	72%	58%	47%	64%
PHYSICAL	2013	Lewis	91	68%	72%	65%	79%	67%	66%	75%	69%	67%	68%	50%	65%
	2014	Lewis	93	75%	74%	75%	81%	71%	80%		75%	74%	61%		67%
	<b>2015</b>	<b>Lewis</b>	<b>100</b>	<b>78%</b>	<b>77%</b>	<b>80%</b>	<b>78%</b>	<b>75%</b>	<b>83%</b>		<b>71%</b>	<b>80%</b>	<b>61%</b>		<b>74%</b>
	2015	District	2,226	74%	75%	73%	78%	65%	66%	82%	73%	77%	61%	49%	69%
LIFE	2013	Lewis	91	74%	75%	72%	85%	72%	68%	71%	79%	73%	65%	71%	69%
	2014	Lewis	93	72%	72%	71%	73%	71%	88%		71%	70%	55%		62%
	<b>2015</b>	<b>Lewis</b>	<b>100</b>	<b>75%</b>	<b>72%</b>	<b>78%</b>	<b>64%</b>	<b>71%</b>	<b>66%</b>		<b>75%</b>	<b>77%</b>	<b>62%</b>		<b>70%</b>
	2015	District	2,226	73%	73%	72%	80%	64%	63%	85%	72%	75%	59%	46%	68%

**Elementary 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...** successfully apply previously learned skills in order to achieve mastery of the NGSSS for the appropriate grade level that are more complex and sophisticated than previous grades' requirements.

**Professional Development and Activities:**

**School-based:**

1. CPALMS will be utilized for professional development videos and additional resources to be used in the classroom for spiraling activities.
2. Interactive Journal Instruction will be given to grades K-5. This instruction will take place during PLCs or after the district's central message when time is available.

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

1. Order all science materials for all grade levels no later than June 30, 2015.
2. Order all supplemental science materials (Daily Oral Science grades 3-5) no later than June 30, 2015.
3. All grade levels will have their grade-specific ordered materials available for review and planning for spiraling activities.
4. Progress monitored through progress/data chats monthly.
5. Administrators will arrange the elementary schedule to provide a "break" in the day for the elementary grade levels (2-5) that are departmentalizing to allow for even distribution of available time for learning among the curriculum.

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

K-2

1. Teachers will conduct spiraling daily during "teachable moments".
2. Students will participate in cross-curricular spiraling throughout the day during centers and unit activities to include stories found in science, social studies and reading basals, as well as outside sources.
3. Teachers will utilize the Science Studies Weekly lessons and assessments where applicable.
4. Students will complete Science Studies lessons as assigned.
5. Students will view applicable videos (for example, from BrainPop or other available online resources) as supplemental activities to build on or initiate understanding of a topic.
6. Teachers will use accompanying quizzes to applicable videos as formative assessments to monitor student understanding.
7. Students will read Science Level Readers in the Science or ELA classrooms.
8. Teachers will assign vocabulary and comprehension activities to enhance student understanding of domain-specific or higher-level vocabulary.
9. Students will use domain-specific or higher-level vocabulary in oral and written responses.

3-5

1. Teachers will conduct spiraling on a daily basis through cross-curricular activities such as Literacy Centers, Cold Reads, assigned reports and basal stories.
2. Teachers will implement and instruct students on the use of interactive science journals.
3. Students will actively create and refer to science journals in classroom, whole-group and small-group situations.

4. Teachers will give students instruction on the CIS and Close Read process.
5. Students will use Everyday Instructional Reading procedures when reading scientific texts, charts, and sources for information.
6. Students will complete "Bell Ringers", including Daily Oral Science or Daily Science Starters.
7. Teachers will administer bi-weekly assessments to monitor student understanding.
8. Teachers will utilize the Science Studies Weekly lessons and assessments where applicable.
9. Students will complete Science Studies lessons as assigned.
10. Students will view applicable videos (for example, from BrainPop or other available online resources) as supplemental activities to build on or initiate understanding of a topic.
11. Teachers will use accompanying quizzes to applicable videos as formative assessments to monitor student understanding.
12. Students will read Science Leveled Readers in the Science or ELA classrooms.
13. Teachers will assign vocabulary and comprehension activities to enhance student understanding of domain-specific or higher-level vocabulary.
14. Students will use domain-specific or higher-level vocabulary in oral and written responses.

<b>Progress Monitoring:</b>			
<b>Initiative</b>	<b>How Often</b>	<b>How Will It Be Monitored</b>	<b>Who Is Responsible To Monitor</b>
PLCs	Monthly	Notes/Lesson plans	Administrators
Bell-ringers	Daily	Grades/verbal feedback	Teacher/student
Data chats	Monthly	Notes/observation	Administrators
Student discourse	At least weekly	Observation	Administrators



**Evaluation:**

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

**Refinement of Goal (Completed at the Beginning of Second Semester):**

## Middle School FCAT Science Proficiency (By School)

*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	Lewis	08	93	9%	35%	29%	12%	15%	<b>56%</b>	63%	46%	50%	50%	20%		45%	62%	23%	0%	35%
2014	Lewis	08	105	4%	23%	32%	22%	19%	<b>73%</b>	77%	69%	0%	73%	67%		87%	73%	56%	0%	57%
<b>2015</b>	<b>Lewis</b>	<b>08</b>	<b>89</b>	<b>1%</b>	<b>21%</b>	<b>37%</b>	<b>20%</b>	<b>20%</b>	<b>78%</b>	<b>84%</b>	<b>70%</b>	<b>75%</b>	<b>67%</b>	<b>100%</b>		<b>79%</b>	<b>78%</b>	<b>56%</b>		<b>77%</b>
2015	District	08	2,198	10%	27%	25%	18%	20%	63%	65%	61%	76%	36%	54%	86%	64%	68%	31%	12%	45%
2015	STATE	08		22%	30%	23%	13%	12%	48%											

		GRADE 8		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		
<b>NATURE</b>	2013	Lewis	93	66%	70%	62%	65%	72%	56%		66%	67%	50%	18%	61%	
	2014	Lewis	105	67%	67%	67%	82%	61%	70%		68%	67%	56%	45%	60%	
	<b>2015</b>	<b>Lewis</b>	<b>89</b>	<b>71%</b>	<b>71%</b>	<b>71%</b>	<b>73%</b>	<b>68%</b>	<b>78%</b>		<b>66%</b>	<b>72%</b>	<b>63%</b>		<b>68%</b>	
	<b>2015</b>	<b>District</b>	<b>2,198</b>	<b>68%</b>	<b>67%</b>	<b>70%</b>	<b>74%</b>	<b>57%</b>	<b>62%</b>	<b>75%</b>	<b>68%</b>	<b>71%</b>	<b>52%</b>	<b>34%</b>	<b>61%</b>	
<b>ERTH/SPC</b>	2013	Lewis	93	69%	73%	66%	67%	68%	68%		67%	70%	56%	33%	60%	
	2014	Lewis	105	71%	75%	66%	67%	74%	69%		70%	71%	63%	20%	66%	
	<b>2015</b>	<b>Lewis</b>	<b>89</b>	<b>68%</b>	<b>68%</b>	<b>68%</b>	<b>60%</b>	<b>63%</b>	<b>73%</b>		<b>71%</b>	<b>69%</b>	<b>54%</b>		<b>66%</b>	
	<b>2015</b>	<b>District</b>	<b>2,198</b>	<b>64%</b>	<b>65%</b>	<b>63%</b>	<b>65%</b>	<b>50%</b>	<b>59%</b>	<b>66%</b>	<b>66%</b>	<b>67%</b>	<b>50%</b>	<b>39%</b>	<b>57%</b>	
<b>PHYSICAL</b>	2013	Lewis	93	66%	68%	64%	67%	68%	56%		58%	68%	52%	27%	58%	
	2014	Lewis	105	78%	80%	76%	80%	78%	74%		80%	78%	70%	13%	78%	
	<b>2015</b>	<b>Lewis</b>	<b>89</b>	<b>75%</b>	<b>75%</b>	<b>75%</b>	<b>70%</b>	<b>69%</b>	<b>81%</b>		<b>76%</b>	<b>76%</b>	<b>67%</b>		<b>74%</b>	
	<b>2015</b>	<b>District</b>	<b>2,198</b>	<b>71%</b>	<b>72%</b>	<b>70%</b>	<b>75%</b>	<b>59%</b>	<b>67%</b>	<b>74%</b>	<b>73%</b>	<b>73%</b>	<b>57%</b>	<b>43%</b>	<b>65%</b>	
<b>LIFE</b>	2013	Lewis	93	67%	71%	61%	57%	68%	55%		70%	68%	56%	53%	61%	
	2014	Lewis	105	75%	76%	75%	47%	78%	72%		77%	75%	66%	13%	71%	
	<b>2015</b>	<b>Lewis</b>	<b>89</b>	<b>75%</b>	<b>78%</b>	<b>72%</b>	<b>75%</b>	<b>74%</b>	<b>87%</b>		<b>74%</b>	<b>74%</b>	<b>67%</b>		<b>74%</b>	
	<b>2015</b>	<b>District</b>	<b>2,198</b>	<b>70%</b>	<b>71%</b>	<b>69%</b>	<b>73%</b>	<b>57%</b>	<b>67%</b>	<b>71%</b>	<b>71%</b>	<b>72%</b>	<b>55%</b>	<b>45%</b>	<b>63%</b>	

# Middle School Action Plan

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

### Science Focus

#### Focus: Strategies to Support Standards-based Instruction and Assessments

**Goal: By the end of the year, we expect our students to be able to...** Compare and contrast and accurately classify elements and attributes as well as summarize standards-based information.

### Professional Development and Activities:

#### District:

The central message provided (September, October, November/December, and January/February) will focus on the standards and the grade specific state item specifications, with a detailed focus on:

- Using Item Specification to drive our instructional focus with an emphasis on the 5 E Instructional Model Creating Teachable Moments by Rodger W. Bybee
  - How does the mastery of the standard begin the instructional process?
  - How do we create multiple activities and strategies to drive instruction of a standard?
  - How are we designing formative and summative assessments with questions that are tied directly to assess knowledge of a standard?
  - How can we embed close reading, student talk, and spiraling to strengthen student ability to master a standard?

#### School-based:

1. CPALMS will be used to provide access to instructional guidelines, video modeling, etc., to ensure mastery of each standard in the instructional process.
2. Secure substitutes to allow science teacher to attend district training.

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

1. Order all science materials for all grade levels no later than June 30, 2015.
2. Order all supplemental science materials no later than June 30, 2015.
3. All grade levels will have their grade-specific ordered materials available for review and planning for spiraling activities.
4. Progress monitored through progress/data chats monthly.
5. Administrators will arrange the schedule to allow for common planning among science teachers to ensure mastery of instructional standards.

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

1. Students will analyze two or more elements in terms of similarities and differences
2. Students will use Every day Instructional Reading procedures when reading scientific texts, charts, and sources for information.
3. Teachers will use the gradual release model to teach students how to keep, analyze, sort and present standards-based information.
4. Students will keep, analyze, sort, present and access standards-based information during activities designed to enhance efforts to master standards.
5. Students will describe key attributes and identify other items that have the same attributes.
6. Teachers will establish small-groups for the purposes of laboratory investigations, student-led discussions and conducting science experiments.
7. Teachers will assign vocabulary and comprehension activities to enhance student understanding of domain-specific or higher-level vocabulary.
8. Teachers will present targeted lectures modeling the use of domain-specific and higher-level vocabulary consistent with standards-based instruction.
9. Students will use domain-specific or higher-level vocabulary in oral and written responses.
10. Students will generate and test hypotheses according to grade level expectation and standards-based instruction.

<b>Implementation Monitoring:</b>			
<b>Initiative</b>	<b>How Often</b>	<b>How Will It Be Monitored</b>	<b>Who Is Responsible To Monitor</b>
Common Planning	Weekly	Notes/Lesson Plans/Walkthrough	Administrators
Small group analysis	2-4x weekly	Quizzes/Notebook check	Teacher
Lab reinforcement	1-2x weekly	Lab Report	Teacher
Student led-questioning	Fridays	Chapter Test	Teacher
Generating and Testing Hypotheses	1-2x weekly	Lab Reports	Teacher

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

# Middle 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...** Build on previous knowledge to independently investigate topics related to science standards.

### Professional Development and Activities:

#### District:

The central message provided (September, October, November/December, and January/February) will focus on analyzing data for purposeful spiraling. Using item specifications, with an emphasis on:

- What does spiraling look like?
- What are different ways teachers are spiraling (Bell ringers, exit passes, etc.)
- How is spiraling being determined? (DEA, prior assessments, teacher knowledge, etc.)
- How is it occurring within assessments?
- How is it monitored by teachers?

#### School-based:

1. Secure substitutes for science teachers to attend district-provided professional development opportunities.
2. Ensure access to curriculum that intentionally provides spiraling opportunities, as well as supplemental curriculum to address purposeful spiraling needs according to grade level standards.

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

1. Common Planning for all science teachers to provide opportunity for collegial discussion of vertical alignment among grade levels, as well as providing opportunity to analyze data by strand and grade level.
2. Ensure classroom assignment provides space for teachers to create learning stations suitable for independent and group scientific investigation.
3. Ensure all materials needed for successful investigations are provided in a timely manner (prior to Aug. 10, or on an as-needed basis).

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

1. Teachers will establish learning stations in classroom related to science standards for independent or small group investigation.
2. Students will, in small groups and independently, conduct investigations related to science standards.
3. Teachers will develop a list of topics related to science standards for orbital studies.
4. Students will choose topics of interest and conduct independent investigations.
5. Teachers will provide real-life or probably situations to stimulate interest and learning, including situations requiring the need to access previously-taught concepts and skills.
6. Teachers will use bell-ringer activities to monitor student movement toward mastery of current grade-level standards as well as monitoring recall and application of previous standards.
7. Students will complete extended assignments involving the use of previously-learned concepts and skills in order to demonstrate mastery of current science standards.
8. Teachers will implement weekly orbital studies and quizzes.

**Implementation Monitoring:**

<b>Initiative</b>	<b>How Often</b>	<b>How Will It Be Monitored</b>	<b>Who Is Responsible To Monitor</b>
Common Planning	Monthly	Notes/Lesson Plans/Walkthrough	Administrators
Orbital Study	Weekly	Quizzes	Teacher
Learning stations	1-3xweekly	Summary	Teacher
Extended assignment	quarterly	Extended Summary	Teacher
Experimentation	weekly	Summary	Teacher

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



# Title I Schools

**Briefly Describe Your Parental Involvement Plan.**

**Strategies To Increase Parental Involvement.**

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

**Describe Counseling, Pupil Services, and Mentoring Services.**

## Middle School Section

### *Early Warning Indicators*

**Early Warning Indicators:**

- Attendance below 90% regardless of excused absences or suspensions
- One or more suspensions (whether in or out of school)
- Course failure in ELA or math
- Level 1 score in ELA or math

	6 <sup>th</sup> Grade	7 <sup>th</sup> Grade	8 <sup>th</sup> Grade
Attendance below 90% regardless of excused absences or suspensions			
One or more suspensions (in or out of school)	18	24	17
Course failure in ELA	4	1	1
Course failure in math	14	3	4
Level 1 score in ELA			
Level 1 score in math			
Number of students who meet <u>two or more</u> of the Early Warning Indicators	0	0	0

Description of all intervention strategies used to improve the academic performance of students identified by the early warning system.



## 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