



Date Submitted: 9/4/15

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

20₁₅- 20₁₆

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

School Name: Lula J. Edge Elementary

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

Legend

Dr. Samantha Dawson
Principal's Signature

Dr. Kenya Wolff
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
Dr. Samantha Dawson	Principal (LT)
Kristina Clark	Assistant Principal (LT)
Maria Lewis	Guidance Counselor (LT)
Debby Gardner	Instructional Coach/ELA (LT)
Pam Willard	Kindergarten Grade Level Chair
Michelle McKain	First Grade Level Chair
Jil Watson	Second Grade Level Chair
Sandra McCormick	Third Grade Level Chair
Donna Peters	Fourth Grade Level Chair
Sherry Ferrara	Fifth Grade Level Chair
Sonia Chapman	ESE Teacher

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

End of year: 2014/2015 - Grade levels met to review DEA data, determine areas of strengths and weaknesses in order to determine validity of SPP focus areas. Horizontal and vertical planning was initiated to plan for 2015/2016 SPP. SPP contributions were made through discussions as teams reviewed achievement data and student work samples.

Summer: Leadership Team (LT) and stakeholders analyzed the data, to review district's focus on Pathways to Close and Critical Reading with an Emphasis on the Standards; Writing: Opinion/Argumentative and Informational; Strategies to Support Standards-based Instruction and Assessments; Purposeful Spiraling in all subjects (ELA, Math & Science). Teams and content area stakeholders were asked for input in specific areas of the SPP. We noted areas of need was an emphasis on independent reading and operations. Aligning the discussions with stakeholders and data analysis we began planning vertical and spiraling strategies. We also determined that our students need to be cognicent of their own learning by gathering their personal data in a Student Data Notebooks. Our goal is to create self-assessing learners who can set goals, participate in planning to achieve those goals, and discuss where they are in achieving grade level standards.

Finalizing: After receiving the input, the Leadership Team (LT) composed a draft document which was sent to teachers for review and further input. LT finalized revisions.

School Profile

Edge Elementary is located in the Florida Panhandle with 614 students in grades kindergarten through five. Approximately 42% of the students participate in the Free and Reduced Lunch program. We serve a significant number of mobile civilian and military families. Our school community sets and meets high academic standards by providing quality, differentiated instruction for all students. In order to meet the working needs of our parents, Edge Elementary offers a Before and After School program. Our minority population consists of 7% African American, 2% Asian, 9% Multi-Racial, and 4% Hispanic.

Edge parents, mentors and volunteers from the community are actively involved in providing numerous volunteer hours to assist in classrooms and mentor students. We have an active Parent Teacher Organization (PTO) made up of parent, teacher and community members. The Edge PTO assists in multiple fundraising activities to raise monies to benefit the school. Edge continues its distinguished fourteen year tradition as an A school.

Edge provides continuous improvement in all areas of the curriculum with a diverse range of programs. The Multi-Tiered System of Support (MTSS) model uses our core curriculum with Tier I students, and intensive skills-based interventions for students who need support at the Tier II and Tier III levels. ESE programs include Specific Learning Disabilities (SLD), Gifted, Speech, Language, Occupational Therapy (OT), Physical Therapy (PT), and enrichment for those who qualify are implemented to meet the needs of all students. Our school maintains a highly qualified faculty.

Teachers participate in professional development facilitated by instructional coaches, peer teachers, and speakers with expertise in specific areas. We support research-based reading instruction in small groups and hands-on differentiated instruction emphasizing mastery of the Florida Standards (LAFS and MAFS). Our teachers monitor progress on students' academic performance consistently to drive their instruction and meet the academic needs of every student. Edge's academic progress over the years is due in large part to strong leadership, a positive working environment, and making students accountable for thinking and applying concepts and skills beyond the textbook. We want our students to become self-assessing learners by participating in setting and documenting their own learning goals.

Community and Parent Awareness

Edge Elementary 0151	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.	70%	64%	27%	34%	3%	0%	0%	0%	0%	2%	37
2. Our principal is an effective leader who meets the needs of our students.	78%	70%	14%	20%	0%	0%	0%	0%	8%	9%	37	44
3. As a parent, I am made aware of the curriculum program for my child's grade level or course.	62%	57%	22%	36%	14%	2%	3%	5%	0%	0%	37	44
4. The school uses a variety of methods for parent communication.	70%	64%	19%	30%	11%	5%	0%	2%	0%	0%	37	44
5. Parent input is valued at my child's school.	70%	70%	19%	23%	0%	5%	3%	0%	8%	2%	37	44
6. Clear expectations of conduct and behavior are communicated to my child.	86%	79%	14%	19%	0%	2%	0%	0%	0%	0%	37	43
7. My child's school maintains a safe environment.	92%	93%	5%	7%	3%	0%	0%	0%	0%	0%	37	44
8. Homework is used to reinforce what is taught in the classroom.	68%	68%	24%	18%	8%	14%	0%	0%	0%	0%	37	44
9. My child's school treats everyone fairly, regardless of race, economic status, or other relationships.	86%	73%	14%	11%	0%	2%	0%	2%	0%	11%	37	44
10. School funds are used to support the school in a financially responsible manner.	59%	55%	5%	23%	0%	0%	0%	0%	35%	23%	37	44
11. As a parent, I feel welcome at my child's school.	95%	93%	5%	2%	0%	2%	0%	2%	0%	0%	37	43
12. The guidance department at my child's school provides for the educational success of my student.	51%	48%	16%	18%	5%	0%	0%	2%	27%	32%	37	44
13. I am satisfied that my child's teachers do a good job educating my child.	78%	75%	14%	14%	5%	11%	3%	0%	0%	0%	37	44
14. My child's school is well maintained.	86%	82%	14%	14%	0%	0%	0%	2%	0%	2%	37	44
15. The amount of time required for my child's homework assignments is appropriate.	70%	68%	11%	27%	8%	5%	8%	0%	3%	0%	37	44
16. The health services provided at my child's school support his/her wellness.	70%	75%	11%	16%	8%	2%	0%	0%	11%	7%	37	44
Total Survey Results	75%	71%	15%	20%	4%	3%	1%	1%	6%	6%		

Community and Parent Awareness

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

The faculty, staff and administration at Edge Elementary take pride in the personal attention they are able to give each student and family. Positive responses, strongly agree and slightly agree were given in the following areas on the School Climate Survey:

- My child's school emphasizes academic performance as the number one priority (97%).
- Our principal is an effective leader who meets the needs of our students (92%).
- Parent input is valued at my child's school (89%).
- Clear expectations of conduct and behavior are communicated to my child (100%).
- As a parent I feel welcomed at my school (100%).
- My school is well maintained (100%).

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

Positive responses (64%) from those who completed the School Climate Survey indicate that school funds are used to support this school in a financially responsible manner is an area of concern.

Positive responses (67%) from those who completed the School Climate Survey indicate that school guidance counseling is an area of concern.

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

In addition to back to school orientation, each grade level hosts a parent information night to share curriculum, expectations, Florida Standards and practices to support them, home/school communication, and other school procedures and policies. Student planners, reading logs, school and classroom newsletters, the Edge web site and Facebook page, the automated calling system, the electronic sign, progress reports, PMPs, and access to Gradebook all provide important information to parents. To the extent possible, communication is duplicated across sources to reach families. Training is provided for our mentors and volunteers in August and an appreciation luncheon is hosted for them at the end of the year. An Honors Assembly is held every nine weeks to honor student achievement in academics and behavior. Each year we host family involvement events such as Field Day, Tigress Tuesday and Macho Monday for families that coincides with Book Fair to include parents and promote reading.

Historical School Grade Data

Elementary School	School Year	Grade	Reading Proficiency*	Adjusted Reading Proficiency	Math Proficiency*	Adjusted Math Proficiency	Writing Proficiency*	Adjusted Writing Proficiency	Science Proficiency	Reading Learning Gains	Math Learning Gains	Reading Learning Gains for Low 25%	Math Learning Gains for Low 25%	Total Points Earned (Including Adjusted Points)	Total Points Possible	Did this School Benefit from the One-Letter-Grade-Drop Protection?*	Free or Reduced Lunch Rate*	Minority Rate*
Edge	2013	A	74	74	76	76	69	69	77	68	72	65	68	569	800	NA	44	25
District	2013		68	70	62	65	54	57	64	66	68	65	66	521	800		54	35
State	2013		58	61	58	60	56	59	53	65	64	66	62	491	800		68	61
Edge	2014	A	76	76	74	74	33	33	78	70	77	73	69	550		NA	38	25
District	2014	A	68	68	65	65	48	48	63	70	72	74	73	533		NA	52	36
State	2014	B	59	60	59	60	53	54	54	68	66	71	64	497			66	61

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

***Percentages not Counted in Calculation**

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

School Action Plan

ELA: Reading & Writing

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

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

DEA Reading Proficiency (By Grade)

ELA (Reading): Data

DEA ELA	PROFICIENCY (Based on Common Core Assessment)																
K	# Students Tested	Achievement Levels				% Proficient	Gender		Ethnicity						Status		
		LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4-5		M	F	A	B	H	I	M	W	ESE	ELL	F/R
2013 Post Test (C)	84	0%	10%	30%	61%	90%	93%	88%	100%	73%		100%	100%	92%	86%	100%	86%
2014 Post Test (C)	91	3%	9%	36%	52%	88%	84%	93%	100%	80%	75%		100%	88%	64%	0%	87%
2015 Post Test (C)	96	2%	16%	29%	53%	82%	77%	88%	100%	100%	75%		50%	84%	57%	0%	72%
District 2015	2,400	8%	16%	42%	34%	76%	71%	81%	66%	59%	71%	45%	75%	81%	56%	60%	70%

DEA ELA	PROFICIENCY (Based on Common Core Assessment)																
Grade 1	# Students Tested	Achievement Levels				% Proficient	Gender		Ethnicity						Status		
		LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4-5		M	F	A	B	H	I	M	W	ESE	ELL	F/R
2013 Post Test (C)	107	4%	15%	39%	42%	81%	80%	83%	100%	67%	100%	0%	83%	82%	59%		75%
2014 Post Test (C)	99	5%	20%	36%	38%	75%	72%	79%	67%	43%	67%	0%	82%	78%	71%	100%	58%
2015 Post Test (C)	98	0%	20%	54%	26%	80%	77%	83%	50%	40%	80%		56%	86%	50%	33%	77%
District 2015	2,370	0%	23%	51%	25%	76%	73%	80%	84%	66%	72%	75%	73%	79%	59%	57%	70%

DEA ELA	PROFICIENCY (Based on Common Core Assessment)																
Grade 2	# Students Tested	Achievement Levels				% Proficient	Gender		Ethnicity						Status		
		LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4-5		M	F	A	B	H	I	M	W	ESE	ELL	F/R
2013 Post Test (C)	95	9%	28%	18%	44%	62%	57%	67%	50%	20%	50%	0%	71%	65%	14%		39%
2014 Post Test (C)	112	5%	24%	35%	36%	71%	60%	86%	100%	55%	80%	100%	100%	69%	39%		63%
2015 Post Test (C)	115	1%	19%	54%	26%	80%	77%	84%	100%	50%	100%		92%	80%	60%		74%
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)	83	12%	17%		28%	43%	71%	68%	73%	50%	67%			64%	74%
2014 Post Test (C)	92	11%	20%	21%	49%	70%	67%	72%	67%	50%	100%	100%	71%	69%	21%		36%
2015 Post Test (C)	105	3%	27%	42%	29%	70%	57%	89%	100%	71%	50%		100%	68%	60%		64%
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)	94	6%	27%		21%	46%	67%	54%	79%	33%	71%		0%	63%	70%
2014 Post Test (C)	88	10%	18%	33%	39%	72%	72%	71%	0%	80%	100%		63%	73%	50%	0%	61%
2015 Post Test (C)	89	0%	9%	54%	37%	91%	95%	88%	100%	67%			100%	91%	80%		85%
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)	82	1%	26%		24%	49%	73%	63%	83%	67%	60%	100%	100%	75%	74%
2014 Post Test (C)	89	10%	12%	35%	43%	78%	64%	89%	33%	63%	100%	0%	78%	82%	50%	0%	56%
2015 Post Test (C)	82	2%	17%	50%	30%	80%	86%	74%	50%	60%	100%		80%	83%	40%	0%	77%
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	84	84	84	85	84	82		88	91	84	77	88	81
	2014	91	86	84	88	79	68	92		84	87	73	75	84
	2015	96	89	86	92	83	93	96		72	90	79	100	85
	District	2,400	85	83	87	83	79	81	79	84	86	75	79	82
Literature	2103	84	57	59	56	44	49		67	67	58	52	33	50
	2014	91	68	65	71	83	70	58		74	68	64	17	68
	2015	96	80	76	84	100	84	80		63	81	67	40	74
	District	2,400	73	70	76	72	64	71	71	72	76	62	63	69
Language	2103	84	76	77	75	75	68		50	78	78	71	75	71
	2014	91	86	86	87	92	95	91		75	86	82	50	87
	2015	96	74	68	79	88	75	88		75	72	61	75	65
	District	2,400	67	66	69	66	59	66	61	67	69	59	59	64
Information	2103	84	43	44	42	39	35		50	41	45	36	33	39
	2014	91	57	55	59	47	36	53		71	58	42	20	57
	2015	96	61	59	64	50	75	56		50	62	50	0	52
	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	107	75	74	77	75	66	63	67	83	77	70		73
	2014	99	74	73	75	67	78	72	67	71	75	62	67	73
	2015	98	77	75	80	75	60	77		68	80	64	72	76
	District	2,370	78	76	79	81	73	75	83	77	79	70	71	76
Literature	2103	107	63	58	68	100	54	57	33	67	63	50		54
	2014	99	65	64	67	44	38	72	33	76	67	66	50	57
	2015	98	85	82	88	100	70	80		69	87	79	33	86
	District	2,370	81	79	84	87	76	78	83	80	83	70	74	78
Language	2103	107	78	74	83	100	61	65	50	83	80	65		74
	2014	99	81	80	82	67	75	83	75	80	82	82	50	74
	2015	98	71	70	72	75	47	77		59	73	65	50	67
	District	2,370	67	65	68	71	60	62	62	65	69	59	54	63
Information	2103	107	74	68	81	84	69	80	33	86	74	63		68
	2014	99	76	74	79	89	59	89	33	80	76	64	83	67
	2015	98	79	81	77	75	63	80		70	81	75	78	78
	District	2,370	77	75	79	80	71	73	74	77	79	69	67	73
Writing	2103	107	50	51	48	63	50	55	50	46	50	41		48
	2014	99	53	54	52	50	39	50	75	64	53	57	50	49
	2015	98	74	73	74	63	60	70		56	77	67	50	76
	District	2,370	74	71	76	73	66	69	83	73	76	67	63	70

DEA ELA		Common Core STRANDS (Average score for each subgroup)											
Grade 2	All Students		Gender (%)		Ethnicity (%)						Status (%)		
	# Students Tested	Overall %	Male	Female	A	B	H	I	M	W	ESE	ELL	F/R
Foundations	2103												
	2014	112	74	68	83	89	74	57	67	90	74	71	71
	2015	115	89	90	88	100	90	93		90	89	82	85
	District	2,351	88	88	89	94	87	86	92	88	89	78	82
Literature	2103	95	76	74	78	75	53	84	67	71	78	38	67
	2014	112	71	66	80	61	71	60	33	87	72	54	66
	2015	115	81	79	84	100	77	97		90	79	77	79
	District	2,351	78	77	80	86	71	74	80	79	79	67	68
Language	2103	95	66	62	70	88	35	75	50	75	67	39	51
	2014	112	74	69	81	83	76	73	83	83	73	63	70
	2015	115	70	70	70	50	60	87		69	70	60	64
	District	2,351	67	65	69	69	60	63	73	65	69	54	54
Information	2103	95	71	65	77	75	50	65	20	77	72	44	60
	2014	112	67	63	73	72	58	63	83	76	67	49	63
	2015	115	79	78	81	83	63	100		78	80	67	75
	District	2,351	75	73	78	78	67	69	67	73	78	63	62
Writing	2103												
	2014	112	51	50	51	58	41	40	50	55	52	43	44
	2015	115	69	64	75	75	43	70		69	72	58	62
	District	2,351	70	68	72	80	63	68	83	68	72	58	62

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	83	80	82	78	50	56			91	82	82	0	80
	2014	92	76	78	74	100	50	100	100	71	76	50		68
	2015	105	84	79	91	94	89	81		100	82	79		87
	District	2,364	82	80	84	94	75	82	79	84	83	67	68	78
Literature	2103	83	67	66	68	50	67			67	68	43	33	55
	2014	92	73	70	77	67	57	86	86	78	74	51		57
	2015	105	70	67	74	83	67	63		83	69	70		68
	District	2,364	68	67	69	72	60	61	64	68	70	58	49	64
Language	2103	83	60	63	57	63	61			57	60	36	25	52
	2014	92	56	53	59	42	44	75	50	57	57	34		42
	2015	105	58	56	61	82	52	50		85	56	53		56
	District	2,364	59	58	60	69	52	56	50	56	61	48	43	55
Information	2103	83	65	63	67	58	56			66	66	49	29	61
	2014	92	63	62	65	52	61	93	57	57	64	37		46
	2015	105	80	75	87	94	81	88		88	79	76		79
	District	2,364	80	77	82	86	74	75	68	79	81	67	60	76
Writing	2103													
	2014													
	2015	105	62	59	67	69	63	78		63	61	56		60
	District	2,364	65	63	67	72	60	60	47	64	67	54	49	61

DEA ELA		Common Core STRANDS (Average score for each subgroup)												
Grade 4	All Students		Gender (%)		Ethnicity (%)						Status (%)			
	# Students Tested	Overall %	Male	Female	A	B	H	I	M	W	ESE	ELL	F/R	
Literature	2103	94	61	53	68	37	60		39	60	63	41	49	
	2014	88	62	60	64	33	67	78		57	63	50	33	51
	2015	89	83	80	84	86	57			94	82	83	80	
	District	2,067	79	78	79	78	73	74	87	76	81	68	63	75
Language	2103	94	72	68	76	74	70		56	71	73	46	59	
	2014	88	67	65	69	30	82	70		58	68	59	30	63
	2015	89	76	76	77	63	50			88	77	67	67	
	District	2,067	69	68	70	66	64	65	67	70	71	58	54	65
Information	2103	94	71	64	77	50	77		44	75	71	51	62	
	2014	88	69	65	73	25	68	63		68	70	61	25	59
	2015	89	85	84	85	75	67			97	84	73	78	
	District	2,067	81	80	81	80	75	77	81	81	82	70	66	76
Writing	2103													
	2014													
	2015	89	74	75	73	86	66			73	74	62	67	
	District	2,067	68	67	69	67	63	64	71	67	69	56	55	63

DEA ELA		Common Core STRANDS (Average score for each subgroup)												
Grade 5	All Students		Gender (%)		Ethnicity (%)						Status (%)			
	# Students Tested	Overall %	Male	Female	A	B	H	I	M	W	ESE	ELL	F/R	
Literature	2103	82	70	65	76	67	72	60	100	65	70	58	58	
	2014	89	76	64	87	55	79	33	100	63	78	53	33	65
	2015	82	84	84	85	50	83	100		87	85	77	17	84
	District	2,105	82	80	84	82	76	74	81	81	84	68	56	77
Language	2103	82	66	69	64	78	70	50	83	50	67	59	57	
	2014	89	63	59	67	59	65	50	38	60	64	50	0	53
	2015	82	81	80	83	57	75	63		85	82	68	38	84
	District	2,105	81	80	83	80	77	75	88	81	83	71	63	78
Information	2103	82	75	77	74	80	76	70	80	63	76	55	66	
	2014	89	73	67	77	77	65	70	50	67	74	59	20	65
	2015	82	68	69	68	63	58	63		58	70	52	63	63
	District	2,105	65	65	66	69	56	61	74	64	68	53	51	61
Writing	2103													
	2014													
	2015	82	68	67	70	38	58	50		73	70	45	38	59
	District	2,105	67	66	69	69	59	59	81	65	70	54	48	61

FSA ELA Data (By Grade)

ELA: Data

FSA ELA 2015 Grade 3			Percent at Lowest Quintile										
GRADE 3	# Students Tested	% at Lowest Quintile	<u>Gender</u>		<u>Ethnicity</u>						<u>Status</u>		
			M	F	A	B	H	I	M	W	ESE	ELL	F/R
Edge	104	9%	11%	5%	0%	14%	0%		0%	10%	25%		10%
District	2,441	12%	14%	10%	4%	16%	12%	33%	12%	11%	31%	33%	16%

School Action Plan

ELA (Reading): Assessment Data Analysis

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

Kindergarten - Students made significant gains in literature (2014-68%; 2015-80%), specifically males (2014-65%; 2015-76%).

First Grade - Students made significant gains in literature (2014-65%; 2015-85%) and writing (2014-53%; 2015-74%).

Second Grade - Students made significant gains in foundations (2014-74%; 2015-89%), information (2014-67%; 2015-79%), and writing (2014-51%; 2015-69%)

Third Grade - Students made significant gains in information (2014-63%; 2015-80%)

Fourth Grade - Students made significant gains in literature (2014-62%; 2015-83%) and information (2014-69%; 2015-85%)

Fifth Grade - Students made significant gains in language (2014-63%; 2015-81%), specifically males (2014-59%; 2015-80%)

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

Although we are doing an excellent job at every grade level in building foundational skills and teaching students to apply their skills, the data analysis reveals an overall gap in our kindergarten through fourth grade student's ability to apply their language strategies into their independent reading. Language proficiency is at or slightly above district (kindergarten/males-68%; first-71%; second-70%; third/males-56%; fourth-76%). Our learning gains are flat and we must include students in goal setting to accelerate progress toward mastery of grade level standards.

14% of our lowest quintile students are African Americans. ESE students made gains in second grade (2014-39%; 2015-60%), third grade (2014-21%; 2015-60%), and fourth grade (2014-50%; 2015-60%), but growth for ESE students declined in kindergarten (2014-64%; 2015-57%), first grade (2014-71%; 2015-50%), and fifth grade (2014-50%; 2015- 40%).

Our students have a significant gap between their ability to read and their ability apply knowledge independently.

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... analyze text because they have developed strategic reading and thinking skills through text marking/note taking; understanding not just what the text says, but how the text works and what the text means.

Professional Development and Activities:

District:

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

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

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

School-based:

1. During pre-planning, teachers will receive professional development on Balanced Literacy, Okaloosa County Curriculum Guide, Accelerated Reading Expectations, and an overview of the District's overarching ELA focus. The review and implementation of Balanced Literacy will be integrated into all PLCs and observed in classrooms by administrators.

2. Professional Development will be offered pertaining to the Close Reading Process and will include previous years' OCSD Professional Development for new teachers. During the district provided half day session and school-based PD days, teachers will collaborate to create a lesson using multiple texts/text types focusing on text dependent questions of varying complexity throughout each read, text marking/note-taking, student talk, and a purposeful culminating task. Teachers will analyze a variety of complex text for the purpose of interpreting it by implementing the close reading protocol that consists of reading with a

purpose, re-reading, text marking, note-taking, answering text dependent questions, purposeful discussions and writing in response to text.

4. Professional Development modules from PD Resource Center (Fisher & Frey K-5) will be used for focused instruction; independent, scaffolded and close reading; literal, structural, and inferential level questions; action-oriented tasks and purposeful assessments.
5. Teachers will share exemplar Close Reading lessons and student samples during school-based PD and grade level meetings. Teachers will use grade level meeting template to document focused discussions. Each grade level will maintain three student samples for each assignment (low, medium and high) and discuss future teaching points. Team members will use these student samples to springboard discussions about future implementation needs before creating the next month's lesson.
6. Teachers will plan for, implement and discriminate between Close Reading and Everyday Instructional Reading lessons. Culminating activities will be aligned with the standards; and within the Close Read lesson, each read will build toward the mastery of the chosen standard.
7. Teachers will use their Standards and Item Specs to write appropriate complex questions and utilize answer stems as a framework for writing responses. Participants will apply knowledge to create text dependent questions (with Close Reading and Everyday Instructional Reading) and teacher created assessments.
8. Based on teacher need and interest, professional development (ex: book study and/or support from the ELA Instructional Coach) will be offered pertaining to the Close Reading and Everyday Reading Processes.
9. All teachers will know their lowest quintile students using the FSA and DEA results through data chats with administrators and their formative assessments. Data spread sheets will be made after every DEA and each teacher will be responsible for progress monitoring and individual conferencing with these students. Differentiation will be essential to closing the gap for these students. These students will be given the opportunity to participate in our after school tutoring (POC tutoring). The STAR individual intervention plans will be used to help strengthen foundational skills of our lowest quintile. Evidence will be collected by evaluating individual student progress in STAR toward the projected scale score goal determined from the first STAR test and compared with Renaissance's data points.
10. The individual practice of reading will be monitored by teachers through the quality of text (85% accuracy), the quantity of text (AR points) and complexity of text (individual ZPD range of reading) using the goal setting and monitoring within Renaissance.

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

1. Secure dates for the school-based professional development activities with Instructional Coach (IC) for training dates after district PD and IC schedule is complete.
2. Create a school-based calendar of professional development, grade level, department faculty, and team leader meetings for dissemination during pre-planning.
3. Order Fisher & Frey's Text-Dependent Questions: Grades K-5 for grade level chairs.
4. Grade levels will meet to coordinate common text marking/note taking strategies.
5. Data chats will continue with leadership team, meeting to analyze and develop ELA instruction based on evidence of student needs. (PD Days)

Classroom Implementation Action Steps (Teachers and Students):

1. Teachers will embed Close Reading strategies from Fisher & Frey's Text-Dependent Questions Grade K-5 into daily instruction.
2. Teachers will choose passages that are short and chosen from a variety of sources such as Achieve 3000, NEWSELA, short excerpts from books, etc.
3. Teachers will use quality close reading lesson cycles at least two to three times per quarter with a specific focus using short passages (few paragraphs), limited frontloading (teachers will avoid accessing prior knowledge before students read) and multiple readings with students going deeper into text with a new focus each time.
4. Teachers will continue to create text dependent questions of varying complexity as the vehicle to drive student comprehension (from literal to inferential) throughout each read of the Close Read.
5. Students will regularly (ex. Everyday Instructional Reading) interact with texts, using text dependent questions as a guide to navigate these texts and deepen understanding.
6. Teachers will create and model purposeful text marking/note-taking strategies to aid comprehension and facilitate student response to text dependent questions.
7. Students will use modeled text marking/note-taking strategies to respond to text dependent questions of varying complexity.
8. Teacher will create opportunities for student talk/discussion through purposeful text dependent questions and writing tasks to build student comprehension, stamina, and persistence in reading.
9. Students will have meaningful discussions (student talk) that are essential for deep understanding of complex texts and ideas.
10. Students will routinely write and answer questions of varying complexity constructed from standards and Item Specs.

11. Teachers will determine Tier 2 and 3 words specific to the content area.
12. Students will be able to read, define, and apply Tier 2 and 3 words during Everyday Reading of content area subjects.
13. Teachers will incorporate and students will apply elements of Close Reading in Everyday Instructional Reading, specifically text marking/note-taking, student talk, and writing through reading.
14. Teachers will continue to embed the Instructional Shifts into daily instruction through purposeful lessons and activities.

Progress Monitoring:			
Initiative	How Often	How Will It Be Monitored	Who Is Responsible To Monitor
1. Critical Thinking tools: text dependent questions, text marking and note-taking, student talk	Weekly	Lesson plans, Walk throughs, Grade level meetings	Administrators, Teacher, Grade Level Chair
2. Close Read Lesson Creation, Observation, Culminating Activity, and Reflection Cycle	Quarterly	Walk throughs, Grade level meetings, Data chats, PD documentation	Administration, Teacher, Grade Level Chairs, ELA Coach
3. Everyday Instructional Reading/Close Reading	Weekly	Walk throughs, monthly lesson plans	Administration, Teacher, ELA Coach
4. Common language for discriminating between Close Reading and Everyday Reading	Quarterly	PD documentation	Administration, ELA Coach
5. Standards and Item Specs to utilize text dependent questions	Weekly	Lesson plans, teacher created assessments, Data chats & teams	Administration, Teacher, ELA Coach
6. Student Talk	Weekly, Quarterly	Walk-through, Grade Level Meetings	Administration

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

School Action Plan

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 a structured response which includes the critical elements of a proficient product as measured by the FSA rubric.

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. After grade levels, kindergarten through third grade, have administered and assessed their baseline at the beginning of each quarter, ELA instructional coach will meet with PLC grade level groups to determine teaching points and groupings for guided writing in Writers' Workshop.
2. Kindergarten through third grade will build learning maps for each of the three types of writing. These grade levels will use part of their district half days for creating learning maps, creating mini-lesson for writing and writing calibrations and additional PD days. Additional PDs will be with individual grade levels after school.
3. Fourth and fifth grade will have a full day of Professional Development on district PD days i.e. district message, close read lesson planning for strategic reading, writing calibration, creating learning maps, developing mini lessons for unpacking prompts, review planning guide (graphic organizer with beginning, middle and end), purposeful text marking/determining importance, using mentor text to create lessons on smooth transitions/elaborating/appropriately placed

vocabulary.

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

1. Meet with Leadership Team SPP to analyze data, plan PD sessions, establish goals, and determine dates of delivery for PD.
2. All grade level teachers, K-5 will have an evidence sheet of their student's writing over the course of the year. The evidence sheet will include a baseline, post and final assessment for each type of writing using the Florida Standards Assessment (FSA) rubrics and placed in Students' Notebooks for their self-assessing learning:
 - a. Kindergarten: Q1-Narrative; Q2-Informational; Q3 & Q4-Opinion
 - b. First through third: Q1-Narrative; Q2-Informational; Q3-Opinion; Q4-Spiraling -Narrative, Information & Opinion
 - c. Fourth and Fifth: Q1-Informational; Q2-Opinion; Q3-Informational/Opinion; Q4 (Fourth)-Review & (Fifth)-Argumentative
3. Grade levels and ELA Instructional Coach will create a learning map of effective informational/opinion writing lessons (to include unpacking the prompt, planning for writing, introduction, conclusions, body paragraphs, citing evidence, elaboration, transitions, and vocabulary etc.).
4. Teachers will scaffold each type of writing through mini lessons which teach students how to structure the different types of essays, how to gather information, how to write coherent sentences and sequence their information.
5. Students will collaborate with peers using student talk strategies to plan purposeful essays that are written to multiple texts/stimuli.
6. Teachers will implement instructional methods learned from the PLCs. Accountability will be through coaching cycles where Literacy Coach observes/models. Teachers will determine exemplar writings through their calibration meetings.
7. Grade levels will turn in minutes to show evidence of topics discussed. To encourage collegiate conversations, exemplar writing lessons and student samples will be shared during PD sessions, grade level meetings, and SPP meetings. Time will be allotted for grade level planning/calibration of writing samples during each PD day (half-day provided by district). FSA rubrics, writing samples, points of focus, and knowledgeable colleague (i.e., Instructional coach, writing teacher) will be provided.

Classroom Implementation Action Steps (Teachers and Students):

1. All teachers will administrator a baseline narrative, informational or an opinion writing task at the beginning of each quarter dependent upon the focus of writing during that quarter for that grade level. All baseline writing tasks will mirror district cold writes.
2. Teachers will use student essays to calibrate writing using the FSA rubrics in order to create exemplars and determine teaching points.
3. After instruction, teachers will use the district cold writes as the post writing for each quarter to measure growth. Baseline and post writing assessments will be input on Writing Evidence Sheets to observe growth throughout the year.
4. During Writers' Workshop, teachers will model "Unpacking the Prompt" strategies.

5. Students will unpack writing prompts through the gradual release of responsibility method after initial instruction.
6. Teachers will model text marking using the writing task as the driving force in creating a well-developed informational or opinion thesis.
7. Students will demonstrate purposeful text marking to create their claim/thesis, citing evidence and choosing elaboration.
8. Teachers will use mentor texts to provide ample practice in analyzing samples of writing, explaining an author's use of elaborative techniques and their effectiveness while explicitly teaching students how to elaborate effectively.
9. Students will delve into what the author is saying, how the author is saying it, why the author is saying it and the purposeful inspiration derived from the text through continual analysis of powerful writing. Students will do so by utilizing the close reading skills of text marking and thoughtful analysis of text dependent questions in order to elaborate effectively in writing.
10. Teachers will model how to use graphic organizers for planning informational and opinion writing pieces.
11. Student will use these graphic organizers as a method for planning their writing tasks.
12. Teachers will model writing effective introduction and conclusion statements through analysis of mentor texts and student writings.
13. Students will write effective introduction and conclusion statements by continually analyzing and deconstructing effective introductions and conclusions.
14. Teachers will provide feedback to student writing during writing conferences.
15. Teachers will break apart exemplar pieces via the document camera with students.
16. Students will gain control over the reading and writing processes through continual feedback and revision.
17. All teachers will have individual Student Data Notebooks (evidence of individual progress) will house pre and post student writing to demonstrate growth and success toward grade level writing standards. Writing through reading will be spiraled throughout the year as students become more and more proficient at the structure of writing.

Progress Monitoring:			
Initiative	How Often	How Will It Be Monitored	Who Is Responsible To Monitor
Pre-/Post-Writing Tasks tracked on the Writing Evidence Sheets	Quarterly	Data Chats with Literacy Team	Administrators, ELA Coach
Collaborative blind grading of writing essays for calibration	Quarterly	Writing Evidence Sheets	Administrators, ELA Coach
TDQ and text-marking	Weekly	Lesson Plans, Grade Level Documentation, Walkthroughs	Administrators, Grade Level Chairs, ELA Coach
Standards and Item Specs Task Writing	Quarterly	Lesson Plans, Walkthroughs	Administrators, Teachers, ELA Coach

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

School Action Plan

ELA: Strategies & Programs to Support the Objectives

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

Professional Development and Activities:
School-based:

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

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

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

School Action Plan

ELA: Strategies & Programs to Support the Objectives

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

Focus: Strategies to support Independent Reading (K-2)

Goal: By the end of the year, we expect our students to be able to...self-assess reading ability by determining their personal "just right book" and enjoy sustained independent reading in order to build proficiency in the literature and language strands.

Professional Development and Activities:

School-based:

1. Primary (K-2) teachers will participate in professional development on using AR as a Purposeful accelerated reading, powerful practice for monitoring independent reading.
2. Teachers will be trained in how to set reading practice goals for each student and how to encourage/motivate students using reading practice certifications goals.
3. Teachers will be trained in the use of percentage of accuracy toward personal goal, rather than how many points a student achieves.
4. Teachers will be trained in how to allow parents to access their students progress on AR and to know immediately via email how their child did on an AR assessment taken at school.
5. Grade level PLCs will determine how independent reading will be guided by teacher i.e. individual conferences with Level 1 and 2 students in order to encourage and sustain reading on their own; time for choosing books; taking AR assessments, etc.
6. Kindergarten and first grade teachers will use Tyner (foundational reading skills) to monitor emergent reading achievement of Level 1 and 2 students until students are able to read independently.

Action Steps for Implementation:

School Implementation Action Steps:

1. Provide AR seats for all students K-2 to include levels 1 and 2
2. Grade level independent reading will be monitored and encouraged through percentage of accuracy achievement in each class.
3. A data-driven AR bulletin board will be developed to show schoolwide success of classes toward their percentage of accuracy growth as a group.
4. Lowest Quintile students and their growth will be monitored closely by administrators.

Classroom Implementation Action Steps (Teachers and Students):

1. Teacher will provide time for students, outside the ELA block, to choose independent reading books (AR) and take tests at their independent reading level only
2. Students will choose a "just right book", read the book independent (several times for K-2 if necessary), and take an AR test.
3. Teacher will provide directions to parents to access their students reading achievement on AR and directions for parents to input their email address on their student's access so they will know when and how their child did on an AR assessment through email.
4. Students will choose an AR book on their level that is of interest to them, be diligent about sustained independent reading, notify their teacher when they are ready to assess, and self-assess if they need to "stretch" their level when choosing their next book.
5. Teacher will guide independent reading with individual conferences with students after analyzing their progress toward personal goals.
6. Students will use time wisely in the media center and in the classroom when choosing a book within their ZPD.
7. Teacher will personalize the practice of independent reading by setting individual Reading Practice Goals.
8. Students will be motivated by acknowledging their own achievements and being encouraged by their teacher and parent.
9. Lowest Quintile students will be closely monitored by each classroom teacher.

Progress Monitoring:

Initiative	How Often	How Will It Be Monitored	Who Is Responsible To Monitor
Accelerated Reading Training	Ongoing	Accelerated Reader	Administrators, ELA Coach
Independent Reading Goal Setting	Weekly/Quarterly	Accelerated Reader	Administrators, ELA Coach
Independent Reading Classroom Success Celebration	Quarterly	Accelerated Reader	Administration

Evaluation:

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

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

School Action Plan

ELA: Strategies & Programs to Support the Objectives

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

Focus: Strategies to support Independent Reading (3-5)

Goal: By the end of the year, we expect our students to be able to...self-assess reading ability by determining their personal "just right book" and enjoy sustained independent reading in order to build proficiency in the literature and language strands.

Professional Development and Activities:

School-based:

1. Intermediate (3-5) teachers will be trained on using AR as a Purposeful accelerated reading, powerful practice for monitoring independent reading.
2. Teachers will be trained in how to set reading practice goals for each student and how to encourage/motivate students using reading practice certifications goals.
3. Teachers will be trained in the use of percentage of accuracy toward personal goal, rather than how many points a student achieves.
4. Teachers will be trained in how to allow parents to access their students progress on AR and to know immediately via email how their child did on an AR assessment taken at school.
5. Grade level PLCs will be determine how independent reading will be guided by teacher i.e. individual conferences with Level 1 and 2 students in order to encourage and sustain reading on their own; time for choosing books; taking AR assessments, etc.

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

1. Provide AR seats for all students 3-5 to include levels 1 and 2
2. Grade level independent reading will be monitored and encouraged through percentage of accuracy achievement in each class.
3. A data-driven AR bulletin board will be developed to show schoolwide success of classes toward their percentage of accuracy growth as a group.
4. More AR books will be ordered for the media center.
5. Lowest Quintile students and their growth will be monitored closely by administrators.

Classroom Implementation Action Steps (Teachers and Students):

1. Teacher will provide time for students, outside the 90 minute block, to choose independent reading books (AR) and take tests at their appropriate independent reading level only.
2. Students will choose a "just right book", read the book independent and take an AR test.
3. Teacher will provide directions to parents to access their students reading achievement on AR and directions for parents to input their email address on their student's access so they will know when and how their child did on an AR assessment through email.
4. Students will choose an AR book on their level that is of interest to them, be diligent about sustained independent reading, notify their teacher when they are ready to assess, and self-assess if they need to "stretch" their level when choosing their next book.
5. Teacher will guide independent reading with individual conferences with students after analyzing their progress toward personal goals.
6. Students will use time wisely in the media center and in the classroom when choosing a book within their ZPD.
7. Teacher will personalize the practice of independent reading by setting individual Reading Practice Goals.
8. Students will be motivated by acknowledging their own achievements and being encouraged by their teacher and parent.
9. Lowest Quintile students will be closely monitored by each classroom teacher.

Progress Monitoring:			
Initiative	How Often	How Will It Be Monitored	Who Is Responsible To Monitor
Accelerated Reader Training	Ongoing	Accelerated Reader	Administrators, ELA Coach
Independent Reading Goal Setting	Weekly/Quarterly	Accelerated Reader	Administrators, ELA Coach
Independent Reading Classroom Success Celebration	Quarterly	Accelerated Reader	Administration

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

School Action Plan

ELA: Strategies & Programs to Support the Objectives

ELA Subgroup Focus	
Subgroup: African Americans	Focus: Strategies to support Independent Reading
Goal: By the end of the year, we expect our students to be able to...self-assess reading ability by determining their personal "just right book" and enjoy sustained independent reading in order to build proficiency in the literature and language strands.	

Professional Development and Activities:
School-based: <ol style="list-style-type: none">1. All teachers will be trained on using AR as a Purposeful accelerated reading, powerful practice for monitoring independent reading.2. Teachers will be trained in how to set reading practice goals for each student and how to encourage/motivate students using reading practice certifications goals.3. Teachers will be trained in the use of percentage of accuracy toward personal goal, rather than how many points a student achieves.4. Teachers will be trained in how to allow parents to access their students progress on AR and to know immediately via email how their child did on an AR assessment taken at school.5. Grade level PLCs will be determine how independent reading will be guided by teacher i.e. individual conferences with African American students in order to encourage and sustain reading on their own; time for choosing books; taking AR assessments, etc.

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

1. Provide AR seats for all students to include African American students
2. Grade level independent reading will be monitored and encouraged through percentage of accuracy achievement in each class.
3. A data-driven AR bulletin board will be developed to show schoolwide success of classes toward their percentage of accuracy growth as a group.
4. More AR books will be ordered for the media center to include books that show African American heritage.
5. Read Alouds will be used across grade levels so that African American students have more access to oral reading.
5. African American students and their growth will be monitored closely by administrators.

Classroom Implementation Action Steps (Teachers and Students):

1. Teacher will provide time for students, outside the 90 minute block, to choose independent reading books (AR) and take tests at their appropriate independent reading level only.
2. Students will choose a "just right book", read the book independent and take an AR test.
3. Teacher will provide directions to parents to access their students reading achievement on AR and directions for parents to input their email address on their student's access so they will know immediately via email how their child did on an AR assessment taken at school.
4. Students will choose an AR book on their level that is of interest to them, be diligent about sustained independent reading, notify their teacher when they are ready to assess, and self-assess if they need to "stretch" their level when choosing their next book.
5. Teacher will guide independent reading with individual conferences with students after analyzing their progress toward personal goals.
6. Students will use time wisely in the media center and in the classroom when choosing a book within their ZPD.
7. Teacher will personalize the practice of independent reading by setting individual Reading Practice Goals.
8. Students will be motivated by acknowledging their own achievements and being encouraged by their teacher and parent.
9. African American students will be closely monitored by each classroom teacher.

Progress Monitoring:			
Initiative	How Often	How Will It Be Monitored	Who Is Responsible To Monitor
Accelerated Reader Training	Ongoing	Accelerated Reader	Administrators, ELA Coach
Independent Reading Goal Setting	Weekly/Quarterly	Accelerated Reader	Administrators, ELA Coach
Independent Reading Classroom Success Celebration	Quarterly	Accelerated Reader	Administrators

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

School Action Plan

ELA: Strategies & Programs to Support the Objectives

ELA SWD Focus

Focus: Analyzing grade level text to become a strategic reader

Goal: By the end of the year, we expect our students to be able to... construct meaning by consistently interacting with text (independent reading) using their prior knowledge along with clues from the text to construct meaning. Strategic readers will develop reading competency by utilizing skills to interact with appropriate text and using decoding skills to read and comprehend unfamiliar words in order to improve fluency and comprehension. Strategic readers will also be able to determine importance in text by text marking and/or notetaking.

Professional Development and Activities:

School-based:

1. Differentiated Instruction to meet the needs of all learners will be part of the district and school based PDs. Resources for teachers will be shared with new and returning teachers i.e. FCRR, CPALMS, LFAS, OCS D Curriculum Guides, etc.
2. Kindergarten and first grade will continue to implement Tyner with fidelity.
3. Teachers will analyze DEA and formative assessments to create small groups for instruction and out of group reading stations based on the data.
4. Teachers will use their Standards and Item Specs to write appropriate complex questions.
5. Teachers will format their ELA block utilizing the balanced literacy model and will provide a copy to administration.
6. School based ESE teacher will continue to use data to implement strategies for specific needs.
7. Edge Psychologist will provide training on PMPs and MTSS process.
8. ESE teacher will have the opportunity to visit other highly-effective ESE teachers throughout the district.
9. Based on teacher need, the professional development will be offered to individual or groups of teachers pertaining to purposeful spiraling.

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

1. Administration will prepare an excel document of all pertinent DEA data within a week of each test completion. This document will allow staff to sort their data quickly and focus on the needs of specific students.
2. Grade levels will analyze data collected from formative assessments and DEA Test A of level 1, level 2, and fragile level 3 students and select standard(s) for small group remediation.
3. Teachers will conference with parents, explain the reading/language deficits and the remediation plans and have the parents sign the PMP.
4. Teachers will use the balanced literacy model for scheduling instruction, remediation, and learning tasks during the ELA block.
5. Teachers will create lesson plans that show differentiation of stations, Tyner groupings (K-1) and flexible skill groupings based on student need (grades 2-5).
6. ELA Instructional coach will share Tyner materials with new teachers
7. Teachers will provide additional small group support (Tier II) for students with a reading PMP and refer them to the MTSS committee after 6 weeks of data collection/tracking.
8. Grade levels will plan, implement, and evaluate lessons and strategies utilized in instruction during Grade Band PLC meetings.
9. Struggling students will be added to the MTSS Tracking Sheet and monitored closely through the RTI process by the MTSS committee.
10. Teachers will set up quarterly AR goals and rewards to encourage independent reading practice.
11. ESE will work with teachers to develop a Master schedule that provides a block of time to meet student IEPs requirements.
12. Bi quarterly reviews by School Counselor, ESE Teacher and Speech Therapist of ESE Student grades, behavior and assessments.
13. Classroom Teacher and ESE Teachers will share lesson plans in order to support current instructional goals.
14. Resources will be supplied to parents to help them in supporting student academics.

Classroom Implementation Action Steps (Teachers and Students):

1. Teachers will schedule the ELA block utilizing the balanced literacy model and provide a copy to administration.
2. Teachers will turn in lesson plans that denote differentiation of stations and Tyner groups.
3. Teachers will implement strategies daily from students' IEPs.
4. ESE teacher will collaborate with classroom teachers to ensure implementation of services and level of support as needed to promote academic growth.

5. Kindergarten and first grade teachers will organize materials for new teachers to use with Tyner lessons and implement the Tyner method with fidelity.
6. Teachers will provide small-group, intensive instruction focused on identified areas of weakness.
7. Students will be active participants in small group instruction.
8. Teachers will use formative assessments (ex. observations, student talk, questioning, peer/self-assessments, exit slips, graphic organizers, etc.) to gauge mastery of each standard.
9. Students will routinely answer questions of varying complexity constructed from Standards and Item Specs utilizing answer stems when appropriate.
10. Teachers will continue or begin reading PMPs for students in the Level 1-2 range and closely monitor fragile Level 3s.
11. Teachers will conference with parents, explain the reading/language deficits and the remediation plans and have the parents sign the reading PMP.
12. Teachers will provide time outside of the ELA block for independent reading of AR books obtained from the media center or classroom library and AR testing. Individual goals will be set so students can gradually read more complex text.

Progress Monitoring:			
Initiative	How Often	How Will It Be Monitored	Who Is Responsible To Monitor
Standards-Based Lessons	Weekly	Lesson Plans, Walkthroughs	Administration, ELA Coach
Analyzing Standards and Item Spec Question	Weekly	Lesson Plans, Walkthroughs	Administration, ELA Coach
Setting Individual Goals in AR	Quarterly	Renaissance Reports	Administration, ELA Coach
Individualized Instruction	Weekly/Quarterly	Lesson Plans, Walkthroughs, IEP Progress Reports	Administration, ELA Coach
Data Chats	Quarterly	Meeting Minutes	Administration, ELA Coach
MTSS Student Tracking	Bi-quarterly	MTSS Tracking Sheet	Administration, School Counselor, ESE teacher, Speech Therapist, Staffing Specialist and Psychologist

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

School Action Plan

Math

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

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

DEA Math Proficiency (By Grade)

Math: Data

DEA Math		PROFICIENCY (Based on Common Core Assessment)															
K	# Students Tested	Achievement Levels				% Proficient	Gender		Ethnicity						Status		
		LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4-5		M	F	A	B	H	I	M	W	ESE	ELL	F/R
		2015 Post Test (C)	96	2%	14%		33%	51%	84%	74%	94%	100%	100%	75%		83%	84%
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)	98	0%	4%		45%	51%	96%	92%	100%	50%	80%	100%		89%	99%
District 2015	2,361	1%	6%	56%	37%	93%	93%	94%	98%	89%	91%	92%	95%	94%	82%	88%	91%

DEA Math		PROFICIENCY (Based on Common Core Assessment)															
Grade 2	# Students Tested	Achievement Levels				% Proficient	Gender		Ethnicity						Status		
		LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4-5		M	F	A	B	H	I	M	W	ESE	ELL	F/R
		2015 Post Test (C)	116	0%	13%		55%	32%	87%	94%	79%	100%	80%	100%		86%	87%
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)	105	0%	13%	69%	18%	87%	84%	91%	100%	86%	100%		100%	85%	70%		83%
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)	88	1%	9%	59%	31%	90%	97%	84%	100%	100%			100%	88%	89%		79%
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)	82	1%	15%	41%	43%	84%	84%	85%	50%	100%	100%		60%	86%	40%	100%	68%
District 2015	2,102	2%	14%	47%	38%	84%	83%	86%	88%	74%	79%	88%	87%	87%	60%	66%	77%

DEA Math		Common Core STRANDS (Average score for each subgroup)												
K	All Students		Gender (%)		Ethnicity (%)						Status (%)			
	# Students Tested	Overall %	Male	Female	A	B	H	I	M	W	ESE	ELL	F/R	
Operations	2015	96	84	78	89	67	87	92		72	84	69	67	76
	District	2,387	83	81	84	87	74	82	79	82	84	72	79	80
Meas. & Data	2015	96	84	81	86	83	90	83		83	83	64	50	76
	District	2,387	84	83	86	79	76	81	82	83	86	72	78	81
Geometry	2015	96	89	85	93	100	97	96		89	88	76	83	85
	District	2,387	88	87	89	87	82	87	88	88	89	80	84	86
Base Ten	2015	96	86	79	93	100	100	88		83	86	75	75	78
	District	2,387	83	83	84	93	72	82	86	83	85	73	81	80

DEA Math		Common Core STRANDS (Average score for each subgroup)												
Grade 1	All Students		Gender (%)		Ethnicity (%)						Status (%)			
	# Students Tested	Overall %	Male	Female	A	B	H	I	M	W	ESE	ELL	F/R	
Operations	2015	98	79	79	78	50	73	80		70	81	63	71	75
	District	2,361	76	76	76	83	69	73	66	77	77	64	73	73
Meas. & Data	2015	98	84	83	85	75	75	88		84	84	72	75	82
	District	2,361	80	79	80	82	69	77	80	79	82	72	74	76
Geometry	2015	98	68	66	71	67	43	70		57	71	65	33	66
	District	2,361	68	67	69	71	62	64	67	66	69	61	61	65
Base Ten	2015	98	91	90	91	94	83	93		88	92	85	88	90
	District	2,361	86	86	85	90	80	83	86	87	87	78	80	83

DEA Math		Common Core STRANDS (Average score for each subgroup)											
Grade 2	All Students		Gender (%)		Ethnicity (%)						Status (%)		
	# Students Tested	Overall %	Male	Female	A	B	H	I	M	W	ESE	ELL	F/R
Operations	2015	116	87	87	86	100	72	95		89	87	87	83
	District	2,351	86	85	86	93	77	84	90	86	87	76	81
Meas. & Data	2015	116	81	86	75	100	65	93		77	82	80	75
	District	2,351	80	82	79	86	71	79	88	80	82	70	76
Geometry	2015	116	90	91	88	83	86	83		92	90	87	87
	District	2,351	90	90	91	92	88	91	88	91	90	84	90
Base Ten	2015	116	85	90	80	80	80	86		80	87	81	82
	District	2,351	84	86	82	90	77	81	89	83	85	76	80

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	105	75	73	78	90	80	93		86	73	68	75
	District	2,367	76	75	76	86	70	71	55	75	77	62	61
Meas. & Data	2015	105	79	78	80	85	76	93		92	78	70	76
	District	2,367	78	78	77	85	69	74	73	76	80	68	65
Geometry	2015	105	75	77	73	81	82	81		80	74	65	69
	District	2,367	75	74	75	76	65	72	67	72	78	65	62
Base Ten	2015	105	78	76	81	81	75	88		85	77	69	75
	District	2,367	75	76	74	82	67	69	52	71	77	65	59

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	88	78	80	77	50	72			79	79	72	71
	District	2,062	74	74	73	75	67	71	73	74	75	65	61
Meas. & Data	2015	88	76	82	70	88	63			77	76	74	63
	District	2,062	71	74	68	78	61	69	70	71	72	59	64
Geometry	2015	88	85	84	86	50	67			96	85	86	78
	District	2,062	83	84	82	82	76	81	80	81	85	72	73
Base Ten	2015	88	94	97	91	100	84			93	94	93	89
	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	82	87	86	87	88	90	75		90	86	73	100	83
	District	2,102	86	86	86	88	81	83	91	85	87	76	72	83
Meas. & Data	2015	82	77	78	76	67	77	83		73	78	65	67	72
	District	2,102	77	77	77	86	70	72	79	77	79	64	65	72
Geometry	2015	82	90	89	90	75	93	67		93	90	78	100	84
	District	2,102	86	86	86	89	83	81	81	85	87	76	73	83
Base Ten	2015	82	76	74	80	56	76	67		80	77	60	56	70
	District	2,102	75	76	74	83	67	68	82	76	77	57	58	69

FSA Math Data (By Grade)

Math: Data

School Action Plan

Math: Assessment Data Analysis

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

Kindergarten - At or above district average across all components of math.

First - At or above district average in operations and Base 10.

Second - At or above district average across all components of math. 90% of second grade students proficient in geometry.

Third - At or above district average in measurement, geometry and Base 10.

Fourth- At or above district average in across all components of math. 94% of fourth grade students proficient in Base 10.

Fifth - At or above district average across all components of math.

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

Kindergarten - ESE students performed below the district average in operations, measurement & data and geometry.

First - Overall proficiency of 68% in geometry.

Second - Measurement & data

Third - Operations and geometry, ESE population in operations and geometry

Fourth - Operations and measurement & data

Fifth - Measurement & data and Base 10

School Action Plan

Math: Strategies & Programs to Support the Objectives

Math Focus 1

Focus: Strategies to Support Standards-based Instruction and Assessments

Goal: By the end of the year, we expect our students to be able to...engage in rich math talk while articulating strategies used and demonstrate mastery of grade-level standards through problem solving , spiraling skills and proficiently answering standards-based questions.

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. Pre-planning professional development with a focus on the Okaloosa County Curriculum Guide and CPALMS.
2. Pre-planning professional development with a focus on Accelerated Math, implementation, management and expectations.
3. Curriculum guides copied for teachers.
4. Item Specifications copied teachers in 3-5.
5. PD with Instructional Math Coach with a focus on writing rigorous, standards-based questions. Utilize two of the 20 PD days.
6. SPP Spotlight distributed to teachers. SPP Spotlight highlights essential components of the SPP at a glance. Teachers will use this document as a guide as they plan and meet with grade level teams.
7. Purchase grade level copies of Good Questions for Math Teaching by Peter Sullivan and Pat Lilburn. Books will be used as guides to assist teachers as they write rigorous, standards-based questions and performance tasks.

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

1. Curriculum placemats distributed to teachers.
2. Item Specifications distributed to teachers in 3-5.
3. Provide teachers with student-friendly versions of the Mathematical Practices if needed.
4. PD with Instructional Math Coach with a focus on writing rigorous, complex, standards-based questions. Utilize two of the 20 PD days available.
5. Grade level meetings which will focus on analyzing student achievement data in order to become focused and intentional in instruction..
6. Teachers will meet with instructional coach to focus on text marking, note taking, student talk and writing in math.
7. Instructional coach will share the central PD message with departmentalized content areas teachers after each session.
8. Math coach will support teachers as they implement Balanced Math Block..

Classroom Implementation Action Steps (Teachers and Students):

1. Teachers will use curriculum guides and curriculum placemats to plan and manage standards-based Balanced Math Block.
2. Teachers will use Item Specifications as a guide to creating appropriate, rigorous, standards-based questions.
3. Teachers will use the Mathematical Practices routinely in the classroom and practices will be posted in student-friendly terms.
4. Teachers will challenge students with complex questioning.
5. Teachers will meet as grade level teams to plan, evaluate and implement strategies for problem solving.
6. Teachers will use data to design intentional, focused spiraling activities based on needs as shown in data analysis.
7. Teachers will utilize Accelerated Math and i-Ready math to aid in differentiation and spiraling.
8. Teachers will use standards- based math stations with an accountability piece such as exit slip, TOPS report, or written task.
9. Students will be engaged in stations and complete accountability piece.
10. Students will monitor Accelerated Math and/or I-Ready progress in data notebooks.
11. Students will persevere and use student talk to answer complex questions

12. Students will use quality text for purposeful note-taking during science lessons.
13. Students will write through purposeful reading daily
14. Teachers will determine Tier II and Tier III words specific to the content area.
15. Students will be able to read, define and apply Tier II and Tier III words during everyday reading of subject area.

Progress Monitoring:			
Initiative	How Often	How Will It Be Monitored	Who Is Responsible To Monitor
Standards-based lessons	Weekly	Classroom walk-throughs	Administration
Grade level data chats	Monthly	Progress notes, student data, meeting minutes	Administration, grade level chairs
Accelerated Math	Three times per week	AM reports	Administration, teachers
I-Ready	1 hour per week (specific students)	i-Ready reports, student data logs	Administration, ESE teacher
Student data notebook	Weekly	Discussion with feedback	Teacher

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

School Action Plan

Math: 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...demonstrate mastery of standards by proficiently answering standards-based questions and completing performance tasks.

Professional Development and Activities:

District:

Elementary math teachers will attend 4 half day professional development sessions (September, October, November/December, and January/February) to include; an hour of district message to provide strategies and routines to support standards-based instruction and assessments.

- Spiraling in the First 30 Days (Routines, Fluency, Mini-Lesson, Stations and Small Group)
- Formative Assessments (Observations, Questioning, Peer/Self -Assessment, Student Talk, Exit Slips, Graphic Organizers)
- Differentiation (Whole Group, Small Group, Stations, Questioning, Tasks)
- Problem Solving-Promoting Productive Struggle (Mathematical Practice 1)

School-based:

1. Pre-planning professional development with a focus on the Okaloosa County Curriculum Guide and CPALMS.
2. Pre-planning professional development with a focus on Accelerated Math, implementation, management and expectations.
3. Curriculum guides copied for teachers.
4. Item Specifications copied for teachers in grades 3-5.
5. Professional development with Instructional Math Coach with a focus on writing rigorous, standards-based questions. Utilize two of the 20 PD days.
6. SPP Spotlight distributed to teachers. SPP Spotlight highlights essential components of the SPP at a glance. Teachers will use this document as a guide as they plan and meet with grade level teams.
7. Create spreadsheet with DEA data that simplifies data interpretation and highlights "heavy hitters."

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

1. Curriculum placemats distributed to teachers.
2. Item Specifications distributed to teachers in 3-5.
3. Provide teachers with student-friendly versions of the Mathematical Practices if needed.
4. PD with Instructional Math Coach with a focus on writing rigorous, complex, standards-based questions. Utilize two of the 20 PD days available.
5. Grade level meetings which will focus on analyzing student achievement data in order to become focused and intentional in instruction for small groups.
6. Data chats with leadership teams to identify soft spots and design instruction to address.
7. Guide teachers as they use Accelerated Math reports to identify individual student deficient areas.
8. Purchase student seats for Accelerated Math.
9. Identify students who are candidates for i-Ready and assign a school coordinator who will be fully trained to make certain program is used and managed.
10. Teachers will meet with instructional coach to focus on text marking, note taking, student talk and writing in math.
11. Instructional coach will share the central PD message with departmentalized content areas teachers after each session.
12. Math coach will support teacher needs as they implement Balance Math Block.

Classroom Implementation Action Steps (Teachers and Students):

1. Teachers will use curriculum guides and curriculum placemats to plan and manage standards-based Balanced Math Block..
2. Teachers will use Item Specifications as a guide to creating appropriate, rigorous, standards-based questions.
3. Teachers will use the Mathematical Practices routinely in the classroom and practices will be posted in student-friendly terms.
4. Teachers will challenge students with complex questioning.
5. Teachers will meet as grade level teams to plan, evaluate and implement strategies for problem solving.
6. Teachers will use data to design intentional, focused spiraling activities.
7. Teachers will utilize Accelerated Math and i-Ready math to aid in differentiation and spiraling.

8. Teachers will use standards- based math stations with an accountability piece such as exit slip, TOPS report, or written task.
9. Students will be engaged in stations and complete accountability piece.
10. Students will monitor Accelerated Math and/or I-Ready progress in data notebooks.
11. Students will persevere and use student talk to answer complex questions
12. Students will persevere and use student talk to answer complex questions
13. Students will use quality text for purposeful note-taking during science lessons.
14. Students will write through purposeful reading daily
15. Teachers will determine Tier II and Tier III words specific to the content area.
16. Students will be able to read, define and apply Tier II and Tier III words during everyday reading of subject area.

Progress Monitoring:			
Initiative	How Often	How Will It Be Monitored	Who Is Responsible To Monitor
Grade level data chats	Weekly	Meeting notes, teacher reflection	Administration
Analysis of i-Ready & AM reports	Monthly	Reports	Administration, teacher, ESE teacher
Student data notebooks	Weekly	Teacher/student meetings	Teacher
Accelerated Math	Weekly	Student data notebook, reports	Teacher
i-Ready	Weekly	Student data notebook, reports	Teacher, ESE teacher

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

School Action Plan

Math: Strategies & Programs to Support the Objectives

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

Focus: Build stronger foundation in understanding of geometry, measurement & data.

Goal: By the end of the year, we expect our students to be able to...consistently apply skills and concepts in geometry, measurement & data learned at different times throughout the school year.

Professional Development and Activities:

School-based:

1. Discuss Mathematical Practice 3 strategies which provides opportunities for students to listen to the solution strategies of others, discuss alternative solutions, and defend their ideas using prior knowledge.
2. Provide manipulative materials to each classroom teacher.
3. Pre-planning professional development on curriculum guides, curriculum maps and CPALMS.
4. Professional development with school psychologist on MTSS protocols and requirements for Tier I, II, and III students.

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

1. Provide teachers with curriculum maps.
2. Grade level data chats and PLC's.
3. Bridge gaps in learning through vertical alignment.
4. Accelerated Math to address individual student needs.
5. Additional minutes built into the math block for small group/individual instruction (DIBS).
6. After school tutoring through qualified volunteers.
7. Follow MTSS protocol for Tier II and Tier III students which includes small group instruction in classroom, ESE support and DIBS.

Classroom Implementation Action Steps (Teachers and Students):

1. Teachers will provide students with opportunities to use manipulative materials to build foundational skills.
2. Teachers will provide students with opportunities to work with other students to discuss strategies and solutions - Mathematical Practice 3: Students will construct viable arguments and critique the reasoning of others.
3. Students will maintain their individual student data notebook that contains data, charts/graphs and lessons planned for individual student needs and artifacts demonstrating progress toward learning goals.
4. Students will use manipulatives for representation of concepts.
5. Teachers will use strategies presented during professional development modules.
6. Small group, targeted instruction on measurement, data and geometry during the Balanced Math Block.

Progress Monitoring:			
Initiative	How Often	How Will It Be Monitored	Who Is Responsible To Monitor
DIBS	60 minutes per week	Walk-throughs, student data notebooks, lesson plans, teacher observations	Teacher, student, math coach, administration
Data chats/PLC	Monthly	Meeting notes, agenda	Group facilitator, administration
Use of strategies	Daily	Lesson plans, walk-throughs	Administration, math coach
Small group instruction	Daily	Lesson plans, walk-throughs, fidelity logs	Administration, teacher
Accelerated Math	Weekly	Teacher observation, student data notebook, AM reports	Teacher, administration

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

School Action Plan

Math: Strategies & Programs to Support the Objectives

Math Levels 1 and 2 Focus 2 (Grades 3-5)
Focus: Geometry, measurement & data
Goal: By the end of the year, we expect our students to be able to...consistently apply geometry, measurement & data skills and concepts learned at different times throughout the school year.

Professional Development and Activities:
School-based: <ol style="list-style-type: none">1. Discuss Mathematical Practice 3 (Students will construct viable arguments and critique the reasoning of others) strategies which provides opportunities for students to listen to the solution strategies of others, discuss alternative solutions, and defend their ideas using prior knowledge.2. Provide manipulative materials to each classroom teacher.3. Pre-planning professional development on curriculum guides, curriculum maps and CPALMS.4. Professional development with school psychologist on MTSS protocols and requirements for Tier I, II, and III students.5. Purchase seats in Accelerated Math and provide teachers with professional development on program specifics, management and school expectations.

Action Steps for Implementation:
<p>School Implementation Action Steps:</p> <ol style="list-style-type: none"> 1. Provide teachers with curriculum maps and item specifications. 2. Grade level data chats and PLC's. 3. Bridge gaps in learning through vertical alignment. 4. Accelerated Math and i-Ready (identified students) to address individual student needs. 5. Additional minutes built into the math block for small group/individual instruction (DIBS). 6. Follow MTSS protocol for Tier II and Tier III students which includes small group instruction in classroom, ESE support and DIBS.
<p>Classroom Implementation Action Steps (Teachers and Students):</p> <ol style="list-style-type: none"> 1. Teachers will provide students with opportunities to use manipulative materials to build foundational skills. 2. Teachers will provide students with opportunities to work with other students to discuss strategies and solutions - Mathematical Practice 3 (Students will construct viable arguments and critique the reasoning of others). 3. Students will maintain their individual student data notebook that contains data, charts/graphs and lessons planned for individual student needs and artifacts demonstrating progress toward learning goals. 4. Students will use manipulatives for representation of concepts. 5. Teachers will use strategies presented during professional development modules. 6. Small group, targeted instruction on measurement, data and geometry during the Balanced Math Block.

Progress Monitoring:			
Initiative	How Often	How Will It Be Monitored	Who Is Responsible To Monitor
DIBS	60 minutes per week	Walk-throughs, lesson plans, student data notebook, fidelity logs	Teacher, student, math coach, administration
Data chats/PLC	Monthly	Meeting minutes, agenda	Group facilitator, administration
Use of strategies/manipulatives	Daily	Lesson plans, walk-throughs	Administration
Small group instruction	Daily	Walk-throughs, lesson plans, student data notebook, fidelity logs	Teacher, administration
i-Ready	4 times per week	Reports, student data notebook	Teacher, ESE teacher, administration
Accelerated Math	Weekly	Reports, student data notebook	Teacher, student, administration

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

School Action Plan

Math: Strategies & Programs to Support the Objectives

Math Levels Subgroup Focus	
Subgroup: Math levels 4 and 5	Focus: Critical and higher order thinking
Goal: By the end of the year, we expect our students to be able to... demonstrate higher-order thinking through enrichment including multi-step problems and equations; authentic math talk and reflection.	

Professional Development and Activities:
School-based: <ol style="list-style-type: none">1. Teachers will be receive professional development on Accelerated Math and how the program can be used for enrichment.2. Teachers will learn how to use high-yield strategies such.3. Teachers will learn how to create complex, standards-based questions.4. Teachers will consult math coach for guidance and direction on creating complex questions and utilizing high yield strategies.

Action Steps for Implementation:

- School Implementation Action Steps:**
1. Purchase needed seats for Accelerated Math.
 2. Acquire classroom libraries in Accelerated Math that allow students to progress above grade level standards.
 3. DIBS block used for enrichment/gifted consulting model
 4. Provide necessary materials for project-based instruction which utilizes critical thinking skills.
 5. Bridge possible learning gaps in mastery of standards through vertical alignment.

- Classroom Implementation Action Steps (Teachers and Students):**
1. Students will utilize DIBS block.
 2. Students will maintain data notebooks that contains data, charts/graphs and lessons planned to met individual student needs.
 3. Students will use Accelerated Math according to the protocol set by the teacher.
 4. Teachers will use strategies presented during professional development modules and grade level coaching sessions.
 5. Students will use high-interest, rigorous projects or manipulative based lessons to keep them engaged and challenged.

Progress Monitoring:

Initiative	How Often	How Will It Be Monitored	Who Is Responsible To Monitor
Accelerated Math	Weekly	Student data notebooks, teacher conferences, lesson plans, walk-throughs	Student, teacher, math coach, administration
DIBS	60 minutes per week	Lesson plans, walk-throughs, student data notebooks, teacher observation and reflection	Student, teacher, math coach, administration
High-yield strategies	Daily	Lesson plans, walk-throughs	Administration
Small groups	Daily	Lesson plans, fidelity logs, walk-throughs	Administration

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

School Action Plan

Math: Strategies & Programs to Support the Objectives

Math SWD Focus
Focus:
Goal: By the end of the year, we expect our students to be able to... {Focus area: Operations} Students will be able toapply understanding of operations in discourse, performance tasks and assesments

Professional Development and Activities:
School-based: <ol style="list-style-type: none">1. Grade level data chats and PLC groups which focus on identifying deficits in mastery of standards in order to created differentiated small groups.2. Provide teachers with spreadsheet of DEA data that will ease identification of student needs and needs of "heavy hitters."3. Utilize professional development time to meet with Instructional Math Coach to address strategies to target specific instructional needs.4. Professional development with school psychologist to discuss MTSS protocol. Further training offered as needed.

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

1. Purchase needed seats for Accelerated Math
2. Identify students who will participate in i-Ready math
3. Appoint school site i-Ready manager to assist teachers and students in the proper utilization of the program.
4. After school tutoring by qualified individuals.
5. Provide teachers with curriculum maps and test item specs for use in planning instruction.
6. Follow MTSS protocol for Tier II and Tier III students which includes small group instruction in classroom, ESE support and DIBS.
7. ESE teacher will provide support based on IEP

Classroom Implementation Action Steps (Teachers and Students):

1. Teachers will provide hands-on strategies and models to support operations concepts and application.
2. Students will attend DIBS block in addition to math block.
3. Students will maintain data notebook that contains data, charts/graphs and lessons planned for individual student needs.
4. Students will use i-Ready Math and/or Accelerated Math to address specific student needs or gaps in mastery of standards as identified by data analysis, assessment results and teacher observation.
5. Teachers will use strategies presented during professional development modules.
6. Teachers will consult Math coach and members of MTSS team as needed to seek guidance for strategies and instruction.
7. Teachers will provide purposeful, targeted spiraling activities to address gaps in understanding of standards on an individual student basis.

Progress Monitoring:			
Initiative	How Often	How Will It Be Monitored	Who Is Responsible To Monitor
Small group instruction	Daily	Lesson plans, observations, walk-throughs	Teacher, administration
DIBS	Daily	Lesson plans, observations, walk-throughs, student data notebooks	Teacher, student, administration
i-Ready, Accelerated Math	60 minutes per week	Student data notebook, teacher observation, program reports	Teacher, administration
Math coach, MTSS, ESE consult	As needed	Meeting notes, teacher reflection	Administration

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

School Action Plan
Science

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

School Action Plan

Science: Data

FCAT SCIENCE 2013-2015 Proficiency (By School/Grade)																				
Year	School	Grade	# Students Tested	Achievement Levels					% Proficient	Gender		Ethnicity						Status		
				LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5		M	F	A	B	H	I	M	W	ESE	ELL	F/R
2013	Edge	05	75	7%	16%	36%	15%	27%	77%	86%	68%	50%	50%	100%	33%	82%	70%	0%	77%	
2014	Edge	05	89	9%	16%	37%	17%	21%	75%	71%	79%	33%	75%	0%	100%	67%	79%	45%	0%	69%
2015	Edge	05	83	8%	19%	33%	16%	24%	72%	74%	70%	0%	33%	100%	60%	78%	20%	0%	58%	
2015	District	05	2,226	13%	24%	30%	16%	17%	63%	66%	59%	70%	37%	44%	88%	60%	69%	29%	15%	50%
2015	STATE	05		22%	25%	27%	13%	12%	53%											

GRADE 5		FCAT SCIENCE 2013-2015 STRANDS (By School)													
Year	Name	# Students Tested	Overall	Gender		Ethnicity						Status			
				Male	Female	A	B	H	I	M	W	ESE	ELL	F/R	
NATURE	2013	Edge	75	73%	73%	72%	60%	65%	90%	60%	74%	62%	55%	65%	
	2014	Edge	89	80%	76%	83%	63%	80%	50%	60%	71%	83%	71%	30%	75%
	2015	Edge	83	74%	74%	74%	70%	67%	90%	70%	75%	54%	80%	66%	
	2015	District	2,226	72%	71%	73%	77%	62%	66%	78%	69%	74%	56%	50%	66%
ERTH/SPC	2013	Edge	75	83%	86%	81%	88%	84%	81%	69%	84%	81%	81%	77%	
	2014	Edge	89	76%	75%	76%	71%	68%	63%	75%	72%	78%	64%	44%	72%
	2015	Edge	83	73%	75%	70%	56%	59%	69%	65%	75%	55%	56%	68%	
	2015	District	2,226	70%	72%	67%	77%	58%	61%	80%	69%	72%	58%	47%	64%
PHYSICAL	2013	Edge	75	74%	77%	72%	84%	75%	94%	46%	75%	68%	63%	67%	
	2014	Edge	89	79%	77%	81%	73%	72%	56%	75%	77%	81%	63%	50%	75%
	2015	Edge	83	78%	79%	76%	47%	78%	94%	78%	78%	59%	50%	72%	
	2015	District	2,226	74%	75%	73%	78%	65%	66%	82%	73%	77%	61%	49%	69%
LIFE	2013	Edge	75	79%	79%	79%	64%	70%	93%	64%	80%	73%	57%	75%	
	2014	Edge	89	76%	74%	77%	86%	72%	43%	79%	70%	77%	64%	21%	71%
	2015	Edge	83	77%	77%	76%	75%	77%	79%	77%	77%	55%	71%	72%	
	2015	District	2,226	73%	73%	72%	80%	64%	63%	85%	72%	75%	59%	46%	68%

School Action Plan

Science: Strategies & Programs to Support the Objective

Science Focus
Focus: Purposeful Spiraling
Goal: By the end of the year, we expect our students to be able to... apply skills and concepts learned at various intervals throughout the school year.

Professional Development and Activities:
School-based: 1. Provide all teachers with Item Specifications 2. Teachers will differentiate instruction in small groups according to student need as determined by data analysis. 3. Utilize at least 3 additional professional development days for teachers to meet with science coach. Focus will be power standards, spiraling and vertical standards alignment. 4. Instructional coach will share the central PD message with departmentalized content areas teachers after each session.

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

1. Teachers will utilize close reading protocol and everyday reading strategies in content area materials.
2. Teachers will provide hands-on, lab activities for students.
3. Teachers will use Item Specifications and curriculum guides to guide planning and instruction.
4. Teachers will plan instruction in applied science through partnerships with Choctawhatchee Basin Alliance (Grasses in Classes), STEM-ED, and Robotics Team.

Classroom Implementation Action Steps (Teachers and Students):

1. Students will engage in hands-on science lessons weekly.
2. Students will use content area resources for close reading activities that are aligned to standards and spiral previously covered standards.
3. Teachers will provide opportunities for learning science content across the curriculum.
4. Teachers will provide students with purposeful spiraling activities based on student needs as determined by data analysis, teacher observation and assessment.
5. Students will use quality text for purposeful note-taking during science lessons.
6. Students will write through purposeful reading daily
7. Teachers will determine Tier II and Tier III words specific to the content area.
8. Students will be able to read, define and apply Tier II and Tier III words during everyday reading of subject area.

Progress Monitoring:

Initiative	How Often	How Will It Be Monitored	Who Is Responsible To Monitor
Science coach consultation	As needed	Progress notes, teacher reflection, lesson plans	Administration
Hands-on science lessons	Weekly	Lesson plans, walk-throughs	Administration
Purposeful spiraling based on data	Daily	Lesson plans, walk-throughs, data analysis, teacher reflection	Teacher, Administration
Science content integrated throughout the curriculum	Weekly	Lesson plans, walk-throughs, student science journals	Administration
Item Specifications used in planning	Weekly	Lesson plans	Administration

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



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

1. Robotics curriculum for interested students in grades 3-5.
2. Tyner reading model used to differentiate and accelerate reading and writing instruction at K-2.
3. Integration of technology in classrooms with the addition of Chrome books.
4. Daily communication with parents through the use of student planners.

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

1. 100% of parents who responded to the climate survey report that our school building is well maintained.
2. 97% of parents who responded to the climate survey report that the school maintains a safe environment for students.