

Date Submitted:

Dates of Revision:

School Performance Plan 2021-2022



School Name: Southside Primary School

Legend

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

SAC Information

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

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

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

Principal's Signature
Debra S. Haan
SAC Chairperson's Signature
Stephanie Hicks

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
Debra Haan	Principal
Candis Sharon	Parent
Laura McEntire	Teacher
Kaleigh Goss	Teacher
Moniq Hawkins	Teacher
Connie Murray	Title 1 Assistant
Ulaunda Nunn	School Counselor
Lauren Kreger	Parent
Aryn Fitzpatrick	Teacher

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

All faculty and staff were invited to participate in the SPP creation process. They were invited in written form, documented in email. SAC Parents and PTO Parents were invited to participate and contribute to the SPP.

SPP Team will involve all stakeholders, but the documented team members represent elementary, special area, administration, and parents. The team was selected and developed through recommendations and volunteers.

SPP Team was assembled on July 20, 2021. The second meeting was held during pre-planning.

*SPP was sent electronically on September 1, 2021 for additions from faculty and staff, and was discussed at faculty meeting.

* SPP Team continued to work weekly, through submission date of September 10, 2021 - this is a review time for District

School Profile

Southside Elementary was reconfigured in the 2009/2010 to Southside Center, a facility serving preschool-age children with disabilities and voluntary preschool students. The 2014/15 school had the addition of kindergarten and first grade students; and in the 2015/2016 school year we added second grade. During the 2015/2016 school year Southside Center officially changed their name to Southside Primary School. Southside Primary School, home of the Tiger Cubs, is a public school located in the Florida Panhandle with approximately 402 students enrolled. The enrollment at Southside has steadily increased over the past few years due to rapid growth in Crestview and the surrounding areas, particularly with the addition of the Army 's 7th Special Forces. At present, Southside has a population of 66% White, 12% Black, 13% Hispanic, 8% Multiracial, and 1% Asian cultures being represented. The total school population is comprised of 35% enrolled in the Voluntary Preschool Program, 27% enrolled in the elementary school and 38% enrolled in the Preschool Disability Program. The VPK Program includes students who attend for a partial day, and students who also attend for the full-day program. Partial funding for this program is provided by Title I, and is utilized for the any qualifying student. Ninety (90) percent of the VPK children attend all day. Fifty-one (51) percent of Southside's total population is on free and reduced meal status.

Under the direction and leadership of our School Advisory Council, the faculty, staff, and parents at SPS set high academic standards and are committed to providing a safe, inviting, and challenging environment for all students. Students are expected to master the Florida Early Learning and Developmental Standards for Four -Year -Olds, and the Florida BEST Standards for kindergarten, first grade, and second grade students. That goal is supported by highly qualified teachers; school-based professional development; research-based instruction in small groups; a budgetary practice which directs every available dollar to the classroom to support student progress; and hands-on instructional programs emphasizing reading, writing, mathematics, and science.

Parent and Community Awareness

Southside Primary			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?	3			33%		67%
Do you plan to return your child to full-time brick & mortar classes next fall?	3				100%	
My child's school emphasizes academic performance as the number one priority.	60			7%	15%	78%
Our principal is an effective leader who meets the needs of our students.	60			5%	15%	80%
As a parent, I am made aware of the curriculum program for my child's grade level or course.	60		3%	2%	23%	72%
The school uses a variety of methods for parent communication.	60			2%	18%	80%
Parent input is valued at my child's school.	60		3%	12%	15%	70%
Clear expectations of conduct and behavior are communicated to my child.	60			5%	12%	83%
I receive positive phone calls, emails, or notes about my child from the school.	60	7%	2%	15%	18%	58%
My child's school maintains a safe environment.	60		2%		17%	82%
My child's school treats everyone fairly, regardless of race, economic status, or other relationships.	60		2%	10%	7%	82%
School funds are used to support the school in a financially responsible manner.	60		2%	17%	8%	73%
The guidance department at my child's school provides for the educational success of my student.	59		2%	15%	14%	69%
I am satisfied that my child's teachers do a good job educating my child.	60	2%		2%	15%	82%
My child's school is well maintained.	60	7%		12%	18%	63%
The health services provided at my child's school support his/her wellness.	60		2%	8%	15%	75%

Parent and Community Awareness

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

Parents are satisfied that their child's teacher is doing a good job educating their child. 97% percent of our parents responded in the positive for this area, with one parent (total) responding in a negative.

Southside treats everyone fairly, regardless of race, economic status, or other relationships. 89% of our parents responded positively to this question, with 0% answering in the negative.

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

Southside needs to make sure positive communication to parents, via phone calls, emails, or notes are going home consistently and frequently. 76% of our parents answered this in a positive manner, but two parents answered in the negative.

Southside also needs to do some external improvements to give the impression of a well-maintained 85 year old school. Two parents thought our school was not well maintained. We need to do some "appearance" improvements.

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

Monthly Newsletter from School

Personal Phone Calls

School Marque

Student Journals

Face-to-Face

Zoom Meetings

Weekly Newsletter from Classroom

Email and Texting to Individual Parents

Automated Phone System

Conferences

Websites

Twitter

Instagram

Remind App

Letters about Events Facebook

School Action Plan

ESSA Subgroup: Strategies & Programs to Support the Objectives

ESSA Subgroup Focus
Subgroup: returning Online students
School Focus
What is the cause(s) for this subgroup being an area of focus? Concern on gaps created because of online instruction
What are we doing to target this subgroup? Title 1 Assistant in 2 nd grade for majority of the day specifically with returning online students, additional teacher assistance provided by PE Coach in ELA classroom, Reading Dogs (R.E.A.D.) starting in September
Targeted School-based Professional Development: Benchmark Advanced Textbook Training- June 2021 BEST Standard Training- May 2021 iReady Professional Development –August 2021, Oct. 7, 2021, February 17, 2022
Action Steps for Implementation with a Strong Focus on Addressing Potential Learning Loss
Classroom Implementation Action Steps (Teachers and Students): Teacher will utilize data collected from iReady Diagnostic and Benchmark Interim Standard Based assessments to identify gaps and critical needs to focus on building explicit small group instruction for these students. Teacher will use Benchmark Phonics Intensive Instruction and Heggerty: Bridge the Gap lessons to do so. Students will meet with the teacher in intensive small group instruction three to 5 times per week to address and close learning gaps. Title 1 Assistant and PE Coach will support student learning during whole group instruction as to scaffold their skills and build grade level stamina by using close proximity to the student, as well as, repetitive task instructions and positive redirections.
School Implementation Action Steps (Administration, Teachers, and Students): Weekly Walk-Throughs aligned to FCRR (Florida Center for Reading Research) Weekly ELA PDs focusing on foundational reading skills, reading comprehension, writing, language, and speaking and listening Grade level evidences shared of each specific skill/concept discussed at weekly ELA PD – for example, what does Literacy Text look like in kindergarten, first, and second grade

Progress Monitoring			
Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
iReady Diagnostic	Walkthroughs, data chats, observations	3 times per year	Teacher, Administrator
Benchmark Advanced Interim Assessments	Walkthroughs, data chats, observations	4 times a year	Teacher, Administrator
Small Group Lessons	Walkthroughs, data chats, observations	3-5 times a week	Teacher, Administrator
PMP Updates	Data Chats, MTSS Meetings	Every six weeks	Teacher, Administrator, Guidance Counselor

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+ Below	2 Below	1 Below	Early Grade	On Grade	Mid/Grade Above	On/Mid/Above	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	Phonological Awareness	Phonics	High-Frequency Words	Vocabulary	Reading Comprehension Literature	Reading Comprehension Informational Text				
2021	Test C	Southside	K	33	75.0					100	100	14	100	19	100																								
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	Southside	1	28	60.1		25		11	64	75	18	78	10	70			5	80	3	100			4	100	16	63	2	50			12	75	mid	mid	+1	mid	mid	mid
2021	Test C	District	1	2,333	54.1		1	33	5	8	53	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	Southside	2	27	63.2		30	7	7	56	63	13	62	14	64	1	100	1	100	2	100			2	100	21	52	1	0			10	50		Late	+1	mid	mid	mid
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	Early

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 %.	
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 %.	
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 %	

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:

- K-2 teachers will utilize engaging lessons aligned to the BEST Standards in the Balanced Literacy Model, utilizing collective data from iReady components to develop multi-sensory whole group and small group phonemic awareness, phonics, and language lessons.

Targeted School-based Professional Development:

Professional Development

- Professional Learning Communities (PLCs) will meet weekly and will work with B.E.S.T. standards with a focus on a specific domain(s) each month, starting with the priority standards to be determined based on iReady Diagnostic and FLKRS data, to create targeted whole and small group activities. The focus will be on successful and effective Literacy Walkthroughs.
 - iReady training for Teacher (August)
 - MaxScholar Training for K-2 teachers date TBA
 - Heggerty training for new ELA teacher (TBA)
 - First Grade Teacher will attend Benchmark Textbook Training
 - First Grade Teacher will attend B.E.S.T. Standards Training
 - Kindergarten Teacher will attend new Kindergarten Report Card Training

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

Classroom Implementation Action Steps (Teachers and Students):

Data Driven Instruction

- Teachers will plan and implement at least 3 purposeful, differentiated stations with accountability based on student data by the end of the 1st nine weeks. (vertical alignment expectations, formative assessments, MaxScholar (K-2), iReady (K-2))
- Teachers will plan and implement targeted small group reading instruction based on student data. (iReady, MaxScholar, formative assessments)

Foundational Skills

- Kindergarten, First, and Second Grade Teachers will utilize Benchmark Advance phonics program lessons in which students will physically implement student learning to enhance their knowledge of foundational skills. Kindergarten Teacher and students will utilize (if Tier 3 is identified) Max Scholar phonics program in small groups which builds students abilities to manipulate sounds and form words, as well as, strengthen high frequency words and beginning writing and reading skills.

Language/Vocabulary

- Teachers will utilize purposeful read aloud/shared reading lessons that incorporate preplanned TDQs at varying DOK levels (2,3,4) with an emphasis on phase 2 and 3 of Integrating Knowledge and Ideas being a focal point for Kindergarten and First Grade and Craft and Structure being a focal point for First Grade (by the end of the year) and Second Grade for the full year with mastery by the end of the year.
- Teachers create an interactive print rich environment to include a word wall(s), student/teacher created anchor charts, graphic organizers, and student work.
- Students will use word walls, anchor charts, and graphic organizers to aid in the reading and writing process through stations, whole group and small group lessons with teacher guidance.
- Teachers will plan and instruct standards-based, focused mini-lessons using multiple sources to include text, illustrations, and multi-media selections, poetry, informational text with diagrams, comics, personal responses, and diaries when appropriate to the task.
 - o These lessons will include-Close Reads, EIRs, and Multi-Sensory Lessons.
 - o (K-1 through teacher read aloud with prompting and support beginning of the second nine weeks) 2 sources
 - o (Second grade students will compare two texts by the beginning of the second nine weeks)
- Teachers will explicitly teach text marking/annotating, student talk, teacher developed and properly sequenced TDQs at all three phases with varying DOKs, high quality texts, stations, independent practice, high-quality small groups, and writing through reading.

EIRs/Culminating Tasks/Student Talk

- Teachers will select increasingly complex purposeful text and multiple sources for text marking, annotating, phases 2,3, and 4 of DOK, and TDQs in order to achieve a standards-based Culminating Task based on targeted LPs.
- Culminating tasks will vary based on the text(s) or resources used and will be appropriately purposeful for the students, such as, short answer, creating a diagram, completing graphic organizer, writing piece...etc.
- Teachers will utilize district ELA resources to: create TDQs at varying levels of targeted LPs and phases of DOK to implement components of EIR which will be completed at least once per month after the first nine weeks.
- Students will participate in purposeful Student Talk activities and/or Writing Through Reading in order to complete a Culminating Task.

- Purposeful student talk will be modeled and practiced using multiple activities

Assessments

- Teachers will promote students to become Assessment Capable Learners by using resources such as the B.E.S.T. Standard Vertical Alignment to incorporate multiple assessment types for students to become familiar with such as, true/false, multiple entry, short answer, multiple choice.
 - o (Kindergarten students will be introduced to multiple choice, multiple entry, and true/false assessment by the end of the third nine weeks
 - o First and Second Grade students will be familiar with true/false, multiple entry, fill in the blank, short answer, and multiple choice response by the beginning of the second nine weeks.)

iReady

- K-2 grade students will participate in the i-Ready Reading Online Program at least 45 minutes per week with fidelity.
- Teachers in grades K-2 will utilize the Ready Toolbox and iReady data to plan for whole group, and differentiated small group/stations with accountability.
- Students in Grades 1 and 2 will utilize accountability sheets to track their progress towards posted learning intentions and success criteria for the iReady program.

Progress Monitoring			
Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Differentiated Balanced Literacy Stations with accountability	Walkthroughs, PLCs, Observations	Daily/weekly	Administration/Teachers
Teacher led targeted small group instruction	Walkthroughs, PLCs, Observations	Daily/weekly	Administration/Teachers
Purposeful Read-Alouds/Shared Reading Incorporating TDQs at varying DOK Levels with a focus on 2,3,4	Walkthroughs, PLCs	Daily/weekly	Administration/Teachers
Interactive Whole Group Lessons	Walkthroughs, PLCs	Daily/weekly	Administration/Teachers
Multi-Sensory Lesson	Walkthroughs, PLCs	Monthly	Administration/Teachers
EIR	Walkthroughs, PLCs	Monthly	Administration/Teachers

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

School Action Plan

ELA: Strategies & Programs to Support the Objectives

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 text book, *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:

Targeted School-based Professional Development:

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

Classroom Implementation Action Steps (Teachers and Students):

Progress Monitoring

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

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:

- K-2 teachers will utilize the Benchmark Advance Writing lessons during their daily Writer’s Workshop.
- K-2 Teachers will utilize the iReady Reading program to enhance student ability to create short text-based responses.

Grade 2 Teacher will utilize the iReady Writing Instruction Program to supplement and build text-based evidence writing in the classroom.

Targeted School-based Professional Development:

Provide Professional Development for grading progressively on the rubric. (quarterly, first and second grades, PLCs)

- K-2 grade writing calibration with PLC and Literacy Coach (if assigned)
- PLCs assist with creating writing continuum with each grade level with the assistance of Literacy Coach
- Professional Development on writing conferencing through PLCs

Writing Plan

Southside Primary School- Writing Plan 2021-2022

**** The Southside writing instructional expectation is that this plan will be carried out over a series of days or weeks, taught in a rational progression based on student readiness. Lessons will follow the gradual release model (I do, we do, small groups do, you do) and each step in the process would be explicitly taught and modeled. Students will be provided with both guided and independent practice.**

****Benchmark Advance Writing Materials will be used in grades K-2. Grade 2 will also be utilizing the iReady Writing Instruction Program.**

Writing Modes for Instruction and Assessment Per Quarter:

<i>*This instruction is delivered by ELA Classroom Teachers.</i>	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Kindergarten	Narrative/ Personal Narrative	Informational Opinion	Informational Opinion	Poetry Spiral

1st Grade	Personal Narrative	Informational Opinion	Informational Opinion How To	Poetry Spiral
2nd Grade	Information Opinion	Informational Narrative Opinion	Narrative-Fiction/Nonfiction	Research Project Multimedia Presentation Poetry

Grade Level	Writing Instructional Component
KINDERGARTEN	UNPACKING THE PROMPT
	<p>Teacher Will</p> <ul style="list-style-type: none"> • Model text marking the prompt (verbal and/or written prompt) o Circling the topic and boxing the mode • Model use of non-examples to understand the topic to address • Establish prior knowledge, addressing unfamiliar terms through discussion and relating experiences. • Provide concrete learning experiences using the 5 senses before exposure to the prompt <p>Students Will</p> <ul style="list-style-type: none"> • Participate in whole group text marking of the prompt (verbal and/or written prompt) o Circling the topic and boxing the mode • Recognize non-examples to understand the topic to address • Share prior knowledge, addressing unfamiliar terms through discussion and related experiences. • Participate in concrete learning experiences using the 5 senses before exposure to a prompt.
	TEXT MARKING AND ANNOTATIONS
	<p>Teacher Will</p> <ul style="list-style-type: none"> • Question students about background knowledge on the topic to establish purpose for reading and then writing. • Plan and implement read alouds or shared reading with text dependent questions in all phases and at varying DOKs. • Create charts and/or use molded writing to show the text marking and annotations for a specific source and prompt.

Students Will

- Throughout the year, with read alouds or shared reading, students will participate in highlighting and text coding relevant details as described in the prompt, with teacher prompting and support.
- Use background knowledge on the topic to establish purpose for teaching and then writing.
- Participate in interactive read alouds or shared reading experiences while engaging with text dependent questions in all phases and at varying levels of DOK.
- Help create charts or participate in shared text marking and annotations for a specific source and prompt.

PLANNING FOR THE ESSAY

Teacher Will

- Provide for multiple reads of a text with guiding TDQs in all phases and DOK levels.
- Discuss text evidence to support the focus of the prompt to determine the controlling idea of the writing.
- Chart of complete a graphic organizer collaboratively with students to support comprehension and development of the writing.
- Clarify misconceptions and non-relevant details.
- Use a shared writing or molded writing to show students how to write a topic sentence.

Students Will

- Participate in multiple reads of a text while engaging with guiding TDQs (to aide in comprehension) in all phases DOK levels
- Discuss text evidence to support the focus of the prompt to determine the controlling idea of the writing.
- Participate in the completion of a graphic organizer collaboratively with the teacher to support comprehension and development of the writing.
- Participate in shared writings or watch modeled writings to understand how to write a topic sentence.

SCAFFOLDING INSTRUCTION TO MULTIPLE SOURCES

Teacher Will

- Read the passage(s) multiple times with guiding TDQs and student talk opportunities leading to two sources by at least the second semester.

Students Will

- Listen to passage(s) read aloud multiple times while engaging with TDQs and participating in student talk protocols, with exposure to two sources by at least the second semester.

WRITING EFFECTIVE INTRODUCTIONS

Teacher Will

- Model, provide practice, and scaffold/support to assist students in writing topic sentences or phrases (which includes developmentally appropriate phonetic spelling) and illustrating the topic with limited extraneous information.
- Teachers will use mentor text read louds to show effective introductions in writing.

Student Will

- With prompting, support, and appropriate resources, write and illustrate the topic (sentence or phrase) with limited extraneous information.

WRITING EFFECTIVE CONCLUSIONS

Teachers Will

- Model, provide practice, and provide prompting and support to assist a student with writing concluding phrases or sentences (which includes developmentally appropriate phonetic spelling) and illustrating the topic with limited extraneous information.

Student Will

- With prompting, support, and appropriate resources, write and illustrate the conclusion (sentence or phrase) with limited extraneous information.

CITING RELEVANT EVIDENCE

Teachers Will

- Provide modeling, practice, and prompting/support to assist students in providing evidence and elaboration through drawing, dictation, and writing, which may include *some* extraneous information.

Students Will

- With prompting, support and available supplemental resources, provide evidence and elaboration through drawing, dictation, and writing which may include *some* extraneous information.

ADDRESSING ELABORATION

Teachers Will

- Model, provide practice, and give prompting and support to assist students with providing evidence and elaboration through drawing, dictation, and writing, which may include *some* extraneous information.
- Teachers will illicit student talk protocols that encourage elaboration on topics (and prompts).

	<p>Students Will</p> <ul style="list-style-type: none"> • With prompting and support, and use of available supplemental resources, provide evidence and elaboration through drawing, dictation, and writing which may include <i>some</i> extraneous material. • Participate in student talk opportunities that illicit elaboration on given topics and writing prompts.
	TRANSITIONS BETWEEN IDEAS
	<p>Teachers Will</p> <ul style="list-style-type: none"> • Model and provided guided practice of using temporal words to support organization in writing. • Point out temporal and other transition words during read-alouds and shared reading experiences. <p>Students Will</p> <ul style="list-style-type: none"> • Practice using temporal words when engaging in student talk and classroom discussions. • Recognize temporal and transition words in short grade appropriate texts.
	CONTENT SPECIFIC VOCABULARY
	<p>Teachers Will</p> <ul style="list-style-type: none"> • Using grade appropriate complex texts, model and provide practice for the use of a variety of methods to demonstrate understanding of unknown words from within the text or illustrations. • Model how to choose important words from a text to include in a writing prompt’s controlling idea (topic sentence). <p>Students Will</p> <ul style="list-style-type: none"> • BY THE END OF THE YEAR, using grade appropriate complex texts, use a variety of methods to demonstrate understanding of unknown words from within a text or illustration, with prompting and support. • With prompting and support, identify words from a text that would be pertinent to be included in a writing’s controlling idea or topic sentence.

Grade Level	Writing Instructional Component
1 st Grade	UNPACKING THE PROMPT
	<p>Teacher Will</p> <ul style="list-style-type: none"> • Question students about topic and models text marking the prompt through think alouds.

- Facilitate class discussions to determine the mode of writing (Opinion, Informational, Narrative)
- Establish prior knowledge, addressing unfamiliar terms through discussion and relating experiences of students.

Students Will

- Be supported toward identification of the topic and be able to text mark the prompt with support and prompting (verbal and/or written prompt)
- Through class discussion, will determine mode of writing (Opinion, Informational, Narrative) by the end of the year using clue words in the prompt.
- Share prior knowledge, addressing unfamiliar terms through discussion and relating experiences, scaffolded toward relating topic to their own background knowledge by the end of the year.

TEXT MARKING AND ANNOTATIONS

Teacher Will

- Question students about background knowledge on the topic to establish a purpose for reading and then writing.
- Plan and implement shared reading (student and teacher has copy of text) with guiding TDQs in a phases and varying DOKs
- Throughout the year, with shared reading, teachers will provide opportunities for students to participate in highlighting and text coding relevant details as well as annotating to address the prompt, with teacher support.

Students Will

- Use background knowledge on the topic to establish purpose for reading and then writing.
- Participate in shared reading (student and teacher has a copy of the text) with guiding TDQs in all phases and at carrying DOK levels.
- Throughout the year, students will participate in shared reading experiences while being guide to highlight and text code relevant details as well as annotating to address the prompt, with teacher support.

PLANNING FOR THE ESSAY

Teacher Will

- Provide for multiple reads of the text with guided TDQs to aid in comprehension
- Using the prompt and the sources, model for students how to plan using a graphic organizer or chart using a controlling idea.
- Provide opportunities for class discussion and activities to clarify misconceptions about relevant and non-relevant details.

Students Will

- Participate in multiple reads of the text while engaging in TDQs to aide in comprehension of the text.
- Engage in shared writing experiences (first modeled by the teacher) using charts or graphic organizers to plan for the writing.

- Participate in class discussions and activities that clarify misconceptions about relevant and non-relevant details.

SCAFFOLDING INSTRUCTION TO MULTIPLE SOURCES

Teacher Will

- Model the reading and think-aloud processes of reading a source multiple times in the first semester.
- Plan for and initiate reading and collaboratively analyzing 2 sources by the second semester.

Students Will

- Participate in read-alouds and class discussions regarding at least one complex text in the first semester.
- Participate in collaborative (with teacher and other students) reading and analysis of 2 sources by the second semester.

WRITING EFFECTIVE INTRODUCTIONS

Teacher Will

- Model and provide practice of writing an introduction (topic) sentence that addresses the prompt with respect to sources.
- Use mentor texts and read-alouds to identify and model elements of an effective introduction.

Student Will

- Practice writing introductions in response to reading when responding to prompts and other reading tasks (Writing Through Reading).
- By the end of the school year, write an introduction sentence that addresses a given prompt with respect to sources.

WRITING EFFECTIVE CONCLUSIONS

Teachers Will

- Model and provide practice of writing a concluding sentence that addresses the prompt with respect to sources.
- Use mentor texts and read-alouds to identify and model elements of an effective conclusion.

Student Will

- Practice writing conclusions in response to reading when responding to prompts and other reading tasks (Writing Through Reading).
- By the end of the school year, write a concluding sentence that addresses a given prompt with respect to sources.

CITING REVELEVANT EVIDENCE

Teachers Will

- Model and provide practice for referring back to text-marking, anchor charts, and graphic organizers to incorporate at least one piece of relevant evidence from the text into the writing.
- Use student writings to model use of relevant evidence.

Students Will

- Refer back to text-marking, anchor charts, and graphic organizers to incorporate at least one piece of relevant evidence from the text into their writing.
- Use student writing samples to increase their understanding of and ability to use relevant evidence from the text in their writing.

ADDRESSING ELABORATION

Teachers Will

- Define elaboration and explain how it is used to enhance an author's purpose, develop the controlling idea, and connect details and evidence within the writing.
- Teachers will create anchor charts with sentence stems for elaboration such as "*I think this because...*" with the students (with continued practice to move toward less formulaic writing.)

Students Will

- With guidance and support, explain the relevance of text-based evidence they have chosen.
- Students will use anchor charts with sentence stems for elaboration such as "*I think this because...*" with the teacher (with continued practice to move toward less formulaic writing).

TRANSITIONS BETWEEN IDEAS

Teachers Will

- Use temporal words to signal event order with two or more events.
- Create an anchor chart (or other visual reminder- reference page in writing notebook) that identifies examples of temporal (time-order) words with the students.

Students Will

- Use temporal words to signal events order with two or more events.
- Practice effectively using temporal words in both responding to a writing prompt or engaging in a Writing Through Reading task.
- Use anchor charts or other resources to identify and use temporal words in their writing to connect and transition between events and/or ideas.

	CONTENT SPECIFIC VOCABULARY
	<p>Teachers Will</p> <ul style="list-style-type: none"> Using grade-specific text, model and provide practice of the use of a variety of methods to demonstrate understanding of unknown words from within the text or other multimedia sources. Scaffold and support students in determining the important vocabulary from the text that should be included into the students' writing to address the prompt. <p>Students Will</p> <ul style="list-style-type: none"> By the end of the year, using grade-specific text, use a variety of methods to demonstrate understanding of unknown words from within text or other multimedia sources with prompting and support as needed. With support from the teacher, determine the important vocabulary from the text that should be included into the writing to address the prompt.

Grade Level	Writing Instructional Component
2 nd Grade	UNPACKING THE PROMPT
	<p>Teacher Will</p> <ul style="list-style-type: none"> Question students about topic and models text marking the prompt, through questioning students to determine the needed text marking for the prompt. Facilitate student talk and questioning to determine the mode of writing (Opinion, Informational, or Narrative), model use of clue words in the prompt to determine mode of writing with teacher support as needed. <p>Students Will</p> <ul style="list-style-type: none"> Address and engage with questions about topic and participate in text marking the prompt to determine the mode and topic for writing. Participate in student talk and scaffolded teacher questioning to determine the mode of writing (Opinion, Informational, or Narrative) by the end of the year. Use clue words in the prompt to determine mode of writing with teacher support as needed.
	TEXT MARKING AND ANNOTATIONS
	<p>Teacher Will</p> <ul style="list-style-type: none"> Question students to establish purpose for reading/writing to the topic. Use student input to determine how to code the text.

- Plan and implement shared reading (students and teacher have copies of text) with guiding TDQs in all phases and varying DOKs to aid in comprehension of the text(s).
- Using the discussions from the TDQs, teachers will collaboratively, with students, identify relevant text evidence to support writing.
- Provide opportunities for students to participate in highlighting and text coding relevant details as well as annotating to address the prompt and elaborate on evidence, with teacher support.

Students Will

- Establish a purpose for reading/writing to the topic. Students will help the teacher determine how to code the text.
- Participate in shared reading (students and teachers have copies of the text) with TDQs in all phases and at varying DOKs.
- Using the discussions from the TDQs, students will collaboratively, with the teacher's support, identify relevant text evidence to support writing.
- Throughout the year, while engaging in shared reading opportunities, students will participate in highlighting and text coding relevant details as well as annotating to address the prompt, with teacher support.

PLANNING FOR THE ESSAY

Teacher Will

- Provide for multiple reads of the text with guided TDQs to aid in comprehension
- Using the prompt and the sources, model for students how to plan using a graphic organizer or chart using a controlling idea.
- Provide opportunities for class discussion and activities to clarify misconceptions about relevant and non-relevant details.

Students Will

- Participate in multiple reads of the text while engaging in TDQs to aide in comprehension of the text.
- Engage in shared writing experiences (first modeled by the teacher) using charts or graphic organizers to plan for the writing.
- Participate in class discussions and activities that clarify misconceptions about relevant and non-relevant details.

SCAFFOLDING INSTRUCTION TO MULTIPLE SOURCES

Teacher Will

- Model the reading and think-aloud processes of reading a source multiple times throughout the first semester, with gradual release of responsibility to students.
- Plan for and initiate reading and collaboratively analyzing 2 sources by December.

Students Will

- Participate in read-alouds and class discussions regarding at least one complex text with support towards two complex texts.
- Participate in collaborative (with teacher and other students) reading and analysis of 2 sources by December.

WRITING EFFECTIVE INTRODUCTIONS

Teacher Will

- Model and provide practice for writing an introductory paragraph to include a topic sentence (thesis statement) to introduce the controlling idea with a transitional sentence.
- Use mentor texts or books to identify and model elements of an effective introduction.

Student Will

- Write an introductory paragraph to include a topic sentence to introduce the controlling idea with a transitional sentence.
- Practice writing introductions in response to a text (Writing Through Reading) or during a writing prompt.

WRITING EFFECTIVE CONCLUSIONS

Teachers Will

- Model and provide practice for writing a concluding paragraph focusing specifically on how an effective conclusion reinforces the introduction in relation to the purpose and task of the prompt.
- Use mentor texts or books to identify and model elements of an effective conclusion.

Student Will

- By the end of the year, write a concluding paragraph that reemphasizes the topic and gives a concluding sentence.
- Identify the elements of an effective conclusion in anchor papers.
- Practice writing conclusions in response to a text (Writing Through Reading) or during a writing prompt.

CITING RELEVANT EVIDENCE

Teachers Will

- Model and provide practice for referring back to text-marking and annotations, anchor charts, graphic organizers, or other resources to determine the most relevant pieces of evidence to include into the essay (at least 2 pieces of evidence).
- Model and provide practice for integrating relevant evidence into writings.
- Use student writings (anchor papers) to model use of relevant text evidence.

Students Will

- Refer back to text-marking and annotation, anchor charts, graphic organizers, or other resources to determine the most relevant 2 pieces of evidence to include in their writings.
- By the end of the year, integrate at least 2 pieces of evidence in to their writings.
- Use anchor papers as a resource for relevant evidence integration.

ADDRESSING ELABORATION

Teachers Will

- Model and provide practice for effective elaboration using the 6 Elaborative Techniques.
- Conduct writing conferences to help students with their elaboration.
- Define elaboration and explain how it is used to enhance an author’s purpose, develop the controlling idea, and connect details and evidence within the writing.
- Share anchor papers that show examples and non-examples of effective elaboration.
- Create anchor charts with sentence stems for elaboration such as “*This is important because...*” with the students (with continued practice towards less formulaic writing).
- Provide opportunities for students to practice elaborating during responding to writing prompts and Writing Through Reading activities.

Students Will

- Include elaboration into their writing with guidance and support (writing conferences).
- Use anchor papers to see examples and non-examples of effective elaboration.
- Use anchor charts and/or other resources for elaboration stems in their writings.
- Practice elaborating in their writing when responding to prompts and during Writing Through Reading activities.

TRANSITIONS BETWEEN IDEAS

Teachers Will

- Model and provide practice for appropriate use of transitions between ideas and introductions, body, and conclusions with use of posted and handy resources.
- Create an anchor chart or give a handout for writing folder that identifies appropriate transitions for student use in their writings.
- Provide practice of writing effective transitions in both essay writing and Writing Through Reading activities.

Students Will

- By the end of the year, use appropriate transition words to create a smooth flow from beginning to end when responding to a writing prompt.
- Use an anchor chart or other transition resource to determine transitions to use when writing.

	<ul style="list-style-type: none"> Practice writing effective transitions in essay writing and during Writing Through Reading activities.
	CONTENT SPECIFIC VOCABULARY
	<p>Teachers Will</p> <ul style="list-style-type: none"> Use grade specific text to model and provide practice for use of a variety of methods to demonstrate understanding of content specific vocabulary from within a text. Provide resources, practice, and scaffolding to include content specific vocabulary into students' writings. <p>Students Will</p> <ul style="list-style-type: none"> By the end of the year, using a grade specific text, use a variety of methods to demonstrate understanding of known content specific from within a text. Using resources, include content specific vocabulary into their writings to further their controlling idea.

Progress Monitoring			
Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Writing Scores Report	Checklist/Score Sheet	Progress Reports, End of Quarter	Teacher/Administration
Observations of Writing Lessons	Walkthroughs/Observation	Weekly	Teacher/ Administration
Conferencing with Students	Walkthroughs/Observation	Quarterly	Teacher/ Administration
Small Group Writing Lessons	Walkthroughs/Observation	Weekly	Teacher/ Administration
Writing Collaboration	Walkthroughs/Observation	Quarterly	Teacher/ 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:

By the end of the year, we expect our students to be able to increase fluency through the use of small group instruction and independent practice based on the use of the B.E.S.T. Standards Vertical Progressions, MaxScholar, and iReady Data in our lowest 25% of the student population.

Targeted School-based Professional Development:

- *iReady Data Training attended by elementary teachers and Title 1 assistant who will return to review and implement information
- *During PD days teachers will receive training on implementing B.E.S.T. Standards/ iReady/MaxScholar data into teacher led, differentiated small groups.
- *During PD days teachers will receive training on effectively implementing Benchmark Advance and iReady into the Balanced Literacy Block.

Action Steps for Remediation

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

- Teachers will write PMPs for those students that meet PPP criteria for scores in iReady and FLKRS
- *Teacher will meet with lowest quartile students 3-4 times weekly in targeted small group instruction.
 - * Qualifying (low score) Students will utilize the MaxScholar multi-sensory program
 - *Teachers will utilize data from MaxScholar/iReady Reading Diagnostic for Tier 2/3 students to diagnose and monitor weak areas for targeted small group instruction, and differentiated stations.
 - *Title 1 Specialist will be utilized to print, organize, and review iReady reports per class, and push in for targeted small group intervention instruction as directed by classroom teacher.
 - * Differentiated station work using MaxScholar/iReady data.
 - Teacher will differentiate small group instruction to ensure remediation of standard deficiencies as identified by iReady and FLKRS testing report.
 - Teacher will utilize the Benchmark Advance and Max Scholar phonics program to differentiate and reinforce small group foundational skills.

Progress Monitoring

Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
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	iReady Diagnostic Report	3x's per week	Teacher, Title 1 Specialist, Administration
iReady Instructional Minutes	Weekly Minutes Report	45 minutes weekly	Teacher, Title 1 Specialist, Administration
iReady Tracking Sheets	Observation	Weekly/monthly	Teacher, Title 1 Specialist, Administration
Data-based, differentiated, teacher led small group instruction	Lesson Plans, Lesson Plan Reflections, Walkthroughs	Weekly	Administration/Teachers
MaxScholar	Data Reports	Weekly	Administration/Teachers

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 (%)					Ave. Percentile	Grade Level Placements						Early/Mid/Above	Gender		Ethnicity						Status			Strands																	
Year	Term	School	Grade	# Students Tested		3+ Below	2 Below	1 Below	Early Grade	On Grade	Mid/Above		% of Placement	% of Placement	% of Placement	% of Placement	% of Placement	% of Placement	M	F	A	B	H	I	M	W	ESE	ELL	F/R	Average Grade Placement	Number & Operations	Algebra & Algebra Thinking	Measurement & Data	Geometry							
2021	Test C	Southside	K	33	76.4				3	97	100					14	100	19	100					3	100	26	100	4	100	1	100	19	100	mid	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	Southside	1	28	68.1			18	11	7	64	71				18	72	10	70			5	60	3	0		4	75	16	88	2	100		12	67	mid	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	Southside	2	26	73.3			15	8	4	73	77				12	83	14	71	1	100	1	100	2	100		2	100	20	70	1	100		9	67	mid	mid	mid	mid		
2021	Test C	District	2	2,197	54.7			0	3	28	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 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 %.	
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 %.	
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 %	

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:

By the end of the year, we expect our students to be able to engage in the Balanced Math Model, using manipulatives to support building conceptual understanding to help with learning loss.

Teachers will purposely plan using I-Ready data to drive small and whole-group instruction, as well as implement differentiated standards-based stations.

Targeted School-based Professional Development:

1. During summer 2021 school leadership team met multiple times to reflect on the 2020-2021 SPP to start developing the 2021-2022 SPP.
2. On June 15th and August 3rd, 2021, school administrators met to work on the 2021-2022 SPP.
3. Create a school-based calendar (electronic) of professional development, faculty, grade level meetings, and collaborative planning for dissemination during preplanning.
4. In August, classroom teachers will have access to previous year's final student assessments on PAWS to establish appropriate remediation and enrichment small groups in the Balanced Math Model.
5. Principal will provide the M3 Standards-Based Planning Document to teachers as needed.
6. Principal will support teachers and Instructional Coaches through the PLC process.
7. Principal will provide release time for teachers to observe other teachers with instructional coach.
8. Principal will provide half and/or full day release time to analyze data (iReady D1, D2, and D3) and plan instruction with grade level and school based data teams.
9. Principal will provide half and/or full day release time for grade levels to participate in Math District PD and plan instruction during the fall.
10. July 13-15, 2021 Kaleigh Goss will attend the 2.5 day B.E.S.T. math standards training from FLDOE.
11. Kaleigh Goss will attend the November B.E.S.T. math standards district training.
12. Kaleigh Goss will participate in bimonthly district and FLDOE standards meetings in order to prepare for the spring district provided professional development for implementing new standards.
13. Laura McEntire will attend the July 28, 2021 training for the new kindergarten report card.

Pocket PDs will be held once a month at staff meetings.

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

Classroom Implementation Action Steps (Teachers and Students):

Classroom Implementation Action Steps (Teachers and Students):

1. Teachers will implement the Balanced Math Model with emphasis on differentiated small group lessons to include grade level appropriate station norms.
2. Teachers will design whole group math instruction based on standards, district pacing guides, and student data (both formal and informal) integrating the Ready Workbooks as a supplemental resource.
3. Students will use iReady online math with fidelity for a minimum of 45 minutes per student each week.
4. Teachers will monitor students' personalized instruction progress of iReady (including minutes, lesson progress, weekly/daily, pass/fail, flags, etc...).
5. Teachers will integrate the use of manipulatives and student discourse throughout the math block to support instruction.

6. Students will utilize manipulatives during small group, stations, and/or mini-lessons to develop conceptual understanding of skills.

First Quarter - Kindergarten students will be given multiple opportunities to explore manipulatives freely and be explicitly taught how to use them as math tools. First and second grade students will be given time during the first week of school to explore the manipulatives freely, and will be taught to use them solely as math tools from then forward.

Second Quarter - Teachers will model the purpose and use of each type of manipulative for specific problem solving tasks, allowing time for students to practice.

Third Quarter - Teachers will model how to choose an appropriate manipulative for the task at hand, focusing on the idea that more than one manipulative may be appropriate.

Fourth Quarter - Students will choose the appropriate manipulative to solve a problem with little or no assistance from teacher.

7. Teachers will utilize M3 Planning document (ALDs/PLDs) to plan for differentiated small group instruction.
8. Teachers in grades K-2 will continue to expose and use FSA-style questions in their assessments and instruction.
9. Students in grades K-2 will answer FSA-style questions during problem of the day (spiraling/routines), stations, small group, and/or assessments.
10. Teachers will utilize the quarter 1-4 common assessments created by the OCSD Math Coaches.
11. Teachers will continue to develop student talk norms that will move students towards mathematical discourse to justify/reason/prove their thinking.

First Quarter - Teachers and students will create classroom norms for math discourse to include how to respond and how to actively listen within the first two weeks of school. Classrooms will partner so that two teachers can model appropriate discourse using given sentence stems. Students will then practice using teacher selected stems for the remainder of the quarter.

Second Quarter - Students will independently engage in mathematical discourse, choosing from the given sentence stems. Second Grade: Teachers will model and teach appropriate discourse over student work (e.g.: Two students will explain their work to a problem solving task and discuss the similarities and differences in the solutions within a whole group).

Third Quarter - Kindergarten and first grade: Teachers will model and teach appropriate discourse over student work (e.g.: Two students will explain their work to a problem solving task and discuss the similarities and differences in the solutions within a whole group). Second Grade: Students will engage in mathematical discourse using their own work within small group situations that are monitored by the teacher.

Fourth Quarter - All students will engage in independent small group discussions of their own work, identifying similarities and differences in the solutions and the methods used, as well as identifying errors, and the most efficient and effective way to solve the problem presented. Additional monitoring and modeling will be provided in kindergarten and first grade classrooms as needed.

12. Students will engage in the creating of student talk norms and will move towards mathematical discourse to justify/reason/prove their thinking.
13. Teachers will continue to incorporate daily high-yield routines to build fluency and provide opportunity for number talks to occur as well as spiraling forwards and backwards.

14. Teachers will utilize the Classroom/Schoolworks apps to assign and review differentiated digital assignments.

Progress Monitoring			
Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
iReady	IReady reports	Weekly (at minimum)	Teachers and Admin
Use of manipulatives	Lesson plans, observations	Daily/Weekly	Teachers and Admin
Differentiated Small Group Instruction	Lesson plans, observations	Daily	Teachers and Admin
Math Discussions	Lesson plans, observations	Daily	Teachers and Admin
Balanced Math Model (HYR, small/whole mini-lessons, spiraling, stations)	Lesson plans, observations	Daily	Teachers and Admin

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:

By the end of the year we expect our students to be able to develop their foundational understanding of measurement and data skills through problem solving, specifically utilizing purposeful, intentional station work and whole/small group instruction.

Targeted School-based Professional Development:

1. Teachers will meet and create small group and station activities that are differentiated to meet the needs of these students using resources such as the ETA Hand to Mind, K-5 Math Teaching Resources, iReady (teacher toolbox, personalized online instruction, and reports), flip charts, and M3 document

Teachers will seek out research based resources for meeting the needs of this group of students.

Action Steps for Remediation

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

1. Teachers will plan for individualized instruction after analyzing iReady data.
2. Teachers will provide opportunities for students to engage in student math talk/discussions at differentiated stations.
3. Teachers will provide students with math manipulatives, as needed, for use during targeted small group instruction.
4. Teachers will utilize the Ready Teacher Toolbox (K-5).
5. Students will participate in small group and station activities differentiated to meet their needs.

Progress Monitoring

Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Individualized instruction in small group and stations	lesson plans, walk through, observations, charts/checklists	Daily	Teachers, administration
Math discourse	lesson plans, walk through, observations, charts/checklists	Daily	Teachers, administration
Math Vocabulary	lesson plans, walk through, observations, charts/checklists	Daily	Teachers, 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:

Our students will engage in whole group, cooperative group, and station learning opportunities with an emphasis on student-to-student interactions in order to demonstrate mastery of science concepts.

Targeted School-based Professional Development:

1. Professional development opportunity for science teachers to become knowledgeable about Everyday Instructional Reading, as needed.
2. Utilize DOK Flip Charts to generate higher level TDQ's.
3. Professional development opportunities for teachers to participate in district led Science PD as available.

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

Classroom Implementation Action Steps (Teachers and Students):

1. Teachers will set classroom norms for student talk and hands-on STEM activities.
2. Grades K-2 teachers will implement one/two standards based hands-on activities per week such as: journals, and various science based manipulatives.
3. Grades K-2 teachers will facilitate in class science investigations that cover the steps of the scientific method.
4. Teachers will create opportunities for student-to-student interactions through purposeful text-dependent, standard based questions at various complexity levels across the curriculum by using the 5E instructional model.
5. Teachers will routinely incorporate literacy standards and components of Everyday Instructional Reading specifically incorporating text marking/note taking, student-to-student interactions, and writing through reading in the classroom.
6. Grades K-2 teachers will provide students with the opportunity to participate in standards based science stations within ELA and/or Math blocks.
7. Teachers will follow the 5E model to engage, explore, explain, elaborate, and evaluate within each science unit.
8. During preplanning teachers will print and map out the science standards for the year using the district provided pacing guides.
9. Stations will be created in accordance with the 5E model in order to spiral previously taught and future skills.

10. Students will attend STEAM one day per week. Activities will be created based on district pacing guides. The primary focus here will be on engage, explore, and explain.

Progress Monitoring			
Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Hands on Activities K-2	lesson plans, observations, walk through	1 – 2 times per week	Teachers, administrator
DQ district created flip charts	lesson plans, observations, walk through	Weekly	Teachers, administrator
Components of everyday instructional reading	lesson plans, observations, walk through	Weekly	Teachers, administrator

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.)

Our Art Teacher has a Science, Technology, Engineering, Art, and Math (STEAM) Program for K-2 students where coding is taught to reinforce learning that is occurring in the classroom. Students are met with in small groups and cycle through the STEAM class every three weeks.

Our Art Teacher uses “Artsonia.” In this platform, parents can review their child’s artwork, make decisions on whether the artwork is private or publicly viewed, and choose if they want to have the art turned into a keepsake.

K-2 students are now provided with a one to one ratio of technology (laptop or iPad) to student. Programs used include Schoolwork, Apple Classroom, Google Classroom, or Microsoft Teams. Nearpod, Kahoot, Quizlet, FlipGrid.

Coding games and programs were provided to all K-2 and Prek classes for use within the educational setting.

PreKD teachers attended “Teach Town” training to learn ways to deescalate students with technology in the classrooms. Technology was provided for each teacher that attended.

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?

The School Advisory Committee (SAC) had approval authority over the Title 1 parental involvement budget. SAC members were elected by their respective peer groups, except for business and community members and the principal. Teachers were elected by teachers, educational support employees were elected by educational support employees, and parents were elected by parents. Feedback from parents was formally gathered via the Title 1 Survey with assistance from the district office. An additional school-specific Title I Survey was used to gain information as to what type of workshops parents requested. Data was collected and returned to the school for review.

Input from parents and other stakeholders was also gathered informally through conversations and group discussions during open forums such as PTO and SAC meetings. Input from these sources was documented by minutes from the regularly scheduled SAC meetings and considered when making decisions regarding the use of Title 1 Parent Involvement funds. The SAC will continue to monitor the implementations and effectiveness of their funding decisions.

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.

Communication to inform parents and community of school activities, meetings and events is accomplished through a variety of methods such as monthly school newsletter, classroom newsletters, school website, school sign, Facebook page, Twitter, Instagram, Remind App, event fliers and the phone call-out system. Use of alternative scheduling allowed for events take place during the day and the evening.

Elementary Information Night held September 2019 and Pottery Bowl and Soup Night held November 2019 provided opportunities for parents to meet teachers, view student work and network with other families. Due to the Covid pandemic, these activities did not occur during the 20-21 school year. We will host Elementary Information Night in August or early September. Red Ribbon and Bully Prevention Week will be held in October, Pottery Bowl and Soup Night in conjunction with a Veteran's Day Program in November, a Christmas Musical in December, Field Day in March, Recycle Night in April, and Social Skills groups throughout the year. The Child Safety will be used throughout the year to address bullying and child safety.

Parents were invited to attend SAC and PTO meetings to discuss questions or concerns. Suggestions and concerns were documented and reviewed as part of the school improvement process. The Parent Family Engagement Plan was reviewed and discussed at the last SAC meeting of the school year. Title 1 staff and teachers met daily to discuss individual student data and needs.

Pamphlets describing the Title 1 Program includes information on parent involvement and Title 1 services are available in the front office.



Accreditation Page

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

<p>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.</p>	<p>Standard 1.3 The institution engages in a continuous improvement process that produces evidence, including measurable results of improving student learning and professional practice.</p>



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.