

Date Submitted:

Dates of Revision:

School Performance Plan 2020-2021



School Name:
Lewis School

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

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
JASON DRIVER	PRINCIPAL
NICK KOOTSOURADIS	ASSISTANT PRINCIPAL
JORDAN BERRY	ASSISTANT PRINCIPAL
AMY PENDLETON	GUIDANCE COUNSELOR
ELEANOR HARRINGTON	ELA COACH
NICOLE KELLY	MATH COACH
ALL TEACHERS AT LEWIS	TEACHERS

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

All teachers were given grade- or subject-area specific portions of the SPP in order to get input from the entire faculty at both elementary and middle school levels at the end of the 2020 School Year. Every teacher on the faculty at that time had opportunity to shape the SPP for the upcoming year.

Teachers met through Zoom, email, phone, etc. to go over the SPP and make changes.

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

Administrators and instructional coaches compiled information from teachers and placed all into the district template.

Teachers reviewed SPP and provided administrators feedback once the current school year began. Changes to the SPP were implemented based on continued teacher feedback.

School Profile

Lewis was established as a Junior High School in Valparaiso, Florida in 1971 and later transitioned to a middle school. In 2010, Lewis transitioned again into a Kindergarten through eighth grade school. Students at Lewis reside primarily on Eglin Air Force Base and in Niceville and Valparaiso. We have 785 students. Our Climate Survey supports this impressive number with over 80% positive responses from parents in areas such as school emphasis on academic performance, clear expectations in areas of communication, conduct and behavior, and providing a safe environment. Our students, parents, and teachers have come together to make this school merger a positive experience for all. To continue our goal of unification and "team spirit", Lewis's middle school students are provided with many opportunities unique to our school environment. Elementary students are provided with secondary level-type benefits to include band and chorus. Fifth grade students may also participate in all school sponsored sports excluding football. Students in second through eighth grade may participate in our very own Lewis School of American Sign Language Club. In addition, our school also offers many unique opportunities for other interests such as Fellowship of Christian Athletes (FCA), Earth Club, National Junior Honor Society, Student Council, Academic Team, and Spanish Club. In addition to these clubs, Lewis also offers sixteen athletic programs, chorus and band.

Lewis serves a diverse population of students which exceptionalities include: Varying Exceptionalities, Emotionally Behaviorally Disabled (EBD), Communication, Behavior, and Socialization (CBS), which serves identified students on the autism spectrum, and we also serve the hearing impaired with five full-time interpreters and one full-time teacher. We believe that our diversity benefits all students in becoming well-rounded, productive members of our community.

The racial diversity at our school is a reflection of that found in our community. Of the 744 student enrolled at Lewis, 65% are Caucasian, 13% are African-American, 8% are Hispanic, 4% are Asian, and 10% Multiracial. Currently, 52% of our student body is on free and reduced lunch.

Parent and Community Awareness

	Mean	Count	Top Box
1. My child's learning is a high priority at this school.	3.80	44	27.27%
2. School rules/discipline plans are enforced consistently at this school.	3.39	44	15.91%
3. I regularly receive feedback from school staff on how well my child is learning.	2.82	44	11.36%
4. My family is treated with respect at this school.	3.59	44	27.27%
5. My child has every opportunity to be successful at this school.	3.50	44	22.73%
6. My child has the necessary classroom supplies and equipment for effective learning.	3.89	44	20.45%
7. I would recommend this school to other parents.	3.30	44	31.82%
8. This school provides a safe environment for my child to learn.	3.77	44	25.00%
9. My child is recognized for good work and behavior at this school.	3.52	44	20.45%
10. The school is clean and well maintained.	3.50	44	18.18%
11. The teachers, staff, and administration at this school demonstrate a genuine concern for my child.	3.41	44	25.00%
12. I am proud to say I have a child at this school.	3.27	44	20.45%
13. I receive positive phone calls, emails, or notes about my child from the school.	2.70	44	11.36%
14. The principal at this school is approachable and reachable.	3.23	44	22.73%
15. The principal at this school is an effective leader.	3.30	44	27.27%

Parent and Community Awareness

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

The results indicate a somewhat positive perception. Areas of highest levels of agreement involve learning as a high priority and the children have the necessary classroom supplies and equipment for effective learning, which are both areas that we continue to focus and work on.

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

As in previous years, the glaring area of need is in respondents as a whole. With a total of 44 respondents in elementary and secondary, it is clear that combating parent apathy is a major focus for this year. While these numbers call into question the validity of the perceived strengths and weaknesses of the school by our stakeholders, the results are still worth looking to shore up.

Taken as a whole, the primary area for improvement in many areas may be best met through increased and better communication of our activities, expectations, and vision. Our adoption of the SOAR character-ed program, in 2019, throughout the school will continue to provide an opportunity to make our expectations for the students clearer (and this may help with perception of our mission outside of the classroom).

Additionally, through Title I and other opportunities we will explore new ways to get parents up to the school through group or grade level events.

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

In addition to weekly announcements sent every Friday via email and phone, we also promote the use of the Parent Portal and in particular the continued promotion of the weekly progress report option. We are also making a greater push for PTO involvement as a way to both share information about the school, but also to regularly assess our methods of communicating with parents. We are working to be more active with the Niceville/Valparaiso Chamber of Commerce to get information out, and from a teacher and staff perspective, greater emphasis is being placed on Outlook, email, an updated and more teacher-focused weekly newsletter. Also, the Blackboard connect system is increasingly being used to send documents and information home to parents (in addition to handouts home). We have created three Facebook pages for the school: Lewis School, Lewis Athletics, and a Lewis PTO. Our main page posts all of our school-wide communication home to parents.

School Action Plan

ESSA Subgroup: Strategies & Programs to Support the Objectives

ESSA Subgroup Focus
Subgroup: ESE subgroup below 32%
School Focus
What is the cause(s) for this subgroup being an area of focus? Continual and primary focus on social, behavioral, and personal awareness and decision making amongst self-contained units primarily and mainstreamed students.
What are we doing to target this subgroup? Additional behavioral and social support through EBD resource teacher and ESE instructional coach will allow for teacher to spend a greater amount of time on instruction and more focus on preparing students for gradual academic mainstreaming
Targeted School-based Professional Development: <ol style="list-style-type: none">1. ESE teachers will continue to use strategies from “Standing Up For Me” and school will provide a “catch up” PD for newer teachers.2. Professional Development training on how to utilize ELA resources (NewsELA, Achieve3000, Literacy Design Collaborative LDC)3. Common Afterschool Planning for ESE Teachers and ELA Teachers4. Weekly PD with ESE Instructional Coach5. Access to curricular district and school-wide PD at appropriate grade levels
Action Steps for Implementation
Classroom Implementation Action Steps (Teachers and Students): ESE Teacher will: <ul style="list-style-type: none">- continue to teach the Learning Strategies course. This will be used to teach students organizational and time management skills.- provide copies of IEP accommodations to all general education teachers during pre-planning. Provide PD on strategies for general education teachers. Teachers will: <ul style="list-style-type: none">- remind students of their allowable accommodations prior to testing and assignments, etc.- provide visual reminders and model test-marking strategies, vocabulary and note-taking strategies in order to assist SWD’s comprehension for TDQ’s and student talk.- monitor and teach students note taking, recording of assignments, and organizational skills.- coordinate with ESE teachers to provide allowable accommodations for eligible students. Guidance Counselor will: <ul style="list-style-type: none">- provide copies of 504 plans to all general education teachers during pre-planning. Students will:

- know and understand their accommodations and will appropriately self-advocate, as appropriate, for these accommodations during classroom and assessment situations.
- use appropriate text marking and annotation to assist their comprehension in texts and passages.
- ask for clarification of assignments, due dates, and record the information.

- School Implementation Action Steps (Administration, Teachers, and Students):**
1. Administration will provide time for teachers to meet with core teachers to reinforce lessons and issues in out classes
 2. Administration (through behavior specialist) will provide opportunities for training on strategies to work with EBD and CBS students in out classes
 3. Data from FSA, i-Ready, grades, etc. will be disaggregated to identify Level 1 and Level 2 students in ELA.
 4. The MTSS Committee will meet to discuss student progress and appropriate levels of support.

Progress Monitoring			
Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Learning Strategies Class	Walk through , Data Chats	Monthly	Administrator, Teachers
Self-Contained ESE Class	Walk through , Data Chats	Monthly	Administrator, Teachers
Collaborative Lessons with ELA & ESE on Organization, test taking, learning strategies	Walk through , Data Chats	Weekly/Monthly	Administrator, Teachers

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 74%.

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 55%.
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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 95%
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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., 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., iReady, Max Scholar, and formative) to collaboratively plan whole group mini-lessons, small group instruction, and stations

School Focus

Targeted School-based Focus:

K-2

Differentiated small-group instruction based on data from multiple sources with related rigorous stations

Use of assessment data (Kindergarten STAR, MaxScholar, iReady, FSA, Navigator Checklist, etc.) to inform instruction and group students for remediation and enrichment

Use of EIR components and writing through reading/text dependent questions (all DOK levels) to move students from basic comprehension to inference and deeper understandings of complex text, including multiple sources as appropriate

Targeted School-based Professional Development:

K-2

1. Integrating DOK questions of all cognitive levels for all phases of standards (use of Standards Resource booklets and LPs)
2. Developing Cross-Content Assessments & Activities (EIRs using Science/SS/Math content that include ELA and content success criteria)

Action Steps for Implementation

Classroom Implementation Action Steps (Teachers and Students):

K-2 Teachers will:

1. Select appropriately complex text(s) and multiple sources to introduce, model, and provide instruction on the practices of text marking and annotation

2. Develop TDQs at varying levels of DOK to provide opportunities for students to deepen comprehension of text(s) and synthesize multiple sources
3. Integrate the components of Close Reads/EIRs into daily lessons when appropriate
4. Utilize a variety of data sources (iReady, MaxScholar, STAR, formative assessments, etc.) to group and plan for differentiated small group instruction
5. Create a culture of collaboration which encourages student talk, engagement, and a growth mindset
6. Develop Close Read/EIRs that provide opportunities for writing through reading, application of skills/strategies learned, and student talk and collaboration
7. Utilize a variety of genres (fiction, non-fiction, poetry, etc.) in assessments at least twice each quarter to provide evidence of student application of close reading strategies
8. Provide opportunities for independent reading practice to build fluency, vocabulary, and stamina
9. Kindergarten will use ESGI, which stands for Educational Software for Guiding Instruction. It is a simple one-on-one assessment solution for K through 2nd grade, ESL, SEL, and ESE. The online program is aligned to our CCSS and will assess letters, sounds, sight words, and math concepts aligned with our report card. This will be done on quarterly basis as well as used for RTI and when teacher feels reassessment is needed. Parents will receive a report of known and unknown mastery of tested items. ESGI offers two different reading intervention assessment series. Both assessment series are research-based and are very unique in their respective approaches to reading assessment and intervention.

K-2 Student will:

1. Interact with purpose and accountability during interactive whole group, small group, and stations
2. Participate in purposeful student talk and writing through reading, both in everyday and culminating tasks
3. Interact with purpose and accountability when using appropriately complex text(s) through text marking, annotation, multiple reads, student talk, writing through reading, and responding to TDQs

Progress Monitoring			
Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Everyday Instructional Reading	Lesson plans, Walk-throughs, PLCs	Ongoing	Teacher, Administrator
Small group instruction & stations	Lesson plans, Walk-throughs, PLCs	Weekly	Teacher, Administrator
Student Reflection/Goal Setting	Lesson plans, Walk-throughs, PLCs	Bi-Weekly	Student, Homeroom Teacher
Department Data Chat	Lesson plans, Walk-throughs, PLCs	Monthly	Teacher, Administrator
ESGI	Assessmet	Quarterly	Teacher

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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., iReady, 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:

Effective use of resources to assist in planning instruction informed by student data

Targeted School-based Professional Development:

3-5

ELA Instructional Coach, district personnel, and other identified personnel will provide training and information on the following:

1. Developing TDQs and culminating tasks that accurately reflect the rigor of the FSA
2. Effective use of a variety of resources such as Common Lit, Journeys, and NewsELA to create text sets for instructional use.

Action Steps for Implementation

Classroom Implementation Action Steps (Teachers and Students):

3-5 Teachers will:

1. Collaboratively develop a culminating task, that reflects the standards of focus.
2. Teachers will work with the ELA coach to develop a Cold Write that reflects the Quarter's standards according to the district pacing guide
3. Teachers will collaborate during PLCs to assist in the development of culminating tasks that can be possibly differentiated for multi-grade level use.
4. Teachers will develop purposeful text-marking and annotations to guide students to critically analyze sources in relation to the culminating task.
5. TDQs will serve as the "bread crumbs" to the rigorous culminating task and will require students to use text evidence in their responses.
6. Use Item Specifications to create quality questions based on the standards and ALDs which prepare students for the developed culminating task.

7. Teachers will write or edit TDQs using the Standards-Based Question Stems from the OCSD ELA Resource Book to ensure appropriate rigor and scaffolding
8. The Assessment Limits and Achievement Level Descriptors (ALDs) will be utilized to write TDQs at DOK levels as indicated by the Item Specifications
9. Purposefully use Standards Resource booklets and previous progress in Clusters to formulate appropriate DOK questioning on assessments and in classroom talk (student and teacher).
10. ALDs will be analyzed to better understand the standard and what is expected for proficiency, mastery, and learning gains
11. Teachers will utilize ALDs to establish expectations for students and provide expectations for mastery.
12. Investigate how to use grade-level texts from Journey and supplemental materials as resource to plan lessons which prepare students for the developed culminating task.
13. Teachers will use ThinkCentral.com to access multiple sources that have standards based performance tasks based on unit standards of focus.
14. Teacher will utilize various sources such as Readworks and CommonLit to select multiple, differentiated, complex texts and allow students to synthesize across texts.
15. Teacher will utilize CPalms to plan for and allow student practice on specific standards prior to combining standards in a culminating task

Progress Monitoring			
Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Everyday Instructional Reading	Lesson plans, Walk-throughs, PLCs	Ongoing	Teacher, Administrator
Implementation of Balanced Literacy Model: to include small group instruction & stations	Lesson plans, Walk-throughs, PLCs	Weekly	Teacher, Administrator
Student Reflection/Goal Setting	Student / Teacher Conferencing	Bi-Weekly	Student, Teacher
Department Data Chat	Discussion, meeting notes	Monthly	Teacher, Administrator

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:

Evidence and Elaboration

Targeted School-based Professional Development:

1. Writing calibration training as needed: working with peers and Instructional Coach, teachers will review and score writing baseline assessment to provide consistency of scoring and discussion of rubric. New teachers may schedule additional assistance from Instructional Coach as needed.
2. Continue the practice of peer observations to gain knowledge and expertise in the various components of writing with a focus on evidence and elaboration. Teachers will share through Falcon Flyer dates/times/focus strategy for when they would like to invite peers into their classroom for "Sharing Walks" (observation of best practices).
3. Time during PD or Department Meetings to share and discuss ways to utilize FSA Sampler Sets and/or Okaloosa Writing Exemplars to drive instruction.
4. Use EIRs to promote synthesis of sources and elaboration.

Writing Plan

Writing Plan: Teaching how Analysis and Synthesis lead to Elaboration

1. Using Rubrics/FSA Writing Sampler Sets to calibrate teacher scoring and inform instruction with an emphasis on Analysis and Synthesis (Evidence and Elaboration)
2. Increase student knowledge and use of the Rubrics with a focus on Analysis and Synthesis (Evidence and Elaboration)
3. Differentiated writing instruction based on student needs identified through the Rubrics with an emphasis on Analysis and Synthesis (Evidence and Elaboration) o Writing Conferences, Small Group, Stations, etc.
4. Writing the Essay on How are we unpacking the prompt? (TDQ)
 - a. How are we addressing purposeful text marking and annotations specific to the prompt? (TDQ)
 - b. How are we planning for the essay? (Derived from TDQ and text marking/annotations)
 - c. How are we scaffolding instruction as we build from one source to multiple sources?
 - d. This is where an EIR assists in the writing process
 - e. How are we addressing writing an introduction?
 - f. How are we addressing writing a conclusion?
 - g. How are we addressing citing relevant evidence? (EIR)
 - h. How are we addressing elaboration? (EIR)

- i. How are we addressing transitions?
- j. How are we addressing content specific vocabulary?

Progress Monitoring			
Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Use of samples to guide instruction on components of writing.	Walk-throughs/Data Chats	weekly & monthly	Teachers, Administrator
Use of everyday writing through content areas.	Student Journals/assignments/walk-throughs	daily & monthly	Teachers, Administrator
School based writing	Student Work Samples – Data Chats	ongoing	Teachers, Administrator
Writing Collaboration and Scoring.	Common Prep Times and Data Chats	as needed	Teachers, Administrator
Writing effective introductions and conclusions with transitions.	Student/Teacher cooperatively developed Anchor Charts or teacher chosen method of student helper charts/resources	weekly & monthly	Teachers, Administrator
Baseline Writing Assessment	Results reviewed in PLCs and Data Chats	First Quarter	Teachers, Administrator

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:

Teachers will utilize district TDQ chart/ALDs/Learning Progressions and emphasize a variety of DOK level question stems to support students' growth at independent reading levels while gradually increasing complexity and rigor towards grade-level proficient reading.

Targeted School-based Professional Development:

ELA Instructional Coach, District Personnel, and other qualified personnel will provide training and information to teachers to assist them in planning for instruction in the following areas:

- Student self-assessment and setting reflective goals using tools such as FSA writing rubrics and/or ALDs/LPs
- Incorporating cooperative learning group opportunities, stations, and/or small group instruction
- Using a variety of sources (complex text, video clips, graphics, pictures, etc.)

Action Steps for Remediation

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

Classroom Implementation (intervention) Steps:

- Teachers will collect, analyze, and identify weaknesses from iReady assessment data to identify students who are working below grade level and create specific intervention/remediation plans
- Teachers will collaborate with school personnel (coaches, administration walk-throughs, PLCs, and PDs) to refine in-class strategies and best practices
- Teachers will utilize a variety of formative assessments to determine the nature of students' weaknesses (exit slips, teacher observations, teacher-student conferences)

TDQs/DOK Level question stems implementation:

- Teachers will write TDQs based on the ones provided by the district (PDs and ALDs)
- Teachers will instruct students on how to match text annotations with TDQs (color coding, symbols, etc.) and then students will write their own TDQs

Grade appropriate rubrics:

- K-2nd grade students will utilize writing checklists to self-assess writing
- 3rd-5th grade students will self-assess writing using FSA aligned rubrics
- Teachers will utilize writing conferences in small group (based on skill need) (3-5)
- Students will work in partners and/or small groups to peer edit during Writing Workshop time (3-5)

Students who meet the predetermined criteria will receive Title I services as necessary in math and/or reading:

- These students will be given a seat in the i-Ready program and also receive small group instruction
- Title I teachers will monitor student progress of i-Ready lessons and intervene when necessary
- Title I teachers will document the skills, standards, and the level at which they are providing remediation for each student

POC Plan:

- Plan of Care tutoring (POC) will be offered to Level 1 and 2 students (or based on teacher recommendation) (K-2)
- POC will be used to prepare students for the FSA in the spring

Progress Monitoring			
Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Differentiated Small Group Instruction as part of Balanced Literacy model	Data Chats, Walk-throughs, Observations	Monthly (more frequently as needed)	Administration, Teachers
Formative Assessments	Data notebooks, anecdotal notes, grades, student artifacts, teacher/student feedback	Daily & Monthly (in Data Chats)	Administration, Teachers
Targeted Remediation	IEP, PMP, Title I, POC	Quarterly unless more frequent monitoring is indicated by student need	Administration, 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

Pandemic ELA Instructional Gaps Focus

School Focus

Targeted School-based Focus:
Identify and target any learning gaps caused by the COVID-19 Pandemic

Action Steps for Implementation

Classroom Implementation Action Steps (Teachers and Students):

Kindergarten

1. Upon returning to school, students will be assessed on various skills to determine proficiency and be placed in small groups based on learning targets.
2. Yes, the current lower quartile kids will need more intensive remediation to bring them up to current level standards. They were previously struggling and most likely will still need the additional guidance and support upon re-entry to school.
3. After consulting with the previous grade level teachers and discussing what standards might have been "lightly" touched on (due to Covid), the school year should begin by focusing on said standards to act as a refresher as most school years do. Refreshment period might require additional time and effort for the current teacher. I believe this could result in a smoother transition to the current curriculum standards.

1st Grade

1. Increased small group intervention, earlier use of intervention programs like MaxScholar or Teach Your Monster, beginning of year review to cover prior year information for 4th quarter

2nd Grade

1. Plan for determining academic gap: formative assessing, i.e., diagnostics that are available, sight words, our reading program has a diagnostic available (I usually don't use it, but it is there).
2. Remediation - done in small groups, I see small group learning being a big part of the day.
3. Subgroup - For the current 2nd graders going to 3rd, I do not foresee a need for a subgroup. Students were identified as ESE (large ESE group there) already, and they were making progress.
4. The pacing will need to be adjusted, as I think a lot more spiraling and review will be necessary in the upcoming school year. I think just stacking review with then leveling up the standards will be done for a longer time in the beginning of the year. (At least longer than usual).

Progress Monitoring

Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
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Differentiated Small Group Instruction as part of Balanced Literacy model	Data Chats, Walk-throughs, Observations	Monthly (more frequently as needed)	Administration, Teachers
Formative Assessments	Data notebooks, anecdotal notes, grades, student artifacts, teacher/student feedback	Daily & Monthly (in Data Chats)	Administration, Teachers
Targeted Remediation	IEP, PMP, Title I, POC	Quarterly unless more frequent monitoring is indicated by student need	Administration, Teachers

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 75%.	
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 75%.	
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 90%	

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:

Teachers will work on developing and improving use of prescriptive small groups and stations in math instruction which will be teacher and student led.

Targeted School-based Professional Development:

Instructional Coach, district personnel, and NWEA representative will provide training and information to assist teachers in utilizing the iReady test reports and test data results to meet instructional needs.

Action Steps for Implementation

Classroom Implementation Action Steps (Teachers and Students):

1. Teachers will develop lesson plans based on district Curriculum Guides, M3 documents, OCSD quarterly common assessments, www.achievethecore.com, FSA practice questions, incorporating resources available on district Curriculum and Instruction web page, www.achievethecore.com, www.cpalms.com, and MFAS (available through CPalms), Florida DOE Item Specifications and www.thinkcentral.com as needed, but teach based on the Florida State Standards and focus of their specific grade level.

Mini-Lesson

1. Teachers will implement student-centered whole group mini-lessons on a daily basis aligned with the MFAS. Students will participate in mini-lessons based on their grade level standards.

Small Group Math Instruction

1. Teachers will use formative and summative data (Kindergarten Checklist, i-Ready, exit tickets, Drops in a Bucket, Common Formative Assessments, etc...) to plan and implement small group instruction. Students will be pulled for small group instruction based on their needs as shown on current assessments.
2. Teachers will use math discourse strategies to encourage math talk among participants in small group instruction. Students will participate in math talk during small groups and stations.

3. Teachers will use a variety of manipulatives and math resources to meet student needs during small group instruction. Students will use the correct manipulatives during small group to develop a deeper understanding of the math concept.

Math Stations

1. Teachers will implement a system of accountability through the use of Journals that are appropriate for their students. Students will show accountability for most stations they visit in a class period.
2. Students will be able to use the correct academic vocabulary when describing their activity at any given station.
3. Teachers will develop stations aligned to the grade level standards and based on need as determined by iReady, and common formative assessments. Students will rotate through stations that are aligned closely to their standards and based on data.
 - a. Kindergarten students will utilize stations daily that incorporate math concepts. Stations are leveled over time to meet the needs of the students. Stations are self-correcting.
 - b. Stations/student practice centers in grades 1-5 will meet 3-5 times each week beginning in the first quarter utilizing technology and hands on manipulatives.

Fluency

1. Teachers will implement fluency activities using concrete and representational strategies for basic facts (such as Number Talks, Number Lines, Quick Images, Box of Facts, etc.)
 - a. Kindergarten teachers will incorporate fluency activities into the math meeting at calendar. Additionally, they will utilize You Tube videos by Jack Hartman.
 - b. First grade teachers will utilize Prodigy fact fluency, Box of Facts, for building addition and subtraction fluency.
 - c. Second grade teachers will build addition and subtraction fluency through the use of Box of Facts, fact Wrap-Ups, and weekly fact assessments.
 - d. Third grade teachers will use Xtra Math on the computer, timed fact quizzes, and Whisper Multiplication songs to increase student fluency in multiplication and division.
 - e. Fourth and fifth grade teachers will implement weekly timed multiplication tests and activities to increase division fluency during stations.

Routines

1. Teachers will incorporate High Yield Routines into their daily math instruction that include purposeful spiral review and opportunities to model and practice math talk.
 - a. Kindergarten teachers will use calendar and counting of school days as a part of their morning routine.
 - b. First grade teachers will have spiral review and calendar activities daily.
 - c. Second grade teachers will use counting of school days and Drops in a Bucket and Math Minutes spiral math reviews as part of their daily morning routine.
 - d. Third, fourth and fifth grade will utilize Common Core Math 4 Today Daily Skill Practice or other spiral review questions in their daily routines to review previous math skills.

Progress Monitoring			
Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor

Analyze Data	Progress chats, Data chats	During pre-planning and monthly (more frequently as needed)	Administration, Teacher, Title I, Math Instructional Coach, ESE Teachers
Mathematical Discourse	Walkthroughs, Observations	3-5 Weekly	Administration, Teachers
iReady	Data Chats	3x per year	Administration, Teachers, Title I, ESE Teachers, Math Instructional Coach
Classroom Assessments & Quarterly Formative Assessments	Data Chats, Gradebook	As indicated by instruction and quarterly	Administration, Teachers, Math Instructional Coach

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

Math Levels 1 and 2 Focus

School Focus
Targeted School-based Focus: By the end of the year, using i-Ready, we expect our students to be able to show mastery in their current grade level fluency standard
Targeted School-based Professional Development: Primary and Intermediate grouped PLC's bi-monthly to share and collaborate fluency strategies and ideas. Collegial conversations and support provided by district Math Coach

Action Steps for Remediation
Intervention/Title I Implementation Action Steps (Teachers and Students):
<ol style="list-style-type: none"> 1. Teachers will implement daily fluency routines and spiral review into their daily balanced math model. 2. Teachers will integrate technological resources such as Mobymax and Gizmo to enhance and practice math facts for fluency. Teacher will respond with direct instruction and support in deficit areas. 3. Title 1 Remediation teacher will remediate third through fifth grade students on specific student deficits for up to 30 minutes each day during a designated differentiated instruction block using the i-Ready Computer Program. 4. Students will participate in practice of grade appropriate skills through use of stations/centers at least three times per week. Centers will include such things as spiraling activities, problem of the day, number of the day, etc. 5. Third through fifth grade students will work individually on academic-deficit specific interactive computer tutorials.

Progress Monitoring			
Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Primary & Intermediate Group PLCs	Agendas & Mtg Notes	Monthly	Administration, Teachers, Title I
Grade Level Progress Chats	Agendas & Mtg Notes	Monthly	Administration, Teachers, Title I
Department Progress Chats	Agendas & Mtg Notes	Monthly	Administration, Teachers, Title I

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:

Identify and target any learning gaps caused by the COVID-19 Pandemic.

Action Steps for Implementation

Classroom Implementation Action Steps (Teachers and Students):

Teachers will assess student's current level of math proficiency using informal formative assessments and diagnostic assessments, including the i-Ready assessment. Additionally

1. Kindergarten teachers will continue to do the beginning of the year assessments to all students as they enter school for the first time.
2. First grade teachers will begin with a review unit of skills and standards covered in the fourth quarter of kindergarten to assess for gaps in learning.
3. Second grade teachers will be using the IXL diagnostic test to assess the students to specifically identify the first grade standards that require remediation.
4. Teachers will meet the needs of students with identified deficiencies with increased small group intervention, earlier use of intervention programs like Teach Your Monster and IXL, extended beginning of year review to cover prior year information for 4th quarter
5. 3rd grade teacher will review 4th quarter concepts from previous grade.
6. 4th grade teacher will review 4th quarter concepts from previous grade.
7. 5th grade teacher will review 4th quarter concepts from previous grade.

Teachers will develop lesson plans based on district Curriculum Guides, M3 documents, OCSD quarterly common assessments, www.achievethecore.com, FSA practice questions, incorporating resources available on district Curriculum and Instruction web page, www.achievethecore.com, www.cpalms.com, and MFAS (available through CPalms), Florida DOE Item Specifications and www.thinkcentral.com as needed, but teach based on the Florida State Standards and focus of their specific grade level.

Mini-Lesson

1. Teachers will implement student-centered whole group mini-lessons on a daily basis aligned with the MFAS. Students will participate in mini-lessons based on their grade level standards.

Small Group Math Instruction

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2. Teachers will use math discourse strategies to encourage math talk among participants in small group instruction. Students will participate in math talk during small groups and stations.
3. Teachers will use a variety of manipulatives and math resources to meet student needs during small group instruction. Students will use the correct manipulatives during small group to develop a deeper understanding of the math concept.

Math Stations

1. Teachers will implement a system of accountability through the use of Journals that are appropriate for their students. Students will show accountability for most stations they visit in a class period.
2. Students will be able to use the correct academic vocabulary when describing their activity at any given station.
3. Teachers will develop stations aligned to the grade level standards and based on need as determined by i-Ready, and common formative assessments. Students will rotate through stations that are aligned closely to their standards and based on data.
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 - b. First grade teachers will utilize Prodigy fact fluency and ORIGO, Box of Facts, for building addition and subtraction fluency.
 - c. Second grade teachers will build addition and subtraction fluency through the use of ORIGO, Box of Facts, fact Wrap-Ups, and weekly fact assessments.
 - d. Third grade teachers will use Xtra Math on the computer, timed fact quizzes, and Whisper Multiplication songs to increase student fluency in multiplication and division.
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d. Third, fourth and fifth grade will utilize Common Core Math 4 Today Daily Skill Practice or other spiral review questions in their daily routines to review previous math skills.

Progress Monitoring			
Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Primary & Intermediate Group PLCs	Agendas & Mtg Notes	Monthly	Administration, Teachers, Title I
Grade Level Progress Chats	Agendas & Mtg Notes	Monthly	Administration, Teachers, Title I
Department Progress Chats	Agendas & Mtg Notes	Monthly	Administration, Teachers, Title I

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 80%.

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., i-Ready, 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:

By the end of the year, we expect our students to show mastery and retention of science grade level standards and be able to utilize EIR strategies such as text marking, annotations, student talk and use multiple sources to include graphs, charts and data during class discussion, inquiry based opportunities and station activities to answer varying complexities of TDQs that support the science content.

Targeted School-based Professional Development:

1. Training for Study Island and its use as a Progress Monitoring tool during the 2020-2021.
2. School year training will be held for the i-Ready Assessment program that will be utilized district wide.
3. CPALMS will be utilized for professional development videos and additional resources such as “Original Tutorials” to be used in the classroom for spiraling activities.
4. 3-5 Science professional development will be available through the district for the 2021 school year

Action Steps for Implementation

Classroom Implementation Action Steps (Teachers and Students):

K-2

1. Teachers will conduct Spiraling daily during “teachable moments”.
2. Students will read science level readers in Science or ELA classrooms.
3. Students will view applicable videos (Brain Pop, Discovery Education and other available resources) as supplemental activities to build on or initiate understanding of the topic.
4. Teachers will use accompanying quizzes to videos as formative assessments to monitor student understanding.
5. Teachers will use domain –specific or higher level vocabulary in oral and written responses.
6. Students will participate in cross curricular spiraling throughout the day during centers and unit activities to include Basal Stories.
7. Teachers will assign vocabulary and comprehension activities to enhance students understanding of domain-specific or higher level vocabulary

8. Teachers will teach grade specific EIR strategies.
9. Teachers will implement hands-on activities to their instruction.
10. Teachers will use the 5E method during science instruction (Engage, Explore, Explain, Extend, Evaluate).

3-5

1. Teachers will implement and instruct students on the use of interactive science journals.
2. Students will actively create and refer to science journals in classroom, whole group, and small group situations.
3. Teachers will give students instruction on the EIR strategies (Text Marking, Student Talk, Annotation ect.)
4. Students will complete “Bell Ringers”, including Daily Oral Science and Daily Science Starters.
5. Teachers will administer bi-weekly assessments to monitor student understanding.
6. Students will use Every day Instructional Reading procedures when reading scientific texts, charts, and sources for information.
7. Teachers will conduct spiraling on a daily basis through cross-curricular activities such as centers, cold reads, assigned reports and basal stories.
8. Teachers will assign vocabulary and comprehension activities to enhance student understanding on domain-specific or higher level vocabulary
9. Students will use domain specific or higher-level vocabulary in oral and written responses
10. Students will read Science Leveled Readers in the Science or ELA classrooms.
11. Students will view applicable videos (for example, from Brain Pop, Discovery Education, Study Island, Scholastic or other available online resources) as supplemental activities to build on or initiate understanding of a topic.
12. Teachers will use accompanying quizzes to applicable videos as formative assessments to monitor student understanding.
13. 5th Grade students will participate monthly in “Grasses in Classes” program conducted by Choctawhatchee Basin Alliance which provides hands-on activities for the students.
14. Study Island will be used to supplement science instruction in the ESE resource rooms as well as the general education classrooms.

Progress Monitoring			
Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Utilize Formative Assessment	Teacher Grading	Daily	Teacher
Data Chats	Data and discussion	Monthly	Admin and Teacher
Department Meetings	Notes and Minutes	Monthly	Teacher
Study Island	Grading and Reports	Weekly	Teacher
Hands-on Activities	Walkthroughs, Observations, Progress/Data Chats	Monthly	Admin and Teacher

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:

- Engaging whole group, cooperative group, and station learning opportunities with an emphasis on student-to-student interactions while spiraling content not covered in class due to Covid-19

- Use assessment data (e.g., i-Ready, 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 to ensure mastery of content.

Action Steps for Implementation

Classroom Implementation Action Steps (Teachers and Students):

1. Teachers will implement and instruct students on the use of interactive science journals.
2. Students will actively create and refer to science journals in classroom, whole group, and small group situations.
3. Teachers will give students instruction on the EIR strategies (Text Marking, Student Talk, Annotation etc.)
4. Students will complete “Bell Ringers”, including Daily Oral Science and Daily Science Starters and use spiral activities to remediate content not covered due to Covid-19
5. Teachers will administer bi-weekly assessments to monitor student understanding.
6. Students will use Every day Instructional Reading procedures when reading scientific texts, charts, and sources for information.
7. Teachers will conduct spiraling on a daily basis through cross-curricular activities such as centers, cold reads, assigned reports and basal stories.
8. Teachers will assign vocabulary and comprehension activities to enhance student understanding on domain-specific or higher level vocabulary
9. Students will use domain specific or higher-level vocabulary in oral and written responses
10. Students will read Science Leveled Readers in the Science, especially those of content not covered in the classroom due to Covid-19 or ELA classrooms.
11. Students will view applicable videos (for example, from Brain Pop, Discovery Education, Study Island, Scholastic or other available online resources) as supplemental activities to build on or initiate understanding of a topic.
12. Teachers will use accompanying quizzes to applicable videos as formative assessments to monitor student understanding.
13. Students in grades 3-5 will participate monthly in the “I Love Science” program offered by Engineers at Eglin AFB which provides hands-on activities for the students.

14. 5th Grade students will participate monthly in “Grasses in Classes” program conducted by Choctawhatchee Basin Alliance which provides hands-on activities for the students.

15. Study Island will be used to supplement science instruction in the ESE resource rooms as well as the general education classrooms

Progress Monitoring			
Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Utilize Formative Assessment	Teacher Grading	Daily	Teacher
Data Chats	Data and Discussion	Monthly	Admin and teacher
Department Meetings	Notes and Minutes	Monthly	Teachers
Study Island	Grading and Reports	Weekly	Teachers
Hand-on Activities	Walk-throughs, observations, Progress/Data Chats	Monthly	Admin and teachers

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?

During the Title I Annual Meetings, held in September, parents/guardians will be invited to discuss and give input on the plan for how Title I funds will be spent. The Title I department will also present ideas for parent engagement funds at the first PTO meeting of the school year. It will be advertised for families to attend and discuss ideas. Additionally, information will be collected through a survey offered to parents and guardians at various times throughout the school year. Parents will also be invited to attend the first Student Advisory Council (SAC) meeting the 2019-20 school year where usage of funds will be discussed. All discussion of funds will be recorded in official SAC minutes and will be kept in the Title I/X OneDrive, to be monitored by Mrs. Amy Dale, Title I/Title X Specialist. The spending of the funds will be monitored by the Title I teachers, Mary Carnahan and Linda McArdle, and overseen by the Lewis Administration.

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.***

Family Engagement will be encouraged and supported in the following ways:

- Parent Family Engagement Survey created to poll Lewis Families on their needs for workshops and other engagement activities (to be completed during Lewis Orientation August 2020)
- Parent/Teacher/Student Compact-sent home during the first month of the school year (printed in a variety of native tongues) and reviewed during conferences
- Title I Annual Meeting, offered at flexible times from August-October 2020
- Family Engagement Surveys (in a variety of native tongues; activities, use of funds, etc.)
- Ongoing, up-to-date information posted on the Lewis Facebook page and Lewis' website
- Use of classroom communication platforms, such as Remind or Class Dojo, that can be translated into various languages, specifically to communicate with remediation parents/guardians
- Family STEM Night offered in the fall of 2020*
- Family Literacy Night and Arts Alive offered in the Spring of 2021*

*Parents will be presented with strategies to support students in Reading, Math and Science Literacy. The Title I team will collaborate with Reading, Math, and Science teachers of various grade levels at Lewis School for these events. Events will also be geared specifically toward activities that parents and guardians can use to support students at home.

Parental involvement strategies and events will be monitored by the Title I Team, Mary Carnahan and Linda McArdle.

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?

The Title I Team will reach out to local preschools and invite them to Lewis School's family engagement meetings and events, including Family Literacy Night and Family STEM night, through oral and written communication (in a variety of native tongues). Invitations will also be announced in local newspapers and on the Lewis School Facebook page and website, as well as through school wide callouts. Parents of preschoolers will be encouraged to attend and participate in the hands-on activities at these events as they prepare to transition to elementary school. Additionally, Lewis School will host a Kindergarten Orientation Night in the final weeks of the 2020-2021 school year. The night will be hosted by Lewis' kindergarten teachers, and give parents/guardians an opportunity to tour the school, receive pertinent information about expectations of the kindergarten checklist, ask questions, and meet the teachers.

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.

Third through fifth grade students with academic deficits will receive tier three remediation with Title I Reading and/or Math teachers. Remediation will focus on the mastery of below grade-level deficits, to better prepare the students for success with grade-level standards and expectations. Students will be selected by a Lewis School site-based team, considering recommendations from various district and school stakeholders. Lewis also offers at-risk students the following services:

- School Counselor, available full-time to counsel and support students as needed.
- MFLAC (Military and Family Life) counselor, assigned full-time to Lewis, and is available to counsel and support students with a military connection.
- District Mental Health Counselor, available to students who do not qualify for ESE (Exceptional Student Education) services and are dealing with trauma(s).
- Mentoring program in which local community members volunteer their time to support students in both their academic and personal lives.



Accreditation Page

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

Strategic Plan Focus Area: Improving and Advancing Student Achievement	Cognia Performance Standards related to this Focus Area
<ul style="list-style-type: none">• 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	<p>Leadership Capacity Domain</p> <ol style="list-style-type: none">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. <p>Learning Capacity Domain</p> <ol style="list-style-type: none">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. <p>Resource Capacity Domain</p> <ol style="list-style-type: none">3.2 The system’s professional learning structure and expectations promote collaboration and collegiality to improve learner performance and organizational effectiveness.



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	Cognia Performance Standards related to this Focus Area
<ul style="list-style-type: none"> • Provide adequate and appropriate facilities • Provide a culture conducive to learning and working • Maintain a safe learning and working environment 	<p>Leadership Capacity Domain</p> <p>1.4 The governing authority establishes and ensures adherence to policies that are design to support system effectiveness.</p> <p>1.7 Leaders implement operational processes and procedures to ensure organizational effectiveness in support of teaching and learning.</p> <p>Learning Capacity Domain</p> <p>2.2 The learning culture promotes creativity, innovation, and collaborative problem-solving.</p> <p>2.3 The learning culture develops learners’ attitudes, beliefs, and skills needed for success.</p> <p>2.9 The system implements processes to identify and address the specialized needs of learners.</p> <p>2.12 The system implements a process to continuously assess its programs and organizational conditions to improve student learning.</p> <p>Resource Capacity Domain</p> <p>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.</p> <p>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.</p>
<p>The Okaloosa County Board of Education establishes policies and practices that promote effective instruction, assessment and support for all students. These documents guide our decision making.</p> <p>Our school motto, “A little school with a big heart” continues to accurately portray the students and faculty at Lewis.</p> <p>Through the cooperation of the OCSD Okaloosa County Sheriff’s Office, a School Resource Officer is provided. We continue to collaborate with law enforcement to provide the safest school environment possible.</p> <p>The primary priority of our school is to maintain a positive and productive working and learning environment.</p> <p>All classrooms are equipped with education technology (i.e., projectors, mimios, iPads, Chrome Books and laptops) to enhance learning.</p> <p>School district safety and health inspections will ensure we maintain a safe facility.</p>	