

Date Submitted: September 15, 2021

Dates of Revision: September 30, 2021

School Performance Plan 2021-2022



School Name: Eglin 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
Laurren Seegars	Principal
Amy Church	Assistant Principal
Bridget Bishop and Stephanie Cook	Kindergarten Teachers
Amy Anderson and Kristy Saffo	1 st Grade Teachers
Crystal Cheeseman and Skyler McSheehy	2 nd Grade Teachers
Windy Graham and Renee Laney	3 rd Grade Teachers
Jennifer Linder and Marilyn Jones-Urena	4 th Grade Teachers
Sherri Chavez/Kristen O'Shea	ELA Instructional Coach
Kay Mason	Math Instructional Coach

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

School Performance Plan grade level representatives were given an SPP survey in May 2021 and were asked to gather feedback and input from their grade levels about strengths and weaknesses from the 2020-2021 SPP initiatives, the Balanced Literacy and Math models, professional development goals for the 2021-2022 school year, questions, and ideas for implementation of the 2021-2022 central focus. During the initial SPP team meetings on June 2, 2021, school data and survey information was presented, reviewed and discussed. Both teams created the ELA and Math Targeted School-based Focus, Classroom Implementation Action Steps, and Intervention Action Steps based on the district guidelines, data, and teacher input. The assistant principal completed the Progress Monitoring section for the school-based Focus.

The ELA and Math teams reconvened on July 27, 2021. During these meetings, the teams reviewed additions that had been made to the plan. Updated data was reviewed, focusing specifically on the data of our below grade level students. The ESE teacher and administrators will meet to review the ESSA subgroup focus. The plan was rolled out to the faculty during pre-planning, and additional time was given for input prior to submitting the plan to district leaders for review. Changes were made based on review by the district. All stakeholders were given an opportunity to review the final draft of the SPP. The plan will be voted on by the School Advisory Council on October 5, 2021.

School Profile

Eglin Elementary School is a K-4 public school located on Eglin Air Force Base. It is home to approximately 450 students, many of which are the sons and daughters of active-duty service members. "Serving Those Who Serve U.S." is the school's motto, and we are honored to have the opportunity to educate this unique community. Eglin Elementary School is committed to preparing students to be successful with today's rigorous academic standards while providing a safe, enriching, and inviting educational environment.

The school is home to a diverse population of students. 54% of our student body is comprised of minority students, 27% of our students meet the criteria for free/reduced lunch, and 12% of our students receive services through Exceptional Student Education (ESE). Students zoned for Eglin live in base housing. 84% of our students live on base, while 16% are enrolled through zoning waivers based on Controlled Open Enrollment. Many of these families take advantage of childcare services that are offered through the Child Development Center and the School Age Program located on base. Eglin is fortunate to have two Military Family Life Counselors on staff to assist with the unique needs of our population.

Eglin Elementary strives to meet the diverse needs of all our students. Classroom teachers work diligently to differentiate their instruction. Struggling students are served through remedial services using either a push-in or pullout model. A Multi-Tiered System of Support team which includes administration, a staffing specialist, a school psychologist, a guidance counselor, an ESE teacher, and a speech and a language pathologist meet weekly to discuss students presenting unique academic or behavioral concerns. Students with disabilities have their needs met in an individualized, systematic manner that is unique to their exceptionality. ESE student needs are met through programs focused on Specific Learning Disabilities, Speech and Language, Autism Spectrum Disorder, Other Health Impairment, and Gifted. Eglin also offers many supplementary programs to meet the individual needs of all students.

Eglin Elementary understands that maintaining a positive and inviting atmosphere for the parents and community is essential to our success. We extend an open invitation to parents and the community to work together with our teachers and staff. We aim to educate our students to the highest proficiencies in reading, math, science, technology, and social studies in order to prepare them for the ever-changing workforce.

Parent and Community Awareness

Eglin 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?	11	18%		18%	36%	27%
Do you plan to return your child to full-time brick & mortar classes next fall?	11		18%	18%	64%	
My child's school emphasizes academic performance as the number one priority.	49			8%	37%	55%
Our principal is an effective leader who meets the needs of our students.	49	2%	8%	12%	18%	59%
As a parent, I am made aware of the curriculum program for my child's grade level or course.	49	6%	6%	4%	35%	49%
The school uses a variety of methods for parent communication.	49		12%	6%	20%	61%
Parent input is valued at my child's school.	49	2%	14%	6%	39%	39%
Clear expectations of conduct and behavior are communicated to my child.	49	2%	8%	4%	35%	51%
I receive positive phone calls, emails, or notes about my child from the school.	49	4%	12%	12%	22%	49%
My child's school maintains a safe environment.	49		4%	4%	43%	49%
My child's school treats everyone fairly, regardless of race, economic status, or other relationships.	48	2%	2%	4%	33%	58%
School funds are used to support the school in a financially responsible manner.	49	2%		24%	41%	33%
The guidance department at my child's school provides for the educational success of my student.	49	6%	10%	18%	29%	37%
I am satisfied that my child's teachers do a good job educating my child.	49		6%	4%	24%	65%
My child's school is well maintained.	49	2%	2%	14%	49%	33%
The health services provided at my child's school support his/her wellness.	49		2%	12%	47%	39%

Parent and Community Awareness

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

Eglin's motto is "Serving Those Who Serve U.S." We believe we are succeeding in this mission. Out of the 49 responses we received on the survey, the following areas were the highest rated according to our data: My child's school emphasizes academic performance as the number one priority (92%), My child's school maintains a safe environment (92%), and My child's school treats everyone fairly, regardless of race, economic status, or other relationships (91%).

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

The three weakest areas according to our data are: The guidance department at my child's school provides for the educational success of my student (66%), I receive positive phone calls, emails, or notes about my child from the school (71%), Parent input is valued at my child's school (78%). Based on these areas, we will strive to better our communication about the guidance department through the school newsletter and/or Tidbits, by making positive phone calls to parents from both teachers and the front office, and by reorganizing our PTO in order to get more parent input.

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

Classroom newsletters, school newsletters, email, robo-call, Friday Tidbits, school website, school Facebook page, communication with Eglin Air Force Base leadership, parent orientation, curriculum nights, SAC, PTO.

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?

According to the Every Student Succeeds Act (ESSA) Sub-Group Data, we do not have a sub-group below 41%. Our Students with Disabilities sub-group is closest to that percentage at 46%.

What are we doing to target this subgroup?

Our students with disabilities have goals written on their IEPs. They receive pull out intervention in a resource room for academic support, language therapy, and speech therapy according to the minutes required in their IEP. These students also receive classroom and testing accommodations based on their needs. The ESE teacher and general education teachers follow these accommodations in all classroom settings. The ESE teacher communicates with the general education teacher at a minimum of once per quarter to discuss student progress and IEP goals. The ESE teacher also meets with parents and general education teachers for interim and annual IEP meetings.

Targeted School-based Professional Development:

During pre-planning, teachers will receive information on the Balanced Literacy and Math Models, the B.E.S.T. Standards, and M3 Document. New teachers will be given copies of these documents.

The ESE teacher will attend district led professional development.

All teachers will receive ESE training during monthly faculty meetings.

General education teachers will get a refresher professional development on Max Scholar. This program will be utilized in the general education classroom for Tier 3 students (including Students with Disabilities).

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

Classroom Implementation Action Steps (Teachers and Students):

TEACHERS

1. ESE teacher will notify general education teachers of ESE students and accommodations during preplanning and throughout the year when changes occur. Teachers will implement the IEP through standards-based instruction.
2. Teachers will address specific levels of performance for students with disabilities.
3. Teachers will follow all classroom and testing accommodations.

4. ESE teacher and general education teachers will monitor and meet to discuss student progress based on IEP goals using data on a quarterly basis.
5. ESE teacher and general education teachers will utilize iReady Diagnostic reports to monitor growth.
6. General education teachers will utilize the Max Scholar program with students with disabilities who meet the criteria to participate.
7. ESE teacher will provide targeted small group instruction for 30 minutes per session based on student specific goals listed in the IEPs. Resources used consist of Benchmark Advance Intervention, multi-sensory strategies, a reinforcement of comprehension strategies used in the general education classroom, and the iReady Toolbox. The number of sessions per student is dependent upon the service minutes on each IEP.
8. ESE students will receive data driven, differentiated small group instruction in the general education classroom 3 days per week for at least 15 minutes per session.
9. The ESE classroom assistant will work with a small group and/or individual students in the ESE resource room a minimum of 2 days per week, assist with testing accommodations for ESE students in the general education classroom, and assist with students needing behavioral supports.

STUDENTS

1. Students will participate daily during SOAR to receive interventions and academic support.
2. Students will monitor their progress with guidance from the ESE teacher during SOAR.
3. Students who qualify will participate in Max Scholar.

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

ADMINISTRATION

Administrators are members of the MTSS team and will be involved with the decision-making process for our students with disabilities.

Administrators will be invited to participate in IEP interim and annual meetings as needed.

Administrators will monitor the implementation of classroom and testing accommodations for students with disabilities and will assist in creating testing schedules which ensure they will receive those accommodations.

Administrators assist with classroom placement of students with disabilities.

Progress Monitoring			
Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
IEP goals	IEPs, Observations, iReady Diagnostic	Monthly	ESE Teacher, Teachers, Administration

iReady	Data review, lesson plans	Ongoing	ESE Teacher, Teachers, Administration
Max Scholar	Lesson plans, walkthroughs	Weekly	Teachers, Coach, Administration
Differentiated small group instruction	Lesson plans, walkthroughs	Daily	ESE Teacher, ESE classroom assistant, Teachers

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	# 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	Eglin	K	92	65.3			5	8	9	78	87	44	82	48	92	1	100	14	79	13	85		11	91	53	89	10	50		26	88	Late	mid	+1	Late	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	Eglin	1	108	62.2			19	8	6	66	72	40	65	68	76	3	100	18	72	16	63	2	0	20	65	49	80	14	57	1	0	27	59	mid	mid	+1	mid	Late	Late	
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	Eglin	2	79	64.4			1	19	4	13	63	76	35	77	44	75	1	100	17	82	10	90		17	65	34	74	7	57		15	53		mid	+1	mid	mid	mid		
2021	Test C	District	2	2,204	54.8			0	5	27	8	10	50	60	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	# 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	Eglin	3	88	1	7	5	11	33	31	13	76	37	73	51	78	3	100	15	67	17	53	1	0	22	95	30	80	13	31		29	69	64	68	58	74								
2019	Eglin	3	105	1	7	8	12	31	31	10	72	51	73	54	72	4	100	21	71	16	56			17	65	47	79	18	39		30	77	60	68	53	86								
2021	Eglin	3	81	1	5	5	5	37	40	7	84	41	83	40	85	1	100	9	89	14	79	1	100	15	87	41	83	15	53	1	0	16	81	65	68	57	82							
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	Eglin	4	68	1	3	9	7	10	28	29	12	69	35	63	33	76	4	75	21	67	7	71			9	67	27	70	6	17	1	0	22	59	56	68	47	72	58	54	51	80		
2019	Eglin	4	85	2	6	9	8	29	31	14	74	35	69	50	78	2	100	13	77	15	27	1	0	23	87	31	87	12	33		28	75	55	63	53	85	63	59	58	79				
2021	Eglin	4	77	1	3	12	3	21	21	34	6	61	39	62	38	61	1	100	9	67	10	50	1	100	18	61	38	61	16	50	2	0	19	63	55	67	58	76	56	50	50	80		
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		

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 60 %.	
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 70 %	

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:

Use data to collaboratively implement the B.E.S.T Standards using Benchmark Advance within the Balanced Literacy Model

Targeted School-based Professional Development:

During pre-planning, teachers will receive information on the Balanced Literacy Model and the B.E.S.T. Standards. New teachers will be given copies of these documents. A primary focus will be placed on differentiated small group instruction and vocabulary instruction.

During pre-planning, teachers will receive iReady training, and a refresher on Max Scholar in September.

Thursday mornings from 7:30-8:00 will be reserved for faculty meetings, administrator led professional development, instructional coach led professional development, and data chats based on ongoing needs and implementation of SPP initiatives.

Teachers and administrators will participate in a partial book study of Rebound: A Playbook for Rebuilding Agency, Accelerating Learning Recovery, and Rethinking Schools by Fisher, Frey, Smith, and Hattie. During the summer and/or pre-planning, teachers will read Modules 1 (Rebound) and 2 (Rebuilding Educator Agency) which focus on collaboration. School-wide expectations for collaboration will be set during preplanning. In August, teachers will read Module 8 (Learning Leaps that Mobilize Intervention Efforts). School based PD in September will focus on our beginning of the year assessment results, developing SOAR remediation schedules and interventions, small group interventions, and PMPs. In September, teachers will read Module 4 (Recovering Learning Through Curriculum). School based PD in October will be a continued focus on collaboration and will reintroduce Learning Intentions and Success Criteria. Beginning in quarter 2, there will be an expectation for Learning Intentions and Success Criteria posted and discussed in all classrooms.

School-based PD for the 2nd semester will be based on iReady data and teacher need.

Grade levels and departmentalized teams will collaborate, with the support of the instructional coach and/or administration, to develop Learning Intentions and Success Criteria aligned with the B.E.S.T. Standards. Teams will also collaboratively decide which assessments from Benchmark Advance will be used as 70% common assessments. Agendas and minutes for all collaborative planning and grade level meetings will be submitted to both administrators. Kindergarten teachers will meet with the Instructional Coach prior to the beginning of each new quarter to develop a plan that ensures all standards, to include the K-12 ELA Expectations, are being met through the resources they are using for instruction.

A model classroom for literacy will be established no later than the 2nd semester as an ongoing resource for school based professional development.

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

Classroom Implementation Action Steps (Teachers and Students):

TEACHERS

1. Teachers will use and implement with fidelity the routines and classroom norms laid out in Benchmark Advance.
2. Teachers will implement the components of the Balanced Literacy Model, to include standards-based whole group instruction, differentiated teacher-led small group instruction, text-based writing, and purposeful read alouds.
3. During standards-based whole group instruction, teachers will utilize purposeful read alouds, text dependent questions, text marking, and purposeful annotations as outlined in Benchmark Advance. Whole group mini lessons will take place daily for 15-30 minutes.
4. Teachers will use data to create and adjust flexible groupings of students and will deliver differentiated small group instruction daily for 20-30 minutes. Tier II interventions will take place 3 days per week for at least 15 minutes per session and Tier III interventions 5 days per week for at least 20 minutes per session. Resources may include Ready Toolbox, Benchmark Advance, Max Scholar, and other multi-sensory strategies.
5. **Teachers will indicate a specified time during the Balanced Literacy Model where they will focus daily on phonics and multi-sensory phonemic awareness lessons in isolation. Whole group phonics instruction will take place daily for at least 15 minutes.**
6. **Phonics and phonemic awareness lessons will be differentiated based on student needs, and will take place in whole group, small group, and/or individual conferences.**
7. Vocabulary lessons will be differentiated based on student needs, and will take place in whole group, small group, and/or individual conferences.
8. Teachers will monitor the use of iReady online instruction (30 minutes per week for KG, 45 minutes per week 1st-4th, with 75% passing rate) and may use the Ready Toolbox lessons for small group instruction.
9. Teachers will meet quarterly to collaboratively determine the 70% common assessments from Benchmark Advance.

10. Teachers will collaboratively and/or independently review weekly classroom data and observations to guide instructional decisions prior to the 70% common assessments.
11. Beginning Quarter 2, teachers will meet at the beginning of each unit of instruction to use the B.E.S.T. Standards to develop learning intentions and success criteria.
12. Beginning Quarter 2, teachers will post and discuss the learning intentions and success criteria with students on a daily or weekly basis.
13. Teachers will remediate and/or enrich all students during their designated grade level SOAR (Student Opportunities for Achievement and Reinforcement) time.

STUDENTS

1. Students will demonstrate classroom norms throughout the Balanced Literacy Model.
2. Students will participate in word study activities, whole group instruction, differentiated small group instruction, text-based writing instruction, and station activities in order to be successful with the B.E.S.T Standards.
3. Students will dig deeper into multiple sources (both literary and informational) with purposeful TDQs, text marking, and annotating in order to meet the rigor of a culminating task.
4. Students will be engaged in targeted small group instruction during the 90-minute reading block.
5. Students will build foundational skills for reading through daily practice and multi-sensory lessons centered around phonics and phonemic awareness.
6. Students will build vocabulary skills throughout the Balanced Literacy Model.
7. Students will spend 45 minutes per week using individualized iReady Online Instruction, and will receive teacher intervention as needed, in order to fill any gaps in learning over the past two years.
8. Students will be able to verbalize what they are learning, why they are learning it, and will describe how they know they have learned it.
9. Students will participate in differentiated remediation or acceleration activities daily during SOAR time.

Progress Monitoring			
Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
B.E.S.T. Standards implementation	Lesson plans, walkthroughs, grade level meeting minutes	Daily	Teachers, Administration, Coach
Benchmark Advance	Lesson plans, walkthroughs, grade level meeting minutes	Daily	Teachers, Administration, Coach
iReady	Lesson plans, walkthroughs, Online Instruction Report	Weekly	Teachers, Administration, Coach

Learning Intentions and Success Criteria	Lesson plans, walkthroughs	Weekly	Teachers, Administration
SOAR (Student Opportunities for Achievement and Reinforcement)	Lesson plans, walkthroughs	Daily	Teachers, Classroom assistants, 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:

Use data to collaboratively implement the B.E.S.T Standards/LAFS Bridge using Benchmark Advance and supplemental resources within the Balanced Literacy Model.

Targeted School-based Professional Development:

During pre-planning, teachers will receive information on the Balanced Literacy Model and the B.E.S.T. Standards/LAFS Bridge. New teachers will be given copies of these documents. A primary focus will be placed on differentiated small group instruction and vocabulary instruction.

During pre-planning, teachers will receive iReady training.

Thursday mornings from 7:30-8:00 will be reserved for faculty meetings, administrator led professional development, instructional coach led professional development, and data chats based on ongoing needs and implementation of SPP initiatives.

Teachers and administrators will participate in a partial book study of Rebound: A Playbook for Rebuilding Agency, Accelerating Learning Recovery, and Rethinking Schools by Fisher, Frey, Smith, and Hattie. During the summer and/or pre-planning, teachers will read Modules 1 (Rebound) and 2 (Rebuilding Educator Agency) which focus on collaboration. School-wide expectations for collaboration will be set during preplanning. In August, teachers will read Module 8 (Learning Leaps that Mobilize Intervention Efforts). School based PD in September will focus on our beginning of the year assessment results, developing SOAR remediation schedules and interventions, small group interventions, and PMPs. In September, teachers will read Module 4 (Recovering Learning Through Curriculum). School based PD in October will be a continued focus on collaboration and will reintroduce Learning Intentions and Success Criteria. Beginning in quarter 2, there will be an expectation for Learning Intentions and Success Criteria posted and discussed in all classrooms.

School-based PD for the 2nd semester will be based on iReady data and teacher need.

Grade levels and departmentalized teams will collaborate, with the support of the instructional coach and/or administration, to develop Learning Intentions and Success Criteria aligned with the B.E.S.T. Standards/LAFS Crosswalk. Teams will also collaboratively decide which assessments from Benchmark Advance and/or supplemental resources will be used as 70% common assessments. Agendas and minutes for all collaborative planning and grade level meetings will be submitted to both administrators.

A model classroom for literacy will be established no later than the 2nd semester as an ongoing resource for school based professional development.

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

Classroom Implementation Action Steps (Teachers and Students):

TEACHERS

1. Teachers will use and implement with fidelity the routines and classroom norms laid out in Benchmark Advance.
2. Teachers will implement the components of the Balanced Literacy Model, to include standards-based whole group instruction, differentiated teacher-led small group instruction, text-based writing, and purposeful read alouds.
3. During standards-based whole group instruction, teachers will utilize purposeful read alouds, text dependent questions, text marking, and purposeful annotations as outlined in Benchmark Advance. Whole group mini lessons will take place daily for 15-30 minutes. Whole group phonics instruction will take place daily for at least 15 minutes.
4. Teachers will use data to create and adjust flexible groupings of students and will deliver differentiated small group instruction daily for 20-30 minutes. Tier II interventions will take place 3 days per week for at least 15 minutes per session and Tier III interventions 5 days per week for at least 20 minutes per session. Resources may include Ready Toolbox, Benchmark Advance, Max Scholar, and other multi-sensory strategies.
5. Vocabulary lessons will be differentiated based on student needs, and will take place in whole group, small group, and/or individual conferences.
6. Teachers will monitor the use of iReady online instruction (30 minutes per week for KG, 45 minutes per week 1st-4th, with 75% passing rate) and may use the Ready Toolbox lessons for small group instruction.
7. Teachers will meet collaboratively to ensure that all LAFS standards which are not taught through B.E.S.T. and Benchmark Advance are being integrated into their curriculum through supplemental resources.
8. Teachers will meet quarterly to collaboratively determine the 70% common assessments from Benchmark Advance and/or supplemental resources.
9. Teachers will collaboratively and/or independently review weekly classroom data and observations to guide instructional decisions prior to the 70% common assessments.

10. Beginning Quarter 2, teachers will meet at the beginning of each unit of instruction to use the B.E.S.T. Standards/LAFS Bridge to develop learning intentions and success criteria.
11. Beginning Quarter 2, teachers will post and discuss the learning intentions and success criteria with students on a daily or weekly basis.
12. Teachers will remediate and/or enrich all students during their designated grade level SOAR (Student Opportunities for Achievement and Reinforcement) time.

STUDENTS

1. Students will demonstrate classroom norms throughout the Balanced Literacy Model.
2. Students will participate in word study activities, whole group instruction, differentiated small group instruction, text-based writing instruction, and station activities in order to be successful with the B.E.S.T Standards.
3. Students will dig deeper into multiple sources (both literary and informational) with purposeful TDQs, text marking, and annotating in order to meet the rigor of a culminating task.
4. Students will be engaged in targeted small group instruction during the 90-minute reading block.
5. Students will build vocabulary skills throughout the Balanced Literacy Model.
6. Students will spend 45 minutes per week using individualized iReady Online Instruction, and will receive teacher intervention as needed, in order to fill any gaps in learning over the past two years.
7. Students will be able to verbalize what they are learning, why they are learning it, and will describe how they know they have learned it.
8. Students will participate in differentiated remediation or acceleration activities daily during SOAR time.

Progress Monitoring			
Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
B.E.S.T. Standards/LAFS Crosswalk implementation	Lesson plans, walkthroughs, grade level meeting minutes	Daily	Teachers, Administration, Coach
Benchmark Advance	Lesson plans, walkthroughs, grade level meeting minutes	Daily	Teachers, Administration, Coach
iReady	Lesson plans, walkthroughs, Online Instruction Report	Weekly	Teachers, Administration, Coach
Learning Intentions and Success Criteria	Lesson plans, walkthroughs	Weekly	Teachers, Administration

SOAR (Student Opportunities for Achievement and Reinforcement)	Lesson plans, walkthroughs	Daily	Teachers, Classroom assistants, 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:

Evidence and Elaboration

Targeted School-based Professional Development:

New teachers will receive training on the Eglin Writing Plan for their grade level.

ELA teachers will participate in calibration training to ensure common scoring of text-based FSA type writing.

The instructional coach will provide training on how to use the Ready Writing workbooks as a resource to support writing instruction, as well as the connection between reading strategies and writing in Benchmark Advance.

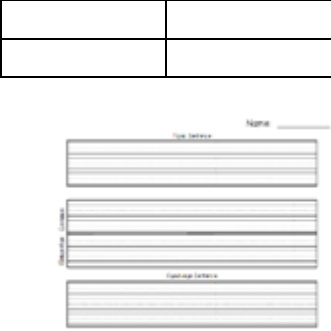
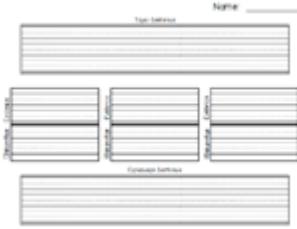

Writing resources will be discussed throughout the year in preparation for revamping our writing plan during the next school year.

Writing Plan

Teachers will follow the school-based writing plan while utilizing resources through Ready Writing and Benchmark Advance with a focus on utilizing text dependent questions, text marking, and purposeful annotations in order to write through reading. Teachers will provide modeling through writing mini lessons, as well as time for guided practice of specific skills, independent practice, writing conference focused on specific skills, and opportunities for peer sharing and editing when appropriate.

During the 120-minute Literacy Block, writing instruction will take place for at least 30 minutes daily. Kindergarten writing will be assessed according to the Kindergarten Report Card. 1st-4th grade writing will be assessed every 3 weeks on the Unit Assessments in Benchmark Advance. This will be a 70% grade which is separate from the comprehension portion of the test. These writing assessments will be kept throughout the year as a form of progress monitoring.

Focus Area	KG	1-2	3-4
Unpacking the Prompt	Student orally answer ?s Teacher models □ ○	Students start using □ ○ And STANS	Same as 1-2
Text Marking	Students determine possible codes and justify why they might work with the prompt	Students determine possible codes and justify why they might work with the prompt and then	Same as 1-2

	Teachers model using this code for text marking	actually start marking their text	
<p>Planning <i>(These documents can be found on the V: drive)</i></p> <p>Asking the question- “why did we text mark that?” should lead directly into what students include in elaboration.</p>	Everyone will unpack the PFO expectations for their level		
	<p>Will use the 4-Square (Drawings) and Evidence-Elaboration (Words) (1 reason) Graphic Organizer</p> 	<p>Will use Evidence-Elaboration (3 reasons) Graphic Organizer</p>  <p>The goal is for students to add their own boxes as they find solid evidence to support their stand.</p>	<p>Will use Evidence-Elaboration (3 reason extended) Graphic Organizer</p>  <p>The goal is to move away from a graphic organizer in 4th and have students use their evidence and annotations (which turn into their elaboration).</p>
<p>Scaffolding from One Source to Multiple <i>(Sample Text Structure Graphic Organizer to assist students with understanding different texts can be found on the V: drive)</i></p> <p>Remember to ask the students- “why are these texts paired together?” This should have them to maintain their PFO throughout.</p>	<p>For writing- 1 source, students should be taught to pull evidence from both the words and pictures <i>(They should still be exposed to multiple sources in reading, but they are not required to write from multiple sources yet).</i></p>	<p>Two sources</p>	<p>Up to 4 sources 3rd- Add more than 2 after the 1st semester 4th- Add more than 2 after the 1st quarter</p>
<p>Writing a Beginning/ Introduction</p>	<p>Beginning</p>	<p>Introduction Students will be required to orient the reader to the</p>	<p>Introduction Same as 1-2- however this group will be asked to</p>

	Students will be required to orient the reader to the topic	topic and use a grabber/hook.	move away from onomatopoeias.
Writing an Ending/ Conclusion	Ending Students will be required to remind the reader about the topic	Conclusion Students will be required to paraphrase the introduction 2 nd - Will also need to provide a synthesis	Conclusion Students will be required to paraphrase the introduction, provide a synthesis and extension.
Citing Evidence	Everyone will unpack the EE expectations for their level		
	Students will need to make sure their pictures and words match and summarize the main idea(s)/point(s) from the text	Students will be expected to summarize, paraphrase, or quote (a nod must be given to the source, but direct quotes aren't required until 5 th grade).	Same as 1-2
Elaboration	Students will be expected to make connections to self/world/text or use a real-life example. Teachers will teach how the different types of elaboration can be used by labeling which technique they have used in their modeled and shared writing.	Same as KG + figurative comparison (metaphor/analogy) Same as KG. Teachers will also start monitoring what type of elaboration techniques the students are using and adjust instruction appropriately.	Same as 1-2 + explaining cause and effect (If..., then...), making a comparison or contrast, using definitions Same as 1-2. During practice pieces, students will be required to identify which technique they are using with each elaboration.
Transitions	NA	Students are expected to use internal and external transitions	Same as 1-2
Content Specific (from the sources) Vocabulary	NA	Students should learn to use context clues to write definitions to content specific vocabulary in the margins and determine when to appropriately use	Same as 1-2

		these terms in their writing	
Additional Notes	<ul style="list-style-type: none"> • Each component should be taught and practiced independently. • Students should also be given opportunities to put all the components together and write entire pieces. • Students should use a pencil when interacting with the sources they will be writing from. • All grade levels will color-code their writing after a draft is written to ensure all the required components are included in their writing: <ul style="list-style-type: none"> o Green (Go): Introduction o Yellow (Pause and Prove It): Text Evidence o Orange (Outside Connections): Elaboration o Blue (Bridge): Transitions o Pink/Red (Stop): Conclusion • Grade 3-4- During practice pieces, students will be required to identify which elaboration technique they are using with each elaboration. • Grades 3-4- Check the recommended times for each writing component. 		

Progress Monitoring			
Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Ready Writing	Lesson plans, walkthroughs, grade level meeting minutes	Weekly	Teachers, Administration, Coach
Benchmark Advance	Lesson plans, walkthroughs, grade level meeting minutes	Weekly	Teachers, Administration, Coach
End of Unit Assessments	Lesson plans, walkthroughs, student files	Every 3 weeks	Teachers, Administration, Coach
Calibration	Grade level planning meeting minutes	Quarterly	Teachers, Administration, Coach

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

School Action Plan

ELA: Strategies & Programs to Support the Objectives

ELA Students Below Grade Level

School Focus

Targeted School-based Focus:

Our students will be able to build the foundational skills necessary to successfully read grade level materials.

Targeted School-based Professional Development:

During pre-planning, teachers will receive training on SOAR (Student Opportunities for Achievement and Reinforcement). ESE students, Speech and Language students, Remediation students, and all students still in the classroom will receive additional remediation based on IEP goals, PMP Tiered interventions, and individual needs based on data. A strong emphasis will be placed on filling instructional gaps from the past 2 years. Remediation assistants will be provided with training on how to use iReady reports. Teachers will receive a refresher training for Max Scholar. Max Scholar will be utilized during the ELA block and SOAR. All teachers will receive ESE training during monthly faculty meetings.

Action Steps for Remediation

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

TEACHERS

1. Teachers will provide data driven, small group, intensive instruction 5 days per week for 15-30 minutes during the 90-minute reading block.
2. Teachers will provide data driven, small group, intensive instruction during SOAR.
3. Tier 2 interventions will be provided by the classroom teacher 3 times per week, using Ready Toolbox and Benchmark Advance, in 15–20-minute sessions.
4. Tier 3 interventions will be provided by a Reading Endorsed teacher 5 times per week, using Max Scholar, Ready resources, Benchmark Advance in 20–30-minute sessions.
5. Remediation classroom assistants will utilize Phonics for Reading during SOAR for grades 1-3 and Benchmark Advance Intervention for informational text comprehension for grade 4, will provide push-in support for KG, and additional push-in support for additional students in grades 1-4. Decisions for what the remediation classroom assistants will focus on will be dependent upon iReady Diagnostic data.
6. Teachers will write targeted PMP interventions, with measurable goals, and will progress monitor every 2 weeks at a minimum.

STUDENTS

1. Students will participate in data driven, differentiated small group instruction 3-5 days per week in order to build foundational skills and other skills based on individual need.

Progress Monitoring			
Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Data analysis for determining placement in remediation	Lesson plans, walkthroughs, data chats	Ongoing based on assessment	Teachers, Classroom Assistants, Administration, Coach
Differentiated standards-based small group instruction	Lesson plans, walkthroughs	Weekly	Teachers, Classroom Assistants, Administration, Coach
Remediation during SOAR (Student Opportunities for Achievement and Reinforcement)	Lesson plans, walkthroughs	Daily	Teachers, Classroom Assistants, Administration
iReady	Lesson plans, walkthroughs, iReady Online Instruction Report	Weekly	Teachers, Classroom Assistants, Administration, Coach
PMP Interventions	MTSS	Ongoing based on response to intervention	Teachers, School Counselor, MTSS Team, Administration

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

MATH DATA

iReady Math by School On/Mid/Above Grade Level (%)					Grade Level Placements							Gender		Ethnicity							Status			Strands														
Year	Term	School	Grade	# Students Tested	Ave. Percentile	3+	2	1	Early	On	Mid/	Early/	M	F	A	B	H	I	M	W	ESE	ELL	F/R	Average Grade Placement														
						% of Placement Below	% of Placement Below	% of Placement Below	% of Placement Grade	% of Placement Grade	% of Placement Above	% of Placement Above	% of Placement Above	% of Placement 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	# Total Population	% On/Mid/Above	# Total Population	% On/Mid/Above	Number & Operations	Algebra & Algebra Thinking	Measurement & Data	Geometry						
2021	Test C	Eglin	K	92	57.7			17	4	10	68	78	44	77	48	79	1	100	14	64	13	77		11	91	53	79	10	40		26	77	Early	mid	mid	mid		
2021	Test C	District	K	2,248	57.1			18	6	8	67	75	1154	74	1094	77	39	82	240	65	273	55	9	78	286	70	1401	82	279	57	184	40	954	69	mid	mid	mid	mid
2021	Test C	Eglin	1	108	62.1			20	11	5	64	69	40	73	68	66	3	100	18	61	16	56	2	0	20	70	49	76	14	64	1	0	27	67	Early	mid	mid	mid
2021	Test C	District	1	2,325	58.9		2	28	7	6	57	63	1191	66	1134	60	35	66	273	51	232	40	6	33	277	61	1502	69	361	45	152	28	1054	55	mid	mid	mid	mid
2021	Test C	Eglin	2	79	63.3			20	9	13	58	71	35	83	44	61	1	100	17	59	10	50		17	82	34	76	7	57		15	33	mid	mid	mid	mid		
2021	Test C	District	2	2,197	54.7	0	3	28	12	12	45	57	1111	61	1086	52	50	78	250	36	273	42	5	60	234	48	1385	64	345	39	170	29	995	46	Early	Early	mid	mid

School FSA Math (2018-2021) Proficiency (%)					Achievement Levels									Gender		Ethnicity							Status			Strands																		
Year	School	Grade	# Students Tested	% Proficient	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																			
					% Proficient	% Proficient	% Proficient	% Proficient	% Proficient	% Proficient	% Proficient	% Proficient	% Proficient	% Proficient	% Proficient	% Proficient	% Proficient	% Proficient	% Proficient	% Proficient	% Proficient	% Proficient	% Proficient	% Proficient	% Proficient	% Proficient	Num&Opp: Base 10 (4-5) Ratio&Prop (6-7)	Num&Opp: Fract (3-4) Oper&Alg / Fract (5) NumSys (6-7)	Meas&Data / Geo (3-5) Stats&Prob (6-7) Stats&Prob / NumSys (8) Stats&NumSys (A1) Model w/Geo (Geo)	Geometry (6-8) Alg&Modl (A1) Cong,SmI,RTri,Trig (Geo)	Opp&Alg / Base 10 (3) Opp&Alg (4) Expr&Equat (6-8)	Functions (8) Funct&Modl (A1) Circ,Meas,Props&Equat (Geo)												
2018	Eglin	3	88		1	6	6	17	26	32	13	70	37	70	51	71	3	100	15	60	17	47	1	100	22	86	30	73	13	46		29	72		70		63							
2019	Eglin	3	101		4	9	13	7	30	27	11	67	50	84	51	51	4	100	20	65	17	53		17	47	43	79	15	47			28	68		65		66							
2021	Eglin	3	80		1	8	1	9	45	26	10	81	40	83	40	80	1	100	8	75	14	79	1	100	15	93	41	78	15	73	1	0	16	94		76		77						
2018	District	3	2,528		1	2	8	7	10	30	30	72	1,238	71	1,290	73	50	86	292	49	289	62	9	67	260	72	1,628	77	434	42	143	48	1,408	63		66		64						
2019	District	3	2,448		1	2	8	7	9	31	30	73	1,255	74	1,193	73	41	88	290	61	293	58	9	78	231	68	1,584	79	447	55	136	35	1,308	64		68		69						
2021	District	3	2,227		2	4	14	8	10	29	22	61	1,129	63	1,098	59	57	75	255	40	301	45	5	40	226	58	1,383	68	400	35	181	34	941	50		68		68						
2018	Eglin	4	71			8	13	8	32	20	18	70	36	69	35	71	4	75	21	52	9	78		10	70	27	81	6	33	1	100	24	54	70	70	71								
2019	Eglin	4	85		2	8	5	8	38	22	16	76	35	71	50	80	2	100	13	69	15	47	1	100	23	83	31	87	12	42		28	75	74	66	68								
2021	Eglin	4	77		4	13	12	6	29	29	8	65	39	67	38	63	1	100	9	56	10	30	1	0	18	72	38	74	16	44	2	0	19	74	67	60	58							
2018	District	4	2,482		2	3	10	7	8	30	26	70	1,279	73	1,203	67	66	79	333	48	244	57	11	91	234	71	1,594	76	452	43	113	38	1,292	59	73	66	69							
2019	District	4	2,437		2	2	9	7	7	28	27	74	1,188	73	1,249	76	49	92	262	55	276	64	8	50	253	74	1,589	79	439	44	118	46	1,286	65	74	63	68							
2021	District	4	2,410		4	5	14	8	8	26	22	62	1,275	62	1,135	61	55	84	250	34	301	45	4	50	222	64	1,578	68	477	37	135	25	984	48	63	57	57							

School Action Plan

Math

District Goal:	Students shall demonstrate math proficiency at or above the expected grade level.
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Objectives:	
The percentage of all curriculum students who will make learning gains in math as defined by the State of Florida on the Florida Standards Assessment Test will be at least 75 %.	
The percentage of students in the lowest 25% who will make learning gains in math as defined by the State of Florida on the Florida Standards Assessment Test will be at least 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 70 %	

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:

Our teachers will use data on a regular basis to develop standards-based lessons using the Balanced Math Model.

Targeted School-based Professional Development:

During pre-planning, teachers will receive information on the Balanced Math Model and the M3 Document. New teachers will be given copies of these documents. A primary focus will be placed on differentiated small group instruction and Numbers and Operations.

During pre-planning, teachers will receive iReady training.

Thursday mornings from 7:30-8:00 will be reserved for faculty meetings, administrator led professional development, instructional coach led professional development, and data chats based on ongoing needs and implementation of SPP initiatives.

Teachers and administrators will participate in a partial book study of Rebound: A Playbook for Rebuilding Agency, Accelerating Learning Recovery, and Rethinking Schools by Fisher, Frey, Smith, and Hattie. During the summer and/or pre-planning, teachers will read Modules 1 (Rebound) and 2 (Rebuilding Educator Agency) which focus on collaboration. School-wide expectations for collaboration will be set during preplanning. In August, teachers will read Module 8 (Learning Leaps that Mobilize Intervention Efforts). School based PD in September will focus on our beginning of the year assessment results, developing SOAR remediation schedules and interventions, small group interventions, and PMPs. In September, teachers will read Module 4 (Recovering Learning Through Curriculum). School based PD in October will be a continued focus on collaboration and will reintroduce Learning Intentions and Success Criteria. Beginning in quarter 2, there will be an expectation for Learning Intentions and Success Criteria posted and discussed in all classrooms.

School-based PD for the 2nd semester will be based on iReady data and teacher need.

Grade levels and departmentalized teams will collaborate, with the support of the instructional coach and/or administration, to develop Learning Intentions and Success Criteria aligned with the M3 Document. Teams will also collaboratively review 70% common assessments used in previous years. Agendas and minutes for all collaborative planning and grade level meetings will be submitted to both administrators.

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

Classroom Implementation Action Steps (Teachers and Students):

TEACHERS

1. Teachers will establish routines and class norms (student talk, student questioning, growth mindset, etc.) for implementation of the specific components of the Balanced Math Model.
2. Teachers will develop a 5-10 minute high yield routine (problem of the day, math journals, calendar, which one doesn't belong, would you rather, I notice/wonder) which will include a focus on Numbers and Operations, but can be expanded to meet classroom and student needs.
3. Teachers will utilize the M3 Document, Go Math, and Ready student workbooks during collaborative planning in order to develop lessons for whole group and small group instruction.
4. Teachers will implement a basic fact fluency resource daily or weekly.
5. Teachers will use data to create and adjust flexible groupings of students and will deliver differentiated small group instruction daily for 20-30 minutes. Tier II interventions will take place 3 days per week for at least 15 minutes per session and Tier III interventions 5 days per week for at least 20 minutes per session. Resources may include Ready Toolbox, Go Math, and Ready student workbooks.
6. During standards based 15–30-minute mini-lessons, teachers will use common math vocabulary while facilitating student discourse and building conceptual understanding of math concepts.
7. Math manipulatives will be used as necessary during whole group, small group, and station activities.
8. Purposeful spiraling will occur weekly through activities such as a high yield routine, Problem of the Day, station activities, etc.
9. Teachers will monitor the use of iReady online instruction (30 minutes per week for KG, 45 minutes per week 1st-4th, with 75% passing rate) and may use the Ready Toolbox lessons for small group instruction.
10. Teachers will meet quarterly to collaboratively review the previously developed 70% common assessments.
11. Beginning Quarter 2, teachers will meet at the beginning of each unit of instruction to use the M3 document to develop learning intentions and success criteria.
12. Beginning Quarter 2, teachers will post and discuss the learning intentions and success criteria with students on a daily or weekly basis.

13. Teachers will remediate and/or enrich all students during their designated grade level SOAR time.

STUDENTS

1. Students will demonstrate class norms while engaging in mathematical practices within the Balanced Math Model.
2. Students will develop fluency and discourse through daily high yield routines and activities centered on basic facts.
3. Students will be engaged in lessons and learning activities that were designed to meet their needs based on data.
4. Students will use math vocabulary while engaging in math discourse.
5. Students will spend 45 minutes per week using iReady online instruction.
6. Students will be able to verbalize what they are learning, why they are learning it, and will describe how they will know they have learned it.
7. Students will participate in differentiated remediation or acceleration activities daily during SOAR time.

Progress Monitoring			
Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
iReady	Lesson plans, walkthroughs, Online Instruction Report	Weekly	Teachers, Administration Coach
Learning Intentions and Success Criteria	Lesson plans, walkthroughs	Weekly	Teachers, Administration
SOAR (Student Opportunities for Achievement and Reinforcement)	Lesson plans, walkthroughs	Daily	Teachers, Classroom assistants, Administration
B.E.S.T. Standards/MAFS initial investigation and transition	Grade level meeting minutes	Monthly 2 nd semester	Teachers, Administration, Coach
Spiraling	Lesson plans, walkthroughs	Weekly	Teachers, Administration

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

School Action Plan

Math: Strategies & Programs to Support the Objectives

Math Students Below Grade Level

School Focus

Targeted School-based Focus:

Our students will build math fluency and math foundational skills in order to be successful with grade level standards.

Targeted School-based Professional Development:

During pre-planning, teachers will receive training on SOAR (Student Opportunities for Achievement and Reinforcement). ESE students, Speech and Language students, Remediation students, and all students still in the classroom will receive additional remediation based on IEP goals, PMP Tiered interventions, and individual needs based on data. A strong emphasis will be placed on filling instructional gaps from the past 2 years. Remediation assistants will be provided with training on how to use iReady reports. All teachers will receive ESE training during monthly faculty meetings.

Action Steps for Remediation

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

TEACHERS

1. Teachers will provide data driven, small group, intensive instruction 5 days per week for 15-30 minutes during the math block.
2. 2nd-4th grade teachers will collaboratively group remediation students based on iReady Diagnostic data.
3. Remediation assistants will practice math fact fluency with flash cards at the beginning of each SOAR class.
4. Remediation assistants will utilize the iReady Tools for Instruction during SOAR.
5. 2nd-4th grade teachers and remediation assistants will meet mid quarter to discuss remediation student progress.

STUDENTS

1. Students will participate in data driven, differentiated small group instruction 3-5 days per week in order to build foundational skills and other skills based on individual need.

Progress Monitoring

Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Data analysis for determining placement in remediation	Lesson plans, walkthroughs, data chats	Ongoing based on assessment	Teachers, Classroom Assistants, Administration, Coach

Differentiated standards-based small group instruction	Lesson plans, walkthroughs	Weekly	Teachers, Classroom Assistants, Administration, Coach
Remediation during SOAR (Student Opportunities for Achievement and Reinforcement)	Lesson plans, walkthroughs	Daily	Teachers, Classroom Assistants, Administration
iReady	Lesson plans, walkthroughs, iReady Online Instruction Report	Weekly	Teachers, Classroom Assistants, Administration, Coach
PMP Interventions	MTSS	Ongoing based on response to intervention	Teachers, School Counselor, MTSS Team, 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 %.

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:

Deepen understanding of science standards by engaging in purposeful cooperative learning activities, reading strategies, and hands-on learning.

Targeted School-based Professional Development:

Teachers will participate in Canvas training during pre-planning, and other mini sessions will be offered as needed during school-based PD.

We will focus on how to use student data on informational text in order to develop learning activities which incorporate informational text reading strategies.

Subject area and grade level teams will meet to discuss how to utilize resources provided through Pearson Elevate, common assessments, Study Island, and district provided curriculum and pacing guides.

Study Island training on reports will be provided by Tami Ellis for 3rd and 4th grade teachers.

Teachers will collaborate to discuss and review previous 70% common assessments. They will decide on a common grading system for these assessments. After assessments have been scored, the data will be used to develop station and/or small group lessons which will close the gaps in student learning.

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

Classroom Implementation Action Steps (Teachers and Students):

TEACHERS

1. Teachers will develop lessons using the district curriculum and pacing guides as the primary resource. The Year at a Glance portion of the pacing guide will be dated and turned in per quarter.

2. Teachers will develop lessons using standards and item specs.
3. Teachers will plan for the integration of reading strategies in the content area of Science, using Benchmark Advance and Pearson Elevate.
4. 3rd and 4th grade teachers will monitor the use of Study Island and use the data collected in order to plan for spiraling tasks.
5. Teachers will create an environment which fosters hands-on, cooperative learning. A hands-on lesson will be taught at least once per 2-3 weeks. Hands-on lessons will be taught at least once per quarter in the Science Lab.

STUDENTS

1. Students will interact with their peers to investigate and explore science content through hands-on activities.
2. Students will be engaged in at least 3 hands-on science activities per quarter in their classroom and/or in Science Lab.
3. Students will analyze single sources in the 1st semester and multiple sources in the 2nd semester to answer TDQs of varying complexity.
4. 3rd and 4th grade students will complete lessons in Study Island.

Progress Monitoring			
Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Lessons aligned to standards	Dates on Year at a Glance	Quarterly	Teachers, Administration
Content area/informational text reading strategies	Lesson plans, walkthroughs	Weekly	Teachers, Coach, Administration
Study Island	Lesson plans, walkthroughs, Study Island reports	Weekly	Teachers, Administration
Standards-based hands-on activities	Lesson plans, walkthroughs	2-3 Weeks	Teachers, Administration

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 Eglin Elementary have the unique opportunity of having an enriched science class as one of their electives. During this 50-minute period, students are engaged in hands on activities which are aligned with science standards through the quarterly plans and are extensions of the science standards that are introduced in the classrooms.

Given that Eglin Elementary is on Eglin Air Force Base, the science program has forged relationships with professionals representing all aspects and disciplines of the STEMM field. This allows students to interact and observe STEMM professionals that visit the science classroom. Students will be given opportunities to:

1. Work under the direction and supervision of STEMM professionals such as the Lt. Col of the Space Force, who gave students insights into who he is and what he does and how they can fit their career choices into that field.
2. Work directly with The Society of Women Engineers one time a month to work with a fourth-grade classroom through the I love Science Program.
3. Learn Coding through Little Bits for third and fourth grades. Code.org will be used for kindergarten through second grades.
4. Participate in Science Night in which STEMM professionals work directly with students on take home projects and in-house activities.
5. Fourth Grade girls will have the opportunity to participate in the GEMS program at Eglin Elementary (Girls in Engineering, Math and Science) working closely with STEMM professionals in an after-school program.



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.

School leaders implement a documented, systematic continuous improvement process for improving student learning and the conditions that support learning. All stakeholder groups are engaged in the process. School personnel maintain a profile with current and comprehensive data on student and school performance. The profile contains analyses of data used to identify goals for the improvement of achievement and instruction that are aligned with the school's purpose. Improvement goals have measurable performance targets. The process includes action planning that identifies measurable objectives, strategies, activities, resources, and timelines for achieving improvement goals. School leaders hold all school personnel accountable for and evaluate the overall quality of the implementation of all interventions and strategies. The process is reviewed and evaluated. Documentation that the process yields improved student achievement and instruction is available and communicated to stakeholders. These processes are evidenced through the School Performance Plan, iReady data, School Advisory Council, mid-year review, data chats, state standardized assessments, and progress monitoring plans.



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.

Educators are engaged through curriculum, instruction, and assessments. Students' individual instructional needs are monitored and adjusted systematically in response to data from multiple assessments of student learning and examination of professional practice. Instructional decisions are based on grade level common assessments and review of data, School Performance Plan, district mid-year review, teacher evaluations, walkthroughs, lesson plans, grade level meetings, MTSS, Progress Monitoring Plans with fidelity logs and data collection, data chats, SOAR remediation, ESE resource room, iReady progress monitoring data, grade level data meetings (PLCs) to plan and differentiate instruction, state standardized assessments, teacher evaluations, and professional development.