

Date Submitted: Sept. 30, 2020

Dates of Revision:

School Performance Plan 2020-2021



School Name:

Elliott Point Elementary

Legend

AICE	Advanced International Certificate of Education	MtSS	Multi-tiered System of Supports
AP	Advanced Placement	NGCAR-PD	Next Generation Content Area Reading Professional Development
DA	Differentiated Accountability	NGSSS	Next Generation Sunshine State Standards
ED	Economically Disadvantaged	PERT	Postsecondary Education Readiness Test
ELA	English Language Arts	PMP	Progress Monitoring Plan
ELL	English Language Learners	PMS	Progress Monitoring System
EOC	End of Course Exam	POC	Plan of Care
ESE	Exceptional Student Education	PPP	Pupil Progression Plan
ESSA	Every Student Succeeds Act	PSAT	Preliminary Scholastic Aptitude Test
FAIR	Florida Assessment for Instruction in Reading	SAC	School Advisory Council
F/R	Free & Reduced	SAI	Supplemental Academic Instruction
FS	Florida Standards	SAT 10	Stanford Achievement Test
FSA	Florida Standards Assessment	SESAT	Stanford Early School Achievement Test
IB	International Baccalaureate	SPP/SIP	School Performance Plan/School Improvement Plan
IEP	Individualized Education Program	SWD	Students with Disabilities
IPDP	Individualized Professional Development Plan	VE	Varying Exceptionalities
MAP	Measures of Academic Progress		

SAC Information

All school advisory agendas, minutes, memberships, and guidelines of operations are bound at the school site as well as the District Office. These reflect the process used in the preparation and evaluation of the School Performance Plan and the school's annual budget.

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

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

Principal's Signature
SAC Chairperson's Signature

Okaloosa County School District

Vision Statement:

We inspire a lifelong passion for learning.

Mission Statement:

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

Core Values:

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

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

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

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

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

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

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

School Performance Team

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

Name	Title
Kathy Ard	Principal
Scott Nuss	Assistant Principal
Sherrie Fults	ELA Instructional Coach
Laneie Taylor	Math Instructional Coach
Janelee Music	Kindergarten Grade Chair
Robin Kendrick	First Grade Chair
Allyson Milligan	Second Grade Chair
Melissa Sterman	Third Grade Chair
Laurie Feldman	Fourth Grade Chair
Janette Webb	Fifth Grade Chair
Kim Day-Scanlon	ESE Chair

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

August 2020 - (preplanning), faculty reviewed SPP and made edits/revisions to the SPP using FSA data.
 August 2020 - meeting with ELA and Math Instructional Coaches to revise
 September 2020 - Draft of SPP emailed to ALL faculty and staff members, and SAC members, requesting input, revisions, and suggestions (Share in Grade Level mtgs).
 September 10, 2019 - Leadership Team Meeting to collect all input, revisions, and suggestions.
 SPP Review with Mr. Palmer on September 13, 2019
 SAC Meeting on September 24, 2019 to approve Elliott Point's School Performance Plan for 2019 - 2020.

School Profile

Elliott Point Elementary School, home of the Eagles, opened its doors as a public school located in the Florida Panhandle in 1966. It has had a rich history through its 54 years of operation. Elliott Point Elementary School has approximately 595 students enrolled in kindergarten through fifth grade. Elliott Point was recognized with "The Golden School Award" for the number of hours dedicated to the school by volunteers. Parents, grandparents, retirees, and members of the local military and community serve as mentors and volunteers throughout the school year in a variety of capacities.

Elliott Point is in a mixed socio-economic area with more expensive homes along Choctawhatchee Bay as well as subsidized and affordable housing, and a domestic violence shelter within the school's zone. The school has a relatively high mobility rate. Over the last four years, enrollment has fluctuated between 590 and 665 Elliott Point Elementary School has been a Title I school for over 19 years. Approximately 74% of our student body is on the Free and Reduced Lunch Program (FRL) which is reflective of the economic status of our community. The challenges of the national economy are reflected in our community. Our student population is diverse, with 5% of our students identified as in need of English Language Learners (ELL) services. In addition, Elliott Point Elementary School has four self-contained Exceptional Student Education (ESE) units for Emotionally Behavioral Disorder (EBD) and Varying Exceptionalities (VE) students. Students in these specialized classrooms are brought in from surrounding feeder schools.

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

Elliott Point provides many enrichment activities through field trips, school-wide assemblies, and programs such as Drama Kids, guitar club, a drone club, Odyssey of the Mind, and Cub Scouts, as well as providing tutoring services.

Parent and Community Awareness

*Elliott Point Elementary School
Okaloosa County School District*

Summary of Results for Parent Satisfaction Survey

Okaloosa County School District is committed to creating a great place for students to learn, teachers to teach, staff to work, and for parents to send their children to receive a great education. To build on this commitment, the leadership of the school district gathers and analyzes data on essential goals and measures, including Employee Engagement and Parent Satisfaction. The district continues its journey of excellence using Employee Engagement and Parent Satisfaction goals aligned to strategic actions and appropriate progress monitoring measures based on the Evidence-Based LeadershipSM framework. The leadership of the district maintains a focus on data to identify gaps, take action, and follow through to ensure continuous improvement.

The Parent Satisfaction Survey was administered to all parents/caregivers with a child in the school district to assess the level of satisfaction parents have with their child's school. Collecting feedback from parents/caregivers allows leaders to recognize the good work that many school leaders, teachers, and staff accomplish every day, and to identify gaps in performance that should be addressed.

This report provides an overview of the findings for the Spring 2020 survey administration for Elliott Point Elementary School.

School-Level Summary

- ▶ A total of **104** parents/caregivers of a child/children attending this school provided feedback during the current survey administration.
- ▶ The school's overall mean (Items 1-17) was **4.49**, using a scale of 1 to 5.

District-Level Summary

- ▶ A total of **3,766** parents/caregivers across the district provided feedback during the current survey administration.
- ▶ The district's overall mean (Items 1-17) was **4.17**, using a scale of 1 to 5. About 50% of all response choices were in the "Strongly Agree" category or "Top Box."

“Top Box Percentage” is the percentage of parents/caregivers who select the “Strongly Agree” option indicating that they are *most positive*. Research suggests a difference in the loyalty of people who indicate that they are extremely satisfied (i.e., “Strongly Agree”) compared to those who are just satisfied (i.e., “Agree”) when rating their experience or engagement. In this way, top box scoring provides more focused data to better understand parent satisfaction and loyalty.

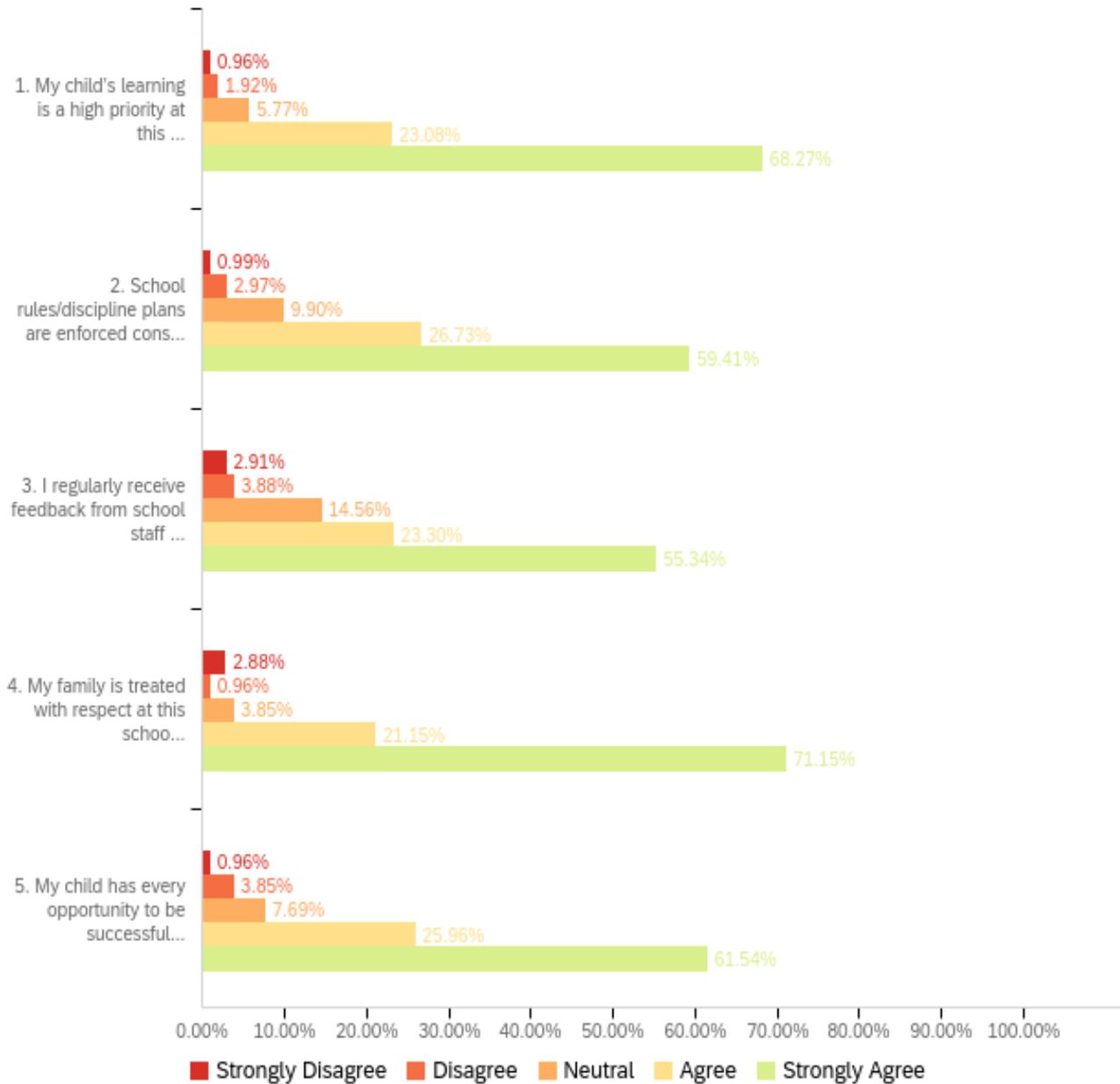
School-Level Results

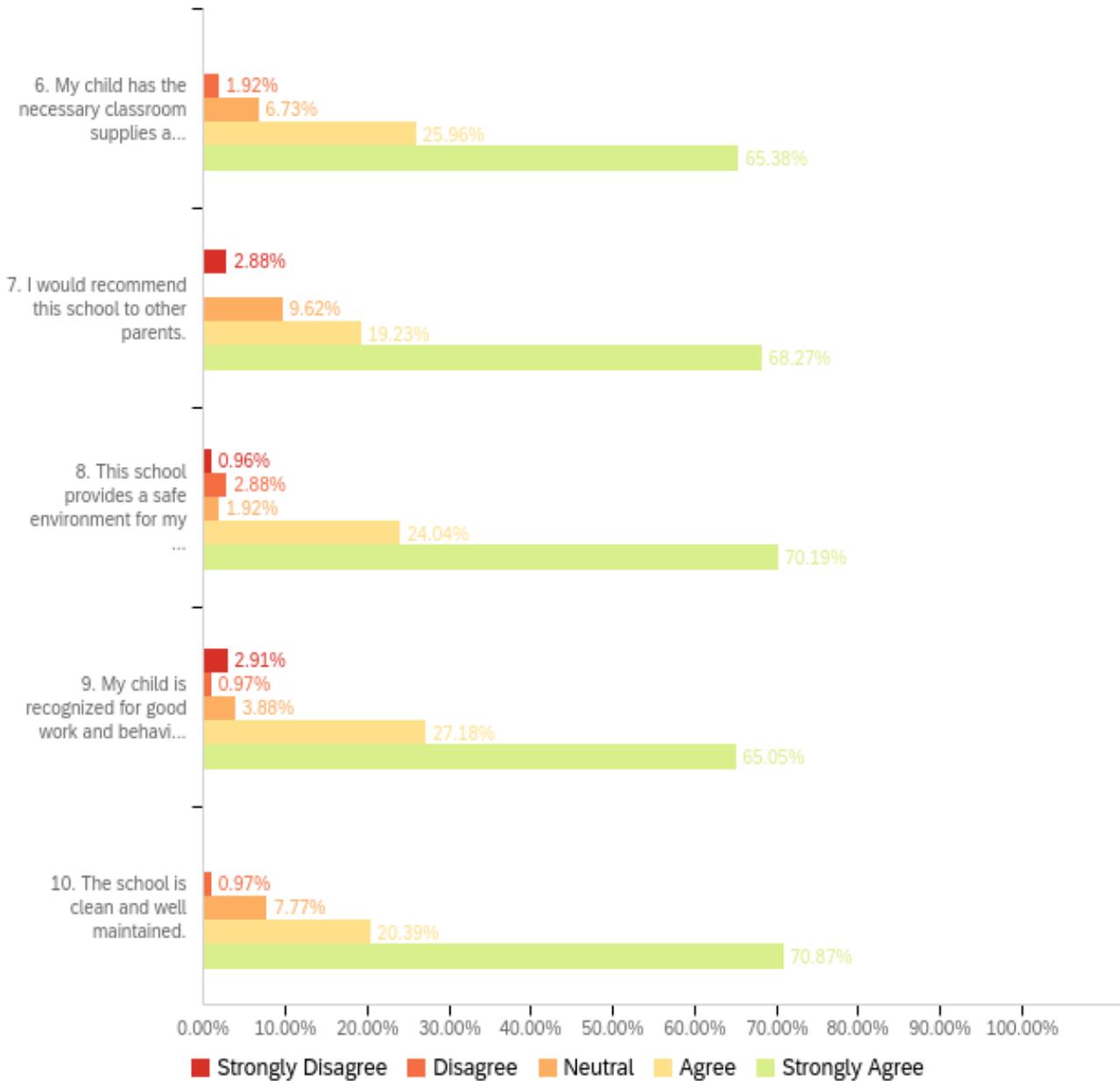
On the following pages, Tables provide the item means, number of responses per item, top box percentage, and frequency distribution of response categories; as a complement to Tables providing the frequency distribution of response categories, bar charts provide a visual presentation of the frequency distribution. Verbatim comments to the open-ended response items are found at the end of the document.

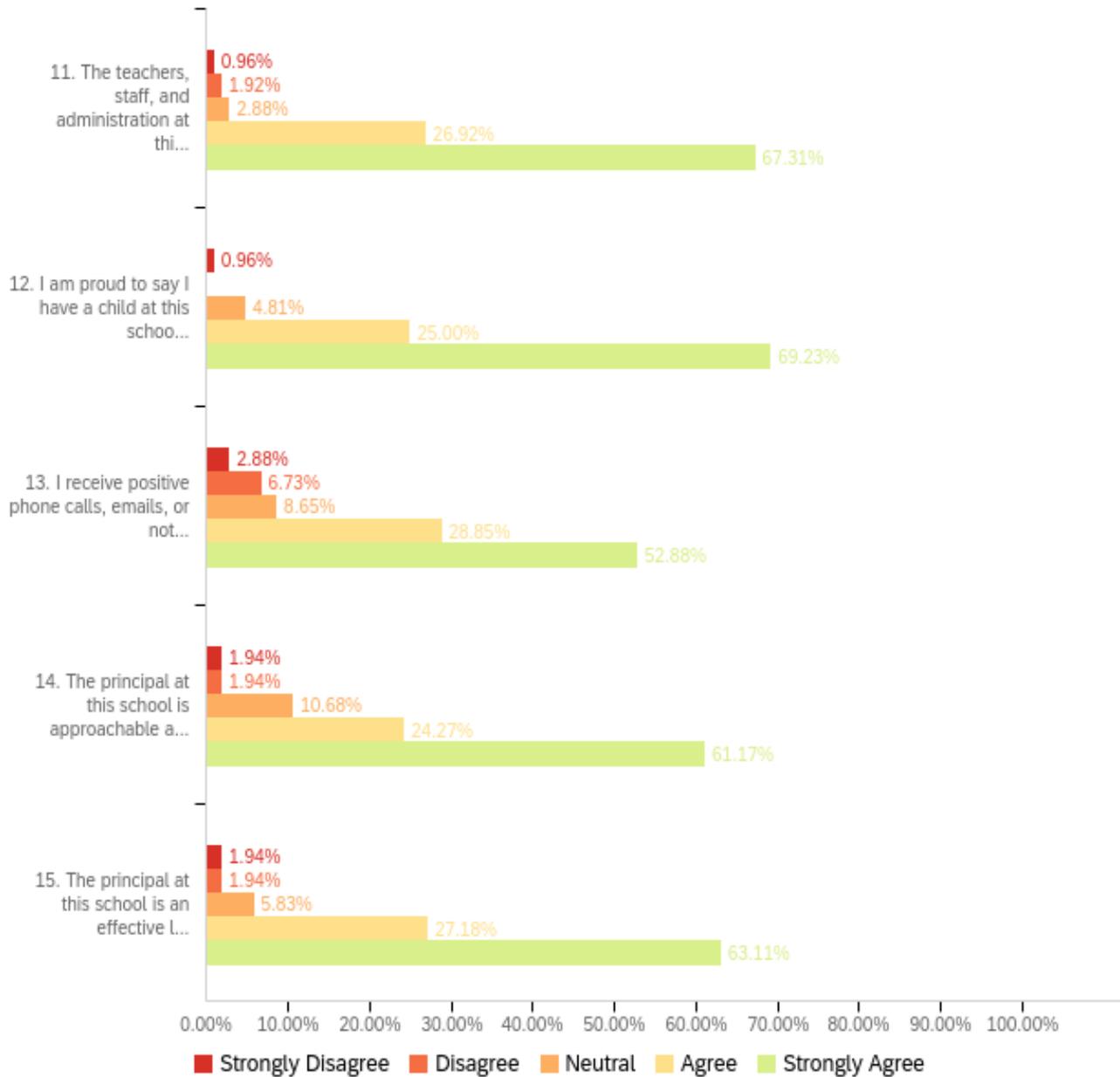
Benchmark Items

	Mean	Count	Top Box
1. My child's learning is a high priority at this school.	4.56	104	68.27%
2. School rules/discipline plans are enforced consistently at this school.	4.41	101	59.41%
3. I regularly receive feedback from school staff on how well my child is learning.	4.24	103	55.34%
4. My family is treated with respect at this school.	4.57	104	71.15%
5. My child has every opportunity to be successful at this school.	4.43	104	61.54%
6. My child has the necessary classroom supplies and equipment for effective learning.	4.55	104	65.38%
7. I would recommend this school to other parents.	4.50	104	68.27%
8. This school provides a safe environment for my child to learn.	4.60	104	70.19%
9. My child is recognized for good work and behavior at this school.	4.50	103	65.05%
10. The school is clean and well maintained.	4.61	103	70.87%
11. The teachers, staff, and administration at this school demonstrate a genuine concern for my child.	4.58	104	67.31%
12. I am proud to say I have a child at this school.	4.62	104	69.23%
13. I receive positive phone calls, emails, or notes about my child from the school.	4.22	104	52.88%
14. The principal at this school is approachable and reachable.	4.41	103	61.17%
15. The principal at this school is an effective leader.	4.48	103	63.11%

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
1. My child's learning is a high priority at this school.	1	2	6	24	71	104
2. School rules/discipline plans are enforced consistently at this school.	1	3	10	27	60	101
3. I regularly receive feedback from school staff on how well my child is learning.	3	4	15	24	57	103
4. My family is treated with respect at this school.	3	1	4	22	74	104
5. My child has every opportunity to be successful at this school.	1	4	8	27	64	104
6. My child has the necessary classroom supplies and equipment for effective learning.	0	2	7	27	68	104
7. I would recommend this school to other parents.	3	0	10	20	71	104
8. This school provides a safe environment for my child to learn.	1	3	2	25	73	104
9. My child is recognized for good work and behavior at this school.	3	1	4	28	67	103
10. The school is clean and well maintained.	0	1	8	21	73	103
11. The teachers, staff, and administration at this school demonstrate a genuine concern for my child.	1	2	3	28	70	104
12. I am proud to say I have a child at this school.	1	0	5	26	72	104
13. I receive positive phone calls, emails, or notes about my child from the school.	3	7	9	30	55	104
14. The principal at this school is approachable and reachable.	2	2	11	25	63	103
15. The principal at this school is an effective leader.	2	2	6	28	65	103







What is working well at your child's school?

What is working well at your child's school?

her new VE class teachers are amazing

Everything to my knowledge is working well.

Her learning environment is great. I love Ms. Prevost!

My son is currently in speech therapy. He has shown drastic progress in speech, but also reading.

I love the care of the lady's at the front desk, all the way to his teacher, communication, safety, and environment. Always welcoming fell and respect.

They are doing a pretty good job, just wish more advance notice was given.

The teachers

The teachers work very well and are very helpful and make sure my child gets the help he needs.

administration and teachers

Mrs. Huggins patience and allowing to redo/make up work

spirit week/holidays

Everything. She is learning a lot she didn't know

Her last two teachers have been amazing.

teacher communication involved playground

the curriculum

The dojo point system

transportation system

Teachers are very professional!

He has always had great teachers.

No sure

She loves school and learning in a fun way.

Everything. I'm pleased to have my child go to this school.

no complaints

EBD

teachers are amazing

The staff is great

The staff members I encounter on my visits are pleasant. They organize events well.

everything

Communication with the teachers

Drone club, his wonderful teachers and staff

How well everything is organized

I think their positive behavior reward has been great!

Good communication between parents and teachers

His education and communication is great at this school.

He has had a great Kindergarten year! He is learning lots and having a great first year at elementary school.

The behavior plans and the plans to better the school

My child has a wonderful Kindergarten teacher, who goes above and beyond. Mrs Wood has done a great job all year making sure all students are nurtured and challenged as needed.

Not much

Certain kids are favored, they have it great.

The music program and music teacher are wonderful here. I also love outside clubs like guitar, chorus, archery and drone club for kids to have an opportunity to try new activities.

The teachers, testing, music program, newsletters.

He has wonderful teachers. The staff know him well so he is very comfortable at school. He's fortunate enough to be on the Drone Team and loves the program.

I love this school!

The office staff is excellent! They are always friendly and professional. I dont know how they remember all of the parents and students, but they certainly seem too. I feel my child is safe at school. I appreciate their practice of fire drills that include Intruder Alerts.

Everything is working well within her classroom, we absolutely love her teacher Ms. Prevost.

What areas at your child's school could be improved?

What areas at your child's school could be improved?

Bullying/kids being picked on

Maybe a few more eyes on the kids at PE.

There is one older lady that works up front who is always rude.

The car pick up line should have some sort of tag for children to show per child. Otherwise children are only verifying they recognize someone and usually by another grade school aged children.

More timely notice and communication

More assistance for kids with IEPs

cafeteria - food

obviously the school itself could use some work. Dress code being enforced used to be a big issue, but not so much anymore - that I've noticed.

Teacher/parent/corresponding other than a newsletter

bathrooms

the after school programs

post more on Facebook about events

discipline on bullying policy or more aware of bullies.

Physical education. I consider is poor.

More field trips for 5th grade and 4th grade.

All and any

less teacher trainings during school hours.

Math

Well this school structure needs more room and money for basic updates and maintenance.

Nothing I can think of. It's a wonderful school.

I would like to see an actual gymnasium for rainy day activities

smaller classes

smaller classes

Security

classroom bathrooms need to be cleaned daily

Parking lot/new desks!

A steady and present RSO. School lunch. It is absolutely terrible and the workers talk to the kids so rude.

Cant think of anything

Parents should be able to visit more easily their child's class.

We need more space - lol - but the school is aware of that.

Nothing!

Smaller classes

More communication about students in the higher grades

Lunch lines seem to take a bit to get through.

Some maintenance needs, school improvements, etc.

The communication between the school and its transportation people as well as the parents could be stronger

Like many schools in our county there are several needs for repair and maintenance at the school simply due to its age.

Inclusiveness in ALL activities. Not special classes for sponsors children.

Any program offered at the school should be available for ALL the students.

An art department with separate teacher is needed so teachers aren't expected to provide the time and supplies for art class. Children should be separated in core classes so those accelerated in math and reading can learn faster and those who need more attention can go at a slower pace. This is the biggest problem I have with Elliott Point. I really feel that my child is bored in a number of classes because they are finishing work very fast and want to learn more, but other children aren't ready to move ahead. If kids on the same learning level could be in math or reading class together, the higher levels could move at a faster pace, mid level could teach slower, and kids that are struggling could be accomodated in a lower level slower paced class. I would also like to see a second language be introduced. Many hispanic kids attend Elliott Point and get special services to learn English, which puts them at a huge advantage since they become bilingual.

Research shows that learning a second language boosts cognitive abilities like problem-solving, critical-thinking, and listening skills, in addition to improving memory, concentration, and the ability to multitask. Children proficient in other languages also show signs of enhanced creativity and mental flexibility. If classroom time can't be dedicated to learning a second language, please consider starting a club for young kids to join, the younger, the better.

Working to help support parents and children that have special behavior and mental health needs. Effective communication and understanding of individual families and their different challenges.

Money to improve the building.

They could use some new buildings

I don't see the use of portables for class rooms. I have seen several empty classrooms inside the building. I don't know why they are not used.

I'd like to see an actual gymnasium and art classes.

The zero tolerance for bullying needs to actually be enforced!! Last year we had a huge problem that didn't ever get solved by the current principal, Kathy Ard.

Is there anyone at your child's school that you would like to recognize for good work?

Is there anyone at your child's school that you would like to recognize for good work?

Mrs. Crossline VE teacher and Mrs. Groves

All of the teachers and staff are very kind and they are always helping the kids and parents.

Ms. Bocchino

Ms. Noffsinger

Ms. Prevost and Mrs. Ard

Mrs. Oswald is a great teacher and influence. She's very positive and direct! As well as the ladies in administration who help keep the kids safe and are great at answering questions.

Ms. Kelley!!!

Ms. Kelley is phenomenal. We were so lucky to have the opportunity to have her as our child's teacher. We only wish we had her in the beginning.

Mrs. Mayes

All very helpful and friendly

Shakira Oswald, Belinda, Blalock, Laurie Feldman, Tracey Benezenhafer, Allyson Stolk

Front office faculty

Ms. Pike

The ladies in the front office! Mrs. Kendrick!

Mr. Opey and Mrs. Wood

Ms. Scadlock, the Title 1 teachers, the kindergarten teachers

Two women who work in the front office; always kind and in positive energy.

Mr. Opie, the music teacher. He is very good with kids and teaches them very interesting music stuff. Also, Ms. Post from I-Ready, helps kids to get better in English language.

Mrs. Wood - great teacher

Ms. Day

All 5th grade teachers :)

Mrs. Oswald is an amazing teacher!

Ms. Oswald

Ms. Kelley, 1st grade. She has been a great teacher and role model so far this year. My child looks forward to going to school.

Ms. Kelley and Mrs. Wood

Its always a pleasure to speak to Mr. Nuss and Mr. Opie. Mrs. Wood and Mrs. Oswald have been huge blessings!

All the staff is great! :)

Mr. Nuss

Ms. Ard

Mr. Coyle

Ms. Duhon has worked wonders and together making sure child succeeds.

Crossing guard and Mrs. Duhon

Mrs. Wood

Tami and Susan in the front office are so great!! Mrs. Ard and Mr. Nuss are very genuine leaders. Mrs. Noffsinger for her patience. Also, her ability to teacher the kiddos and they still adore her. :) Thanks for all you do!!

Mrs. Wood, Mrs. Blalock, and Mrs. Hare

Coach T. Eranchyk

Mrs. Daugherty and Mrs. Sutton both work so well with their students. Amazing teachers!

Ms. Wood!

Ms. Feldman

Mrs. Ard and Mr. Nuss are a really great team! The kids all seem to love and respect them.

Mrs. Crosling for giving a good education to my son

Mrs. Wood- Great teacher, shows personal interest in my son and how he is doing and is very proud when he accomplishes his work. She takes her personal time to send messages and pictures of him in school activities.

Mrs Wood has done a wonderful job and is a great Kindergarten teacher! Mrs. Ard and Mr. Nuss are fabulous administrators who take the safety and well being of the students very seriously and their genuine care shines daily.

Mrs. halter and tami always have an answer for anything or are sure to get one!! The lunch room staff love and adore the kiddos and the kiddos feel the same way!! Mr.Nuss always is sure to make the child feel comfortable and to find a solution to all issues!

Ms.noffsigner Amazing teacher!! She cares about her students and the parents. Thank you for being amazing!!

Mrs Wood has been a wonderful teacher and her expertise shows! The front desk staff and Mrs. Ard and Mr. Nuss have all been fabulous and a great support system and administration. It is clear that they genuinely care and put the students' learning, safety, and best interest at the forefront of all that they do.

My son.

The music director.

Mr Opie is a wonderful music teacher and gives so much extra time for outside clubs and events. Please hang on to him. We love the teachers who participate in family event nights, so thank you for putting in extra outside classroom time for that.

Allison Johnson, Mary Salley, Laurie Feldman, Mr. Opie, Mr. Nuss

Too many to name!!!!

Mrs. Oswald has been an extraordinary teacher who has gone above and beyond to teach my child academics and about life! She is an amazing 1st grade teacher full of patience and love for her students.

I really love and appreciate Ms.Vandimwegen, my sons 5th grade teacher. This is my grandsons first year at Elliot Point, he hates school, although hes very smart. He loves Ms.Vandimwegen, says she is his favorite of all the teachers hes had. She is kind, and soft spoken, but she is firm. She has a very welcoming and sincerely caring soul. Also, the 2 ladies in the office. Like I said, they have got it together!!!

Mr. Nuss is always a pleasure to be around! And the girls in the office Tammy and Susan provide a great attitude even in the most stressful circumstances!

Ms Prevost!!! She answers any and all questions that I have about anything going on with my child.

Parent and Community Awareness

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

Elliott Point is very proud of the results of the Parent Satisfaction Survey. We had a record number of responders, with 104 taking the survey. Last year we only had 60 respond. Our school's overall mean was 4.49, above the district's overall mean of 4.17. Parents and stakeholders feel proud to have their students at our school (4.62). This is our highest score, and the one we are most happy about. They feel it is safe (4.6) and well maintained. Parents and stakeholders responded that they feel their child's learning is a high priority (4.56) and that teachers, staff and administration demonstrate a genuine concern for their child. They are pleased with the supplies available and that their child is recognized for good work and behavior. Many parents commended the implementation of our PBIS system to reward good behavior. Many also made special remarks about teachers they felt go above and beyond.

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

Elliott Point has room to grow in the area of making positive communication with our families. Our lowest score on the survey is 4.22, which was about receiving positive phone calls, emails, or notes about their child from school. The PBIS strategies in place will help with this, along with positive office referrals. The other area scoring at 4.24 is communication and feedback from the school staff on how well their child is learning. We need to do more contact with our families besides progress reports and report cards. Our families want to know how their student is doing, and that is fantastic!

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

Elliott Point Elementary School will communicate through the following:
NWFL Daily News and School Scoops, District web-site, Elliott Point web-site, Marquee, Social Media - Elliott Point Events and Spirit Facebook page, Letters (ELL versions), Teacher Conferences (Zoom or in person post COVID-19), Phone calls, Daily/weekly planners, School Bulletin (monthly), Classroom newsletters, Automated Phone System, Electronic Grade book, Reading and Math series web-site, Deficiency reports, iReady assessment reports, Midterm Progress, Quarterly Honor Assemblies (when visitors can return), Report Cards, Parent Enhancement Team Events (pending COVID-19 status): Read-a Rama Pajama Night, Math Night, Science Night (sponsored by the Science Center), Talent Show, Welcome to Elliott Point Breakfast, Holiday Show, Open House, Thanksgiving Lunch, Partnerships with Hurlburt and Eglin Air Force Base Squadrons, SAC Meetings, PET meetings.

School Action Plan

ESSA Subgroup: Strategies & Programs to Support the Objectives

ESSA Subgroup Focus
Subgroup: Black/African American Students (met ESSA, but lowest with 46%)
School Focus
What is the cause(s) for this subgroup being an area of focus? When we analyze last year's discipline records, Inappropriate Behavior is the number one reported offense. A large majority of these offenders are our Black/African Students. This subgroup of students is make up the large majority of In School and Out of School Suspensions.
What are we doing to target this subgroup? Elliott Point sent a team to be trained in Florida's Positive Behavioral Interventions & Support (PBIS). We are incorporating PBIS for a second year, to create a safer, more effective school, that has a more positive climate. We are using positive reinforcement to teach and support positive behavior for all students, which will hopefully reduce the overall discipline referrals for our Black/African American Students.
Targeted School-based Professional Development: July, 2019 - School Team attended a 3 day training from Florida's Positive Behavioral Interventions & Support Project to learn about PBIS and create an action plan. Aug. 7, 2019 - School Team introduced PBIS to faculty and staff through a PowerPoint and discussion. School year 2019 - 2020 - Our PBIS Team will meet every 10 days during a data rotation to analyze discipline data, incentive schedules, and action planning. School year 2020 - 2021 - Our PBIS Team will meet monthly to analyze discipline data, incentive schedules, and action planning.
Action Steps for Implementation
Classroom Implementation Action Steps (Teachers and Students): Teachers-during first two weeks of school allow students to identify rules for each expectation. Teachers will teach expectations to class. Teachers will use "Eagle Bucks" to reward positive behavior, specifically identifying which SOAR expectation the student has exhibited Teachers will record number of student Eagle Bucks earned, and total number of class Eagle Bucks earned twice a quarter to receive incentives.
School Implementation Action Steps (Administration, Teachers, and Students): PBIS Team attend PBIS refresher training in August, 2020. PBIS Team will communicate regularly with new district PBIS contact, Mr. Chancellor 1st Nine Weeks' Goals Determine 3-5 Tier 1 expectations. Review our SOAR expectations with staff during preplanning Staff-carousel to identify rules for each expectation during preplanning Review PBIS team members. Determine changes/additions to team.

Schedule meeting dates/times for PBIS team. (data time, before/after school?)

1st PBIS team meeting review staff/student ideas to develop rules for each expectation.

Design matrix and posters for expectations and rules.

Determine person(s) responsible for lessons (teachers/PE coaches/guidance counselor/ese teacher?) Who goes to training?

Use Sanford-Harmony lessons/other lessons to teach expectations and rules to staff/students/families. Inform and involve stakeholders

Survey staff re: token system for rewards (Eagles Bucks) and how this correlates with their systems already in use in classroom.

Survey staff/students for ideas for school store.

2nd Nine Weeks' Goals

Use staff/student surveys to implement Tier 1 token/rewards system.

Teachers/staff trained in how to positively reward students.

Work with teachers to determine use of Eagles Bucks? And how these can work together with their already in place classroom rewards system or in addition to.

Determine school store location, schedule, who runs store, items for store (use survey results).

3rd/4th Nine Weeks' Goals

Review 1st and 2nd nine weeks' goals and continue to support their implementation.

Progress Monitoring			
Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
School-wide Expectations	posters in hallways, students' verbal explanations, PBIS Data day	Daily, Monthly PBIS meetings	PBIS Team, classroom teachers, admin
Positive Rewards & Incentives (Eagle Bucks)	PBIS data day, Twice quarterly awards	Monthly PBIS meetings	PBIS Team, classroom teachers, admin
Discipline Referral Data	PBIS data day to analyze current referral trends	Monthly PBIS meetings	PBIS Team, admin
Full Implementation of PBIS is a 3-5 year initiative	Discipline referral rates over a 3-5 year period.	Monthly PBIS meetings summer analysis of school-year data	PBIS Team, admin

Evaluation Following Mid-Year Data
Evaluation of Targeted School-based Focus & Implementation:
Refinement of Targeted School-based Focus:

School Action Plan

ELA: Reading & Writing

District Goal:	Students shall demonstrate reading proficiency at or above the expected grade level.
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Objectives:	
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 60%.	
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 40 %.	
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 55%	

School Action Plan

ELA: Strategies & Programs to Support the Objectives

Central Focus: ELA Focus Kindergarten- Grade 2

Keeping the Balanced Literacy Model in mind, use the ELA Foundation Standards and data (e.g., MAP, Max Scholar, iReady, formative) to create lessons

- Collaboratively develop targeted, engaging multi-sensory phonemic awareness and phonics lessons for use within the Balanced Literacy Model
- How to use Max Scholar in a blended learning environment for identified students
- Use data (e.g., last year's MAP, iReady, Max Scholar, and formative) to collaboratively plan whole group mini-lessons, small group instruction, and stations

School Focus

Targeted School-based Focus:

By the end of the year, we expect our students to be able to successfully engage in all components of the Balanced Literacy Model by being fully engaged in carefully planned and teacher led, data driven small groups using multisensory techniques and strategies, and differentiated station activities, the components of Everyday Instructional Reading, purposeful writing through reading, TDQs, and Student Talk routines and procedures.

Targeted School-based Professional Development:

Targeted School-based Professional Development:

K-3 teachers will be retrained on Max Scholar at the beginning of school. The instructional coach will provide support to teachers through modeling, peer observations with debrief, collaborative planning, and observation with feedback. K-3 students scoring a level 1 will be provided remediation using Max Scholar instruction.

Within the delivery of the MaxScholar, teachers and instructional coach will use information learned and ALDs/Item Specs and data to drive instruction by creating lesson(s) aligned to Standards in order to implement the components of the Balanced Literacy Model. These lessons will include mini-lessons, modeling, read alouds, differentiated small group guided instruction, and differentiated and/or spiraling stations.

Action Steps for Implementation

Classroom Implementation Action Steps (Teachers and Students):

Teachers will analyze students' data to assess progress and determine next steps.

Teachers will incorporate professional learning from MaxScholar training within classroom instruction.

Teachers will provide small group intervention to level 1 students daily using Max Scholar (CLOVER) and students will interact with Max Scholar software three times per week (total of 60 minutes), and differentiated small group instruction to all students 3-5 times a week.

Students will engage in small group instruction using the techniques from Max Scholar

Teachers will incorporate multisensory instruction into the Balanced Literacy Model to include strategies from Max Scholar/Orton-Gillingham.

Students will use mulitsensory techniques to practice and solidify their skills.

Teachers will implement the components of the Balanced Literacy Model into their ELA block daily in the following ways: by providing targeted whole group instruction or mini-lessons aligned to the Standards in order to demonstrate a strategy or skill. With differentiated teacher-led small group guided instruction based on data to support students and foster independence with increasingly complex texts. By creating stations and/or cooperative learning activities that extend concepts previously learned during whole group and/or differentiated small group in order to provide students with independent practice with already addressed standards. Through planning and executing EIRs or EIR components that utilize multiple sources. By providing frequent opportunities for students to engage in Writing through Reading

Students will engage in components of the Balanced Literacy Model: whole group instruction for students to access during differentiated small group guided instruction and differentiated and/or spiraling stations. Read texts at their instructional level and answer TDQs (DOK 1-3, Phases 1-3), focus on DOK Level 2 questions.

Teachers will provide opportunities and modeling for student talk to enhance the social nature of ELA.

Students will engage in student talk strategies to be more fully engaged in the conversations.

Teachers will create accountability into their differentiated stations.

Students will be held accountable to complete standards-based differentiated and/or spiraling station activities and complete cooperative learning activities that fosters student collaboration in order to demonstrate success towards meeting the standard.

Teachers will implement strategies needed to target identified needs during Data Team that occur every 10 days.

Progress Monitoring			
Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Max Scholar small group intervention to Level 1 students; differentiated small group instruction for all students Level 2 and above	Observation, Lesson Plans, Student data	Daily	Classroom Teacher, ELA Instructional Coach, and Administration
Max Scholar computer based intervention; iReady for other students.	Observations, Usage logs, Max Scholar and Moby Max reports	3 times a week	Classroom Teacher, ELA Instructional Coach, and Administration
Multisensory Instruction	Observation, Lesson Plans, Collegial Conversations, Student data	Daily	Classroom Teacher, ELA Instructional Coach, and Administration
Components of Balanced Literacy Model	Observations, Lesson Plans	Monthly	Classroom Teacher, ELA Instructional Coach, and Administration
ALDs/Learning Progressions & Item Specs	Lesson Plans, walk through, grade level meeting minutes, Data Team	Monthly	Classroom Teacher, ELA Instructional Coach, and Administration

Evaluation Following Mid-Year Data
Evaluation of Targeted School-based Focus & Implementation:
Refinement of Targeted School-based Focus:

School Action Plan

ELA: Strategies & Programs to Support the Objectives

Central Focus: ELA Focus Grades 3-5

Keeping the end in mind, use the ELA Standards, Item Specifications, Achievement Level Descriptors (ALDs), and data (e.g., MAP, FSA, formative) to create lessons

- Collaboratively develop a culminating task (e.g., test, writing task, etc.) that reflects the standard(s) of focus
- Use Item Specifications to create quality questions based on the standards and ALDs which prepare students for the developed culminating task
- Investigate how to use grade-level texts from *Journeys* and supplemental materials as a **resource** to plan lessons which prepare students for the developed culminating task

School Focus

Targeted School-based Focus:

By the end of the year, we expect our students to be able to read grade level text, use text marking and annotation, answer varied DOK/phase text dependent questions, engage in student talk strategies, and write in response to reading in order to move basic comprehension (literal understanding) to deeper understanding and Integration of Knowledge, through the Components of Everyday Instructional Reading.

Targeted School-based Professional Development:

School based PD: trainings focused on the central message and school-based professional development will be conducted during Tuesday Tips mini PD sessions, periodically after school as mandatory professional development opportunities, twice a month. Hot topics or issues can be planned utilizing the 20 PD days

Additional trainings focused on the central message and school-based professional development will be formulated on an as needed basis.

Ufly traing for ESE Resource teacher. ULS and Encore training for ESE teachers.

Additional PD: PMP Refresher Session for all teachers on Sept. 2020.

.Additional PD: iReady for all Teachers. All teachers attend district provided iReady training in August On-going iReady training will occur during Data Teams, Tuesday Tips, and additions PD sessions.

Additional PD: ongoing training and support will be provided for new hires and staff wanting a refresher on the previous district initiatives (Balanced Literacy Model, EIRs, close reading) as well as current initiatives.

Additional trainings focused on the central message and school-based professional development will be formulates on an as needed basis.

Action Steps for Implementation

Classroom Implementation Action Steps (Teachers and Students):

Differentiated, small group instruction and differentiated standards-based stations and cooperative groups, with accountability continues to be a focus for Elliott Point Elementary for the 2019 – 2020 school year.

Teacher expectations:

- stations are Domain and Strand specific
- stations are a part of your weekly routine in the classroom (at least 3x a week)

- most stations include some evidence of student accountability
 - cooperative groups, stations and teacher-led, small group are differentiated to meet individual student needs (e.g., students are assigned to specific stations based on their needs or assigned to a specific activity at a station based on their needs)
 - stations and small groups are part of a routine that is evident in your classroom
- The teacher will establish procedures during the first two weeks of school to include norms, routines, station etiquette, how to get help, and functioning in whole and small group.
- The student will follow the procedures to use materials correctly and complete tasks as outlined.
- The teachers' lesson plans will be standards based, reflect the Balanced Literacy Model to include whole group, mini-lessons, routines, fluency, small groups and stations.
- Students will actively participate in grade level instruction and the components of the Balanced Literacy Model.
- The teacher will create TDQs based on rigorous text(s) and text stimulus that incorporate the different phases and DOK levels, to include engagement strategies of text marking and annotation.
- Students will discuss, interact with text and answer TDQs with varying levels of complexity.
- The teacher will incorporate engagement strategies, such as Student Talk, through whole group, small group, and station activities to build comprehension. Students will be taught routines and discussion protocols.
- Students will participate in rigorous Student Talk, by following routines, being an active listener, and offering discussion, working in cooperative groups, in all areas of the ELA block.
- The teacher will use all available resources (FSA/MAP data, Standards Resource Books, ALDs/) to plan differentiated, teacher led small group instruction. Level 1,2 and fragile 3 students will be seen 5 days a week, grade level and above grade level students will be seen 3-4 days a week in differentiated, teacher led small groups.
- Students will participate in rigorous and targeted teacher led, small group instruction 3-5 days a week.
- The teacher will use all available resources (FSA/MAP data, Standards Resource Books, ALDs/LPs) to plan differentiated stations. Stations will include multiple texts, writing, fluency practice, FSA type questions, comprehension, and have an accountability piece.
- Students will participate in stations 3-5 days a week, completing the accountability activities.
- The teacher will use formative assessments, and summative assessments to progress monitor student growth. Data will be discussed in data teams with a focus on student learning gains, every 10 days.
- Students will demonstrate their learning through completing assessments.
- Teachers will revisit the SPP during grade level meetings on a monthly basis as facilitated by the Leadership Team.

Progress Monitoring			
Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
iReady Data Analysis	Data Team meetings every 5 days; meeting with administration	3 times a year – assessment calendar	Classroom Teacher, ELA Instructional Coach, Title I, Administration
Standards based, differentiated and targeted, teacher led small groups	Lesson plans, observations, walk throughs, collegial conversations	Monthly	Classroom Teacher, ELA Instructional Coach,
Standards based, differentiated and targeted ELA Stations	Lesson plans, observations, walk throughs, collegial conversations	Monthly	Classroom Teacher, ELA Instructional Coach,

Use of ALDs to plan small groups, stations, and progress monitor students	Lesson plans, observations, walk throughs, collegial conversations	Monthly	Classroom Teacher, ELA Instructional Coach,

Evaluation Following Mid-Year Data
Evaluation of Targeted School-based Focus & Implementation:
Refinement of Targeted School-based Focus:

School Action Plan

ELA: Strategies & Programs to Support the Objectives

Central Focus: Text-based Writing

School Focus

Targeted School-based Focus:

Purpose, Focus, Organization, Evidence and Elaboration

Targeted School-based Professional Development:

3rd, 4th and 5th Grade Teachers will be receiving Becoming a Writer training in cooperation with Mary Esther Elementary in October.

In Data Teams, teachers will collaborate using student work samples.

Writing Plan

Elliott Point Writing Plan 2019 – 2020

School-Wide Plan for Instruction

- Teachers in grades 1-5 will provide explicit instruction on why multiple sources might be required to respond to a given prompt.
 - *Example: At least two texts are typically needed for a compare/contrast.*
- Kindergarten teachers will provide explicit instruction on the relationship between illustrations and the story in which they appear and how the text and illustrations work together to convey meaning.
 - *Example: How does the diagram showing what lives in a pond help us to better understand life at the pond? Why did the author decide to add this chart to his text?*
- Teacher will model progression of analysis required moving from one text to multiple sources.
 - **Grades 4-5:**
 - **Quarter 1:** two – three texts, with a word count between 800 – 1300 words total
 - **Quarter 2:** two long texts and one short text **or** non-text stimulus, with a word count between 800 – 1300 words total
 - **Quarter 3:** three texts, with a word count between 800 – 1300 words total
 - **Quarter 4:** three texts, with a word count between 800 – 1300 words total, and one non-text stimulus
 - **Grade 3:**
 - **Quarter 1:** one-two texts
 - **Quarter 2:** one-two texts and one non-text stimulus
 - **Quarter 3:** one long text and one short text **or** non-text stimulus
 - **Quarter 4:** two long texts and one short text **or** non-text stimulus
 - **Grade 2:**
 - **Quarter 1:** one text
 - **Quarter 2:** one text and one short text **or** non-text stimulus

- **Quarter 3:** two texts
- **Quarter 4:** one-two texts and one non-text stimulus
- **Grade 1:**
 - **Quarter 1:** one text (text, pictures in story, article, or other written sources)
 - **Quarter 2:** one text or non-text stimulus
 - **Quarter 3:** one text and one non-text stimulus
 - **Quarter 4:** one text and one short text **or** non-text stimulus
- **Kindergarten:**
 - **Quarter 1:** one source (picture book, story book, non-text stimulus, or other written source)
 - **Quarter 2:** one source (picture book, story book, non-text stimulus, or other written source)
 - **Quarter 3:** one-two sources (picture book, text and pictures in story, non-text stimulus, or other written source)
 - **Quarter 4:** two sources (text and pictures in story, article, or other written sources)

This includes explicit instruction on (1-5):

- Text type (i.e., letter, newspaper article, blog, poetry, etc.)
- Text and non-text stimulus (i.e., cartoons, pictures, charts/graphics, etc.)
- How multiple texts are related (i.e., topic, theme, pro/con, etc.)
- When creating writing tasks, teachers will purposefully pair sources. This includes the use of both text types and stimuli.
- Teacher will provide opportunities for students to increase reading stamina through instruction, differentiated stations, and Everyday Instructional Reading tasks.

Everyday Instructional Reading Connections:

- Teacher will create text dependent questions (with an emphasis on scaffolding DOK levels) requiring students to analyze multiple sources.
- Teachers in grades 3-5 will provide collaborative opportunities for students to pair given sources together to create their own writing tasks. This could later be placed in a literacy station.
- Students will develop the stamina required to read, text mark, and analyze up two texts (Grades 1-2).
- Students will develop the stamina required to read, text mark, and analyze up to four texts (Grades 3-5).
- Students will use Everyday Instructional Reading (i.e., purposeful text marking and annotations) to determine important connections across texts.
- Students in Kindergarten will apply analytical thinking skills to make connections across texts/non-text stimulus.
- Given a text-based writing task, students will be able to answer the questions, “Why were these texts put together for this prompt? How are these texts related?”
- Students will increase the number of texts in both essay writing and Everyday Instructional Reading tasks at an incremental rate.

120 minute Mock FSA Writing

- TBD 120 minute Mock FSA Opinion and one for Informational writing for grades 4,5

Progress Monitoring

- After each administration of Okaloosa Cold Writes, writing tasks from FLDOE. Or Becoming a Writer performance tasks scored with FSA Rubric, or created by the ELA Instructional Coach, grade levels will work together to calibrate their scoring using grade level rubrics during Data Teams.
- Each teacher will maintain a Spreadsheet for baseline and progression of writing tasks each quarter to observe growth in different components of academic writing (Participating teachers will use the Performance Tasks from Being a Writer and the FSA Rubric.
- Students should be aware of the estimated time they should take on the FSA writing assessment for each component of essay writing:
 - Unpacking the prompt: 10 minutes
 - Reading/text marking and annotation (Everyday Instructional Read): 40 minutes
 - Planning: 20 minutes
 - Writing the essay: 40 minutes
 - Revising/Editing: 10 minutes
- Walk-Throughs/Observations are conducted by Administration looking for: 1. Explicit writing instruction 2. Re-visit, revise, edit 3. Conferencing 4. Writing exemplars and rubrics in use 5. The writing component of Everyday Reading Instruction.

Calibration

- Teachers will use exemplar papers driven by the expectations of the FSA Writing Rubric to align scoring of student writing
- Calibration training with ELA Instructional Coach for a day of PD, 4th and 5th Grade Teachers.
- Teachers will use exemplar papers to model good writing, and teach students how to self-score.
- Teachers will plan modeling and writing lessons for writing informational and opinion essays. Time will be dedicated to the components of purpose, focus, organization, evidence, elaboration and conventions.

Conferencing

- Teachers will conduct student writing conferences. In the conference, rubrics and exemplar papers as models, students will determine an individual writing goal for next steps. Students will provide final pieces from student work from Being a Writer. Students will monitor their own progress and prepare for conferencing through calibration with the teacher by using the rubric. Teachers will use the FSA rubric for grading.
- Peer conferences following the same routine should also occur.
- Writing conferences can focus on specific areas, or an entire paper.

Writing in Science

- Science teachers will engage their students with writing through reading in science. This will allow students to strengthen both their scientific thinking and scientific content knowledge. Writing tasks will be completed in conjunction with every trip to the science lab with our new science coordinator.

Unpacking the Prompt

- K-2 - (1) circling the topic (2) underlining the purpose (3) identifying the audience (4) boxing the mode (information or opinion)

- **Teachers in 4th and 5th grade will pilot the “Being a Writer” program and follow protocol within the program with fidelity using the Performance Tasks.**
- Teacher models the process for unpacking the prompt using the Okaloosa Writing Exemplars.
- Students will practice unpacking the prompt Writing through Reading tasks (with scaffolding and support in K-1)
- Students will practice writing text dependent questions specific to a writing

Purposeful Annotations/Text Marking Specific to Prompt

- Teachers will model reading the text closely and text marking **for the purpose of the task (including explicit modeling of using the graphic organizer to write)** (SPEC where applicable).
- Teachers will explicitly model deep text coding/annotation/margin notes across a variety of text formats. Students will better understand the structure of a variety of text formats. While using student talk students will justify their purposeful text marking and how it relates to the prompt.
- Teachers will use the mentor texts to model various text structures. Students will incorporate various text structures in their writing.
- Grades K-1 will use one text and work to two by end of year. The text will increase in complexity and length.
- Grades 2-3 will use two pieces of text and work toward three by end of year. The text will increase in complexity and length.
- Grades 4-5 will use three pieces of text and work toward five by end of year. The text will increase in complexity and length, and follow the “Being a Writer” program.
- Students will use unpacked prompts (from previous section) to determine a possible purpose text marking.
- Students will closely read the texts and determine how they annotate and make margin notes for the purpose of the task (SPEC where applicable) for relevant evidence and elaboration staying focused on the purpose in order to have an organized essay
- Using Student Talk, students will justify their purposeful text marking and how it relates to the prompt.

Planning for Essay

- Teacher will provide an overview of the goals for the Purpose, Focus, and Organization (PFO) category of the FSA-like Writing Rubrics (opinion, informational, narrative) through the use of developmentally appropriate language and by modeling the degrees of each score point during a Shared/Interactive writing.
- Teacher and students will unpack the Purpose, Focus, and Organization (PFO) category of the FSA-like Writing Rubrics (opinion, informational, narrative) by conducting an Everyday Instructional Read of each score point.
 - Highlight key terms in each section. (2-5)
 - Teacher will discuss key elements in each section. (K-1)
 - As a class, define and analyze the highlighted key term. (2-5)
 - *Example: “Logical progression of ideas from beginning to end”- What does this mean?*
 - *Example: “fully sustained”- What does this mean?*
- Identify and discuss the elements of each score point.
 - *Example: How is a “3” in PFO different from a “4” in PFO?*
- Teacher will create Everyday Instructional Reading tasks requiring students to:

- Unpack a prompt (1-5)
- Create a purposeful text marking pertaining to the prompt
- Analyze a text to determine text structure (3-5)
- Explain how the author and illustrator present the ideas or information from the text (K-1)
- Complete appropriate graphic organizer corresponding to mode of writing (1-2) or corresponding to the text structure (3-5).

4th and 5th Grade ELA Teachers will be piloting the “Being a Writer” program and will follow protocol within program with fidelity using the Performance Tasks.

- Teachers will model how to unpack the prompt using common language.
- Decide and write the controlling idea. (This is the GIST of your margin notes)
- Create your “Road Map” for your writing.
- Students will use their graphic organizer (Four Square, Say, Mean, How, Matter) as they plan to record specific evidence that they will include in their own writing.
- Students will use their graphic organizer (Four Square, Say, Mean, How, Matter) as they connect their evidence to their elaboration using the SPEC (Social, Political, Economic, Cultural) anchor chart.
- Students will make sure that they have an introduction using a relevant statement. The students will also need to orient the reader to the topic of the essay and refer back to the plan to ensure that it addresses the prompt. Conclusions should revisit the CI (controlling idea) and should bring the essay together in a new and interesting way.
- While planning students will include transition words including internal and external transitions.

Writing an Effective Introduction

- Teachers will model specific types on introductions which lead to analysis and gives credit to elaboration.
- Teachers will use mentor texts to identify and model elements of an effective introduction.
- Teachers will use the mentor texts to teach introduction and conclusion for a variety of formats across multiple genres. Students will apply various techniques to enhance introductions.
- The thesis statement/topic sentence along with the text determines the type of introduction used.
- Student voice is evident in introductions in grades 2-5.
- Teacher will provide explicit instruction on:
 - Creating a General Statement
 - Stating your opinion
 - Deciding and writing about your controlling idea
 - Put together the driving ideas from margin notes and the inferences that can be made between the passages
- During writing conferences teacher will utilize formative assessments to determine student mastery of determining and citing relevant evidence. Small, targeted writing groups will be established based on formative assessment results for remediation/acceleration purposes.

Citing Evidence

- Teacher and students will create anchor charts with sentence stems for citing evidence (with continued practice to move to less formulaic writing).
- Students will understand the purpose of the parts of writing and practice citing evidence in both writing tasks and Everyday Instructional Reading tasks.
- Teacher and students will unpack the Evidence and Elaboration (EE) category of the Writing Rubric

- Highlight key terms in each section.
- As a class, define and analyze the highlighted key term
 - *Example: “relevant evidence integrated smoothly and thoroughly”- What does this mean?*
- Identify and discuss the elements of each score point
 - *Example: How is a “3” in EE different from a “4” in EE?*
- Teacher will provide explicit instruction in determining relevant vs. irrelevant evidence from student’s own text marking.
- Teacher will provide explicit instruction on three types of evidence:
 1. Quotations: Text that is taken word for word from the source material. A writer must give credit to the author when using a quotation. Direct quotes should be used sparingly in an essay.
 - I read...
 - I learned...
 - The author said...
 - In the text it says...
 - In paragraph __ it says... **Note: When using direct quotations, 5th grade students must use quotation marks.**
 2. Paraphrasing: Condensing a passage from the source material and putting it into your own words. In 3rd Grade, teachers will focus on helping students paraphrase, not plagiarize evidence.
 3. Summarizing: Putting the main idea(s) and main point(s) into your own words. Summaries are broad overviews of the source material.
 - **Note: A student paper that is entirely summary will result in a score point of 2 in Evidence and Elaboration.**
- Teacher will provide explicit instruction on how to determine which of the three types of evidence will be most effective, based on their text marking and purpose.
- Teacher will utilize formative assessments to determine student mastery of determining and citing relevant evidence. Small, targeted writing groups will be established based on formative assessment results for remediation/acceleration purposes.

Elaboration

- Teacher will define the term elaboration:
 - Elaborating is adding details/evidence and explaining connections. This is the way a writer makes connections between ideas for the reader to further their understanding. Even though the connections may be obvious to you (the writer), your essay is not for you, but for the audience that needs to understand your ideas without you being there to explain them.
 - All evidence should connect to the controlling idea or thesis statement.
- Struggling students, ESE students, and ELL students will use the T Chart method in preparation for elaborative techniques where they identify problems from all sources on the left and solutions from sources or personal experience on the right. From the T-Chart students will choose the best 3 to develop their writing in a four paragraph format.
 - Introduction
 - Problems
 - Solutions
 - Conclusion
- Teacher will provide explicit instruction on the effective use of the six elaborative techniques as determined by text and task:
 1. Connections to Self/World/Text (SPEC)
 2. Explaining Cause and Effect (or “If... then...”)
 3. Making a Comparison or Contrast
 4. Using Definitions (not defined in the text)

5. Using a Real Life Example

6. Make a Figurative Comparison (Metaphor or Analogy)

- Teacher will provide explicit instruction on referring to the source(s) to identify content specific vocabulary.
- Teacher will model writing content specific vocabulary in the margin of text.
- Teacher and students will utilize shared reading/writing to identify content specific vocabulary within text.
- Teacher will provide explicit instruction on how to use context clues to determine the meaning of unknown content specific vocabulary.
- Teacher will provide explicit instruction on how and when to use content specific vocabulary from source material to enhance writing.
- Teacher will use FSA Writing Sampler Sets and Okaloosa Writing Exemplars to show examples of effective and ineffective elaboration.
- Teacher will utilize formative assessments to determine student mastery of creating relevant elaboration. Small, targeted writing groups will be established based on formative assessment results for remediation/acceleration purposes.

Transitions

- Teacher will define the term transition:
 - Transitions are the words and phrases that serve as a bridge from one idea to the next or one sentence to the next (internal transitions), or one paragraph to the next (external transitions). Transitions are like the glue that holds a writer’s ideas together so the reader will not get lost in the reading.
- Teacher and students will create an anchor chart of effective internal and external transitions.
- Teacher will use FSA Writing Sampler Sets and Okaloosa Writing Exemplars to model effective use of transitional words and phrases.
- Teacher and students will utilize shared and interactive writing to create writing using transitional words and phrases.
- Teacher will utilize formative assessments to determine student mastery of using appropriate internal and external transitions. Small, targeted writing groups will be established based on formative assessment results for remediation/acceleration purposes.

Writing an Effective Conclusion

- Teachers will model an effective conclusion, specifically how a conclusion reinforces the introduction in relation to the purpose and task of the prompt.
- Teachers will use the mentor texts or exemplars to teach introduction and conclusion for a variety of formats across multiple genres. Students will apply various techniques to enhance introductions and conclusions.
- Students will identify elements of effective conclusions in exemplar papers.
- Teacher will provide explicit instruction on:
 - Thesis Statement: Usually the first sentence of a conclusion revisits the controlling idea of an essay, but is phrased differently from the original thesis found in the introduction.
 - Synthesis: The element of a conclusion that brings together the points of an essay in a new and interesting way to make a generalization or to draw a conclusion.
- Teacher will utilize formative assessments to determine student mastery of writing a conclusion. Small, targeted writing groups will be established based on formative assessment results for remediation/acceleration purposes.
- Teacher and students will utilize shared and interactive writing to collaboratively write conclusions.

Revising and Editing Essay

- Students will reread essay for flow and practice adding, deleting, enhancing evidence/elaboration and vocabulary.
- Students will edit essay for conventions to include, punctuation, capitalization, sentence formation, and spelling.

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Progress Monitoring			
Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Writing Plan Implementation	Observations, Lesson Plans, Pacing	Monthly	Administration, ELA Instructional Coach
Being a Writer	Student samples,	Data Teams	Administration, ELA Instructional Coach, Classroom Teachers
Calibration & Scoring	PD Sign-in sheets	Quarterly	Administration, ELA Instructional Coach
Administration of Cold Read/Writes	Student data, spreadsheets	Quarterly	Classroom Teachers

Evaluation Following Mid-Year Data
Evaluation of Targeted School-based Focus & Implementation:
Refinement of Targeted School-based Focus:

School Action Plan

ELA: Strategies & Programs to Support the Objectives

ELA Levels 1 and 2 Focus

School Focus

Targeted School-based Focus:

Students will be able to successfully read grade level materials and show one of growth, using strategies to increase language skills through the use of literature and informational text.

Targeted School-based Professional Development:

Student engagement strategies will be infused in all District Central Message PD sessions, Tuesday Tips, Data Team meetings, and additional PD sessions.

- All ESE teachers will attend ESE based PD sessions at the district
- All Title teachers will attend the PD sessions, along with the school based PD sessions focused on differentiation of stations and small groups.
- Extensive professional development will be provided on ALDs/LPs throughout all school based PD sessions, and Tuesday Tips, to assist teachers with looking at the individual student level and where student needs to move.

Action Steps for Remediation

Intervention/Title I Implementation Action Steps (Teachers and Students):

- All students will be instructed through small group instruction that is differentiated and targeted to the student's needs and academic goals, using the components of multi-sensory instruction.
- Students will receive additional small group rotations during FAB block, which is not occurring during whole group instruction.
- Teachers of K-3 will use MaxScholar for Level 1 students, incorporating the computer program for 60 minutes a week, and intensive small group using multisensory techniques.
- All teachers will use rigorous and complex text, that is at the student's instructional level, to teach reading concepts.
- Title I teachers will create remediation, skill specific lesson plans for any assistants who are working with students who qualify for Title I services and will monitor the implementation of these plans
- All Level 2 students in grades 3-5 will be engaged in the iReady program using the blended model of instruction to include 45 minutes on the computer program and differentiated small group and remediation 3 times a week.
- Title I Teachers and para will provide differentiated support through both push-in and pull-out services for retained students on a daily basis for 15 minutes, one on one.
- Title I Teachers will interpret iReady reports and work collaborately with classroom teachers to share progress.
- All Level 1 students will receive POC tutoring in the student's deficit area.

Progress Monitoring

Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
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Levelized & Differentiated High Quality Small Group Instruction during FAB block (aligned with academic goal)	Lesson Plans, Observations, Purposeful Walk Throughs, Formative and Summative Data	Daily	Administration, Classroom Teachers, Title Teachers, Instructional Coach
Ready for Level 2s with Blended Instruction	MaxScholar reports and data	Daily	Title 1 Teachers, Administration
Max Scholar for Level 1s in Grades K-3	MaxScholar reports and data	Daily	ELA Instructional Coach, Classroom Teachers, Administration
Data Teams	Agendas/Minutes	Every 5 days	Grade Chairs, Classroom Teachers, ELA Instructional Coach, Administration

Evaluation Following Mid-Year Data
Evaluation of Targeted School-based Focus & Implementation:
Refinement of Targeted School-based Focus:

School Action Plan

ELA: Strategies & Programs to Support the Objectives

Pandemic ELA Instructional Gaps Focus

School Focus

Targeted School-based Focus:

Focus Area 1: Identify instructional gaps using iReady Diagnostic and MAP data to provide remedial support.

Focus Area 2: Provide Social Emotional Learning activities through literature and SEL kit resources (Sanford Harmony)

Action Steps for Implementation

Classroom Implementation Action Steps (Teachers and Students):

Focus Area 1:

- 1a. Teachers will use iReady diagnostics and MAP data.
- 1b. Students will take assessments the first weeks of school in September.
- 2a. Teachers will provide data driven differentiated standards instruction during the Balanced Literacy model.
- 2b. Students will engage in data driven differentiated standards activities during the Balanced Literacy model.
- 3a. Teachers will use the Standards Resource document incorporating LPs/ALDs and research based strategies while planning for small group and whole group instruction.
- 3b. Students will work toward their targeted LPs/ALDs based on individual needs tied to student data.
- 4a. Teachers will use a variety of resources as needed to plan small group and station tasks to include iReadyToolbox resources, formative assessments, previous year FSA practice assessments, previous year Cold Read/Writes assessments.
- 4b. Students will engage in differentiated small group and stations using rigorous tasks from vetted resources.

Focus Area 2:

- 1a. Teachers will use SEL lessons using the Sanford Harmony curriculum to promote healthy social and emotional awareness. School Counselor will push into classrooms to teach SEL lessons using the curriculum, and pull small supportive groups.
- 1b. Students will participate in social emotional learning experiences.
- 2a. Teachers will implement SEL literature based lessons using resources to promote a healthy response to emotions, set and achieve goals, feel and show empathy for others, make responsible decisions, and build relationships.
- 2b. Students will engage in SEL activities to promote social and emotional growth.

3a. Teachers will conduct a book study of “Kids These Days” to assist with understanding of socio emotional health in both students and self.

Progress Monitoring			
Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Last year’s MAP/iReady Data Analysis	Data Teams/iReady Meeting Participation	Up to 3 times per year diagnostics Daily student progress reporting	Administration, CRT, Remediation teacher
Differentiated Standards-based stations	Lesson plans, walk-throughs, collegial conversations.	Daily	Administration, CRT, ELA Instructional Coach
Purposeful small group instruction	Lesson plans, walk-throughs, collegial conversations.	Daily	Administration, CRT, ELA Instructional Coach
SEL lessons and activities	Lesson plans, walk-throughs, collegial conversations.	Daily	Administration, CRT, Remediation teacher, Guidance Counselor, ELA Instructional Coach

Evaluation Following Mid-Year Data
Evaluation of Targeted School-based Focus & Implementation:
Refinement of Targeted School-based Focus:

School Action Plan *Math*

District Goal:	Students shall demonstrate math proficiency at or above the expected grade level.
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Objectives:	
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 62 %.	
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 58%.	
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 60%	

School Action Plan

Math: Strategies & Programs to Support the Objectives

Central Focus: Math Focus

Use OCSD M3 Standards-based planning document to create student-centered standards-based lessons

- Collaboratively review student data to select and develop whole-group and small-group lessons and routines
- Embed instructional strategies to make targeted instructional choices for all students (ELLs, ESE, ESSA sub-groups)

School Focus

Targeted School-based Focus:

By the end of the year, we expect our students to be able engage in the components of the Balanced Math Model, with a focus on differentiated teacher led, small group instruction and group math-rich discussions.

Targeted School-based Professional Development:

August: The Math Coach will provide math teachers in grades K-5 professional development to introduce the OCSD common assessments and review the M3 document to address any concerns or questions during the first round of Data Team rotations and or Grade Level meetings and Tuesday Tips

School Based PD: Using the M3 Planning Document, Item Specs and MAP data to determine grouping and student needs. Teachers will participate in peer classroom observations of teaching of math components. Teachers will also bring the next assessment they are giving and the coaches will help them be sure that these questions are meeting the rigor by comparing the questions to the test specifications and ALDs/PLDs. They will then use the backward design model to lesson plan building up to the assessment (whole group, small group, stations) and focus on active learning and mathematical discourse to be sure all students are engaged.

Ongoing Professional Development:

During data team meetings, teachers will meet to analyze formative/summative assessments using the ALD's/PLDs in the M3 document to drive standards-based small and whole group instruction, and standards-based stations and cooperative groups.

Teachers will share exemplar standards-based/domain-based math stations and student samples during school-based PD, faculty meetings, Tuesday Tips mini PD sessions, grade level, and/or data team meetings.

During school-based PD, faculty meetings, Tuesday Tips mini PD sessions, grade level, and/or data team meetings, teachers will discuss the standards and develop questions to guide deep mathematical discourse through problem solving tasks.

Teachers may participate in "Ghost Walks" and classroom observations to discuss implementation of best practices, with the assistance of the math Instructional Coach.

Tuesday Tips mini PD sessions will be offered on the 2nd and 4th Tuesday of each month to teachers and staff on the 8 Mathematical Practices, MAP, OCSD M3 document, and/or FSA resources.

Planning and incorporating appropriate manipulatives into small group instruction, to increase student engagement will be woven through all PD sessions and data team meetings.

Teachers will continue to collaborate with colleagues on developing meaningful, differentiated, and rigorous standards-based stations and mini lessons.

Professional Development (PD) will be offered to teachers on the Balanced Math Model, standards-based stations, accountability and management, Achievement/Performance Level Descriptors (ALDs/PLDs), Item Specifications, and purposeful spiraling.

During Data Team meetings, teachers will meet to analyze student work samples and formative/summative assessments using the ALDs/PLDs in the M3 document to drive standards-based small and whole group instruction, and standards-based stations.

Teachers will share exemplar standards-based/domain-based math lessons, results from the quarterly assessments, and student samples during school-based PD, grade level, and/or data team meetings.

During Data Teams, teachers will discuss the standards and develop questions to guide deep mathematical discourse through problem solving tasks.

Professional development will be available to teachers and to administrators on the iReady math programs throughout the year for progress monitoring of student/teacher progress.

Trainings will be offered to teachers and staff on the 8 Mathematical Practices, MAP, iReady Standards Mastery Assessment, OCSD M3 document, new HMH textbook resources, and/or FSA resources as needed during grade level meetings, Data Teams, and Tuesday Tips..

Action Steps for Implementation

Classroom Implementation Action Steps (Teachers and Students):

-Differentiated small group instruction continues to be a focus for Elliott Point Elementary for the 2020 – 2021 school year.

-Teachers will plan collaboratively at a minimum of 30 minutes weekly; ie... creating/discussing/analyzing common assessment, reviewing student data, and/or planning instruction (math or science).

-The teacher will establish procedures during the first two weeks of school to include norms, routines, station etiquette, how to get help, and functioning in whole and small group.

-The student will follow the procedures to use materials correctly and complete tasks as outlined.

-The teachers' lesson plans will be standards based, include the 8 Mathematical Practices, and reflect the Balanced Math Model to include whole group, mini-lessons, routines, fluency, small groups and stations.

-Students will actively participate in grade level instruction and the components of the Balanced Math Model.

-The teacher will incorporate engagement strategies, such as mathematical discourse, through whole group, small group, and station activities to build conceptual knowledge. Students will be taught routines and discussion protocols.

-Students will participate in rigorous mathematical discourse, by following routines, being an active listener, and offering discussion, in all areas of the math block.

-The teacher will use all available resources (FSA/MAP data from last year, M3, ALDs/PLDs, iReady, data) to plan differentiated, teacher led small group instruction. Lower performing students will be seen 5 days a week, grade level and above grade level students will be seen 3-4 days a week in differentiated, teacher led small groups.

-Students will participate in rigorous and targeted teacher led, small group instruction 3-5 days a week.

-CGI trained teachers will use CGI strategies, and all teachers will use manipulatives.

-Students will use strategies and manipulatives appropriately to support their problem solving skills and learning.

Differentiated, standards based stations to provide practice opportunities with accountability, continues to be a focus for Elliott Point Elementary for the 2020 – 2021 school year.

Teacher expectations:

- stations are Domain and Strand specific
 - stations are a part of your weekly routine in the classroom (at least 3x a week)
 - most stations include some evidence of student accountability
 - stations and small group are differentiated to meet individual student needs (e.g., students are assigned to specific stations based on their needs or assigned to a specific activity at a station based on their needs)
 - stations and small groups are part of a routine that is evident in your classroom
- The teacher will use all available resources (FSA/MAP data from last year, M3, ALDs/PLDs, iReady, data) to plan differentiated stations. Stations will include manipulatives, mathematical discourse opportunities, fluency practice, FSA type questions, high yield routines, and have an accountability piece.
- Students will participate in stations 3-5 days a week, completing the accountability activities.
- The teacher will use common formative assessments, and summative assessments to progress monitor student growth. Data will be discussed in data teams with a focus on student learning gains, every 6 days.
- Students will demonstrate their learning through completing assessments.
- Teachers will revisit the SPP during grade level meetings on a monthly basis as facilitated by the Leadership Team.

Progress Monitoring			
Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Differentiated Small Groups 3-5 days a week	Observations, walk throughs, student data	Daily	Math Instructional Coach; Classroom Teachers; Administration
Small Group planning through data analysis of student work samples	Observations, walk throughs, collegial conversations, student data	Data Teams every 5 days	Math Instructional Coach; Classroom Teachers; Administration
Use of ALDs/PLDs to plan teacher led, small groups, stations, and progress monitor students	Observations, walk throughs, collegial conversations	Data Teams every 5 days	Math Instructional Coach; Classroom Teachers; Administration
Differentiated Standards Based Math Stations and cooperative groups	Observations, walk throughs, collegial conversations	Weekly; One station differentiated by Oct. 1, stations 2 & 3 by Nov. 1, station 4 by Dec. 1 st , 2020.	Classroom Teachers, Math Instructional Coach
Common, Formative ,iReady data analysis	Observations, walk throughs, collegial conversations, student data	Data Team meetings every 5 days; meeting with administration	Math Instructional Coach; Classroom Teachers; Administration

Evaluation Following Mid-Year Data

Evaluation of Targeted School-based Focus & Implementation:

Refinement of Targeted School-based Focus:

School Action Plan

Math: Strategies & Programs to Support the Objectives

ELA Levels 1 and 2 Focus

School Focus

Targeted School-based Focus:

By the end of the year, we expect our students to be able to raise achievement level one level within the band, by development of conceptual knowledge, through targeted and differentiated instruction using ALDs/PLDs, careful data analysis, and instruction that produces student engagement

Targeted School-based Professional Development:

- Student engagement strategies will be infused in all PD sessions, Tuesday Tips, Data Team meetings, and additional PD sessions. ESE Resource Teacher and Title teachers will attend the three District Central Message PD sessions, along with the school based PD sessions focused on differentiation of stations/small groups and Fractions.
- MAP reports and data PD will be provided to assist teachers with identifying student skill deficits and achievement deficits. Title I Math Teacher will interpret iReady reports and share with the classroom teacher to assist with classroom instruction.
- Deeper professional development will be provided on ALDs/PLDs to assist teachers with looking at the individual student level and where student needs to move.
- The Math Coach will be working with Data Teams to analyze data on an ongoing basis and assist with making curriculum decisions. Teachers will meet in Data Teams every five days. 3rd - 5th Data Teams will meet with departmentalized groups to focus on area teaching. The focus of Data Teams this year is on student learning gains. Teachers will be carefully analyzing data, and utilizing district resources to plan targeted and differentiated instruction for students not making learning gains, or ones that are at risk for not making learning gains

Action Steps for Remediation

Intervention/Title I Implementation Action Steps (Teachers and Students):

- All students will be instructed through small group instruction that is differentiated to the student's needs and academic goals.
- All teachers will use manipulatives to teach mathematics concepts.
- All Level 2 students in grades 3-5 will be engaged in the iReady program, utilizing the computer portion for 45 minutes a week. Title teachers will work with these students in small groups, differentiating instruction and remediation based on iReady reports.
- Title teachers will work collaboratively with classroom teachers to share progress.
- Administrator will schedule before and/or after school POC tutoring aligned with the district plan. All Level 1 students will be invited for POC tutoring in the student's deficit area. POC tutors will design remediation from the iReady Toolbox, MAP tools, Khan Academy, and Moby Max.
- All Level 3-5 students will receive enrichment strategies through additional small group instruction.

Progress Monitoring

Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
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Levelized & Differentiated Small Group Instruction during FAB block (aligned with academic goal)	Lesson Plans, Observations, Purposeful Walk Throughs, Formative and Summative Data	Daily	Administration, Classroom Teachers, Title Teachers, Instructional Coaches
Ready for Level 2s with Blended Instruction	iReady reports and data		Title 1 Teachers, Administration
Data Teams	Agendas, minutes	Every 5 days	Grade Chairs, Classroom Teachers, ELA Instructional Coach, Administration
POC Tutoring	POC Attendance Logs; POC funds	Weekly	Administration, POC Tutors, POC Contact - Mrs. Day-Scanlon

Evaluation Following Mid-Year Data
Evaluation of Targeted School-based Focus & Implementation:
Refinement of Targeted School-based Focus:

School Action Plan

Math: Strategies & Programs to Support the Objectives

Pandemic Math Instructional Gaps Focus

School Focus

Targeted School-based Focus:

Utilizing iReady and last year's MAP data to identify instructional gaps for the purpose of spiraling and closing gaps within the balanced math model

Action Steps for Implementation

Classroom Implementation Action Steps (Teachers and Students):

- 1a. Teachers will use iReady diagnostics in addition to 4th quarter Kindergarten checklist, 1st and 2nd grades 4th quarter math common assessments, and FSA 3rd and 4th grades math practice tests to identify learning gaps and domains/standards for spiraling.
- 1b. Students will take assessments the first weeks of school in September.
- 2a. Teachers will provide data driven differentiated standards specific/domain station tasks for students in small group and whole group settings on a daily basis.
- 2b. Students will engage in data driven differentiated standards specific/domain station tasks in small group and whole group settings.
- 3a. Teachers will use OCSD M3 planning document incorporating ALDs/PLDs, Focus, Coherence, Rigor, and Learning Progressions, while planning for small group and whole group instruction.
- 3b. Students will receive targeted small group instruction based on individual needs tied to student data.
- 4a. Teachers will use a variety of resources to plan small group and station tasks to include ReadyToolbox resources, OCSD Summer Bridge Activities, and FSA-like problems.
- 4b. Students will engage in differentiated small group and stations using rigorous tasks from vetted resources.

Progress Monitoring

Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
MAP/iReady Data Analysis	Data Teams/iReady Meeting Participation	Up to 3 times per year diagnostics Daily student progress reporting	Administration, CRT, Remediation teachers
Kindergarten 4 th quarter checklist	Beginning of the school year	1 time per year	Math Instructional Coach, 1 st grade CRTs, Remediation teachers

4 th quarter Math Common Assessments	Beginning of the school year	1 time per year	Math Instructional coach, 2 nd and 3 rd grades CRTs, Remediation teachers
FSA Practice Tests for 3 rd and 4 th grades	Beginning of the school year	1 time per year	Math Instructional coach, 4 th and 5 th grades CRTs, Remediation teachers
Balanced Math Model components	Lesson Plans, Walk-throughs, Collegial Conversations	Daily	Administration, CRT, Math Instructional Coach
Differentiated Standards-based Stations	Lesson Plans, Walk-throughs, Collegial Conversations	Daily	Administration, CRT, Math Instructional Coach
Purposeful Small Group Instruction	Lesson Plans, Walk-throughs, Grade-level meetings	Daily	Administration, CRT, Math Instructional Coach

Evaluation Following Mid-Year Data
Evaluation of Targeted School-based Focus & Implementation:
Refinement of Targeted School-based Focus:

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 Statewide Science Assessment (SSA) will be at least 60%.

School Action Plan

Science: Strategies & Programs to Support the Objectives

Central Focus: Science Focus

Keeping the end in mind, use Standards and Item Specifications to design interactive and engaging 5E Science lessons

- Engaging whole group, cooperative group, and station learning opportunities with an emphasis on student-to-student interactions
- Use assessment data (e.g., MAP, SSA, Study Island, formative assessments) to drive the whole group instruction, differentiated activities, and spiraling tasks that place a strong focus on student-to-student interactions

School Focus

Targeted School-based Focus:

Our students will be able to achieve proficiency on grade level science standards by the end of the school year through purposeful small group instruction focused on reading and writing about informational text, hands on activities, reading across the curriculum, and spiraling activities and stations. Greatest area of focus is Nature of Science, with secondary focus on Earth/Space.

Targeted School-based Professional Development:

Targeted School-based Professional Development:

1. Developing integrated activities during common planning time for 5th grade teachers through purposeful stations and cooperative learning activities.
2. 4th and 5th Grade Science teachers will assist 3rd grade teachers with Collaboration with Choctawhatchee Basin Alliance (CBA) for Grasses in Classes (5th grade). PD provided by CBA to 5th grade teachers
3. Use of spiraling to increase knowledge of GL standards through the use of Study Island, centers, small groups, and assessment questions.
4. Developing rigorous standards based lessons using the District created resources (Science Curriculum Binder, questioning flip charts) and the Science adopted curriculum, Science Fusion.
5. Developing EIRs or components of EIRs during district and school based PD sessions that use multiple sources that show the connection between content and application.
6. Teachers in grades 3-5 will attend district PD sessions/Zooms on science topics aligned with the standards and the new pacing calendars aligned with Accelerate.
7. Tami Ellis will provide PD activities on the 5E strategies.
8. 5th Grade teachers will receive additional PD support for Study Island.

Action Steps for Implementation

Classroom Implementation Action Steps (Teachers and Students):

1. All teachers of science will use the Science standards, informational text standards, science resource notebook, Standards-Based Questions Stems (grades 3-5), TDQ Flip Chart (grades 3-5), DOKs and NGSSS item specs as a framework for developing targeted instruction, questions, and hands on learning activities tied directly to assessing students' knowledge of science content

2. Teachers will incorporate Science leveled materials to ensure full understanding of standards across the curriculum,
 3. Teacher will use EIRs with multiple sources to engage students by making science relatable and relevant to students.
 4. Teachers will create engaging spiraling stations and cooperative learning activities using grade level standards, item specs, Science binder pacing calendars, and individual student data to differentiate in order to meet the students' needs.
 5. 3rd & 4th Grade Science Teachers will utilize the program "I Love Science" through Karen Sledge (beginning 2nd semester), and schedule the dates for classroom hands on demonstrations.
 6. 5th grade teachers will co-teach with Grasses in Classes professionals.
 7. Teachers will utilize Study Island for 5th grades with fidelity to increase student engagement and science knowledge through spiraling. Teachers will use the high, medium, and low priority standards reports.
 8. Teachers will use questioning flip-charts to develop more DOK level 2 & 3 questions during instruction in order to enhance student talk and increase student engagement.
 9. All teachers of science will put high priority of infusing and spiraling Nature of Science and Earth/Space concepts in all science instruction.
- STUDENTS:**
1. Students will work in Science spiraling stations or small group/cooperative learning groups to scaffold their learning to become proficient.
 2. Students will use Science leveled materials in class to increase content knowledge.
 3. Students will read and write across all content areas, to include Science.
 4. Students will do hands-on science experiences twice monthly to enhance learning.
 5. 5th Grade Students will complete Study Island lessons on a regular basis.

Progress Monitoring			
Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Standards based, Everyday Instructional Reading Strategies, TDQs, Student Talk, and Purposeful Writing during science	Lesson Plans, Observations, Walk Throughs, Collegial Conversations	Daily	Administration, Classroom Teachers
Hands on Activities and Experiments	Lesson Plans, Observations, Walk Throughs, Collegial Conversations, Student Work Sample	Bi-Weekly	Administration, Classroom Teacher, Mrs. Diamond (coordinates science materials)
Standards Based, Differentiated Stations	Lesson Plans, Observations, Walk Throughs, Collegial Conversations, Student Work Samples	Weekly; One station differentiated by Oct. 1, station 2 by Dec. 3, station 3 by Feb. 4, station 4 by April 1.	Administration, Classroom Teacher, Instructional Coaches
Spiraling and Pacing	Lesson Plans, Observations, Walk Throughs, Collegial Conversations, Student Work Samples, Data Spreadsheets	Twice a Quarter	Administration, Classroom Teacher, Instructional Coaches

Study Island 3 rd – 5 th Grades Grasses in Classes	Lesson Plans, Study Island reports, Observations, Walk Throughs, Assessment Data	Twice a Quarter	Administration, 5th Grade Teachers, Choctaw Basin Alliance
Small Group Instruction	Lesson Plans, Observations, Walk Through	Quarterly	Administration, Classroom Teacher, Instructional Coaches

Evaluation Following Mid-Year Data
Evaluation of Targeted School-based Focus & Implementation:
Refinement of Targeted School-based Focus:

School Action Plan

Science: Strategies & Programs to Support the Objectives

Pandemic Science Instructional Gaps Focus

School Focus

Targeted School-based Focus:

Utilizing assessments such as last year's MAP, previous grade level's 4th Quarter Assessment, and Study Island (grades 3-5) to determine academic gaps for the purpose of planning targeted instruction through whole group, small groups, stations, and/or hands-on activities.

Action Steps for Implementation

Classroom Implementation Action Steps (Teachers and Students):

Teachers will assess students' academic gaps using the above assessments (last year's MAP, previous grade level's 4th Quarterly assessment, and Study Island (grades 3-5))

Students will complete assessments at the beginning of the 1st Quarter

Teachers plan targeted instruction based on assessment data

Teachers will provide data driven differentiated standards specific/domain station tasks for students in small group and whole group settings on a daily basis until gaps closed

Students will engage in data driven differentiated standards specific/domain station tasks in small group and whole group settings.

Teachers will use Science Standards, Science Standards-Based Question Stems Flip charts, Study Island data, etc. while planning for small group and whole group instruction.

Students will receive targeted small group instruction based on individual needs tied to data.

Teachers will use a variety of resources to plan small group and station tasks which may include AIMS resources, Discovery Ed videos, BrainPop, Study Island, hands on experiments, and/or Pearson Interactives.

Students will engage in differentiated small group and stations using rigorous tasks and spiraling resources.

Progress Monitoring

Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Purposeful TDQs and student talk	Lesson Plans, Walk Throughs	Daily	Administration, CRT
Using Multiple Sources of Information for purposeful writing through reading	Lesson Plans, Walk Throughs, Journals, Student Work	Daily	Administration, CRT
Purposeful Text Marking and Annotation in response to higher order questions	Lesson Plans, Walk Throughs	Daily	Administration, CRT

Hands on Science Experiments	Formative assessments; tests	weekly	Administration, CRT
Data Driven small groups	Study Island reports	3-5 days a week	Administration, CRT

Evaluation Following Mid-Year Data
Evaluation of Targeted School-based Focus & Implementation:
Refinement of Targeted School-based Focus:

Title I Schools

How will the school involve parents and family members in jointly developing the Title I Family Engagement Plans and determine how Title I Family Engagement funds will be spent. How will this plan be monitored and by whom?

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

Specific strategies for increasing Family Engagement (including those who have limited English proficiency, those with disabilities, and those with migratory children). How will implementation of these strategies be monitored and by whom?

**Note: Per ESSA a school district may receive Title I funds only if: it conducts outreach to all parents and family members; plans and implements programs, activities, and procedures to involve parents and family members in Title I Programs.*

We offer several events for parents in the morning and evenings. Most of these events are provided through Title I funds. Some events offer food and materials to use with students at home. The events offered during the day are: Honors Assemblies, PET meetings, a Winter Holiday show, and special lunches at Thanksgiving. Events offered during the evening are a Read-a-Rama Pajama night that parents and students can participate in together, Math/Science night which is a science program offering multi-grade level experiments and math program offering multi-grade level math stations and computer based math programs. The annual Talent Show is an event hosted in the spring by the music department.

SAC meetings are held six times per year. Parents are notified of these meetings through the weekly newsletter, on the marquee, and on the school website.

Parent training sessions will be held this year to introduce parents to the rigor of tasks and assessments expected of their children. Training will include FSA Standards and assessment, informational and opinion writing, close reading, and high order thinking and text dependent questions. We will also share educational sites for use at home. Our hopes for these trainings is to increase the parents' knowledge and ability to assist their students at home. Our School Social Worker and Assistant Principal plan to present some aspects of the Trauma Informed Care program to assist our parent population.

Plans for assisting Preschool children in the transition from Early Childhood Programs to local Elementary Programs (Preschool Transition Strategies) and Elementary to Middle School transition strategies, or Middle to High School transition strategies. How will this plan be implemented, monitored, and by whom?

During May of each school year, area day care providers and facilities are invited by the principal to tour our campus. The groups tour the school, visit kindergarten classrooms, the recess playground, media center, and cafeteria. A snack is served in the cafeteria and a book is read to the children. A book titled "The Night Before Kindergarten" is provided to each child. During the week before pre-planning, our kindergarten teachers invite all incoming kindergarteners in to be assessed on basic skills such as letter knowledge, counting, and school readiness. The data from these assessments allows us to better group students in the kindergarten classrooms.

Describe supplemental specialized instructional support services (Title I Remediation), counseling, school-based mental health programs, mentoring services, and other strategies to improve students' skills outside the academic subject areas.

Our School Counselor works with classroom teachers to identify students in need of counseling, support services, or mentoring. She works with available resources to provide needed support. Volunteer training for mentors is offered on site. Community mentors are used for emotional and educational support. The School Counselor is a team member of the MTSS process and works to identify students' needs. Our social worker, Mrs. Mary Salley, is on campus three days a week. She meets with identified students and students in our EBD program to counsel and work on social skills. We have a Mental Health Counselor, Ms. Ann Sparks, that will see general education students in need of her support. She will be housed at Elliott Point two days a week. The Mental Health Counselor will also be part of the MTSS Team.



Accreditation Page

Accreditation Standards

1. Leadership Capacity
2. Learning Capacity
3. Resource Capacity

Strategic Plan Focus Area: Improving and Advancing Student Achievement

- 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

Cognia Performance Standards related to this Focus Area

Leadership Capacity Domain

- 1.1 The system commits to a purpose statement that defines beliefs about teaching and learning, including expectations for learners.
- 1.2 Stakeholders collectively demonstrate actions to ensure the achievement of the system's purpose and desired outcomes for learners.
- 1.3 The system engages in a continuous improvement process that produces evidence, including measurable results of improving student learning and professional practice.

Learning Capacity Domain

- 2.1 Learners have equitable opportunities to develop skills and achieve the content and learning priorities established by the system.
- 2.5 Educators implement a curriculum that is based on high expectations and prepares learners for their next levels.

Resource Capacity Domain

- 3.2 The system's professional learning structure and expectations promote collaboration and collegiality to improve learner performance and organizational effectiveness.

All CRTs will receive on-going training to implement a rigorous curriculum aligned with the Florida Standards, Item Specifications, and Instructional Practices with fidelity as evidenced by walk throughs and observations. All CRTs will participate in differentiated Professional Learning Communities and Professional Development to build knowledge of curriculum areas. Grades 3-5, along with EBD, will be departmentalized to allow teachers to deeply focus on curriculum areas.

The Title 1 Remediation Team will utilize the iReady Reading and Math programs to remediate and differentiate instruction for students working below grade level. Our MTSS Team will meet every three weeks to look at referred students, as well as progress monitor all Level 1 & 2 learners.

All Level 1 students in Grades K-3 will receive intensive remediation through the MaxScholar blended approach to learning in the classroom setting. K-3 teachers will have on-going training on using the MaxScholar program.

Elliott Point has increased technology through grants and Title 1 funds. Students have more access to technology through the iReady Reading and Math programs, along with Study Island in 5th grade. Teachers are utilizing technology to both enhance lessons, and manage data. The Communication Log is being used by much of the staff to document communication.

Professional development on the components of Balanced Literacy and Balanced Math to maximize the effectiveness of our instruction of the Florida Standards/Instructional Practices through the use of Professional Learning Communities as a support system through the development of Data Teams.



Accreditation Page

Accreditation Standards

1. Leadership Capacity
2. Learning Capacity
3. Resource Capacity

Strategic Plan Focus Area: Learning and Working in a Safe and Productive Environment

- Provide adequate and appropriate facilities
- Provide a culture conducive to learning and working
- Maintain a safe learning and working environment

Cognia Performance Standards related to this Focus Area

Leadership Capacity Domain

- 1.4 The governing authority establishes and ensures adherence to policies that are design to support system effectiveness.
- 1.7 Leaders implement operational processes and procedures to ensure organizational effectiveness in support of teaching and learning.

Learning Capacity Domain

- 2.2 The learning culture promotes creativity, innovation, and collaborative problem-solving.
- 2.3 The learning culture develops learners' attitudes, beliefs, and skills needed for success.
- 2.9 The system implements processes to identify and address the specialized needs of learners.
- 2.12 The system implements a process to continuously assess its programs and organizational conditions to improve student learning.

Resource Capacity Domain

- 3.7 The system demonstrates strategic resource management that includes long-range planning and use of resources in support of the system's purpose and direction.
- 3.8 The system allocates human, material, and fiscal resources in alignment with the system's identified needs and priorities to improve student performance and organizational effectiveness.

Facilities will be maintained by custodial and maintenance staff. Elliott Point will be involved in the United Way Day of Giving in Sept. 2020. Throughout the year, volunteers from local churches and agencies help with painting and grounds maintenance. Partnerships with St. Simon's Episcopal Church, community groups, and a local military squadron from Hurlburt Field will also assist with ongoing beautification projects and grounds clean-up.

Faculty and Staff will engage in team building and social activities. A "Shout Out" board is located in the Teachers' Lounge where accolades are given for co-workers. A mission of building relationships between co-workers has been established to build a cohesive faculty, along with relieving job stress. Grades 3rd, 4th, and 5th are departmentalized to allow teachers to become masters of their assigned curriculum. Grade level teachers have common planning time, and Data Team time every 6 days.

A single access with a video doorbell entrance has been established. Fencing has been added and improved. An enhanced school check in system is being utilized for all visitors to our school. Staff is vigilantly trained on the Crisis Plan and school safety. All faculty and staff wear identification badges at all times. Faculty, staff, and students are trained on the Anti-Bullying Policy. Faculty and staff are trained on the Code of Ethics and Sexual Harassment.