

Date Submitted:

Dates of Revision:

School Performance Plan 2020-2021



School Name: Wright 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
Dr. Anita G. Choice	Principal
Pamela Tisza	Assistant Principal
Ms. Cole-K, Ms. Deberry-1, Mrs. Wilson-2, Mrs. Breland-3, Mrs. Mahan-4, Mrs. Anderson-5	Grade Level Chairs
Ms. Eleanor Harrington	ELA Instructional Coach
Ms. Kay Mason	Mathematics Instructional Coach
Ms. Wolfe, Ms. McKee, Ms. Melton – Title 1 Mrs. Frizzell – Kinder Mrs. Phillips – Exceptional Student Education Mrs. Simpson – 1st Ms. Saludez – 2nd Ms. Ramsey Academic Teams Jennifer Dugat- STEM Mrs. Lockner – 3rd Ms. Stitt- 4th Ms. Lohrmann- 5th Mrs. Harrington – ELA Coach Mrs. Mason – Math Coach Ms. Brenda Dismuke, Ms. Monica Talley - Lighthouse Team Members	Curriculum Committee
Ms. Kelly Daniel, Ms. Emily Hone	Parent Lighthouse Team Members
	School Advisory Council

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

School Profile

Wright Elementary is a 56-year old open ramp school located in Fort Walton Beach, Florida, currently serving approximately 560 students. The faculty works closely with students, parents, staff, and volunteers to achieve high standards of academic excellence for our students and is dedicated to continuous growth. Wright serves a diverse population: 3.5% Asian, 23.3% Hispanic, 10.8% Multi-Racial, 22.6% Black, and 39.8% White. Approximately 72% of the students receive free or reduced lunch. In the past 3 years, Wright's most rapidly growing demographic group is the Hispanic population, resulting in approximately 20% of Wright's student population qualifying for services as ELLs (English Language Learners).

For the 2019-2020 school year, gains were made based on MAP Spring data. However, the data shows a need to recognize the need to continue to focus on disparities identified through disaggregation of genders, ethnicities, and exceptional (ESE, ESOL) subgroups at each grade level. Certain demographic groups matched or exceeded district levels of proficiency. One hundred percent (100% of Wright's instructional staff has acquired Highly Qualified status, as indicated by state certification and continuing professional development. Wright's staff demographic consists primarily of experienced teachers (5 or more years).

Wright Elementary has 2 Instructional Coaches - one shared Literacy Coach and one shared Math Coach. Both are available to coach teachers, to plan and model lessons using The Balanced Model in reading, writing, and math. The Principal, Data Team, and Coaches work collaboratively to identify needs and plan professional development to assist teachers in implementing the Florida Standards.

For the 2020-2021 school year, Wright's administrative team and teachers will engage in Year 5 of a whole school transformation process using Franklin Covey's 7 Habits to Teach 21st Century Leadership and life skills to students. Every child is a leader and sets data driven goals. At the 3rd, 4th, and 5th grade levels, boys only and girls only classes have been formed to utilize best practices of gender friendly strategies. The focus for improvement during the school year will be reflective of strong consideration of Wright's student demographic groups based on language, and gender. Additionally, increased community and parent involvement will be targeted as areas of focus.

Parent and Community Awareness

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 Wright Elementary School.

School-Level Summary

- ▶ A total of **7** 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 **3.50**, 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.	3.71	7	42.86%
2. School rules/discipline plans are enforced consistently at this school.	3.86	7	28.57%
3. I regularly receive feedback from school staff on how well my child is learning.	3.00	7	14.29%
4. My family is treated with respect at this school.	3.14	7	14.29%
5. My child has every opportunity to be successful at this school.	3.57	7	42.86%
6. My child has the necessary classroom supplies and equipment for effective learning.	4.14	7	42.86%
7. I would recommend this school to other parents.	3.14	7	28.57%
8. This school provides a safe environment for my child to learn.	4.00	7	57.14%
9. My child is recognized for good work and behavior at this school.	3.86	7	42.86%
10. The school is clean and well maintained.	3.86	7	42.86%
11. The teachers, staff, and administration at this school demonstrate a genuine concern for my child.	3.71	7	42.86%
12. I am proud to say I have a child at this school.	3.29	7	28.57%
13. I receive positive phone calls, emails, or notes about my child from the school.	3.57	7	28.57%
14. The principal at this school is approachable and reachable.	2.86	7	28.57%
15. The principal at this school is an effective leader.	2.86	7	28.57%

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

Parent and Community Awareness

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

Among the positive aspects of our school, the data shows that parents are most pleased with the school's emphasis on learning. They also approve of the safe environment that we maintain. Parents feel their child has the necessary classroom supplies and equipment for effective learning. An additional positive is the cleanliness of the school. Parents also indicated that they are satisfied that their child's teachers, staff, and administration at this school demonstrate a genuine concern for their children.

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

There is a need to use paper surveys. Although we communicated the need to complete the online survey, we only received a total of 7 responses. We had an activity planned for parents to complete the surveys while on campus. However, it was cancelled due to COVID concerns. Based on the data collected from the limited survey, we will continue to increase communication between home and school. We have hired a webmaster and have a Facebook page that is kept current. Families will receive additional Bloomz Blasts and newsletters. Parent Teacher conferences will have an upgrade with the implementation of student-led conferences. Family Habits Training and positive, behavior supports will be implemented to bring the focus to positive aspects of the school. The principal has always had an open door policy that will continue during the 2020-21 school year.

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

The various forms of communication that are used to communicate with our stakeholders in the community and school are through the Wright Website, School Facebook page, the Monthly publication of the Dolphin Dialogue, on specific blue colored paper in both English and Spanish, BLOOMZ, telephonic callouts, the outside marquee sign, individual classroom newsletters, and submissions to the School Scoops column in the Northwest Florida Daily News and District website. Classroom teachers communicate through daily planners, email and newsletters. We also communicate via our active Parent Leader Teacher Organization, and our School Advisory Committee.

Historical School Grade Data

Elementary School	School Year	Achievement			Learning Gains				Total Components	Total Points Earned	Overall Percentage	Grade	Title I*	Free or Reduced Lunch Rate*	Minority Rate*
		% English/Language Arts	% Mathematics	% Science	% English/Language Arts	% Mathematics	% English/Language Arts: Low 25%	% Mathematics: Low 25%							
Wright	2017	56	65	69	59	66	51	61	7	427	61	B	YES	78	61
Wright	2018	62	73	66	67	73	59	69	7	469	67	A	YES	77	60
Wright	2019	61	74	61	72	79	74	61	7	482	69	A	YES	75	55
District	2019	65	73	69	57	65	48	53	11	733	67	A		44	32
State [†]	2019	55	58	56	54	56	45	58	11	652	59	B		55	40

**Percentages not Counted in Calculation*

[†] Calculated by Average of all Districts

School Action Plan

ESSA Subgroup: Strategies & Programs to Support the Objectives

ESSA Subgroup Focus
Subgroup: Free and Reduced Lunch Students
School Focus
What is the cause(s) for this subgroup being an area of focus? Assessment, equity in access to vocabulary for literacy and mathematics discussions in the home and trauma
What are we doing to target this subgroup? Community where they feel safe and empowered; tools for life
Targeted School-based Professional Development: Coaching Sessions on Resilience, equity in education and unconscious bias to build expectations; Developing vocabulary and implementation of Social Emotional Learning practices
Action Steps for Implementation
Classroom Implementation Action Steps (Teachers and Students): Lessons on student agency (7 Habits) including self-advocacy, student led conferences using their leadership notebook Goal-setting- To help students build a sense of control with action steps for academic success in core subjects Utilize empowered Learning Strategies to help students become leaders of their own learning. Conduct Morning Meetings to teaching and application of 8 Habits Increase the opportunities for these students to lead to change their paradigms (mind growth) Learning Targets with success criteria for level collaboratively set by teachers and students (ALDS,PLDs) Develop a plan to get to the next level Students-Tracking their own data of (Long Term and Short term goals) Increasing voice and choice in the classroom for students to choose way to show their learning (multiple ways) Implement literacy clubs and incentives for extra reading opportunities; locate book carts to classrooms; find time to read-aloud; integrate reading and mathematics Progress Monitoring and Differentiated small group instruction will be provided using iReady and MAX Scholar data Provide positive Behavior support using the HEROES platform accompanied by restorative practices
School Implementation Action Steps (Administration, Teachers, and Students): Professional Development for Leader in Me implementation- Ongoing July-May Professional Development for Restorative Circles and Practices -October 2020

Professional Development for Collaborative Classroom Resources (Making Meaning, Being a Writer) Ongoing: July-February
 Professional Development for iReady August 26- Ongoing with Literacy Coach

Progress Monitoring			
Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Establish School-wide Goals	Classroom Data Walls; Data Chats	Once a month	Teachers (CRT and Resource) Students, Administration, MTSS Committee
Behavior Support Data ,Personal Wildly Important Goals	Review Heroes Platform Data; LIM Notebooks and Portfolios	Bi-monthly check of data collection devices	Teachers (CRT and Resource) Students, Administration, MTSS Committee

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 75 %.
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 75 %.
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 60 %

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

School Focus

Targeted School-based Focus:

Teachers will use data from various sources (iReady, MaxScholar, formative, etc.) in collaborative planning groups to create targeted, engaging lessons for use within the Balanced Literacy Model. Planning groups will develop lessons for whole group mini-lessons, small group instruction, and stations that considers student need(s) and embeds the 4 Disciplines approach to goal setting from LIM. The collaborations will include activities such as planning common formative assessments, sharing and developing strategies to integrate multi-sensory phonemic awareness and phonics lessons, and the use of various resources (LPs, Standards Resource Booklets, OCSD Pacing Guides, etc.) to ensure standards-based instruction that meets the needs of all students.

Targeted School-based Professional Development:

The Professional Development from Teacher Surveys revealed a need for strategies for Vocabulary development, planning for student engagement that provides authentic opportunities for voice and choice; providing feedback (learning intentions, goals, success criteria, interventions for struggling students, and utilizing formative data.

- Mini-PDs on the following topics will be offered at various times during the 1st semester by the ELA Coach and/or other identified staff members: 1) Vocabulary strategies – how to prioritize and focus instruction on words that matter; 2) Planning for Student Engagement – LIM empowered learning strategies, offering voice & choice for students; 3) Effective Interventions for Struggling Students – integrating multi-sensory strategies into the BLM and goal setting; 4) Developing Authentic Opportunities for Practice – planning differentiated small group and station activities; 5) Developing Formative Assessments – how to create targeted formative assessments including iReady to inform instructional planning .
- Targeted PD on Strategies for English Language Learners provided by ELA Coach, grade level representatives, and/or other identified personnel: SIOP, use of English Language Development standards in instructional planning
- The ELA Coach and ESOL Teacher will assist grade levels in establishing collaborative PLCs. These PLCs will engage in a variety of activities such as data analysis, formative assessment development, creation of targeted standards-based lessons and station activities, and goal-setting using the 4 Disciplines approach.

The ELA Coach will meet monthly with teachers new to OCSD and/or Wright Elementary to review the Balanced Literacy Model, LPs, Standards Resource booklet, Max Scholar program implementation, and other curriculum needs.

Action Steps for Implementation

Classroom Implementation Action Steps (Teachers and Students):

Collaborative planning for the teachers

Model student-led conferences (small groups)

Use Four Disciplines of execution to empower students with student goal setting and accountability partners (peer to peer)

Use Leadership notebooks as a learning tool to:

Use the empowered- learning approach to plan lessons

1a. Classroom teachers will, in collaborative groups (content/grade level) and individually, analyze data and flexibly group students.

1b. Students will engage in small group, differentiated instruction based on need.

2a. Teachers will collaboratively develop and administer formative assessments for targeted standards to inform instruction.

2b. Students will participate in assessments such as exit tickets, quick writes, and other formative assessments to provide evidence of learning and identify areas of continued support.

3a. Classroom teachers will use the empowered-learning approach (LIM) to develop lessons for whole-, small-group, and stations that are differentiated, purposeful, and standards-based.

3b. Students will engage in whole-, small-group, and stations that address targeted areas of instruction and support.

4a. Teachers will utilize Leadership Notebooks for students to develop learning goals (WIGs) using the 4 Disciplines of Execution, track progress in meeting these goals, record their thinking, and use in discussions in whole group mini-lessons, small groups, and morning meetings.

4b. Students will use Leadership Notebooks to set learning goals (WIGs), track progress in meeting these goals, record their thinking, and use in discussion in whole group mini lessons, small groups, and morning meetings.

5a. Teachers will collaboratively develop and implement a model for student-led conferences to include the use of Leadership Notebooks.

- 5b. Students will engage in student-led conferences using the Leadership Notebooks with teachers, administrators, and parents.
- 6a. Teachers will incorporate multi-sensory strategies, when appropriate, into instructional routines.
- 6b. Students will engage in activities that provide opportunities for activation of multiple senses.
- 7a. Teachers will develop classroom routines for student engagement such as purposeful student talk, peer support, and student leaders.
- 7b. Students will engage in classroom activities and purposeful discussions with peers and as student leaders.
- 8a. Teachers will create TDQs that support critical reading and develop students' ability to respond with evidence.
- 8b. Students will use evidence to support their thinking when responding to critical reading tasks and when engaged in purposeful discussions.
- 9a. Classroom teachers will provide opportunities and develop routines to encourage and motivate student independent reading.
- 9b. Students will engage in independent reading activities daily; use of artifacts such as Leadership Notebook or reading journals may be used to set goals and track progress.
- 10a. Teachers will collaboratively identify Tier 2 vocabulary and develop routines for instruction.
- 10b. Students will engage in activities focused on building their academic vocabulary.

Progress Monitoring			
Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Analyze data for use in lesson planning	PLC meetings Data chats	Bi-Monthly Monthly	Classroom Teachers ESE/Title teacher PLC Teams Administrators
Targeted Standards-based station tasks	Observations Walk-throughs	Minimum of 3 times a week	Classroom Teachers Administrators
Student self-monitoring of progress using learning intentions, success criteria, & LPs	Walk-throughs Journals/LIM Notebooks Conferences	Daily	Classroom Teachers PLC Teams Administrators
Small group tasks identified and implemented based on student needs	Observations Walk-throughs	Daily	Classroom Teachers ESE/Title teacher Administrators
Common Formative/Summative Assessments	PLC meetings Data Chats	During instruction End of unit End of quarter	Classroom Teachers PLC Teams Administrators

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:

Teachers will use data from various sources (iReady, Waggle, Max Scholar, formative, etc.) in collaborative planning groups to create differentiated lessons within the Balanced Literacy Model. Planning groups will develop lessons with a culminating task that considers student need(s) and embeds the 4 Disciplines approach to goal setting from LIM. The collaborations will include activities such as planning common formative assessments, sharing and developing strategies to integrate EIR components (text-marking/annotating, writing through reading, student talk, TDQs, etc.) into lessons, and the use of various resources (ALDs, Item Specs, Standards Resource Booklets, OCSD Pacing Guides, Making Meaning, Being a Writer etc.) to ensure standards-based instruction that meets the needs of all students.

Targeted School-based Professional Development:

- Mini-PDs on the following topics will be offered at various times during the 1st semester by the ELA Coach and/or other identified staff members: 1) Vocabulary strategies – how to prioritize and focus instruction on words that matter; 2) Planning for Student Engagement – LIM empowered learning strategies, offering voice & choice for students; 3) Effective Interventions for Struggling Students – use of the University of Florida Literacy Institute strategies and goal setting; 4) Developing Authentic Opportunities for Practice – planning differentiated small group and station activities; 5) Develop and use iReady data Formative Assessments –How to create targeted formative assessments to inform instructional planning
- Targeted PD on Strategies for English Language Learners provided by ELA Coach, grade level representatives, and/or other identified personnel: SIOP, use of English Language Development standards in instructional planning
- The ELA Coach and ESOL Teacher will assist grade levels in establishing collaborative PLCs. These PLCs will engage in a variety of activities such as data analysis, formative assessment development, creation of targeted standards-based lessons and station activities, and goal-setting using the 4 Disciplines approach.

The ELA Coach will meet monthly with teachers new to OCSD and/or Wright Elementary to review the Balanced Literacy Model, ALDs, Standards Resource booklet, FSA Item Specs, and other curriculum needs.

Action Steps for Implementation

Classroom Implementation Action Steps (Teachers and Students):

- 1a. Classroom teachers will, in collaborative groups (content/grade level) and individually, analyze data and flexibly group students.
- 1b. Students will engage in small group, differentiated instruction based on need.
- 2a. Teachers will collaboratively develop and administer formative assessments for targeted standards to inform instruction.
- 2b. Students will participate in assessments such as exit tickets, quick writes, and other formative assessments to provide evidence of learning and identify areas of continued support.
- 3a. Classroom teachers will use the empowered-learning approach (LIM) to develop lessons for whole-, small-group, and stations that are differentiated, purposeful, and standards-based.
- 3b. Students will engage in whole-, small-group, and stations that address targeted areas of instruction and support.
- 4a. Teachers will utilize Leadership Notebooks for students to develop learning goals (WIGs) using the 4 Disciplines of Execution, track progress in meeting these goals, record their thinking, and use in discussions in whole group mini-lessons, small groups, and morning meetings.
- 4b. Students will use Leadership Notebooks to set learning goals (WIGs), track progress in meeting these goals, record their thinking, and use in discussion in whole group mini lessons, small groups, and morning meetings.
- 5a. Teachers will collaboratively develop and implement a model for student-led conferences to include the use of Leadership Notebooks.
- 5b. Students will engage in student-led conferences using the Leadership Notebooks with teachers, administrators, and parents.
- 6a. Teachers will incorporate multi-sensory strategies, when appropriate, into instructional routines.
- 6b. Students will engage in activities that provide opportunities for activation of multiple senses.
- 7a. Teachers will develop classroom routines for student engagement such as purposeful student talk, peer support, and student leaders.
- 7b. Students will engage in classroom activities and purposeful discussions with peers and as student leaders.

- 8a. Teachers will create TDQs that support critical reading and develop students' ability to respond with evidence.
- 8b. Students will use evidence to support their thinking when responding to critical reading tasks and when engaged in purposeful discussions.
- 9a. Classroom teachers will provide opportunities and develop routines to encourage and motivate student independent reading.
- 9b. Students will engage in independent reading activities daily; use of artifacts such as Leadership Notebook or reading journals may be used to set goals and track progress.
- 10a. Teachers will collaboratively identify Tier 2 vocabulary and develop routines for instruction.
- 10b. Students will engage in activities focused on building their academic vocabulary.

Progress Monitoring			
Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Analyze data for use in lesson planning	PLC meetings Data chats	Bi-Monthly Monthly	Classroom Teachers ESE/Title teacher PLC Teams Administrators
Targeted Standards-based station tasks	Observations Walk-throughs	Minimum of 3 times a week	Classroom Teachers Administrators
Student self-monitoring of progress using learning intentions, success criteria, & ALDs	Walk-throughs Journals/LIM Notebooks Conferences	Daily	Classroom Teachers PLC Teams Administrators
Small group tasks identified and implemented based on student needs	Observations Walk-throughs	Daily	Classroom Teachers ESE/Title teacher Administrators
Common Formative/Summative Assessments	PLC meetings Data Chats	During instruction End of unit End of quarter	Classroom Teachers PLC Teams Administrators
iReady Assessments	PLC, Data Chats, Collaborative Planning Meetings	D1 and D2	Leadership Team, Resource Teachers and CRTs

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

Targeted School Based Focus Based on FSA Writing Rubric

School Focus

Targeted School-based Focus:

X Evidence and Elaboration

Targeted School-based Professional Development:

- ✓ Small and whole group instruction for writing that includes providing “Wise” teacher feedback, and Student Thinking routines that develop assessment capable learners.

Grades Three through Five Instruction:

- ✓ Whole group instruction for writing that includes “Wise” teacher feedback, and Student Thinking routines that develop assessment capable learners. Training with follow up planning on using
- ✓ Fetzer’s Literacy Connections Graphic “Writing” Organizers, Integrating Writing in Content Areas and Sentence Expanders
- ✓ Mnemonic techniques for writing informational, opinion and narrative texts.
- ✓ Collaborative Classroom Resources that utilize Social-Emotional Strategies to build assessment capable learners.

Writing Plan

Wright Elementary Writing Plan 2019-20

Targeted School-based Professional Development:

Kindergarten- Second Grades:

- ✓ Small and whole group instruction for writing that includes providing “Wise” teacher feedback, and Student Thinking routines that develop assessment capable learners.

Training with follow up planning on using:

- ✓ Fetzer’s Literacy Connections, writing in other content areas and Multi-Modal Learning tasks

- ✓ Mnemonic techniques for writing informational, opinion and narrative texts.
- ✓ Social-Emotional Strategies for planning and assessment training using Collaborative Classroom Resources to build assessment capable learners.
- ✓ Scaffolding Unpacking the prompt
- ✓ How to utilize a school-wide organizer that ranges from 1 sentence to multiple sentences.

Grades K-2 Instruction

Narrative Writing – Teachers use lessons based on a gradual release of responsibility model to help students utilize Tier one and two words effectively in written text. Teachers use Word Masters to Movie Scripts for vocabulary practice. Students will be taught to use Come alive boxes which are used to expand the use of nouns, adjectives and actions and reveal emotion. Second grade students will engage in lessons that also include narrative hooks and come alive boxes that describe the setting and character. Teachers will also utilize Mnemonics, anchor charts and chants to promote the students’ use of transitions and advanced actions and reactions in their writing.

Opinion Writing- Teachers model and teach the use of a graphic organizer. “What’s Your Opinion and Back it UP” for opinion writing for text or topic. In second grade, they will connect opinions and reasons and provide a concluding statement or section. Second graders will also use the I Have an Opinion and Quick summary organizers as well as an Opinion Chant for Introduction, Body and Conclusion.

Teaching K-2 Examples for Informational/Explanatory Writing Grades follow:

Wright Elementary Writing Programs

Grade K

Grade Level	Standard	Quarter 2 Narrative	Quarter 3 Informational/Explanatory	Quarter 4 Opinion	Resources	Samples
K	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are		<u>Planning</u> Teacher Modeling, Shared Writing Graphic Organizers Note Taking Annotations		Nancy Fetzer’s Writing Connection http://www.commoncorestandardswriting.com	©2011 Nancy Fetzer

writing about and supply some information about the topic.

Answers to text dependent questions
Pre-write, drafting, revision, proofreading, publication

Introduction

Information sentence:
naming the subject and the big idea.

Body:

Who/What is the information about?
What information did you learn about the subject?
Detail sentences are organized in a sequence or categories.
Temporal words to signal order of events, category words to signal different details.

Conclusion:

Repeat the topic sentence (subject and big idea) using different words.

Kinder Organizer and Sample Writing
Teacher draws organizer for modeling, interactive writing, or for Beginner-Level writing lessons.

Grade 1

Grade Level	Standard	Quarter 2	Quarter 3	Quarter 4	Resources	Samples
1	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	Informational/Explanatory	Opinion	Opinion	Nancy Fetzer's Writing Connection http://www.commoncorestandardswriting.com	
		<p><u>Planning</u> Teacher Modeling, Shared Writing Graphic Organizers Note Taking Annotations Answers to text dependent questions Pre-write, drafting, revision, proofreading, publication</p>				
		<p><u>Introduction</u> Information sentence: naming the subject and the big idea. Add more information to sentences by telling more, why or how about the details.</p>				©2011 Nancy Fetzer
		<p><u>Body:</u> Who/What is the information about? What information did you learn about the subject? Detail sentences are organized in a sequence or categories. Temporal words to signal order of events, category words to signal different details.</p>				
		<p><u>Conclusion:</u> Repeat the topic sentence (subject and big idea) using different words.</p>				

Wright Elementary Writing Plan

Grade 2

Grade Level	Standard	Quarters 2 and 3	Quarter 4	Resources	Samples
2	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section	<u>Opinion</u>	<p><u>Informational/Explanatory Planning</u> Graphic Organizers (draw and label details) Note Taking Annotations Answers to text dependent questions Pre-write, drafting, revision, proofreading, publication</p> <p><u>Introduction</u> Information sentence: naming the setting, subject and the big idea.</p> <p><u>Body:</u> Who/What is the information about? What information did you learn about the subject? Decide what information needs to be written about each detail. (define it, describe it, tell about it, back it up with examples) Temporal words to signal order of events, category words to signal different details. Add more information to sentences by telling more, why or how about each detail sentence.</p> <p><u>Conclusion:</u></p>	Nancy Fetzer’s Writing Connection http://www.commoncorestandardswriting.com	

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Repeat the topic sentence
(subject and big idea) using
different words.

Writing Plan:

Kindergarteners: Use a combination of drawing, dictating, and writing to compose a variety of text to include a narrative, opinion, and informational text using specific details as evidence in their text.

Expectations include implementation of the following Language Standards:

- Correctly Print many upper- and lowercase letters.
- Produce and expand complete sentences in shared language activities.
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Capitalize the first word in a sentence and the pronoun I.
- Recognize and name end punctuation.
- Write a letter or letters for most consonant and short-vowel sounds (phonemes).
- Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

First Graders: Write to compose narrative, opinion, and informational texts. Write to include an introduction, conclusion and the use of transitions Writing will also include a specific focus and a logical progression of ideas, using specific details as evidence in their text.

Expectations include implementation of the following Language Standards:

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Print all upper- and lowercase letters.
- Use common, proper, and possessive nouns.
- Use singular and plural nouns with matching verbs in basic sentences
- Use personal, possessive, and indefinite pronouns
- Use verbs to convey a sense of past, present, and future

- Use frequently occurring adjectives.
- Use frequently occurring conjunctions
- Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

Second Graders: Write to compose a variety of texts to include narrative, opinion, and informational texts. Writing will include an introduction, conclusion and the use of transitions with a specific focus and a logical progression of ideas, using specific details as evidence in their texts. Writings will include reasons to support ideas, use facts and definitions to develop points, and provide a concluding statement or section.

Expectations include implementation of the following Language Standards:

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Demonstrate legible printing skills.
- Use collective nouns
- Form and use frequently occurring irregular plural nouns
- Use reflexive pronouns
- Form and use the past tense of frequently occurring irregular verbs
- Use adjectives and adverbs, and choose between them depending on what is to be modified.
- Produce, expand, and rearrange complete simple and compound sentences

Grades Three through Five Instruction:

- ✓ Whole group instruction for writing that includes “Wise” teacher feedback, and Student Thinking routines that develop assessment capable learners. Training with follow up planning on using
- ✓ Fetzer’s Literacy Connections Graphic “Writing” Organizers, Integrating Writing in Content Areas and Sentence Expanders
- ✓ Mnemonic techniques for writing informational, opinion and narrative texts.
- ✓ Collaborative Classroom Resources that utilize Social-Emotional Strategies to build assessment capable learners.

Data Analysis:

Teachers will meet quarterly for a calibrating meeting to score and discuss student's papers for the purpose of teacher reflection, personal growth, and planning for instructional practices.

Students will meet with teacher following calibration, for feedback and goal setting.

Unpacking the Prompt:

- o Students should receive explicit instruction in how to break apart a writing prompt to discern the task through weekly modeling, teacher think-alouds and student practice.
- o Teachers will guide students using district provided exemplars and writing tasks in Being a Writer and Making Meaning.
- One suggested method might include the WHO, WHAT, HOW, DO strategy.
- WHO- Underline any words which identify the audience or the role of the writer.
- WHAT- Circle any words which identify the topic, context, or purpose of the writing task.
- HOW- Bracket any words which identify the writing format or the resources to use.
- DO Box any words which identify key writing direction words. Underline all of the verbs that represent what you, the writer, are supposed to do.

- Students re-write the prompt in their own words.

Students will practice unpacking prompts in mini lessons, in pairs and individually.

Students will read the prompt first- before reading text that supports the response.

Students will correctly respond to a well-written writing prompt.

- Purposeful Text Marking (to find Evidence and develop Elaboration)

Explicit instruction in text marking teaches and shows how these notes support close reading of text with the purpose of answering the prompt.

Evidence which supports the student's message in the response should be marked in the text during reading

- Teachers will model and instruct students in writing elaborative comments in the margins as they mark the text.
(reactions, connections, questions)

Students will practice deciding what symbols they will use to mark text based on the prompt.

i.e. P=pro C=con

- Students will use connections they make with the text, questions they have about the text, and ideas generated during student talk to write elaborative comments in the margins next to text evidence they will use in writing responses to the prompt. This will save time during planning as the evidence and elaboration will be grouped together and facilitate relevant writing to support the prompt.

The use of the instructional format of Being a Writer which includes student talk before and after writing which helps students develop confidence in elaboration on a topic.

Planning for the essay

- Teachers will demonstrate differences in descriptions of each score point on FSA writing rubric.
- Teachers will help students unpack the PFO, EE and Conventions categories of the FSA writing rubric to address specific items assessed.
- Teachers will use genre specific graphic organizers to help students determine the text structure of reading samples.
- Students will self-assess writing with the FSA writing rubric noting the importance of the ten point/three category FSA writing rubric.
- Students will track their progress in data journals.
- Florida ALDs will direct student-teacher conferences.

Writing the Essay:

Using Write Score and Fetzer Resource, teachers will provide instruction which repeatedly engages students in the cycle of prewriting, drafting, revising, proofreading, and publishing as they participate in the genre units (personal narrative, fictional narrative, expository (or informative) nonfiction, functional (or explanatory) nonfiction, opinion writing, and poetry.) Special emphasis will be given to the tested genres of opinion and expository writing using exemplars from the state and the district Writing Working Group.

Teachers will immerse the students in authentic representative literature by having them hear, read, and discuss good examples of each genre.

Teachers will repeatedly show students how the introduction, supporting paragraphs and conclusion work together to strengthen the writing as they spiral these elements throughout writing in each genre throughout the year.

Teachers will use Text Dependent Questions (TDQs) strategies, (other strategies may be included such as RAFT), to focus students on the purpose, focus and organization of text (PFO).

Teachers will use differentiated texts and TDQs in Everyday Instructional Reading (EIR) to scaffold instruction building from one source to multiple sources.

Students will learn about elements of a genre as they brainstorm ideas, quick-write, and write multiple drafts. After an immersion and drafting phase, each student selects a draft to develop and revise for publication in the class library. The students spend the later weeks of each genre unit revising, proofreading, publishing, and sharing their pieces.

Students will be working with ideas, organization, and conventions in mind. Ideas- Before responding to the prompt, the student should plan the response according to the purpose, audience and task. It is clear what the piece is about. Writing fully communicates ideas and shows sustained thought throughout an informative/explanatory or an opinion piece. Ideas are supported by the use of text-based information.

Organization-Writing shows elements of the genre through a clear organizational structure that provides logically grouped support and progression of ideas, draws relevant evidence from text to examine and analyze a topic and, through synthesis, conveys new ideas clearly. Student responses should illustrate a balance between the use of textual evidence and the student's own view/original ideas. (Otherwise, the response may become a summary of the text or mere regurgitation/copying of the passage(s).) One idea connects logically to the next aided by appropriate use of transitions. Strong opening sentences and endings that draw a story's events to a close are part of the writing process. Conventions-Writing demonstrates increasing command of grammar, usage, and mechanics and grade-appropriate spelling conventions.

Writing Plan Grades 3-5

Third Graders: Write to compose a variety of texts to include narrative, opinion, and informational texts. Write to include an introduction, conclusion and the use of transitions with a specific focus and a logical progression of ideas, using specific details as evidence in their texts. Writing will also include reasons to support ideas, use facts and definitions to develop points, and provide a concluding statement or section. Produce writing in which the development and organization are appropriate to task and purpose, develop and strengthen writing as needed by planning, revising, and editing, (editing for conventions should demonstrate command of Language standards).

Expectations include implementation of the following Language Standards:

- Skillful use of a variety of transitional strategies to clarify the relationships between and among ideas
- Demonstrate beginning cursive writing skills.
- Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

- Form and use regular and irregular plural nouns.
- Use abstract nouns (e.g., childhood, friendship, courage).
- Form and use regular and irregular verbs.
- Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.
- Ensure subject-verb and pronoun-antecedent agreement. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
- Use coordinating and subordinating conjunctions.
- Produce simple, compound, and complex sentences.

Fourth Graders: Produce writing in narrative, opinion and informational texts in which the development and organization are appropriate to task and purpose. Develop and strengthen writing with effective use of a variety of elaborative techniques (including but not limited to definitions, quotations, and examples). Demonstrate an understanding of the topic and text, clear and effective expression of ideas, use of precise language, and academic and domain-specific vocabulary clearly appropriate for the audience and purpose.

The students' writing should also incorporate varied sentences. Students plan, revise, and edit. Write to include relevant evidence integrated smoothly and thoroughly with references to the sources. Expectations include implementation of the following Language Standards:

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Demonstrate fluent and legible cursive writing skills.
- Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
- Form and use the perfect (e.g., *I had walked; I have walked; I will have walked*) verb tenses.
- Use verb tense to convey various times, sequences, states, and conditions.
- Recognize and correct inappropriate shifts in verb tense.
- Use correlative conjunctions (e.g., *either/or, neither/nor*).
- Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
- Correctly use frequently confused words (e.g., *to, too, two; there, their*).

Fifth Graders: Produce narrative, informational and opinion writing in which the development and organization are appropriate to task and purpose. Develop and strengthen writing with effective use of a variety of elaborative techniques (including but not limited to definitions, quotations, and examples). Demonstrate an understanding of the topic and text, clear and effective expression of ideas, use of precise language, and academic and domain-specific vocabulary that is clearly appropriate for the audience and purpose.

The students' writing should also incorporate varied sentences. Students plan, revise, and edit. Write to include relevant evidence integrated smoothly and thoroughly with references to the sources.

Expectations include implementation of the following Language Standards:

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Demonstrate fluent and legible cursive writing skills.
- Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
- Form and use the perfect (e.g., *I had walked; I have walked; I will have walked*) verb tenses.
- Use verb tense to convey various times, sequences, states, and conditions.
- Recognize and correct inappropriate shifts in verb tense.
- Use correlative conjunctions (e.g., *either/or, neither/nor*).

Progress Monitoring:			
Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Fetzer Multi-modal and Literacy Connection Planning Strategies	Walk-throughs and Observations SPP Implementation Checklist District Visits Student Writing Samples/Cold Writes/Write Score	Bi-weekly Beginning and Mid-Year Quarterly	Administrators Leadership Team Grade Level Chair and Teachers District Team Classroom Teachers

Collaborative Classroom Social-Emotional Strategies and student self-assessment	Walk-throughs and Observations SPP Implementation Checklist District Visits	Bi-weekly Beginning and Mid-Year	Administrators Leadership Team Grade Level Chair and Teachers District Team
Writing Plan	Grade Level Calibration Data Chats Student Writing Samples/Cold Writes/Write Score/progress reports	Quarterly	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

ELA: Strategies & Programs to Support the Objectives

ELA Levels 1 and 2 Focus

School Focus

Targeted School-based Focus: Phonemic Awareness, Phonics and Foundational Skills

iReady, SIPPS with fidelity, MAX Scholar;

Students will engage in targeted, differentiated small group tasks to increase their knowledge of foundational skills, especially in the areas of phonological awareness and phonics, in addition to developing reading fluency and critical reading skills.

Targeted School-based Professional Development:

- Mini-PDs on the following topics will be offered at various times during the 1st semester by the ELA Coach and/or other identified staff members: 1) Planning for Student Engagement – LIM empowered learning strategies, offering voice & choice for students; 2) Effective Interventions for Struggling Students – use of the University of Florida Literacy Institute strategies and goal setting; 3) Developing Authentic Opportunities for Practice – planning differentiated small group and station activities; 4) Developing Formative Assessments – how to create targeted formative assessments to inform instructional planning
- Additional PD and/or coaching cycles focused on planning and implementing small-group instruction will be scheduled with the ELA Coach as requested
- MAX Scholar mini PDs during the first semester with follow-up sessions as needed.

Action Steps for Remediation

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

Use Diagnostic data from iReady, MAX Scholar, formative assessments and data chats to develop and progress monitor PMPs

1a. Title 1 and classroom teachers will use iReady diagnostic weekly goals and Learning Targets as well as Max Scholar and formative assessments to create standards-based groups for differentiated tasks/activities based on student needs.

1b. Students will engage in tasks differentiated based on data informed needs.

2a. Teachers will monitor iReady on a daily basis to intervene with struggling students.

2b. Students will use journals to record i-Ready quizzes as well as to track progress; Students will also update the scoreboards using Leader in Me Disciplines of Execution for progress monitoring.

2c. Classroom and school wide recognition will be based on iReady growth.

3a. Classroom teachers will utilize Ready Teacher Toolbox Tools for Instruction and Ready Curriculum Student Instruction book for lessons, activities, and station ideas that address weaknesses.

3b. Students will engage in small group lessons using tasks from the Ready Toolbox listed above.

- 4a. Title I teachers will collaborate with classroom teachers through monthly data and grade level collaborative planning meetings to monitor student growth (using i-Ready, MAX Scholar Learning Targets, and formative assessment data) and provide resources to classroom teachers.
- 4b. Students will engage in tasks in the classroom based on student data and collaboratively developed lesson plans by classroom teachers and Title 1 teacher.
- 5a. Title I teachers and classroom teachers will model text marking and annotating skills/strategies that mimic what students are learning in ELA to assist them in solving word problems.
- 5b. Students will practice the modeled text marking and annotating skills/strategies in whole group mini lesson, small group lessons, and differentiated station tasks with appropriate level of teacher support.
- 6a. Title 1 and classroom teachers will create opportunities for student discourse during whole group mini lessons, small group lessons, and stations by use of planning questions based on common misconceptions and student data.
- 6b. Students will engage in student discourse moving from student talk to student discourse to student argument while providing evidence with the goal of student led discussions.
- 7a. Title I teachers will keep record of student attendance and arrival.
- 7b. Students will arrive to Title on time, as scheduled, ready to participate in activities designed to target their individual needs, including i-Ready for identified students.
- 8a. Classroom teachers will differentiate their standards-based stations with emphasis on foundational skills and strategies to address identified gaps in comprehension and fluency.
- 8b. Students will engage in differentiated standards-based station tasks to strengthen their foundational knowledge in order to improve comprehension and fluency.

Progress Monitoring			
Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Student Discourse	Observations Walk-throughs	Daily	Title 1/Classroom Teachers Administration
Standards-based stations/Collaborative Tasks	Observations Walk-throughs Journals Student artifacts for accountability	Minimum of 3 times per week	Title 1/Classroom Teachers Administration
Targeted Small Groups	Observations Walk-throughs Journals	Minimum of 4 times per week	Title 1/Classroom Teachers Administration
iReady implementation Title 1 teachers will keep record of student attendance and arrival	iReady Reports Journals	Minimum of 45 minutes per week	Title 1 Teachers, Classroom Teachers Administrators
Data Analysis	Grade Level Meetings	Bi-monthly	Title 1/Classroom Teachers

	Data Chats Collaborative Planning Meetings		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:

Using data from various sources (Teacher observation, SIPPS Assessment, Core Phonics survey, ScootPad, Waggle, etc...), teachers will identify learning gaps and develop targeted lessons within the Balanced Literacy Model (whole-, small-group, stations) to remediate and accelerate student learning.

Action Steps for Implementation

Classroom Implementation Action Steps (Teachers and Students):

1a. Teachers will collaboratively plan whole group mini lessons and small group lessons along with station tasks using the OCSD Standards Resource document and Pacing guide focusing on learning targets, the progression of the standard, assessment limits, rigor of the standard, and the LPs/ALDs. Planning may include grade level, department, and/or ESE and Title teachers.

1b. Students will engage in whole group mini lessons, small group lessons and station tasks selected based upon student data and teacher observations to meet areas of need.

2a. Teachers will utilize Summer Bridge activities throughout the Balanced Literacy Model to provide instructional support for identified gaps.

2b. Students will engage in tasks from the OCSD Summer Bridge activities to fill in learning gaps.

3a. Teachers will collaboratively analyze student data from various sources (Teacher observation, SIPPS Assessment, Core Phonics survey, ScootPad, Waggle, etc...), to plan for and provide just right support and targeted instruction to students.

3b. Students will engage in problem solving tasks that are appropriate based on pre-assessment data to enable them to master grade-level standards and fill gaps in their learning.

4a. Teachers will purposefully plan for and utilize open-ended reading and writing tasks to increase student engagement, provide opportunities for multiple responses, give students voice and choice in how they will choose to address the task, and encourage divergent and higher level thinking. Possible sources of tasks: CPALMS, Making Meaning, Being a Writer, TextProject.org, Common Lit, Achieve the Core

4b. Students will engage in solving open-ended reading and writing tasks from a variety of sources to develop confidence in their ELA skills and strategies.

5a. Teachers will utilize the LPs/ALDs in the Standards Resource document to choose tasks based on where a student is in the mastery of the standard and provide opportunities for students to use them in assessing their progress in working as a team to move the student forward.

5b. Students will use work samples and the PLDs/ALDs for the standard to self-assess their level of mastery and collaborate with the teacher and/or other students to identify steps to take to move forward in meeting mastery.

Progress Monitoring			
Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Collaborative planning meetings	Grade Level Meeting Notes Cross Grade Level Meeting Notes	2 times per month	Classroom Teachers ESE and Title teacher Grade Level Teams Administration
Student Self-Assessment using LPs/ALDs	Leadership Notebooks Observations Walk-throughs	Minimum of 3 times per week	Classroom Teachers ESE and Title teacher Administration
Summer Bridge Activities	Lesson Plans Observations Walk-throughs Leadership Notebooks	Daily	Classroom Teachers Administration
Targeted Standards-based station tasks	Observations Walk-throughs Leadership Notebooks	Minimum of 3 times per week	Classroom Teachers Administration
Analyze Data	Grade Level Meetings Data Chats	2 times per month	Classroom Teachers ESE and Title teacher Grade Level Teams Administration
Open-Ended ELA Tasks	Lesson Plans Observations Walk-throughs	Daily	Classroom Teachers ESE and Title teacher Grade Level Teams Administration

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 80%.	
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 65 %.	
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: Last year's small group based on student data,

Teachers will use data from various sources (iReady, formative and summative assessments, quarterly math common assessments, accountability pieces from station work, etc.) in collaborative planning groups to create differentiated lessons within the Balanced Math Model framework. Planning groups will develop small group and whole group mini lessons with a culminating task that considers student need(s) based on data and embeds the 4 Disciplines approach to goal setting from LIM. The collaborations will include activities such as planning common formative assessments, identifying standards-based tasks to use in small group learning opportunities or stations, use of manipulatives to move students from the Concrete to the Representational to the Abstract, planning questions to address common misconceptions and facilitate students taking a leadership role in guiding the discussion, and the use of various resources (PLDs, ALDs, Item Specs, M3 planning document, OCSD Pacing Guides, 8 Mathematical Practices, etc.) to ensure standards-based instruction that meets the needs of all students.

Targeted School-based Professional Development: Engagement

Applicable, relevant problems, CGI, Implementation of the Balanced Math model, number talks

-Mini-PDs on the following topics will be offered at various times during the first semester by the Math Instructional Coach and/or identified staff members: 1) Number Talks- how to create a safe classroom environment for students' sharing of thinking, select/use purposeful problems, record student thinking with purpose, and knowing when to ask and when to tell in discussions. 2) Math Discourse- moving from student talk to student discourse to student argument incorporating the 8 Mathematical Practices moving towards the goal of student led discussions. Elements of CGI will be brought in related to when to share and how best to share student work. 3) Manipulative use to move students from the Concrete to the Representational to the Abstract in their understanding across grade levels. 4) Analyzing student work samples and responses to identify common misconceptions and then planning next steps of instruction based on this data.

-Targeted PD on analyzing data to create and/or identify differentiated tasks with real world application for use in whole group mini lessons, small group learning opportunities, and station tasks to fill in learning gaps or enrich student learning based on identified student needs.

_The Math Instructional Coach will assist grade levels in establishing collaborative PLCs. These PLCs will engage in a variety of activities such as data analysis, formative and summative assessment development, creation of targeted standards-based whole group mini and small group lessons, and goal- setting using the 4 Disciplines approach.

-The Math Instructional Coach will meet monthly with teachers new to OCSD and/or Wright Elementary to review the Balanced Math Model, M3 planning document, and other curriculum needs.

-Applicable teachers will implement CGI/ECM strategies and participate in recurring meetings as part of CGI training.

-The Math Instructional Coach and consultants will host Mini PDs on analyzing iReady Diagnostic data and utilizing resources to include the Teacher Toolbox with small groups quarterly.

Action Steps for Implementation

Classroom Implementation Action Steps (Teachers and Students):

Engage in Collaborative planning time

Modeling student led conferences

Utilize Leadership notebooks to set goals and tracking their process

Utilize the 4 Disciplines of Execution

Develop Anchor Charts with picture clues, graphic representations, student connections (My learning section of their notebooks, metacognitive thinking process

Utilize shared vocabulary and words with multiple meaning words–table

Engage in number talks in morning meeting

Utilize strategies that develop an understanding of number relationships, patterns, and properties of operations

1a. Teachers will continue building math discourse throughout the Balanced Math Model through sentence stems, math discourse cards, and collaboratively developed norms moving towards student led discussions facilitated by the teacher.

1b. Students will participate in discussions using sentence stems, math discourse cards, and a common math vocabulary to explain their thinking, justify and critique the reasoning of others all while following agreed upon classroom norms.

2a. Teachers will model and create opportunities for students to use manipulatives throughout the Balanced Math Model to move from conceptual understanding to the Representational to the Abstract and develop flexible mathematical thinking.

2b. Students will use **manipulatives** in problem solving opportunities throughout the Balanced Math Model to move from conceptual understanding to the Representational to the Abstract and develop flexible mathematical thinking.

3a. Teachers will utilize leadership notebooks for students to set learning goals, track progress in meeting these goals, record their mathematical thinking, and use in discussions in whole group mini lessons, small groups, math routines, and morning meetings.

3b. Students will use leadership notebooks to set learning goals, track progress in meeting these goals, record their mathematical thinking, and use in discussion in whole group mini lessons, small groups, math routines, and morning meetings.

- 4a. Teachers will implement high yield routines (Number Talks, Same but Different, Which One Doesn't Belong, Would You Rather, etc.) to help students build their number sense, develop flexibility in manipulating numbers, develop a common math vocabulary, provide opportunities for student empowerment and voice, and increase engagement in classroom discussions.
- 4b. Students will participate in high yield routines daily in the math instructional block.
- 5a. Teachers will engage in collaborative planning within the grade level, across grade levels, and include Title 1 and ESE instructional support using the M3 document. These discussions will be used to analyze student data, create and/or identify small group and station tasks, create and/or identify tasks for assessing mastery of the standard, short and long term planning for math instruction, and ensure instruction for students includes everyone working with the students.
- 5b. Students will engage in collaboratively planned tasks in whole group and small group learning opportunities based on their identified strengths and areas of need.
- 6a. Teachers will plan using the PLDs/ALDs to create opportunities for authentic student-led self-assessment throughout the Balanced Math Model.
- 6b. Students will engage in authentic student-led self-assessment opportunities in whole group, small group, and stations using the PLDs/ALDs to assess their progress in meeting mastery of the standard and next steps for moving forward based on where they are. Progress will be tracked in the leadership notebooks and shared with teacher in one on one or small group conferences weekly or when appropriate with students taking a leadership role in these conferences.
- 7a. Teachers will utilize technology programs such as StarFall, Freckle, Waggle, Waggle, and ReadyToolbox to target skills students need to improve and track student progress in meeting these areas of need.
- 7b. Students will engage in technology programs to meet their individual needs and provide a way for them to track their progress and next steps in learning.
- 8a. Teachers will place an emphasis on grade-level fluency standards, outlined below, and utilize strategies that develop an understanding of number relationships, patterns, and properties of operations.
- K.OA.1.5 Fluently add and subtract within 5.
 - 1.OA.3.6 Add and subtract within 20, demonstrating fluency for addition and subtraction within 10.
 - 2.OA.2.2 Fluently add and subtract within 20 using mental strategies AND 2.NBT.2.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.
 - 3.OA.3.7 Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division.
 - 4.NBT.2.4 Fluently add and subtract multi-digit whole numbers using the standard algorithm.
 - 5.NBT.2.5 Fluently multiply multi-digit whole numbers using the standard algorithm.
- 8b. Students will engage in fluency tasks during routines, small group lessons, and/or stations to build number sense and develop a flexibility in their mathematical thinking.
- 9a. Teachers will utilize K-5 Teaching Resources, ReadyToolbox, ORIGO Think Tanks, and Math and Movement mats to plan standards-based cooperative learning groups working on data driven targeted tasks with accountability at least 3 times per week.
- 9b. Students will engage in data driven targeted tasks with accountability at least 3 times per week.
- 10a. Teachers will utilize the following assessments with their students.

- 3rd-5th grade teachers will utilize OCSD common assessments as both formative and summative assessments in whole group and small group. Teachers will also use FSA Test Item Specifications to write FSA-like items for grade-level common formative and summative assessments to provide appropriate practice of FSA-like items.
- 1st-2nd teachers will use the OCSD common assessments in whole group.
- Kindergarten teachers will expose students to FSA-like items with teacher created assessments in whole group activities by the 3rd quarter
- 1st grade teachers will expose students to FSA-like items in their whole group activities in the 1st and 2nd quarters and include FSA-like items on assessments in the 3rd quarter.
- 2nd grade teachers will include FSA-like items on assessments by the 2nd quarter.

10b. Students will engage in formative and summative assessments based on the above timeline.

Progress Monitoring			
Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Analyze data for use in lesson planning	Grade Level meetings Data chats	2 times per month	Classroom Teachers ESE/Title Teacher Grade Level Teams Instructional Coach Administrators
Targeted Standards-based station tasks	Observations Walk-throughs	Minimum of 3 times per week	Classroom Teachers Instructional Coach Administrators
Student self-monitoring of progress using PLDs/ALDs	Walk-throughs Journals Conferences	Daily	Classroom Teachers Grade Level Teams Administrators
Small group tasks identified and implemented based on student needs'	Observations Walk-throughs	Daily	Classroom Teachers ESE/Title Teacher Instructional Coach Administrators
Common Formative/Summative Assessments	Grade Level Meetings Data Chats	End of unit End of quarter During instruction	Classroom Teachers Grade Level Teams Instructional Coach Administrators

Collaborative Planning Meetings	Grade Level Meeting Notes Cross Grade Level Meeting Notes	2 times per month	Classroom Teachers ESE/Title Teacher Grade Level Teams Instructional Coach Administrators
iReady Diagnostic Data	Data Chats, Grade Level Meeting, Collaborative Meetings	2 to 3 times per school year	Classroom Teachers ESE/Title Teacher Grade Level Teams Instructional Coach Administrators

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:

Students will engage in targeted, differentiated, small group tasks to increase their knowledge of numbers and base ten standards in addition to developing number flexibility connected to their mathematical thinking.

Targeted School-based Professional Development:

Targeted differentiated small group instruction

iReady Training for Title I teachers

Mini-PDs on the following topics will be offered at various times during the first semester by the Math Instructional Coach and/or identified staff members: 1) Number Talks- how to create a safe classroom environment for students' sharing of thinking, select/use purposeful problems, record student thinking with purpose, and knowing when to ask and when to tell in discussions. 2) Math Discourse- moving from student talk to student discourse to student argument incorporating the 8 Mathematical Practices moving towards the goal of student led discussions. Elements of CGI will be brought in related to when to share and how best to share student work. 3) Manipulative use to move students from the Concrete to the Representational to the Abstract in their understanding across grade levels. 4) Analyzing student work samples and responses to identify common misconceptions and then planning next steps of instruction based on this data.

-Targeted PD on analyzing data to create and/or identify differentiated tasks with real world application for use in whole group mini lessons, small group learning opportunities, and station tasks to fill in learning gaps or enrich student learning based on identified student needs.

-Title 1 teacher will receive iReady training throughout the school year and continue CGI training in June 2020 and other selected dates during the school year.

-Title 1 teacher/ESE teachers will attend and participate in grade level and across grade level collaborative planning meetings to identify and/or create data driven targeted small group instruction lessons/tasks for students to engage in.

-Teachers will be provided opportunities to develop text marking and annotating skills/strategies for solving word problems. (I Notice/I Wonder, 3 Act Math Tasks, Same but Different, etc.

-Teachers will plan to include Math and Movement mats in small group learning opportunities to increase student engagement and provide physical activity aspect to task.

Action Steps for Remediation

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

- 1a. Title I teachers will use iReady diagnostic and Learning Targets as well as MAP and formative assessments to create standards-based groups for differentiated tasks/activities based on student needs.
- 1b. Students will engage in tasks differentiated based on data informed needs.
- 2a. Title I teachers will monitor i-Ready on a daily basis to intervene with struggling students.
- 2b. Students will use journals to record i-Ready quizzes as well as to track progress; non-i-Ready students will use response journals to problem solve within targeted small group instruction. Students will also update the scoreboards using Leader in Me Disciplines of Execution for progress monitoring.
- 3a. Classroom teachers will utilize Ready Teacher Toolbox Tools for Instruction and Ready Curriculum Student Instruction book for lessons, activities, and station ideas that capitalize on numbers and base ten standards to address weaknesses.
- 3b. Students will engage in small group lessons using tasks from the ReadyToolbox listed above.
- 4a. Title I teachers will collaborate with classroom teachers through monthly data and grade level collaborative planning meetings to monitor student growth (using i-Ready, Learning Targets, M3 document, and formative assessment data) and provide resources to classroom teachers.
- 4b. Students will engage in mathematical tasks in the classroom based on student data and collaboratively developed lesson plans by classroom teachers and Title I teacher.
- 5a. Title I teachers and classroom teachers will model text marking and annotating skills/strategies that mimic what students are learning in ELA to assist them in solving word problems.
- 5b. Students will practice the modeled text marking and annotating skills/strategies in whole group mini lesson, small group lessons, and differentiated station tasks with appropriate level of teacher support.
- 6a. Title I teacher and classroom teachers will utilize real world problems, real pictures, etc. to emphasize the application of math skills and concepts and will teach students strategies needed to persevere in working through and solving word problems.
- 6b. Students will engage in real world mathematical problem-solving tasks throughout the Balanced Math Model.
- 7a. Title I and classroom teachers will create opportunities for student discourse during mathematical problem solving in whole group mini lessons, small group lessons, high yield routines, and stations by use of math discourse cards, planning questions based on common misconceptions and student data, and the use of open-ended math tasks.
- 7b. Students will engage in student discourse moving from student talk to student discourse to student argument while making sense of problems and persevering in solving them with the goal of student led mathematical discussions.
- 8a. Title I teachers will keep record of student attendance and arrival.
- 8b. Students will arrive to Title on time, as scheduled, ready to participate in activities designed to target their individual needs, including i-Ready for identified students.
- 9a. Classroom teachers will differentiate their standards-based stations with emphasis on Numbers and Base Ten standards to encourage Level 1 and 2s to model with manipulatives their thinking and to explain and justify their strategies and solutions.
- 9b. Students will engage in differentiated standards-based station tasks using manipulatives to move their understanding from the Concrete to the Representational to the Abstract.
- 10a. Title I teachers and classroom teachers will utilize Math and Movement mats to engage their whole brain to improve their fluency skills.

10b. Students will engage in tasks utilizing the Math and Movement mats to engage their whole brain to improve their fluency skills.

Progress Monitoring			
Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Math Discourse	Observations Walk-throughs	Daily	Title 1/Classroom Teachers Instructional Coach Administration
Standards-based stations/Collaborative Tasks	Observations Walk-throughs Journals Accountability pieces	Minimum of 3 times per week	Title 1/Classroom Teachers Instructional Coach Administration
Targeted Small Groups	Observations Walk-throughs Journals	Minimum of 4 times per week	Title 1/Classroom Teachers Instructional Coach Administration
iReady implementation Title 1 teachers will keep record of student attendance and arrival	iReady Reports Journals	Minimum of 45 minutes per week	Title 1 Teachers Administrators
Data Analysis	Grade Level Meetings Data Chats Collaborative Planning Meetings	Bi-monthly	Title 1/Classroom Teachers Instructional Coach Administration
Math and Movement Mats	Mat check-out lists Observations Walk-throughs	Minimum of 2 times per week	Title 1/Classroom Teachers Instructional Coach 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

Pandemic Math Instructional Gaps Focus

School Focus

Targeted School-based Focus: Using data from iReady diagnostic assessments, teachers will identify learning gaps for students and remediate these gaps through identifying and/or creating targeted standards-based differentiated whole group mini and small group lessons plus station tasks for students to engage in throughout the Balanced Math Model.

Action Steps for Implementation

Classroom Implementation Action Steps (Teachers and Students):

Teachers will utilize summer bridge activities as small group and station activities,

Use diagnostic information from iReady and Waggle to determine where students are ready to begin instruction

Teachers will use Spark tasks to encourage divergent and higher level thinking

Teachers will model PLDs and ALDs with students to be used so students can self-assess their own progress.

1a. Teachers will collaboratively plan whole group mini lessons and small group lessons along with station tasks using the OCSD M3 planning document focusing on learning targets, the progression of the standard, assessment limits, rigor of the standard, and the PLDs/ALDs. Planning may include grade level, department, and/or ESE and Title teachers.

1b. Students will engage in whole group mini lessons, small group lessons and station tasks selected based upon student data and teacher observations to meet areas of need.

2a. Teachers will utilize Waggle for targeted practice and home reinforcement of .

2b. Students will engage in tasks from the OCSD Summer Bridge activities to fill in learning gaps in previous grade level's math fluency standard and 4th quarter grade-level math standards in measurement and data and geometry.

3a. Teachers will collaborative analyze student data from iReady to plan for and provide just right support and targeted instruction to students.

3b. Students will engage in problem solving tasks that are appropriate based on preassessment data to enable them to master grade-level standards and fill gaps in their learning.

4a. Teachers will purposefully plan for and utilize open ended math tasks to increase student engagement, provide opportunities for multiple right solutions, give students voice and choice in how they will choose to solve the task, and encourage divergent and higher level thinking. Possible sources of tasks: HMH Spark Tasks, HMH Unlock the Problem (updated), Open Middle, Same but Different, Edulastic.

4b. Students will engage in solving open ended math tasks from a variety of sources to develop confidence in their mathematical problem solving skills and strategies.

5a. Teachers will utilize the PLDs/ALDs in the M3 planning document to choose tasks based on where a student is in the mastery of the standard and provide opportunities for students to use them in assessing their progress in working as a team to move the student forward.

5b. Students will use work samples and the PLDs/ALDs for the standard to self-assess their level of mastery and collaborate with the teacher and/or other students to identify steps to take to move forward in meeting mastery.

Progress Monitoring			
Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Collaborative planning meetings	Grade Level Meeting Notes Cross Grade Level Meeting Notes	2 times per month	Classroom Teachers ESE and Title teacher Grade Level Teams Instructional Coach Administration
Student Self-Assessment using PLDs/ALDs	Leadership Notebooks Observations Walk-throughs	Minimum of 3 times per week	Classroom Teachers ESE and Title teacher Instructional Coach Administration
Summer Bridge Activities	Lesson Plans Observations Walk-throughs Leadership Notebooks	Daily	Classroom Teachers Instructional Coach Administration
Targeted Standards-based station tasks	Observations Walk-throughs Leadership Notebooks	Minimum of 3 times per week	Classroom Teachers Instructional Coach Administration
Analyze Data	Grade Level Meetings Data Chats	2 times per month	Classroom Teachers ESE and Title teacher Grade Level Teams Instructional Coach Administration
Open-Ended Math Tasks	Lesson Plans Observations Walk-throughs	Daily	Classroom Teachers ESE and Title teacher Grade Level Teams Instructional Coach Administration

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
<p>Keeping the end in mind, use Standards and Item Specifications to design interactive and engaging 5E Science lessons</p> <ul style="list-style-type: none"> Engaging whole group, cooperative group, and station learning opportunities with an emphasis on student-to-student interactions Use assessment data (e.g. Study Island (Grades 3-5, 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
<p>Targeted School-based Focus: During Five E designed instruction, students will use strategies learned across the curriculum to have a deeper understanding of the Science Content material while using EIRs, Text Marking, providing Evidence and Elaboration, Multiple Sources, and Text Dependent Questions.</p>
<p>Targeted School-based Professional Development: By 9/2020 - Tami Ellis will provide on-going videotaped training to each grade level on the targeted standards, textbook use, and the Study Island Program for the content area Science Teachers. Science Teachers will participate in professional development on the Five E Instructional Model for new teachers and as needed</p>

Action Steps for Implementation
<p>Classroom Implementation Action Steps (Teachers and Students):</p> <ol style="list-style-type: none"> The students will provide evidence from the text when responding or are engaged in classroom discussions. The students will use the Science Word Wall to incorporate scientific terms in responding, answering questions, and writing responses. The teachers will incorporate spiraling lessons/activities and ESOL resources to support retention of concepts and vocabulary. The students will participate in spiraled lessons. The teachers will model whole and small group inquiry lessons. The teachers will incorporate the use of a variety of tools/options during whole group and hands-on explorations for recording observations which can be used for student engagement. The students will record scientific observations and use their recordings while providing evidence during discussions. The teachers will incorporate standard based lessons that scaffold with appropriate level of rigor. The teachers will use the 5E model. Third-Fifth Grade Students will complete Study Island lessons according to OCSD Pacing Guide. The teachers will mirror state assessment questions with increased complexity with reading/text, pictures, charts, graphs, and TDQs.

Progress Monitoring			
Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Adhere to pacing guides	K-2 Complete a check off sheet to verify standard coverage/mastery	Complete a check off sheet to verify standard coverage/mastery and	Classroom Teachers Administrators

	3-5 Scores from District Formatives to administration	submit scores for formatives to administration once per quarter	
Implement 3 hands on activities per quarter	Student Experiement Journal	Quarterly	Classroom Teachers Grade Level Data Chats
Third-Fifth Grade Study Island	Dashboard on study island	On-going quarterly, August 2019-April 2020	Classroom Teachers Administrators
Training from Tami Ellis	Data Analysis Data Chats Collaborative Planning	On-going August 2019-April 2020 Study Island Assessment for Science Grades 3,4, and 5 Fall and Winter	Classroom Teachers Administrators
Spiraling	Data Analysis Data Chats Team Meetings Walk-Throughs Stations Study Island Reports	Daily - August 2019-April 2020	Classroom Teachers Administrators
Five E-Standards Based Lessons	Data Analysis Data Chats Team Meetings Quarterly PLCs Walk-Throughs Lesson Plans	On-going September 2020-April 2021	Classroom Teachers Administrators

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: Identify areas of opportunity for growth in all strands of science.

Action Steps for Implementation

Classroom Implementation Action Steps (Teachers and Students):

Study Island will be used to diagnosis areas of need for additional instructional interventions

Teachers will provide differentiated instruction and progress monitoring using Study Island reports

Students will set goals and monitor their progress using Study Island reports

Students will read more science informational texts and passages during ELA and Independent Daily Reading.

Progress Monitoring

Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Study Island	Data and Reports from Study Island Usage	Weekly	Teacher, Student and Administration
Read more science books	Media Checkout and Student Independent Daily Reading (IDR) Logs	Monthly	Media Assistant will review frequency of the check-out of science books. Teachers and Students will confer with students and log on the frequency of informational texts read during IDR

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?

We have scheduled Family Nights - Science, Literacy, Math and Leader in Me training.

Families of ELL students meet monthly with Interpreters and Guidance to receive information on curriculum and parental supports.

We have established a WATCH DOGS (Dads of Great Students) organization. Men who belong to this group host a Family Night and mentor students at scheduled times.

Parents received training as trainers. They will hold quarterly family trainings for the Seven Habits.

The principal, Title I coordinator have conferred with families regarding the plan that correlates with the Title I Parent Participation Plan. The principal will monitor the plan quarterly. The school purchased the full version of Survey Monkey to obtain input and feedback from families.

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.*

Communication has been increased through the use of the Bloomz Parent Communication App.

Open House, Orientation, volunteer training and other parent involvement opportunities are scheduled twice and at varied times of the day to increase parent's opportunities to attend.

We have increased the number of communications that are sent home in Spanish.

The Light house Team has action committees that ensure the implementation and completion of parent activities.

The principal will monitor the plan quarterly. The Lighthouse and Title I school representative monitor each event.

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?

Each year, we establish visits from pre-schools with students who are transitioning to kindergarten.

We host VPK each summer.

Information regarding registration and kindergarten expectations are shared with pre-schools in the second semester.

MTSS and the School Guidance Counselor collaborates with our PreKD teacher and families of students who are transitioning to kindergarten. The School Guidance Counselor monitors this communication and school-based activities during the second semester of the school year.

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.

Wright houses a mental health counselor from the Children's Home Society (CHS). This counselor utilizes MOU to process teacher and parent referrals. CHS has partnered with Okaloosa Public Schools to provide these services for the last three years. Additionally, we have a mental health counselor who is here two days a week. This counselor provides emergency services as well as services for students who are in need of services based on a threat assessment. The Emotional Behavior units receive services of a social worker twice a week. The school guidance counselor provides individual and group lessons on anti-bullying and social skills. Our Watch DOGS also mentor students. We will utilize mentors with our Level 1 and 2 students that are recruited through school and District efforts.



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>

Our students learn and our staff works in a safe learning environment. The administration oversees facility use and files maintenance requests to keep the environment clean, safe and functional. The safety of the environment has an added layer thanks to a School Resource Officer (SRO) who has a duty station at our school daily. We have a school safety team and a Threat Assessment Team. Services are available to students through an assigned School Mental Health Counselor. Mandated changes have occurred in surveillance and reporting of suspicious activity through Apps like Fortify. The staff has received training in Mental Health first Aid, Mandatory Reporting and Safety Drills.

The school staff has attributes that create a culture conducive to learning and working. We have a staffing structure that provides for additional staff positions to support learning. A guidance counselor, ESE teachers, Title I Intervention teachers and instructional assistants work together to develop a culture of synergy and caring that promotes student success. Our synergistic culture is based on Covey's Seven Habits. We believe that when it comes to the challenge of educating students, 'many are better than one'. An example of our synergy in action is the school's MTSS Committee. MTSS is a representative group of educators who work together to increase student academic, behavior and attendance success by providing multiple tiers of support.

We believe in developing learners and leaders who become practitioners of healthy habits. Therefore, Wright Elementary addresses the development of the whole child. We nurture students' physical growth by providing nutritious food and physical activity. The cafeteria follows state, federal and local regulations. As members of the Healthy Schools Coalition, we provide opportunities to promote student well-being through schoolwide health campaigns and events. In addition to physical education classes, all students experience movement related recess period daily.