

Date Submitted:

Dates of Revision: 9/27/21

School Performance Plan 2021-2022



School Name: Edwins 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

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
K Armstrong	Principal
LuCretia Waskow	Assistant Principal
Jeni Goldstein	Kindergarten Chair
Julie Hendrix	First Grade Chair
Shelby Rynearson	Second Grade Chair
April Snyder	Third Grade Chair
Robin Richey	Fourth Grade Chair
Eric Anderson	Fifth Grade Chair
Michelle DeGennaro	ESE Dept Chair
JR Rynearson	Special Area Chair
Kayla Jackson	Guidance Counselor
Renee Rounsaville	ELA Coach
Chris Sadler	Math Coach

Stakeholder Involvement: Describe the process taken to create the School Performance Plan.
<ul style="list-style-type: none"> • March 2021 – emailed current SPP goals and gave them to teachers to review and revise for next year • May 2021 – Prior to the initiation of the 21-21 SPP, each department met virtually and reflected on the goals and implementation of the 2020-2021 for the purpose of refining the 2021-2022 SPP. Emphasis was placed on making the SPP Edwin’s. • May 2021 Reviewed SPP in department area groups (ELA, Math, Science, writing, ESE, etc.) to revise and edit as needed • June 2021 – Met with SPP team by department to revise based on feedback from teachers and current data with alignment to district PD model. • August 2021 - During Pre-Planning, departments reviewed the DRAFT SPP goals and gave their final feedback. The SPP team reviewed the Draft SPP and will share with SAC at the September meeting

- September 2021 –SAC meeting will be held to review and approve the DRAFT SPP. Document will be shared with SAC to prepare in advance for September’s SAC meeting
- September 2021 – Meet with district to review the SPP plan

School Profile

Annette P. Edwins, home of the JR Vikings, is located at 7 Wright Parkway SW in Fort Walton Beach, FL. Edwins Elementary, established in 1955, has a current population of 445 students, including VPK. We are proud to be a traditional neighborhood school, continuing to collaborate with our community stakeholders. Our school consists of a diverse population, which includes, but is not limited to, Caucasian, African America, Hispanic, Asian, and Multi-racial backgrounds. We are a Title I school with 68% economically disadvantaged students.

Edwins Elementary supports the fine arts. Each child receives weekly instruction in Music and or art. Art pieces are showcased in a culminating Art week with "Evening of Arts" auction and display. Every student has an opportunity to showcase their music, art, and dramatic talents at the culminating grade level performances. The school and its students are supported by many community partners including the FWBHS Leadership Club, Trinity Luther Church, Phi Zeta Sorority & Phi Beta Signa Fraternity. The organizations work in tandem with school sponsors to provide back-pack meals, mentorship and in school tutoring. Edwins offers other extra-curricular activities which includes a STEM Club, Kiwana Kids Club, and Drone Team.

Edwins offers individualized continuous improvement for our students. We support three CBS classes for students in the autism spectrum with focus on communication, behavior, and social skills. We have two Pre-K Disabilities classes and a VPK class. Our teachers differentiate instruction to meet the needs of all students. Using the MTSS model, teachers provide strategy-based instruction to meet the needs of all students with the support of Reading and Math remediation teachers, paraprofessionals, a speech/language teacher, an ESE teacher, and an ELL interpreter.

Students participate daily in our Differentiated Instructional Blocks for small group instructional opportunities.

Parent and Community Awareness

Edwins Elementary			No	Not Sure	Yes	
		Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
Question	Responses	Very Dissatisfied	Dissatisfied	Neither satisfied nor dissatisfied	Satisfied	Very Satisfied
As a parent, how satisfied were you with the mySchool Online program this year?	4			75%		25%
Do you plan to return your child to full-time brick & mortar classes next fall?	4			25%	75%	
My child's school emphasizes academic performance as the number one priority.	24		8%		38%	54%
Our principal is an effective leader who meets the needs of our students.	24	8%		13%	38%	42%
As a parent, I am made aware of the curriculum program for my child's grade level or course.	24	4%	13%	13%	42%	29%
The school uses a variety of methods for parent communication.	23	9%	4%	9%	43%	35%
Parent input is valued at my child's school.	24		13%	8%	54%	25%
Clear expectations of conduct and behavior are communicated to my child.	24	4%	4%		42%	50%
I receive positive phone calls, emails, or notes about my child from the school.	23	9%	13%	17%	22%	39%
My child's school maintains a safe environment.	24			13%	33%	54%
My child's school treats everyone fairly, regardless of race, economic status, or other relationships.	24	4%		13%	25%	58%
School funds are used to support the school in a financially responsible manner.	24	4%		29%	33%	33%
The guidance department at my child's school provides for the educational success of my student.	24		13%	21%	33%	33%
I am satisfied that my child's teachers do a good job educating my child.	24		8%	8%	38%	46%
My child's school is well maintained.	23		9%	9%	48%	35%
The health services provided at my child's school support his/her wellness.	23			17%	35%	48%

Parent and Community Awareness

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

Our parent data reinforces the concept that academics and behavior are critically important at Edwins Elementary. Parents also recognize that all students are treated fairly and that our teachers do a good job. Those parents who have had experience with the health tech came away feeling supported with a focus on the health of their child.

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

The biggest area for improvement to be found in this data is that only 24 parents completed the survey. That represents barely 5% of students. Communication was an area that had a higher percentage of negative responses as did the receptivity of the school for parent feedback. This indicates that an intentional program of parent involvement and two-way communication is essential. A strong sample size will also provide a wider view of parent needs and opinions.

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

Edwins communicates with families via: Facebook, DOJO, daily communication folders, Remind 101, school web page, call outs, bi-weekly newsletter and the marquee on Hollywood Blvd.

School Action Plan

ESSA Subgroup: Strategies & Programs to Support the Objectives

ESSA Subgroup Focus

Subgroup: Students with disabilities

School Focus

What is the cause(s) for this subgroup being an area of focus?

Students with disabilities make up nearly 25% of our school population. However, the proportion of these students that are proficient is significantly lower than our general education population.

What are we doing to target this subgroup?

We strategically placed ESE teachers in our self-contained classrooms with disabilities. In addition, we have one full time and one part time ESE resource teacher that allows us to service students in smaller groups during their ESE differentiation time. All teachers will receive monthly training related to serving ESE students. The ESE team will work with general education teachers through trainings and collaboration meetings, for communication to be open across all grade levels to support all main streamed ESE students. News to you, through United Learning System will be used to aid our students on ACCESS points. Each CBS classroom is assigned at least one paraprofessional to support both academic and behavioral needs of the students throughout the school day. Positive Behavior Intervention Systems (PBIS) motivators and Social Emotional Learning (SEL) are both used with these students.
--

Targeted School-based Professional Development:
--

Gen-Ed teachers will receive training in instructional practices for ESE students throughout the year. Topics will include those provided by the district as well as topics developed in-house to meet the needs of OUR teachers. These will include best practices to provide accommodations, data collection, and de-escalation techniques. Our ESE department chair will also guide teachers through MTSS processes and IEP staffing. Teachers and Paras attended QBS training over the summer.
--

Action Steps for Implementation with a Strong Focus on Addressing Potential Learning Loss
--

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

TEACHERS-

1. ESE teachers will notify general ed. teachers of ESE students and accommodations during preplanning and throughout year when changes occur. All teachers will implement the IEP through ELA standards specific for their grade level. All teachers will ensure use of accommodations in the classroom and on assessments.
2. Gen-ed and ESE teachers will address specific levels of performance in ELA for each student, as based on students' needs, including the levels of performance on statewide assessments, progress monitoring (iReady) or student's access assessments during the ELA Differentiation Block.
3. Gen-ed and ESE teachers will monitor students' progress based on IEP goals using data on a quarterly basis. This will be monitored through on-going data chats.
4. Gen-ed and ESE teachers will use data, i-Ready data, and the I-ready toolbox to support mini lessons. Teachers will maintain small group or individualized instructional fidelity logs which will be reviewed weekly.
5. Gen-ed and ESE teachers will ensure students are receiving their recommended 45 minutes of instruction on iReady and utilize the Ready Toolbox for small group instruction.
6. Where iReady is not applicable News to you, through United Learning System will be used to aid our students on ACCESS points.
7. Gen-ed teachers will use classroom management strategies to meet the needs of students with exceptional needs including tiered PBIS reinforcers. Six gen-ed teachers will use flexible seating to help students regulate their own behavior to be successful in class.
8. All teachers will use hands on activities and manipulatives to help students achieve mastery.
9. If ESE teacher is not Reading certified, Title I remediation teacher will provide Tier 3 interventions.

STUDENTS-

1. Students will participate daily during Differentiated Instruction Time to receive ESE interventions and academic support.
2. Students will use self-assessment tools provided by the ESE teacher to self-monitor their progress.

3. Students will complete 45 minutes of iReady instruction on the computer on a weekly basis, as well as small group interventions based on areas of academic need.
4. Students will self-regulate and use strategies learned during SEL to manage self and maintain a zone of active learning.
5. Students will engage with manipulatives to gain mastery of difficult concepts.
6. Students will allow teachers to provide accommodations during classroom activities and assessments of all kinds (FSA, iReady).
7. Where iReady is not applicable News to you, through United Learning System will be used to aid our students on ACCESS points

School Implementation Action Steps (Administration, Teachers, and Students):

- Administration will schedule and provide substitutes for ESE teachers to attend district and school-based PD.
- Administration will schedule and provide substitutes for quarterly data chats.
- Administration will provide substitutes for ESE teachers to develop IEPs with individualized standards-based goals.
- Admin will conduct daily rounds to ensure the ESE program is being implemented with fidelity.
- Admin will develop and provide additional training based on data collected in rounds.

Progress Monitoring			
Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor?
ESE Monthly Training for faculty	Sign in sheets	Monthly	Admin
Quarterly data chats	Meeting agenda and notes	Quarterly	ESE teachers, admin
Fidelity of ESE program in Gen-Ed classrooms	Admin rounds	daily	Admin, CR teachers
ESE pull out instruction	Admin rounds	monthly	Admin

Evaluation Following Mid-Year Data

Evaluation of Targeted School-based Focus & Implementation:

Refinement of Targeted School-based Focus:

ELA DATA

iReady ELA by School					Grade Level Placements							Gender		Ethnicity						Status			Strands																
On/Mid/Above Grade Level (%)					3+	2	1	Early	On	Mid/	On/	M	F	A	B	H	I	M	W	ESE	ELL	F/R	Average Grade Placement																
Year	Term	School	Grade	# Students Tested	Ave. Percentile	% of Placement	% of Placement	% of Placement	% of Placement	% of Placement	% of Placement	# Total Population	% On/Mid/Above	# Total Population	% On/Mid/Above	# Total Population	% On/Mid/Above	# Total Population	% On/Mid/Above	# Total Population	% On/Mid/Above	# Total Population	% On/Mid/Above	Phonological Awareness	Phonics	High-Frequency Words	Vocabulary	Reading Comprehension Literature	Reading Comprehension Informational Text										
2021	Test C	Edwins	K	79	48.0		29	9	11	51	62	41	61	38	63	1	100	15	53	17	47		14	64	32	72	15	27	10	40	54	63	mid	Early	mid	Early	Late	Late	
2021	Test C	District	K	2,260	57.9		10	11	12	68	79	1159	77	1101	82	39	82	244	75	274	59	9	56	288	78	1406	85	283	61	184	46	960	75	mid	mid	Late	Late	Late	Late
2021	Test C	Edwins	1	79	46.1	3	43	3	6	46	52	43	44	36	61	1	0	11	55	12	17		15	40	40	68	19	58	7	0	59	47	Early	Early	mid	Early	Early	Early	
2021	Test C	District	1	2,333	54.1	1	33	5	8	53	61	1197	59	1136	63	35	71	274	53	232	36	6	50	282	59	1504	67	363	44	152	22	1061	54	mid	mid	mid	Early	mid	mid
2021	Test C	Edwins	2	70	52.0	1	6	31	10	7	44	42	50	28	54	3	67	14	43	14	36		12	50	27	63	17	35	11	45	54	52		Early	Early	Early	Early	Early	
2021	Test C	District	2	2,204	54.8	0	5	27	8	10	50	1116	59	1088	61	50	74	250	47	275	44	5	40	234	60	1390	65	347	40	170	29	1000	49		Early	+1	Early	Early	Early

School FSA ELA (2018-2021)					Achievement Levels							Gender		Ethnicity						Status			Strands																				
Proficiency (%)					1L	1M	1H	2L	2H	3	4	5	3,4,5	M	F	A	B	H	I	M	W	ESE	ELL	F/R	Average Rating																		
Year	School	Grade	# Students Tested	% of Score	% of Score	% of Score	% of Score	% of Score	% of Score	% of Score	% of Score	% Proficient	# Total Population	% Proficient	# Total Population	% Proficient	# Total Population	% Proficient	# Total Population	% Proficient	# Total Population	% Proficient	# Total Population	% Proficient	# Total Population	% Proficient	Key Ideas	Craft & Struct	Ingr of Knowl	Language	Writing	Write: Purp/Org	Write: Evidence	Write: Convent.									
2018	Edwins	3	69	6	17	14	9	42	7	4	54	39	56	30	50		5	60	22	41		10	50	32	63	21	38	14	29	55	51	47	59	43	63								
2019	Edwins	3	75	1	4	20	19	12	27	15	3	44	36	31	39	56		20	25	11	64		10	30	34	53	32	28	5	20	58	40	42	57	40	76							
2021	Edwins	3	61	3	5	20	13	15	33	10	2	44	39	38	22	55	2	50	10	70	11	18		12	33	26	50	18	17	9	0	38	50	45	49	37	68						
2018	District	3	2,520	1	3	9	9	13	31	24	11	66	1231	62	1289	69	50	76	292	47	285	51	9	67	259	68	1625	71	428	35	139	26	1403	55	59	65	50	74					
2019	District	3	2,460	1	3	9	9	12	29	27	10	66	1258	64	1202	68	42	83	293	50	293	51	9	78	232	64	1591	72	456	39	136	24	1317	55	56	66	51	84					
2021	District	3	2,261	2	4	11	10	11	30	25	7	63	1149	58	1112	67	60	72	264	48	303	43	5	60	228	64	1401	69	415	35	181	23	966	53	58	59	49	73					
2018	Edwins	4	62	3	8	13	23	37	13	3	53	36	58	26	46		16	44	11	55		7	71	28	54	22	32	4	25	42	52	49	58	42	67	58	55	55	70				
2019	Edwins	4	65	2	5	14	17	20	25	18		43	36	36	29	52		10	40	18	33		11	36	26	54	18	17	4	50	52	38	44	54	46	75	50	47	46	65			
2021	Edwins	4	61	7	13	20	5	13	26	15	2	43	34	35	27	52		13	31	9	67		11	55	28	36	17	12	3	67	40	45	43	57	40	62	47	44	43	64			
2018	District	4	2,449	2	3	11	9	13	30	23	9	62	1259	59	1190	66	66	75	327	42	235	49	10	70	233	63	1578	68	443	31	106	21	1266	50	54	63	48	70	55	51	51	72	
2019	District	4	2,429	1	3	8	9	12	33	24	11	67	1183	62	1246	72	48	77	262	45	272	51	8	50	254	72	1585	73	437	35	114	26	1282	55	54	61	52	83	55	50	50	75	
2021	District	4	2,408	3	5	13	8	11	25	25	11	60	1272	56	1136	65	56	77	249	37	299	46	4	25	223	65	1577	66	480	31	133	18	984	46	54	65	55	72	53	48	47	74	
2018	Edwins	5	62	2	3	5	21	19	35	13	2	50	30	47	32	53	3	0	16	56	15	67		10	30	18	50	24	17	2	50	48	50	54	65	57	71	56	54	52	69		
2019	Edwins	5	58	2	3	7	17	16	36	19		55	34	53	24	58		15	60	8	63		5	60	30	50	16	19	1	100	42	50	45	68	45	78	63	59	56	88			
2021	Edwins	5	52	4	6	31	8	15	19	13	4	37	28	39	24	33	1	0	15	13	11	45	1	100	5	40	19	47	24	13	4	0	34	26	47	57	49	73	53	47	45	79	
2018	District	5	2,376	1	3	8	12	12	30	23	11	64	1189	60	1187	69	65	71	257	50	232	59	8	50	239	58	1575	68	349	21	43	5	1170	53	61	71	61	78	58	54	51	77	
2019	District	5	2,466	1	2	8	9	13	29	27	11	67	1237	63	1229	70	64	78	323	47	236	51	8	75	232	64	1603	73	434	29	79	16	1205	55	53	72	58	83	63	59	56	84	
2021	District	5	2,202	2	3	10	10	14	27	23	11	61	1150	57	1052	66	44	82	244	44	276	44	6	67	207	57	1425	68	402	28	92	11	920	47	59	68	65	77	60	55	54	81	

School Action Plan
ELA: Reading & Writing

District Goal:	Students shall demonstrate reading proficiency at or above the expected grade level.
-----------------------	---

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 55 %.
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 65%.
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 65 %.

School Action Plan

ELA: Strategies & Programs to Support the Objectives

Central Focus: ELA Focus Kindergarten- Grade 2

To address potential learning loss by accelerating student achievement through the use of evidence-based resources, district and school-based staff will analyze assessment data, collaborate to create engaging lessons, and provide intervention support.

- Develop engaging, grade appropriate lessons aligned to the B.E.S.T. Standards
- In grades 1 and 2, utilize the B.E.S.T. Standards Vertical Progression to ensure a successful transition from LAFS to B.E.S.T. Standards
- Analyze data to identify appropriate instruction components of i-Ready that can be integrated within the Balanced Literacy Model (e.g., whole group mini-lessons, differentiated small group instruction incorporating multi-sensory strategies, and stations)
- Utilize the ELA textbook, *Benchmark Advance*, as a resource to plan targeted Tier I (whole group) instruction based on i-Ready data that incorporates text-dependent questions leading to a culminating task

School Focus

Targeted School-based Focus:

Edwins will focus on the implementation of the balanced literacy model with specific attention on data driven small group instruction in order to meet the needs of all students. Teachers will assess groups, instructional needs, and efficacy of intervention strategies on a weekly basis using Small Group Tracking Form. Identification and use of key ideas and details is a school-wide focus area. K-2 teachers will teach, review and practice this in multiple formats and levels in whole group instruction, small group instruction and differentiated stations.

Targeted School-based Professional Development:

Site-Based professional development for our K-2 will happen in three modalities.

- A. Weekly 30 minutes CAT (collaboration as teachers) sessions planned and implemented by ELA department head and Instructional Coach. (Thursday mornings 7:45 -8:15) Sessions will be based on school needs as observed during weekly CR visits, Coaches recommendations and teacher requests or needs. Topics of focus will include:
 - a. Unpacking the balanced literacy model

- b. Creating a schedule that works within the balanced literacy model
- c. Unpacking new standards
- d. Unpacking new textbook and learning to use resources provided
- e. Using data to drive instruction (iReady)
- f. Using available resources to plan and implement whole and small group instruction

B. 2 hour Monthly department meetings that will focus on:

- a. Progress of instruction against standards and scope & sequence
- b. Progress of students in last month using shared assessment as talking point
- c. Looking forward to next unit of study and assessing instructional plan and needed resource
- d. Progress of department/grade level toward SPP goals
- e. Shared problem solving of content, struggling students and instructional practice
- f. Collaborative planning

C. Imbedded Coaching in two prongs:

- a. Coaching developed organically by developing relationships and mentorships
- b. Targeted coaching based on admin observations made during weekly CR visits. Additional time will be allotted for new teachers and teachers new to our district to aid in understanding of shared academic language and expectations at Edwins.

Edwins will also select model classrooms that exemplify components of the Balanced Literacy Model. Teachers will have coverage to visit any model classroom. Observations will be discussed during CAT time.

Action Steps for Implementation with a Strong Focus on Addressing Potential Learning Loss

Classroom Implementation Action Steps (Teachers and Students):

ELA block of 130 minutes will be broken down using the balanced literacy model as a guide.

90-minute uninterrupted Balanced Literacy Block

A. Interactive whole group instruction (15-20 minutes):

Teachers will plan and implement explicit Best Standards-based instruction using Benchmark Advance as a primary resource and teaching tool. This time could include:

- Integrated word study
- Challenging text (at or above GL) through which teacher models fluency, higher order thinking and think-aloud comprehension strategies.
- Close or Everyday Instructional Reading activities with up to 2 sources (including pictures). Students will be explicitly trained to answer text-dependent questions after text marking, annotating, note taking and discussing material with peers.
- Authentic writing tasks in response to high quality text

B. Text-based Writing (20-25 minutes):

Teachers will plan and implement authentic writing activities that follow our school-based writing plan. Lessons should follow the Benchmark Advance textbook and Ready Reading but can be supplemented with quality materials and texts. This time could include:

- Mini-lessons such as shared pen modeling and guided practice with think-aloud followed by independent practice.
- Use of text-dependent questions based on quality text(s) or pictures.
- Small group skill-based instruction and individual conferences to discuss and improve writing
- Opportunities for students to review their work and share

Teachers will participate in calibrating grading of student writing samples with aid of Instructional Coach.

C. Purposeful Read-Aloud (5-10 minutes)

Teachers will thoughtfully choose read-aloud source material using Best Standards as a guide. These texts should be rich in content and on or above grade level. Teachers will choose fiction and non-fiction texts and can use pictures as a source. During this time teachers will engage students in the discussion through the following activities:

- Integrated word study
- Using think-aloud or modeling to teach vocabulary and or teach vocabulary acquisition strategies (context clues) as well as comprehension strategies.
- Teacher will intentionally plan for use of TDQs (text dependent questions) that represent all depth of knowledge levels.

D. Targeted Small Group Instruction (45-50 minutes) Small group instruction will be made up of two components:

1. Targeted Small Group Instruction led by the teacher or by another adult (remediation teacher or para dedicated to that grade level) These groups are intentionally created based on data and skill-based needs. Students are served in Tiers 1-3 during this time. Teachers carefully plan for each group based on content taught in whole group, lexile need of each group or skill deficit of a specific group.
 - a. Tier I – (all students participate 15-20 minutes, times per week may vary) Tier I small groups meet with teacher or other adult to reinforce content taught in whole group. Groups may be differentiated by level of quality text or complexity of resource material such as leveled texts from Benchmark Advance.
 - b. Tier II – (some students participate in an additional 15-20 minutes, 3 or more times per week) Tier II small groups meet with teacher or other adult to drill down on a specific skill that has been identified in iReady data or through assessment data from the teacher (formal and informal). Groups are differentiated by skill need and taught from resource material from Benchmark Advance, Ready Reading workbook, and Ready Toolbox. Teachers may use Ready tools for instruction.
 - c. Tier III- (few students participate in an additional 20-30 minutes, 5 days a week) Tier III small groups meet with Reading Certified teachers or Title I remediation teacher to targets skill gaps in students 2 or more years behind. Teachers use Ready tools for instruction and Max Scholar to practice letter and word

work. Teachers may target phonemic and phonological awareness in these groups as well as basic comprehension strategies using ability level texts.

2. Differentiated stations or cooperative learning groups managed by teacher or another adult (para dedicated to that grade level). These standards-based activities will be differentiated as needed to reinforce content taught in whole group instruction or as a spiraled activity to review previously mastered content. Students will work in small groups, pairs or as individuals to meet their needs. During these activities and iReady work, students will engage with autonomy and assess performance with accountability tools including iReady student tracking folders. Resources for these activities may include material from Ready Toolbox, writing through reading and/or components of everyday instructional reading (TDQs, text marking, annotating, student talk) referencing quality texts at the students' instructional level. K-2 teachers will maintain a spiraling station with Key Ideas and Details activities.

40 minute Differentiated Instructional Block

During this time multiple interventions are happening simultaneously. No new content is being introduced as some students may be out of the room. Adults will work with individuals or groups as needed to meet needs. See small group information above for Tier frequency and minutes. Service providers to students may include:

- Teacher - working T2, T3 (see small group above for resource materials)
- Imbedded para T2 (as directed by teacher)
- Remediation teacher (pull out or push in) using iReady tools, Max Scholar multisensory activities, Tiner
- ELL interpreter (push in)
- ESE teacher (pull out)
- OT/PT (pull out)

Progress Monitoring			
Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor?
Quality whole group instruction based on BEST standards	Lesson plans, walk throughs, department meetings	Weekly	Administration
Differentiated small groups	Walk throughs, lesson plans, formal observations (admin only), small group tracking form	Weekly	Administration
Differentiated stations	Walk throughs, lesson plans, student accountability forms	Weekly	Administration & Teachers
iReady implementation	Walk throughs, small group tracking tool with iReady minutes, student iReady folders, iReady reports	Weekly	Administration & Teachers
Text-based writing through reading	Lesson plans, walk throughs, department meetings, common assessments with shared calibrating grading	Weekly	Administration

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

School Action Plan

ELA: Strategies & Programs to Support the Objectives

Central Focus: ELA Focus Grades 3-5

To address potential learning loss by accelerating student achievement through the use of evidence-based resources, district and school-based staff will analyze assessment data, collaborate to create engaging lessons, and provide intervention support.

- Develop engaging, standards-based lessons that bridge LAFS and B.E.S.T. Standards using data (e.g., FSA, formative, classroom assessments), the Item Specifications, and *Benchmark Advance* Standards document
- Utilize the ELA textbook, *Benchmark Advance*, as a resource to plan targeted Tier I (whole group) instruction based on i-Ready data that incorporates text-dependent questions leading to a culminating task
- Analyze components of i-Ready (e.g., Teacher Toolbox, Personalized Online Instruction) to appropriately incorporate within the Balanced Literacy Model
- Strategically utilize the B.E.S.T. Standards Vertical Progression to ensure a successful transition from LAFS to B.E.S.T. Standards

School Focus

Targeted School-based Focus:

Edwins will focus on the implementation of the balanced literacy model with specific attention on data driven small group instruction in order to meet the needs of all students. Teachers will assess groups, instructional needs, and efficacy of intervention strategies on a weekly basis using Small Group Tracking Form. Identification and use of Key Ideas and Details is a school-wide focus area along with Integration of Knowledge. 3-5 teachers will teach, review and practice Key Ideas in the first semester in multiple formats and levels in whole group instruction, small group instruction and differentiated stations. In the second semester they will add consistent exposure and practice in Integration of Knowledge. Teacher's will use BEST standards, LAFS and the bridge documents to prepare and deliver instruction that meets students' needs in this testing year.

Targeted School-based Professional Development:

Site-Based professional development for our 3-5 will happen in three modalities.

- A. Weekly 30 minutes CAT (collaboration as teachers) sessions planned and implemented by ELA department head and Instructional Coach. (Thursday mornings 7:45 -8:15) Sessions will be based on school needs as observed during weekly CR visits, Coaches recommendations and teacher requests or needs. Topics of focus will include:
 - a. Unpacking the balanced literacy model
 - b. Creating a schedule that works within the balanced literacy model
 - c. Unpacking new standards
 - d. Unpacking new textbook and learning to use resources provided
 - e. Use of the bridge documents to ensure all standards are taught
 - f. Using data to drive instruction (iReady)
 - g. Using available resources to plan and implement whole and small group instruction

- B. 2 hour Monthly department meetings that will focus on:
 - a. Progress of instruction against standards and scope & sequence
 - b. Progress of students in last month using shared assessment as talking point
 - c. Looking forward to next unit of study and assessing instructional plan and needed resource
 - d. Progress of department/grade level toward SPP goals
 - e. Shared problem solving of content, struggling students and instructional practice
 - f. Collaborative planning including use of Bridge Documents

- C. Imbedded Coaching in two prongs:
 - a. Coaching developed organically by developing relationships and mentorships
 - b. Targeted coaching based on admin observations made during weekly CR visits. Additional time will be allotted for new teachers and teachers new to our district to aid in understanding of shared academic language and expectations at Edwins.

D. Teams were designed so that no teacher is an island. 4th and 5th grade reading teachers are looping so that our new math teacher has support from two seasoned teachers

Edwins will also select model classrooms that exemplify components of the Balanced Literacy Model. Teachers will have coverage to visit any model classroom. Observations will be discussed during CAT time.

Action Steps for Implementation with a Strong Focus on Addressing Potential Learning Loss

Classroom Implementation Action Steps (Teachers and Students):

ELA block of 130 minutes will be broken down using the balanced literacy model as a guide.

90-minute uninterrupted Balanced Literacy Block

A. Interactive whole group instruction (15-20 minutes):

Teachers will plan and implement explicit Best Standards-based instruction using Benchmark Advance as a primary resource and teaching tool. This time could include:

- Integrated word study
- Challenging text (at or above GL) through which teacher models fluency, higher order thinking and comprehension strategies.
- Close or Everyday Instructional Reading activities with up to 3 sources (including pictures). Students will be explicitly trained to answer text-dependent questions after text marking, annotating, note taking and discussing material with peers.
- Authentic writing tasks in response to high quality text.

B. Text-based Writing (20-25 minutes):

Teachers will plan and implement authentic writing activities that follow our school-based writing plan. Lessons should follow the Benchmark Advance textbook and Ready Reading but can be supplemented with quality materials and texts. This time could include:

- Mini-lessons with modeling of individual aspects of writing process.

- Use of text-dependent questions based on quality text(s) or pictures.
- Small group skill-based instruction and individual conferences using rubric to discuss and improve writing
- Opportunities for students to review their work and share

Teachers will participate in calibrating grading of student writing samples with aid of Instructional Coach. (3 times during the year)

C. Purposeful Read-Aloud (5-10 minutes)

Teachers will thoughtfully choose read-aloud source material using Best Standards as a guide. These texts should be rich in content and on or above grade level. Teachers will choose fiction and non-fiction texts and can use pictures as a source. During this time teachers will engage students in the discussion through the following activities:

- Integrated word study
- Using think-aloud or modeling to teach vocabulary and or teach vocabulary acquisition strategies (context clues) as well as comprehension strategies.
- Teacher will intentionally plan for use of TDQs (text dependent questions) that represent all depth of knowledge levels.

D. Targeted Small Group Instruction (45-50 minutes) Small group instruction will be made up of two components:

2. Targeted Small Group Instruction led by the teacher or by another adult (remediation teacher or para dedicated to that grade level) These groups are intentionally created based on data and skill-based needs. Students are served in Tiers 1-3 during this time. Teachers carefully plan for each group based on content taught in whole group, lexile need of each group or skill deficit of a specific group.
 - a. Tier I – (all students participate 15-20 minutes, times per week may vary) Tier I small groups meet with teacher or other adult to reinforce content taught in whole group. Groups may be differentiated by level of quality text or complexity of resource material such as leveled texts from Benchmark Advance.
 - b. Tier II – (some students participate in an additional 15-20 minutes, 3 or more times per week) Tier II small groups meet with teacher or other adult to drill down on a specific skill that has been identified in

iReady data or through assessment data from the teacher (formal and informal). Groups are differentiated by skill need and taught from resource material from Benchmark Advance and Ready Toolbox. Teachers may use Ready tools for instruction.

- c. Tier III- (few students participate in an additional 20-30 minutes, 5 days a week) Tier III small groups meet with Reading Certified teachers or Title I remediation teacher to targets skill gaps in students 2 or more years behind. Teachers use Ready tools for instruction and iReady Scaffolding for Comprehension.
3. Differentiated stations or cooperative learning groups managed by teacher or another adult (para dedicated to that grade level). These standards-based activities will be differentiated as needed to reinforce content taught in whole group instruction or as a spiraled activity to review previously mastered content. Students will work in small groups, pairs or as individuals to meet their needs. During these activities and iReady work, students will engage with autonomy and assess performance with accountability tools including iReady student tracking folders. Resources for these activities may include material from Ready Toolbox, writing through reading and/or components of everyday instructional reading (TDQs, text marking, annotating, student talk) referencing quality texts at the students' instructional level. 3-5 teachers will maintain a spiraling station with Key Ideas and Details activities in the first semester and pieces of the Integration of Knowledge in the second semester.

40 minute Differentiated Instructional Block

During this time multiple interventions are happening simultaneously. No new content is being introduced as some students may be out of the room. Adults will work with individuals or groups as needed to meet needs. See small group information above for Tier frequency and minutes. Service providers to students may include:

- Teacher - working T2, T3 (see small group above for resource materials)
- Imbedded para T2 (as directed by teacher)
- Remediation teacher (pull out or push in) using iReady tools, such as Phonics for Reading, Toolbox, Tools for Instruction and Tools for Scaffolding Comprehension.

- ELL interpreter (push in)
- ESE teacher (pull out)
- OT/PT (pull out)

Progress Monitoring			
Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor?
Quality whole group instruction based on LAFS and BEST standards with Bridge Document	Lesson Plans, walk throughs, department meetings	Weekly	Administration
Differentiated small groups	Walk throughs, lesson plans, formal observations, small group tracking form	Weekly	Administration
Differentiated stations	Walk throughs, lesson plans, student accountability forms	Weekly	Administration & Teachers
iReady implementation	Walk throughs, small group tracking tool with iReady minutes, student iReady folders, iReady reports	Weekly	Administration & Teacher
Text-Based writing through reading	Lesson plans, walk throughs, department meetings, common assessments with calibrating grading	Weekly	Administration

Evaluation Following Mid-Year Data

Evaluation of Targeted School-based Focus & Implementation:

Refinement of Targeted School-based Focus:

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

Central Focus: Text-based Writing

School Focus

Targeted School-based Focus:

Purpose, Focus, Organization Evidence and Elaboration

Targeted School-based Professional Development:

Site-Based professional development for our 3-5 will happen in three modalities.

- A. Weekly 30 minutes CAT (collaboration as teachers) sessions planned and implemented by ELA department head and Instructional Coach. (Thursday mornings 7:45 -8:15) Sessions will be based on school needs as observed during weekly CR visits, Coaches recommendations and teacher requests or needs. Topics of focus will include:
 - a. Unpacking the Text-Based Writing component of the balanced literacy model
 - b. Unpacking new standards
 - c. Unpacking new textbook and learning to use resources provided (writing components as part of units of study in Benchmark Advance)
 - d. Use of the bridge documents to ensure all standards are taught
 - e. Using available resources to plan and implement whole and small group instruction (including writing through reading and formal writing activities)

- B. 2 hour Monthly department meetings that will focus on:
 - a. Progress of students in last month using shared assessment as talking point
 - b. Looking forward to next unit of study and assessing instructional plan and needed resource
 - c. Progress of department/grade level toward SPP goals
 - d. Shared problem solving of content, struggling students and instructional practice
 - e. Collaborative planning for next learning cycle based on data

C. Imbedded Coaching in two prongs:

- a. Coaching developed organically by developing relationships and mentorships. Coach will facilitate 3 calibration/scoring sessions with 3-5 teachers using common assessment samples and rubrics. Coach will guide further CAT sessions or coaching cycles based on data from these sessions. Focus areas could be text marking, annotating and note taking to more effectively provide text evidence and explicit teaching of elaboration strategies.
- b. Targeted coaching based on admin observations made during weekly CR visits

Writing Plan

Quarter	Unit	Kindergarten	First	Second	Third	Fourth	Fifth
1	1	Personal Response	Personal Response	Informative/ Expository	Informative/ Expository	Informative/ Expository	Informative/ Expository
2	2	Narrative	Narrative	Opinion	Informative/ Argumentative	Informative/ Argumentative	Informative/ Argumentative
2	3	Informative	Informative	Informative/ Expository	Informative/ Expository	Informative/ Expository	Informative/ Expository
2	4	Opinion	Opinion	Narrative	Narrative	Narrative	Narrative
3	5	Informative	Informative	Opinion	Opinion	Opinion	Opinion
3	6	Opinion	Opinion	Narrative Fiction	Review Units 1-5	Review Units 1-5	Review Units 1-5
3	7	Stories	Procedural	Narrative Nonfiction	Narrative	Narrative	Narrative
4	8	Stories	Research Projects	Research Projects	Research Projects	Research Projects	Research Projects
4	9	Opinion	Opinion	Multimedia Presentations	Multimedia Presentations	Multimedia Presentations	Multimedia Presentations

4	10	Poetry	Poetry	Poetry	Poetry	Poetry	Poetry
---	----	--------	--------	--------	--------	--------	--------

Writing Progress Monitoring

1. With a focus on the Balanced Literacy Model, Jr Vikings will participate in model writing throughout the week and complete a Benchmark Advanced Writing Assessment at the end of the 3 week unit.
2. Based on student writing results, teachers will conference with students, while planning and executing instructional lessons through the Balanced Literacy Model.
3. During monthly department meetings, teachers will discuss student progress with specific examples based on unit writing samples.
4. Instructional Coach and admin will meet with grade levels monthly to continue to assess writing instruction and to determine if additional PD is needed such as calibration process or scoring of student writing using FSA rubric and FSA Sampler Sets (4th and 5th grades only).

Teachers will model, provide guided and independent practice within the Balanced Literacy Block through Writing Workshop lessons for the following elements:

UNPACKING THE PROMPT

- Teacher will model unpacking the prompt using grade appropriate strategies.
- Students will text mark important words in the prompt that include format and topic appropriate to grade level.

TEXT MARKING/ANNOTATING

- Teacher will model purposeful text marking specific to the demands of the prompt.
- Student will purposefully text mark/annotate specifics to the writing task.

PLANNING FOR THE ESSAY

- Teachers will model use of a planning sheet (graphic organizers) for planning to the demands and format of the appropriate grade level writing task. Organizers are found on the school T-drive under Writing Tools.
- Teacher will model how to text mark/annotate to plan an essay.

INTRODUCTIONS

- Teachers will instruct on introduction types.
- Students will exemplar papers, found on OCSD Curriculum Guide, to identify elements of effective introductions.
- Students will practice the topic statement at appropriate grade levels in their introduction (4th and 5th Claim and Thesis).

CITING EVIDENCE

- Teachers will use exemplar papers, found on OCSD Curriculum Guide to show effective use of evidence.
- Teacher will reinforce purposeful text marking and paraphrasing evidence within the Writing Workshop of the Balanced Literacy Block.
- Teachers will create citing evidence stems anchor charts to guide students.
- Students will determine text evidence that supports the prompt.

ELABORATION

- Teachers will model how elaboration is used to support an author’s evidence through writing through reading and writing workshop.
- Teachers will create anchor charts with students that include sentence stems for elaboration (K-2).
- Teachers and students will share student writings that exemplifies effective use of the 6 types of elaboration (anecdote, examples, definitions, statistics or facts, quotations, descriptions).
- Teachers and students will revisit Evidence and Elaboration domain of OCSD writing rubric frequently.
- Students will practice elaboration in short written responses (RACE paragraphs) and essays.

TRANSITIONS

- Teachers and students will create anchor charts that identifies both internal and external transitions as appropriate grade level.
- Teachers will use exemplar papers and Grade appropriate reading texts to identify different types of transitions.
- Teachers will model transitions through shared writing.
- Students will practice using transitions within their writings.

CONCLUSIONS

- Teachers will use mentor texts to model elements of an effective conclusion.
- Teachers will model how the conclusion reinforces the introduction in relation to the purpose and task of the prompt.
- Students will use exemplar papers (found on OCSD Curriculum Guide) to identify effective elements of conclusions and practice writing them.

MOVING FROM ONE TO MULTIPLE SOURCES

- Teachers will explicitly instruct students how to use synthesis/analysis from multiple types of texts.
- Teachers will model how to use text evidence from the required amount sources to include in the writing task.
- Students will practice writing using multiple sources leading to synthesis/analysis in Everyday Instructional Reading tasks
- Writing Workshops
- K-2: Respond to one text for writing assignments, with the expectation that at the end of 2nd grade, teachers will model the use of two sources of writing.
- 3rd: Students will independently respond to two sources.
- 4th-5th: Students will respond to prompts including three or more sources.

Progress Monitoring			
Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor?
Common assessment and planning for writing	Walk through, Department Meetings	Monthly	Admin
Benchmark Advance pacing	Administrative rounds, lesson plans, department meetings	Weekly, monthly	Administration, Instructional Coach

Calibrated Scoring session (3)	Review of scoring analysis sheets	Quarterly first 3 quarters	Admin , Instructional Coach
Conferencing	Administrative rounds, conference notes	monthly	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 Students Below Grade Level

School Focus

Targeted School-based Focus:

Edwins School-based focus to help students that are performing below grade level includes the following:

- Stream-lined MTSS process with training and support.
- Imbedded/dedicated paras or remediation teachers at each grade level who will push in or pull out Tier 2 or 3 small groups for 20-30 minutes 5 days a week.
- Small group instruction will be planned, executed and monitored based on data and student need.
- IReady will be used with fidelity. Teachers, students and support paras will monitor time on task as well as scores on lessons and quizzes. Teachers will conference with students about initial goals and progress toward that goal. Students will track their own progress.
- Teachers will use PBIS to celebrate and reward students working toward goals and being successful on iReady. This will be supported at the school level. Rewards will be tiered to incentivize academic engagement in lowest quartile.
- Developing students social emotional learning and health awareness via teacher led daily modules
 - Teachers will focus on SEL using the kits provided last school year.
 - Time allotted each morning with homeroom for SEL and regulation check in.

Targeted School-based Professional Development:

Site-Based professional development for instruction of our lowest achievers will include:

- A. Training from guidance counsellor and ESE team on MTSS process and use of accommodations. Teachers will learn to target student outcomes, create interventions, monitor intervention and chart student progress.

- B. Training on Engagement Strategies specifically for students who are reluctant learners to include the use of manipulative and other multisensory strategies.

- C. 2 hour Monthly department meetings that will focus on:
 - a. Progress of instruction against standards and scope & sequence
 - b. Progress of students in last month using shared assessment as talking point
 - c. Looking forward to next unit of study and assessing instructional plan and needed resource
 - d. Progress of department/grade level toward SPP goals
 - e. Shared problem solving of content, struggling students and instructional practice
 - f. Collaborative planning

- D. Imbedded Coaching in which Instructional Coach will help develop intervention block schedule and model successful small group planning, teaching and management.

Action Steps for Remediation

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

1. **Administration will complete** daily scheduled rounds to ensure fidelity to SPP, small group instruction and to target differentiated PD needs of teachers.
2. T2 and T3 intervention is an integrated piece of classroom planning and instruction.
 - a. Remediation teachers and paras will be integrated into each grade level team and will provide pull out /push in interventions that are planned during grade level meetings and monthly department meetings.

- b. Ratios for intervention are as follows:
- K/1= 5 teachers:1.5 para
 - 2nd = 2 teachers:1 para
 - 3rd =2 teachers:1 para
 - 4/5=3 teachers: 1 reading remediation teacher
- c. K-3 teachers will plan with para to prepare small group lessons. Teacher is ultimately responsible for all interventions using iReady tool box, Benchmark Advance leveled texts, Ready Tools for Instruction.
- d. 4-5 intervention is provided by both Title remediation teacher and classroom teacher using iReady tool box, Ready Tools for Instruction, Ready Tools for Scaffolding Comprehension and Phonics for Reading when needed. Title remediation teacher also may use Fountas and Pinel resource material to meet individual needs and support Ready Toolbox lessons.
3. Targeted Small Group Instruction led by the teacher or by another adult (remediation teacher or para dedicated to that grade level) These groups are intentionally created based on data and skill-based needs. Students are served in Tiers 1-3 during this time. Teachers carefully plan for each group based on content taught in whole group, lexile need of each group or skill deficit of a specific group.
- a. Tier I – (all students participate 15-20 minutes, times per week may vary) Tier I small groups meet with teacher or other adult to reinforce content taught in whole group. Groups may be differentiated by level of quality text or complexity of resource material such as leveled texts from Benchmark Advance.
 - b. Tier II – (some students participate in an additional 15-20 minutes, 3 or more times per week) Tier II small groups meet with teacher or other adult to drill down on a specific skill that has been identified in iReady data or through assessment data from the teacher (formal and informal). Groups are differentiated by skill need and taught from resource material from Benchmark Advance and Ready Toolbox. Teachers may use Ready tools for instruction.
 - c. Tier III- (few students participate in an additional 20-30 minutes, 5 days a week) Tier III small groups meet with Reading Certified teachers or Title I remediation teacher to targets skill gaps in students 2 or more years behind. Teachers use Ready tools for instruction and iReady Scaffolding for Comprehension.

4. Teachers will complete weekly small group intervention fidelity logs with attendance, intervention/skill specific to that group, iReady minutes completed and an intervention reflection to determine next steps.
5. Differentiated stations will be utilized to provide instructional practice at each student's academic level with student accountability piece monitored by teacher.
6. Teachers will meet with each student to conference about iReady data and to make goals that are tracked by the student. Incentives will be provided for students making iReady goals.
7. Plan of Care tutoring will be held 3 days a week in 30-minute sessions before and after school starting after 2nd iReady Diagnostic.
8. FSA Boot camp will be held the week before FSA for 3rd in late March and 4/5 in late April.

Progress Monitoring			
Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor?
IReady implementation	Small group tracking form Student tracking folder, iReady reports	weekly	Teacher, admin
Small group instruction	Small group tracking sheets, walk throughs,	Daily/weekly	Teacher and administration
POC tutoring	Attendance, lesson plans, walk throughs	weekly	admin

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.
-----------------------	--

Objectives:	
The percentage of all curriculum students who will make learning gains in math as defined by the State of Florida on the Florida Standards Assessment Test will be at least 75%.	
The percentage of students in the lowest 25% who will make learning gains in math as defined by the State of Florida on the Florida Standards Assessment Test will be at least 70%.	
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 75%	

School Action Plan

Math: Strategies & Programs to Support the Objectives

Central Focus: Math Focus

To address potential learning loss by accelerating student achievement through the use of evidence-based resources, district and school-based staff will analyze assessment data, collaborate to create engaging lessons, and provide intervention support.

- 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 differentiated small group lesson, routines, emphasizing student discourse and building conceptual understanding
- Embed instructional strategies for all students' specific academic needs
- Investigate the B.E.S.T. Standards Vertical Progression to ensure a successful transition from MAFS to B.E.S.T. Standards

School Focus

Targeted School-based Focus:

Targeted School-based Focus:

Our students will engage in all parts of the Balanced Math Model daily, (fluency, routines mini-lesson, small groups/stations and iredy) with an emphasis on standards-based, purposeful small group explicit instruction and differentiated stations/small group activities to increase student achievement with routine implementation.

Targeted School-based Professional Development:

- A. Administration will intentionally facilitate, or direct individual coaching cycles as needed based on weekly rounds.
- B. Coaches are available throughout the year to assist any teacher.
 1. In August Math coach will meet with teachers to review the components of the Balanced Math model
 2. - Coach will discuss each section of the model including mini lesson (approx. 20 minutes), fluency (approximately 10 minutes), stations/small groups (approx. 25 minutes), and routines (approx. 5 minutes).
 3. Coach will support teacher in providing and differentiating in explicit instructions for small groups for the Diff block.

- Resources will include the M3 document, Balanced math model 2021 handout, Teacher toolbox to plan for targeted differentiation of small groups, iReady reports (Pre-requisite skill report) to plan for small group instruction
- 4. Math coach and/or admin will facilitate weekly PD to include Professional development on Fridays from 7:45-8:15 during CAT (collaborating as teachers) time.
 - This will include purposeful planning of whole group and small group lessons using the M3 (making math meaningful) document, ready teacher toolbox, math coach book, and other vetted resources for math instruction.
- C. One Friday a month, grade level meetings will be held for approximately two hours.
 1. Iready data will be reviewed and discussed. After each iReady Diagnostic is completed, teachers will meet with the math coach to analyze data and plan for student data chats and identify specific resources to design differentiated small group lessons and stations.
 2. PD will be administered during grade level meetings based on observations made during weekly walkthrough of admin
 - This may include creating or revising the following: Common standards-based planning and pacing guide, differentiated small group lesson planning (based on most recent and/or relevant data including formative assessment) that is geared toward meeting whole class and individual student needs for concept building through manipulative use and representations, procedural fluency practice, and application through problem solving tasks.
 3. Other PD may include differentiated small group lesson planning to incorporate teaching strategies to meet the needs of students within specific subgroups and learning styles, Discussion of iready data and reports, Sharing resources for fluency, routines, and spiraling in the Balanced Math Model.

4. Embedded coaching will be used by the math coach and administrator to support implementation of Central Message and School-based PD initiatives. Embedded coaching will include Classroom management/Student engagement, Lesson preparation and planning, Delivery of instruction, Coaching Cycles, Data analysis, Co-teaching, Modeling, Conferencing

D. Book Study: Figuring Out Fluency in Mathematics Teaching and Learning, one Friday a month 7:45-8:15 (Rynearson, Richey, Anderson, Estep)

E. Math coach is spending extra time with new to the district teachers

F. Teams were designed so that no teacher is an island. 4th and 5th grade math teachers are looping so that our new math teacher has support from two seasoned teachers

Action Steps for Implementation with a Strong Focus on Addressing Potential Learning Loss

Classroom Implementation Action Steps (Teachers and Students):

- A. **Administration will complete** daily scheduled rounds to ensure fidelity to SPP and target differentiated PD needs of teachers
- B. Balanced Math Model - Teachers' lesson plan will include interactive mini-lessons, opportunities to improve fluency, routines, differentiated stations, and purposeful small groups. Students will participate in the Balanced Math Model components to include mini-lessons, fluency, routines, stations, and small groups.
1. **Mini-Lesson:** Teacher will use the M3 planning document, pacing guides, ALDs/PLDs, FSA test specifications, and standards to create a 20-minute mini lesson. This whole group will focus on good problems and tasks, grade level material, math discourse, rich math tasks standards-based on grade level tasks

Teachers will:

- Communicate the learning objective

- Modeling critical thinking strategies to help develop problem solving skills
- Prompt students to explain their reasoning
- Use multiple formative approaches to check for understanding

Students will:

- Use mathematical vocabulary to express mathematical ideas
 - Apply strategies and concepts when engaging in real world problems
 - Engage in challenging learning tasks
2. **Stations/Small groups:** Teachers will meet with targeted differentiated small groups daily during the Balanced Math block to include diff time. Teachers will hold at minimum two teacher led small group lessons per day. Students with tier 3 support will meet with the teacher for 30 minutes five times a week, tier 2 two to three times a week, and all other students at least one day a week. Teachers will use the iReady Prerequisite report and iReady instructional groupings report and recommended lessons to provide student-centered data driven differentiated small group lessons that address learning loss and or accelerated learning

Teachers will:

- Provide students with opportunities to apply their learning
- Encourage use of multiple representations to develop conceptual understanding
- Provide feedback to students about their problem-solving process
- Provide instruction to students on how to properly used manipulatives

Students will

- Participate in Guided math tasks with peers and teacher
- Model concepts using manipulatives and representations
- Practice spiraled math concepts
- Apply math skills and concepts
- Record work and/or thinking processes Self-assessment of assigned tasks
- Engage in opportunities to work on grade level standards

3. **Fluency:** Teachers will plan and establish classroom routines that support student communication of their thinking

- math discourse, number talks, Purposeful spiraling
- Representing and relating solution methods orally, visually, and with manipulatives

Students will

- Notice patterns in number system and geometric content
- Engage in extensive opportunities to work on grade level standards

4. **Routines:** Teachers and students will implement norms for mathematical discourse, manipulative use, general classroom routines and procedures, technology (e.g., high yield routines, math discourse, math journals, calendar math)

C. Analyze data (iReady/FSA) iReady will be used as a resource to close the gap, make up for the Covid loss, and address needs of students working at and above grade level.

1. Teachers will use iReady with fidelity by providing students time to complete 45 minutes of on-line lessons per week
2. Checking personalized instructional report daily watching for students pass rates (for students scoring 100s or less than 70% average pass rate teacher will meet with instructional coach to discuss adjusting student's learning path).
3. Use the expectations checklist created by math instructional coach with teacher input.
4. Note failed and/or double failed lessons and remediate as soon as possible and depending on standard may or may not reassign the lesson.
5. Diagnostic tests \ given 3 times a year prior to which the teacher will prepare the students with a provided PowerPoint, set up the classroom for a testing environment, monitor students during testing and participate in grade level data chats after each diagnostic to analyze data.
6. Provide motivators as needed for class and/or individual students and participate in school-wide motivation systems (PBIS).

7. Teachers will analyze iReady student data to conduct data chats with students after each Diagnostic and as needed based on students' progress. Students will partner with teacher in data chats to set learning goals, discuss progress in meeting these goals, and areas needing more work after each Diagnostic and as needed.
 8. Teachers will use iReady Teacher Toolbox to plan differentiated small group lessons/station tasks to address potential learning loss and/or accelerate learning based on student data. Students will engage in differentiated small group lessons/station tasks that address potential learning loss and/or accelerate learning.
- D. Teachers will conference with students to develop iReady goals and monitor progress with Student iReady tracking folder

Progress Monitoring			
Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor?
Standards based planning	Math dept mtgs, walk throughs, observations, participation, collaborative planning, pacing document	weekly	Admin, CRTs, Math coach
Implementation of standards based whole group	walk throughs / observations / teacher discussions / agenda mtg notes from Grade Level (GL), PD, Dept. mtgs.	daily - standards based small group monthly - observations, walk throughs, meeting notes/agendas	Admin, CRTs
Targeted Small Group Instruction (Tier 2) using balanced math model	Lesson Plans Small group tracking form	Weekly	Administration
IReady- students should have a pass rate	Weekly check in Small group tracking forms	weekly	Administration Teacher

	Student tracking folder		
--	-------------------------	--	--

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 Students Below Grade Level

School Focus

Targeted School-based Focus:

Our students will be able to use problem solving strategies to increase performance and meet grade level math standards.

Targeted School-based Professional Development:

- A. **Administration will complete** daily scheduled rounds to ensure fidelity to SPP and target differentiated PD needs of teachers
- B. Teachers will collaborate with grade level peers and the math instructional coach to plan data driven targeted small group lessons and differentiated station tasks for these students using the M3 planning document
- C. Teachers will have the opportunity to meet with the instructional coach and plan small group lessons
- D. Professional development will be provided to teachers on utilizing resources in the iReady Teacher Toolbox for differentiating instruction and station activities based on students' instructional needs.
- E. Teachers will collaboratively review data with Title teacher and math instructional coach to make instructional decisions for students

Action Steps for Remediation

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

- A. Diff Block
 - 1. Pull outs will occur during this time, may be for Title, SLD, Speech/language, ESOL, or other services with the teacher working in teacher led small group instruction and providing station activities during times students are not in teacher led small group

2. Using the Pupil Progression Plan to determine tiers, Tier 3 students will be in small group 5 days a week, Tier 2-3 days a week. Teachers will work with Title and Admin to determine who is providing which levels of support and documentation. Classroom teacher will be responsible for the PMP.

B. Engagement •

1. Scaffolding will be provided to allow students functioning below grade level to participate in whole group activities
2. Spiraling of prerequisites necessary for understanding of grade level standards will be provided using bell ringers, stations, Daily 4 activities and other engaging activities
3. Positive Behavior Intervention Strategies (PBIS) will be used to teach students behaviors that will maximize learning Parent Involvement
4. Teachers will provide parents with frequent (at least monthly) updates on skills students will be working on and what parents can do at home to assist
5. Teachers will provide parents with updates on skills their child may need additional practice to master and/or activities to provide prerequisite skills for standards that are upcoming so that students can engage with the standard's skills when presented in class

C. Title I

1. Students will be selected for Title I pull out small group instruction based upon date from last year's final iReady diagnostic, the current year's first diagnostic, FSA for 4th and 5th and retained students.
2. Title I teachers and assistants will use iReady to guide instruction.
3. Students will be removed from Title I when they have demonstrated progress that demonstrates the student will be successful this school year on grade level standards even with the support removed.

Teachers will:

1. Allow 45 minutes a week for students to work on IReady computer as well as small groups that align with District goal.
2. Work with students in a small group setting based on needs identified by IReady reports and monitoring.
3. Plan and data chat with grade level teams weekly to which they are assigned to determine best next steps.
4. Conference with students about iReady goals and to review iReady Tracking folder.
5. Work with identified students through high quality, teacher-led small groups during the Math Differentiation Block.
6. Select purposeful and differentiated station activities for students.
7. Select students to be pulled from additional specials period once a week for remediation.

Title 1 students will:

1. Actively engage when working on IReady.
 2. Actively engage in small group lessons/activities with Title teacher/assistant.
 3. Set goals and track progress during conferences and independently using iReady tracking folder.
- POC Plan:
 - Plan of Care tutoring will be offered 3 days a week from 3:45 – 4:45 starting after the 2nd iReady Diagnostic.
 - Students who have scored a level 1 or 2 on iReady and have a failing grade in the subject will be invited.
 - POC tutors will utilize iReady tools, including Khan Academy and Ready toolbox, to help direct instruction.
 - FSA Boot camp will be held in the last week of April to prepare for testing.

Progress Monitoring

Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor?
Teachers will use iReady data to target needs of specific small groups and their progress	Small group tracking form Student tracking folder	weekly	teacher
Teacher will provide small group instruction based on iReady data to best meet the needs of individual students	Fidelity sheets Walk throughs	Daily/weekly	Teacher and administration
Conferencing	Conference notes	monthly	administration
Student use of iready folder	Folder	weekly	teacher

Evaluation Following Mid-Year Data

Evaluation of Targeted School-based Focus & Implementation:

Refinement of Targeted School-based Focus:

SCIENCE DATA

FCAT Science 2018-2021 Proficiency (%)				Achievement Levels					Gender				Ethnicity						Status			Strands																			
Year	School	Grade	# Students Tested	1		2		3		4		5		3,4,5		M		F		A		B		H		I		M		W		ESE		ELL		F/R		Percent Correct			
				% of Score	% of Score	% of Score	% of Score	% of Score	% of Score	% Proficient	# Total Population	% Proficient	# Total Population	% Proficient	# Total Population	% Proficient	# Total Population	% Proficient	# Total Population	% Proficient	# Total Population	% Proficient	# Total Population	% Proficient	# Total Population	% Proficient	# Total Population	% Proficient	# Total Population	% Proficient	# Total Population	% Proficient	Nature (MS)	Molecular (BIO)	Earth/Space (MS)	Classification (BIO)	Physical (MS)	Organisms (BIO)	Life (MS)		
2018	Edwins	5	62	27	34	26	8	5	39	29	48	33	30	3	0	17	24	14	71		10	10	18	50	25	20	1	100	47	36	66	52	73	68							
2019	Edwins	5	58	16	34	38	9	3	50	34	62	24	33		15	47	8	38		5	60	30	53	16	31	1	100	42	45	67	66	66	69								
2021	Edwins	5	53	55	21	11	13	0	25	29	24	24	25	1	0	16	6	11	27	1	100	4	0	20	40	24	13	4	0	33	21	45	51	62	55						
2018	District	5	2,374	11	23	34	16	16	66	1,188	69	1,186	62	65	75	257	44	234	56	8	75	237	61	1573	71	351	31	45	16	1166	54	74	67	78	76						
2019	District	5	2,463	14	23	30	17	16	63	1,235	64	1,228	61	64	67	323	38	234	47	8	63	231	59	1603	70	433	34	80	13	1200	49	73	71	72	71						
2021	District	5	2,194	21	25	29	14	12	54	1,150	55	1,044	53	44	77	243	30	278	33	6	67	204	50	1419	62	395	24	95	6	912	39	65	64	74	71						

School Action Plan *Science*

District Goal:	Students shall demonstrate science proficiency at or above the expected grade level.
-----------------------	---

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 53%.

School Action Plan
Science: Strategies & Programs to Support the Objectives

Central Focus: Science Focus

To address potential learning loss by accelerating student achievement through the use of evidence-based resources, district and school-based staff will analyze assessment data, collaborate to create engaging lessons, and provide intervention support.

- Incorporate the use of a Learning Management System- LMS (e.g., Canvas) in the classroom to accelerate student interaction and communication of course content, assignments, and remediation
- Use assessment data (e.g., Study Island, quarterly assessments) to plan and create instructional lessons, differentiated activities, and spiraling tasks

School Focus

Targeted School-based Focus:

Our students will be able to achieve proficiency on grade level science standards by the end of the school year through hands on activities (5E), reading across the curriculum, and spiraling stations. We will focus on Nature of Science.

Targeted School-based Professional Development:

- A. Teachers will implement the 5E's of science instruction to engage students in student-centered, inquiry-based process that allows students to track their thinking that leads to analysis and synthesis. (Engage, Explore, Explain, Elaborate, Evaluate) PD will be offered by Tami Ellis
- B. Teachers will attend Study Island PD by Tami Ellis
- C. Collaboration with Choctawhatchee Basin Alliance (CBA) for Grasses in Classes (5th grade). PD provided by CBA to 5th grade teachers
- D. Teachers may volunteer to attend PD for science

Action Steps for Implementation with a Strong Focus on Addressing Potential Learning Loss

Classroom Implementation Action Steps (Teachers and Students):

TEACHERS:

- A. Teachers will evaluate students by observing student behaviors as they explore and apply new concepts and skills, using a variety of opportunities for students to demonstrate mastery (tests, assignments, projects) and use a variety of DOK level questions.
- B. Teachers will follow the district pacing guide for science and work with ELA teachers during the units that overlap with the reading curriculum, Benchmark Advance.
- C. Teachers will create multiple opportunities for students to engage in science discourse, reading about scientific concepts and interacting with science texts, applying scientific vocabulary, and hands-on activities.
- D. Teachers will participate in Study Island PD by Tami Ellis
- E. Students will utilize their science journals as they participate in stations and hands-on activities to deepen student understanding of science content

- F. Teachers will utilize Study Island for 3- 5th grades with fidelity to increase student engagement and science knowledge through spiraling.

- G. Teachers will use the suggested topic report to look at priority lessons. Teachers will use the gradebook

- H. Students will engage with Study Island lessons as assigned completing at least one lesson every 2 weeks.

- I. 5th grade teachers will co-teach with Grasses in Classes professionals.
- J. hands-on experiences that allow for exploration and building background knowledge at least 1x every three weeks.
- K. After school fifth grade students will be offered an enrichment opportunity. Students in grades 3- 5 will be offered the opportunity to participate in a Coding Club.
- L. **Engage-**
 - 1. Tap into what students know or think about the topic.
 - 2. Raise questions and encourage responses.
 - 3. Spiral prior content when applicable
- M. **Explore-**
 - 1. Act as a facilitator.
 - 2. Leave questions unanswered.
 - 3. Answer questions with opportunities to explore.
 - 4. Observe and listen for misconceptions

- N. **Explain**
 - 1. Act as a facilitator

2. Leave questions unanswered
3. Answer questions with opportunities to explore
4. Observe and listen for misconceptions

O. Elaborate

1. Act as a facilitator
2. Leave questions unanswered
3. Answer questions with opportunities to explore
4. Observe and listen for misconceptions

P. Evaluate

1. Act as a facilitator
2. Leave questions unanswered
3. Answer questions with opportunities to explore
4. Observe and listen for misconceptions

STUDENTS:

- A. Students will read and write across all content areas, to include Science.
- B. Students will work in the green space and do hands-on science experiences monthly to enhance learning.
- C. Students will complete Study Island lessons on a regular basis.

D. Engage-

1. Attentive and listening
2. Ask questions
3. Student talk to include generating questions that demonstrate their own entry point of understanding

E. Explore-

1. Conduct activities, predict, or generalize
2. Actively listen
3. Student talk about background knowledge and understanding

4. Self-evaluate understanding

F. Explain

1. Explain, listen, define, and question
2. Use previous observations and findings
3. Provide reasonable responses to questions
4. Student talk to include correct use of key vocabulary terms

G. Elaborate

1. Explain, listen, define, and question
2. Use previous observations and findings
3. Provide reasonable responses to questions
4. Student talk to include correct use of key vocabulary terms

H. Evaluate

1. Demonstrate an understanding or knowledge of concepts and skills
2. Answer complex questions
3. Provide reasonable responses and explanations to events or phenomena using correct terms and definitions

Progress Monitoring			
Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor?
Science Across the Curriculum	Lesson plans	Monthly	admin
Science related purposeful stations	Observation, lesson plans, walk throughs	Weekly	Teachers and admin

Grasses in Classes (5th grade, CBA)	Teacher Observation	Monthly	Teachers
Hands-on experiences in the classroom	Lesson plans, observations, walk throughs	monthly	Teachers and admin
Study Island	Lesson plans, observations, walk Throughs, reports	Weekly	Teachers and admin

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

School Action Plan

CTE/STEMM: Strategies & Programs to Support the Objective

Describe how students are involved in CTE/STEMM activities at your school (e.g., clubs, programs, school initiatives, etc.)

Students at Edwins will benefit from many CTE/STEMM activities to include the following:

- Coding club - students meet after school and work in teams to learn to code using machines (grade 4 & 5)
- Drone Team - students use drones to complete obstacle courses. Multiple roles work together to complete the mission. (grades 4 and 5)
- Career and Technical visitors on campus (such as welders, astronauts, engineers)
- Monthly hands-on experiences for 5th grade students provided by FWB Machining. These will align with standards.
- Field trips to experience on the job at FWB Machining.
- Field trip to the HSU foundation to explore technical careers such as welding, small engine, cyber security, coding, drone flight.
- Urban Agriculture Club – teaches students basic gardening skills and the use of alternate container gardening. Student learn about greenhouses and have hands on experiences that align with Science Standards. (grades 2-5)
- Use of Urban Agriculture beds and green space is used by all grade levels to support science instruction with hands on, real life experiences.

These elevated experiences are brought to us through community partnerships.

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?

Edwins Elementary School will offer many opportunities throughout the year for parent involvement, such as: SAC, Viking Volunteers, Game Night, parent-teacher conferences, Make and Take with Title 1, the annual Title 1 Parent informational meeting, Evening of the Arts, Breakfast with a Buddy, and Lunch with a Grown-up. These events are scheduled throughout the school year. Sign-up sheets are provided to parents to track attendance and are monitored by the Title I teachers. There are new parent information flyers located in the front office (in English and Spanish) that were purchased with Parent Involvement funds and will be replenished throughout the school year. These flyers include information regarding homework, staying involved, attendance, reading, and math. Parent involvement committee

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.

In accordance with District policy, Administrators and/or Guidance Counselor will meet with any minority students who have received an Out-of-School Suspension in the previous year to monitor and support these students' continued success. Edwins is host to the Big Brothers, Big Sisters mentoring program where at-risk students are seen once a week by well-trained mentors. School Counselor does individual counseling in the areas of grief, crisis, and by parent request. Edwins utilizes the OCSD Social Worker & Mental Health Counselor to provide services for identified students. The STP program provides counseling and academic support to students in STP. The Edwins SRO co-sponsors the Safety Patrollers and acts as a mentor to these boys and girls.



Accreditation Page

Accreditation Standards

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

Domain 1: Leadership Capacity

The capacity of leadership to ensure an institution's progress toward its stated objectives is an essential element of organizational effectiveness. An institution's leadership capacity includes the fidelity and commitment to its purpose and direction, the effectiveness of governance and leadership to enable the institution to realize its stated objectives, the ability to engage and involve stakeholders in meaningful and productive ways, and the capacity to implement strategies that improve learner and educator performance.

Standard 1.3

The institution engages in a continuous improvement process that produces evidence, including measurable results of improving student learning and professional practice.

- Professional Development and learning opportunities are presented to meet district and school based SPP goals as well as meet the needs of diverse learners.
- Stakeholders actively review data points for planning improvement to insure learning gains and elevated expectations for all.
- Edwins Elementary SAC actively participates in the SPP and school recognition process.
- Integration of technology in classrooms.
- Edwins uses climate survey data and stakeholder feedback to shape policy and procedures.
- All students at Edwins have access to technology. This year we have moved to 1:1 devices.
- Faculty reviews assessment data and crafts SPP goals. Quarterly the Literacy team reviews current data to guide course corrections at the school-wide level.



Accreditation Page

Accreditation Standards

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

Domain 2: Learning Capacity

The impact of teaching and learning on student achievement and success is the primary expectation of every institution. An effective learning culture is characterized by positive and productive teacher/learner relationships, high expectations and standards, a challenging and engaging curriculum, quality instruction and comprehensive support that enable all learners to be successful, and assessment practices (formative and summative) that monitor and measure learner progress and achievement. Moreover, a quality institution evaluates the impact of its learning culture, including all programs and support services, and adjusts accordingly.

Standard 2.7

Instruction is monitored and adjusted to meet individual learners' needs and the institution's learning expectations.

Edwins is continually making small and large corrections to educational program to meet the ever-changing needs of students. Data analysis is completed in the summer to determine what was successful and less successful in the previous year. Adjustments were made this year in the following ways:

- Adjusted instruction staff teaching reading to ensure Reading Endorsed teachers were in place.
- Hired an addition .5 classroom support para to aid in primary classrooms.
- Imbedded para pros and remediation teachers into grade levels which limits time in transition and makes remediation professionals an integrated part of each grade level team.
- Due to chronic tardies we adjusted the academic schedule so that Reading and Math instruction doesn't start until 30 minutes after the tardy bell rings.
- Put protocols in place to monitor the planning and implementation of small group instruction over time.
- Created a looping 4th and 5th grade team so that teachers would have a planning community and so that students could loop up to the same teacher next year.