

**Date Submitted:**

**Dates of Revision:**

# School Performance Plan 2021-2022



**School Name: Walker 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.

<b>Principal's Signature</b>
<b>SAC Chairperson's Signature</b>

# 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
Lorna Carnley	Principal
Mandy Lopez	Assistant Principal
Amber Alley	ESE Resource Teacher
Lauren McMillan & Kara Elmore	Title 1 Remediation Teachers
Marcy Weslowski	Instructional Coach
Elizabeth Drake	K-2 Math
Nita Springle	K-2 ELA
Steven Turner	3-5 ELA
Deloria Meadows; Kim Medlock; Maureen Kinney	3-5 Math
Karen Osborn	Instructional Coach (Math)

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

The SPP process began in early June with our leadership team. Teachers, instructional coaches, and administrators met to evaluate last year’s SPP and progress towards our goals. We discussed needs based on available data as well as goals for the upcoming school year. ELA and math teams broke off to brainstorm ideas for implementation. In July, we met back together to analyze data from i-Ready and FSA. The leadership team discussed findings from informal conversations they’d had with their teams about student performance concerns and instructional needs. The team began revising the SPP. During pre-planning, a draft of the SPP was distributed to all teachers. A meeting was held on August 9th giving teachers an opportunity to voice suggestions and offer changes. Teachers were given until the end of August to suggest changes or additions. When our team's work was presented to SAC, comprised of faculty, administrators, parents, and community members, all stakeholders were encouraged to provide feedback. All concerns and suggestions were considered.

## School Profile

In August of 1989, Walker Elementary opened with a faculty and staff committed to excellence in education to serve the growing student population of Crestview. Our school currently has 865 Walker Owls. Walker is a Title I school with an economically disadvantaged population of 61%. The SWD (students with disabilities) subgroup comprise 18% of our student population, and we have a minority rate of 35%. We believe that every student regardless of ethnicity, gender, economic status, or disability is expected to reach his or her academic potential.

Walker has an instructional staff of 63 teachers and support professionals who are held to high, measurable standards of performance and conduct. In addition, our two site-based administrators as well as our guidance counselor are veteran classroom teachers, with a combined 44 years of teaching experience. Our 21 support staff members and 14 classroom assistants work collaboratively with the faculty to create the strongest learning environment possible for our students. Our professional staff seeks to stay abreast of current educational research and teaching strategies. We believe it is essential for all staff members to communicate and collaborate through a total team effort to provide a model of cooperative, nurturing learning community. Education is the shared responsibility of the entire community of stakeholders, and our many volunteers are a vital part of the effort to make our school successful.

Walker's School Advisory Council and Parent Teacher Organization are vital partners in helping us to achieve a positive and safe learning environment. Working as a team, our teachers, parents, community members, and students have continued to expand and refine our programs to enhance students' learning and performance in the areas of reading, mathematics, science, and writing. The members of these two support groups provide input informally at meetings, as well as formally by approving our School Performance Plan. The combined efforts of these stakeholders bring vital support for Walker Elementary students each year.

We continue to seek out the needed change in curriculum and classroom practice that will consistently improve the achievement of our students. As our staff continues to learn and grow through research-based professional development, we believe Walker Elementary will nurture a love for learning as we offer children a top-notch education!

## Parent and Community Awareness

<b>Walker Elementary</b>			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?	6		33%		33%	33%
Do you plan to return your child to full-time brick & mortar classes next fall?	6		17%	67%	17%	
My child's school emphasizes academic performance as the number one priority.	45		11%	16%	36%	38%
Our principal is an effective leader who meets the needs of our students.	46	4%	9%	22%	28%	37%
As a parent, I am made aware of the curriculum program for my child's grade level or course.	46	9%	11%	22%	28%	30%
The school uses a variety of methods for parent communication.	46	4%	7%	7%	39%	43%
Parent input is valued at my child's school.	46	11%	7%	22%	35%	26%
Clear expectations of conduct and behavior are communicated to my child.	46	7%	2%	15%	30%	46%
I receive positive phone calls, emails, or notes about my child from the school.	46	15%	13%	13%	22%	37%
My child's school maintains a safe environment.	46	2%	4%	13%	28%	52%
My child's school treats everyone fairly, regardless of race, economic status, or other relationships.	46	7%		28%	28%	37%
School funds are used to support the school in a financially responsible manner.	46	7%	2%	33%	28%	30%
The guidance department at my child's school provides for the educational success of my student.	45	9%	4%	38%	24%	24%
I am satisfied that my child's teachers do a good job educating my child.	46	4%	7%	15%	22%	52%
My child's school is well maintained.	46	4%	11%	20%	35%	30%
The health services provided at my child's school support his/her wellness.	46		11%	17%	30%	41%

## Parent and Community Awareness

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

The 45-46 responses from our school community indicate that our families feel connected to our school through us using a variety of methods for parent communication. Additionally, parents feel we have clear expectations for conduct and behavior, both of which are communicated to students. Parents are also satisfied that teachers do a good job educating their children.

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

The data tells us that we as a school faculty need to reach out and make more positive connections with parents, via phone calls, emails, or notes. We also need to create opportunities to make parents aware of the curriculum programs for each grade level.

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

Parents and stakeholders are informed of school news and student progress through multiple means. Information such as calendar events and school news is sent home in the form of a monthly principal's newsletter, scrolled across the LED school sign, sent to parent phones by our call-out system, and shared through our school's social media page. Teachers send home weekly newsletters with class-specific news and information. Up-to-date student grades and course averages are perpetually available to parent/guardians through the online PAWS gradebook system. Every 4 ½ weeks, students take home a printed Progress Report showing current course averages. Every nine weeks, a report card is available through a phone app. As students complete standardized assessments, reports are printed and shared with parents. Teachers and administrators are available by phone and through email for timely contact as parent concerns arise.

# School Action Plan

## *ESSA Subgroup: Strategies & Programs to Support the Objectives*

<b>ESSA Subgroup Focus</b>
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<b>Subgroup: Students with Disabilities</b>
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<b>School Focus</b>
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**What is the cause(s) for this subgroup being an area of focus?**

Our students with disabilities were only at 34% proficient, thus below the minimum requirement of ESSA's 41%. We are concerned for the students in this area as our school has two units of Emotional Behavior Disability (EBD) units, three units of Varying Exceptionalities (VE), more than 100 students that receive speech and language and/or SLD services. We have difficulty getting our students in our EBD units to work through the test without having behavior issues and therefore refusing to complete their test, resulting in low pass rates. Their behaviors also affect their classroom grades. With their disabilities, they tend to have oppositional behaviors and if anything gets frustrating, they stop. We typically see behaviors as a result of low self-esteem and low self-worth, all playing a part in their low performance scores.

**What are we doing to target this subgroup?**

-Our first strategy to target this subgroup is to improve the amount of time students in EBD classrooms are out of the classroom. We are using the Positive Behavior Interventions and Support (PBIS) program school-wide to reinforce positive behaviors, with the goal of minimizing undesirable behaviors.

-In addition to receiving positive reinforcements from the PBIS system, our EBD units also have their own positive token economy system.

-We are using the AIM curriculum for our students in EBD classrooms to build self-worth, self-esteem and the ability to complete difficult tasks. A Social Thinking curriculum will also be used in our VE settings as well as EBD settings. These programs will be used to facilitate the development of positive attitudes toward self, school and community. The AIM culture is one that emphasizes participation, respect, caring and trust. Our behavior analyst will be providing support to our teachers, as well as assisting the team with data collection.

**Targeted School-based Professional Development:**

- August: PEER IEP training
- August: Social Emotional Learning Training
- August: De-escalation training for all staff
- August: Unique Learning Systems (ULS) for VE teachers
- Monthly PBIS meetings with notes and updates sent out
- Monthly ESE trainings with our school staffing specialist
- September – May: SEL Curriculum training with Matt Alford, Behavior Analyst, as needed for support



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

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

- First week of school: introduce/refresh the PBIS school-wide system to students
- First week of school: introduce classroom ticket economy system to students
- August-May: implement the SEL curriculums in order to build self-esteem, self-worth, and perseverance
- August-May: implement tiered system of behavior management
- August-May: meet with ESE team to collaboratively plan and have collegial conversations on best practices, helpful behavior management and de-escalation techniques.

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

- Summer--Redecorate rooms (selective seating, new furniture as needed) to make a calming learning atmosphere
- Purchase PBIS and ticket economy system rewards for positive reinforcements
- schedule monthly ESE meetings
- schedule PD as needed for the SEL Curriculums

<b>Progress Monitoring</b>			
<b>Initiative</b>	<b>How Will It Be Monitored</b>	<b>Frequency of Official Monitoring</b>	<b>Who is Responsible to Monitor</b>
Monthly ESE trainings w/ school staffing specialist	Attendance sign-in sheet; admin will attend	Monthly	Admin, staffing specialist
PBIS system being used	Ticket tracking; conversations w/ ESE teachers	Monthly	Admin, ESE team, PBIS team
Token economy system being used	Student notebooks; conversations w/ ESE teachers	Monthly	Admin, ESE teachers

**Evaluation Following Mid-Year Data**

**Evaluation of Targeted School-based Focus & Implementation:**

**Refinement of Targeted School-based Focus:**

# School Action Plan

## *ESSA Subgroup: Strategies & Programs to Support the Objectives*

### ESSA Subgroup Focus

**Subgroup: Black Students**

### School Focus

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

Our African American students were below the district average in ELA, Math, and Science. Our largest area of concern for them was our fifth-grade math at twenty-eight percent proficient and fifth grade science at twenty-six percent proficient. We are also concerned for our third grade and fifth grade for their proficiency at thirty-four percent in ELA. Our total African American population is around thirty-two percent.

#### **What are we doing to target this subgroup?**

We will be using the MaxScholar Program for our level 1 students in grades K-2. This program has systematic, explicit, multi-sensory instruction to meet educational deficits in our students' reading abilities. The iReady program will be used for remediation in all grades and with all students, targeting student deficiencies. Our teachers will meet with our students who scored a level one five days a week, and our students who scored a level two at least three times per week. This small group instruction will be standards-based and data driven, using the backwards design planning model.

We will also be using MobyMax to support growth in math and reading, in grades K-5. This program provides deep math and reading practice at the unique level's students need in order for them to grow—from foundational skills to grade-level standards. Students begin with a practice of an assigned standard, and if that is passed, move on to an assessment to show mastery. If mastery is not shown, the teacher is notified and can work individually with these students.

Point of Care (POC) tutoring will include our black students who are low performing. Invites will be sent home to begin in October and run through March. Invites will go to students who have been retained and to tier 3 students.

Additionally, we will promote our mentoring program (as safe to do so with Covid guidelines) to recruit more mentors to support this subgroup of students. Mentors will assist with academics and social and life skills, ultimately serving as a positive role model.

#### **Targeted School-based Professional Development:**

- August : SEL training
- October & February: Curriculum in-service training for i-Ready
- As requested: MaxScholar and MobyMax training for classroom teachers

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

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

- August/September—Analyze data to determine level 1s and 2s (with all students and within subgroups)
- attend iReady and MaxScholar PDs
- meet with identified students weekly
- attend curriculum trainings and schedule school-based PDs as needed, based on need

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

- purchase MobyMax for grades K-5
- schedule Professional Development sessions
- promote the mentor program through social media and in the school newsletters as well as throughout the community
- schedule PD as needed for the SEL Curriculums

**Progress Monitoring**

<b>Initiative</b>	<b>How Will It Be Monitored</b>	<b>Frequency of Official Monitoring</b>	<b>Who is Responsible to Monitor</b>
MaxScholar	PMPs	Weekly	Admin; Title Teachers, MTSS
IReady Remediation	Online Reports	Weekly	Admin; Title Teachers
MobyMax	Online Reports	Weekly	Admin; Leadership Team

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

# ELA DATA

iReady ELA 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/	On/	M	F	A	B	H	I	M	W	ESE	ELL	F/R	Average Grade Placement															
						Below	Below	Below	Grade	Grade	Above	Above	Above	Above	Above	Above	Above	Above	Above	Above	Above	Above	Above	Above	Above	Above	Above	Above	Phonological Awareness	Phonics	High-Frequency Words	Vocabulary	Reading Comprehension Literature	Reading Comprehension Informational Text					
2021	Test C	Walker	K	113	64.3		4	7	10	79	88	51	92	62	85	2	100	20	75	2	100		20	85	69	93	17	76		57	93	Late	mid	Late	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	Walker	1	137	62.5			21	7	5	66	78	68	59	76	1	100	16	69	5	40		16	81	99	72	22	59	1	0	65	68	mid	mid	mid	mid	Late	Late	
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	Walker	2	121	52.3		4	30	11	9	46	56	66	65	46	2	100	24	54	2	100		15	53	78	54	17	65		71	49		Early	Early	Early	Early	Early		
2021	Test C	District	2	2,204	54.8		0	5	27	8	10	1116	59	1088	61	50	74	250	47	275	44	5	40	234	60	1390	65	347	40	170	29	1000	49	Early	Early	+1	Early	Early	Early

School FSA ELA (2018-2021) Proficiency (%)				Achievement Levels						Gender		Ethnicity						Status			Strands Average Rating																											
Year	School	Grade	# Students Tested	1L	1M	1H	2L	2H	3	4	5	3,4,5	M	F	A	B	H	I	M	W	ESE	ELL	F/R	Strands Average Rating																								
				% of Score	% of Score	% of Score	% of Score	% of Score	% of Score	% of Score	% Proficient	# Total Population	% Proficient	# Total Population	% Proficient	# Total Population	% Proficient	# Total Population	% Proficient	# Total Population	% Proficient	# Total Population	% Proficient	# Total Population	% Proficient	Key Ideas	Craft & Struct	Ingr: of Knowl	Language	Writing	Write: Purp/Org	Write: Evidence	Write: Convent.															
2018	Walker	3	137	4	11	15	17	28	22	4	54	67	54	70	54	24	50	3	0	1	100	16	50	93	57	29	24	2	0	99	44	53	61	45	70													
2019	Walker	3	136	2	5	7	9	18	32	21	5	58	77	58	59	58	1	100	29	34	1	0	6	83	99	64	22	23	1	0	84	54	50	61	45	83												
2021	Walker	3	135	2	6	16	7	10	33	21	4	59	62	50	73	66	3	67	28	36	10	60	14	79	80	63	27	33	2	0	78	53	54	55	47	72												
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	Walker	4	133	3	2	11	8	15	38	15	8	62	72	54	61	70	1	100	20	45	1	100	13	77	98	62	27	15	1	100	84	55	52	62	47	68	55	52	50	74								
2019	Walker	4	132	2	3	5	10	14	39	22	6	67	61	69	71	65	1	0	24	46	2	50	1	100	14	71	90	72	31	32	2	100	97	59	51	58	49	81	57	52	51	78						
2021	Walker	4	135	4	5	14	7	17	24	20	8	62	73	51	62	53	1	100	23	39	5	40	1	0	6	50	99	56	27	11	3	0	74	38	51	64	52	70	52	49	48	64						
2018	District	4	2,449	2	3	11	9	13	30	23	9	62	1259	59	1190	66	66	75	327	42	235	49	10	70	233	63	1578	68	443	31	106	21	1266	50	54	63	48	70	55	51	51	72						
2019	District	4	2,429	1	3	8	9	12	33	24	11	67	1183	62	1246	72	48	77	262	45	272	51	8	50	254	72	1585	73	437	35	114	26	1282	55	54	61	52	83	55	50	50	75						
2021	District	4	2,408	3	5	13	8	11	25	25	11	60	1272	56	1136	65	56	77	249	37	299	46	4	25	223	65	1577	66	480	31	133	18	984	46	54	65	55	72	53	48	47	74						
2018	Walker	5	145	1	1	12	12	14	28	20	10	59	78	55	67	63			11	45	3	33			11	36	120	63	23	22			78	53	58	71	59	77	58	55	53	75						
2019	Walker	5	151	3	4	15	6	12	31	20	9	60	84	57	67	64	1	100	32	34	1	100			12	67	105	67	28	11			98	50	49	68	52	79	59	55	53	79						
2021	Walker	5	121	2	6	11	13	19	25	18	6	49	70	49	51	49	1	100	18	17	9	33			12	50	81	57	15	13	1	0	65	43	54	63	60	72	56	53	51	73						
2018	District	5	2,376	1	3	8	12	12	30	23	11	64	1189	60	1187	69	65	71	257	50	232	59	8	50	239	58	1575	68	349	21	43	5	1170	53	61	71	61	78	58	54	51	77						
2019	District	5	2,466	1	2	8	9	13	29	27	11	67	1237	63	1229	70	64	78	323	47	236	51	8	75	232	64	1603	73	434	29	79	16	1205	55	53	72	58	83	63	59	56	84						
2021	District	5	2,202	2	3	10	10	14	27	23	11	61	1150	57	1052	66	44	82	244	44	276	44	6	67	207	57	1425	68	402	28	92	11	920	47	59	68	65	77	60	55	54	81						

## School Action Plan ELA: Reading & Writing

<b>District Goal:</b>	<b>Students shall demonstrate reading proficiency at or above the expected grade level.</b>
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<b>Objectives:</b>
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 70%.
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:**

Within the Balanced Literacy Block (BLB), students will participate in strategic differentiated activities that support their learning engagement and enhancement.

-Teachers will use the B.E.S.T. Standards for ELA to develop phonemic awareness and phonics lessons/activities throughout the BLB.

##### **Targeted School-based Professional Development:**

-During pre-planning: teachers review the expectation guide for the BLB with admin.

-During pre-planning: assign new teachers to Walker a mentor that is on their same grade level. They will meet regularly (as needed) to ask/answer questions get support as needed.

- During pre-planning: Review of SPP, provide feedback for revision.
- During pre-planning—introduction/refresher to iReady via district PD.
- During pre-planning: Develop site-based content-area, same grade level, same hall, peer support for teachers new to the school or grade level.
- September: Moby Max Reading training hosted by Instructional Coach, if needed
- At the close of each iReady Diagnostic, Moby Max Reading placement test: Data analysis and instructional planning with administration and/or instructional coach.
- Ongoing September-May: PD days will be scheduled with the instructional coach as needed/requested by admin and or/grade levels. Topics may include kindergarten report card, reading data, instructional implications of data, differentiating instruction, learning loss strategies (spiraling), etc.
- Ongoing August - May: Instructional Coach will conduct Partnership Plans, co-teaching, model lessons, and hold coaching conversations as requested by teachers
- Ongoing August - May: Principal Chats- Admin will meet at least once a month with grade levels to review student progress and analyze data. Each meeting will include discussion of those students identified as lowest 25% or high 2s and progress toward SPP goals. Teachers will share instructional resources. Admin will also meet with teachers individually as necessary.
- Ongoing August - May: Observation time in site-based and off-campus classrooms.
- Ongoing September-April: Instructional coach will provide (early morning, all day, and after school) brief monthly introductions ("Guac and Talk") to research-based practices such as online text selection resources, small group/individual planning, station resources, use of B.E.S.T. Standards, Moby Max and/or iReady reports, and other topics as needs present.
- May: Teachers will reflect on the common assessment and consistent grading practices to determine instructional impact and make changes for the next year.

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

#### **Classroom Implementation Action Steps (Teachers and Students):**

Teachers will use data (iReady, FLKRS) and B.E.S.T. Standards to form and drive strategic differentiated activities that support student learning engagement and enhancement. This can include small group/individual instruction, differentiated accountable stations/activities and/or cooperative groups. Additionally, teachers will use the Foundation B.E.S.T. Standards (Print Concepts, Phonological Awareness, Phonics and Word Analysis, and Fluency) to develop phonemic awareness and phonics lessons/activities throughout the BLB.

#### **1. BEST PRACTICES**

Teachers will...

- Within two weeks of completing diagnostic testing, complete Student Data Chart, identifying instructional needs. Analyze and discuss student progress once a month with administrators.
- by November, hold a beginning of year conference with the parent/guardian of every student.
- access the Cold Reads and Cold Read/Writes to allow for backward design of meaningful instructional units. Administer assessments each quarter and report scores in the online gradebook for the current nine weeks. Analyze Cold Read and Cold Read/Writes data to determine student progress toward independent analysis and synthesis of text. Adjust instruction and groupings regularly as needed to improve student learning.

Teachers will create instruction that allows for engagement that is culturally appropriate for all students using Benchmark Advance and culturally responsive classroom libraries.

-regularly consult with Instructional Coach and have the opportunity to attend voluntary PD. Request to observe site-based classrooms and/or visit exemplary classrooms at other schools, as appropriate.

-complete and turn in to an administrator a SPP Self-Reflection at the end of the first and second semester.

-set professional goals and hold themselves accountable for a high level of performance.

-collaborate with colleagues to create formative and interim assessments with DOK-leveled TDQs of all phases. These assessments will be adapted for individual students as needed. Data results will be used to inform instructional focus, grouping, and use of instructional materials.

-implement iReady with all students with fidelity for 45 minutes per week

2. Instruction within the BLB will include:

A. Purposeful Read Aloud & Shared Reading Lessons (fully implemented by the 3rd week of school)

\*\*Teachers will select instructional text to model fluency, comprehension strategies, and higher-order thinking. As appropriate, lessons will be purposefully planned with TDQs that support the B.E.S.T. Standards and DOK levels 2 & 3.

B. Whole Group Mini-Lessons & Instruction (fully implemented by the 4th week of school)

\*\*Whole group instruction includes explicit teaching, teacher modeling, student talk strategies, cooperative learning groups, etc.

\*\*Teachers will create lessons informed by student performance data and/or the progression of the standards and B.E.S.T. Standards, including all phases of the standards, with emphasis on Foundational Standards.

C. Differentiated Instruction that can include cooperative learning groups, stations, and teacher-led small group instruction utilizing assessment data (iReady, Teacher Toolbox, Moby Max, Benchmark Advance classroom assessments) and B.E.S.T. Standards to plan for differentiated groupings and activities.

\*\*Standards-based activities (fully implemented by the 5th week of school in 1st and 2nd, second quarter in K at the latest)

\*\* When planning for activities/stations and/or Cooperative Learning Groups (CLGs), teachers will plan and implement at least 2 purposeful, differentiated stations and/or CLGs with an accountability piece, based on student data. Activities/stations will be spiraled to address learning loss based on student data. Students will rotate through at least 2 to 5 stations/activities per day, 4-5 days per week. These activities will include paper and pencil/hands-on/teacher. The computer-based stations will make up 25% of activities. Teachers will be provided with ink/toner to create and print differentiated stations.

\*\*Differentiated teacher-led small group instruction (fully implemented by the 6th week of school)

\*\*Teachers will use a variety of resources to differentiate phonemic awareness and phonics instruction, including iReady, Moby Max, Phonics Dance, Reading A to Z, Reading Eggs, Benchmark Advance and Heggerty Phonics.

\*\*Teachers will immediately identify the lowest 25% of students using iReady reports to begin intensive remedial instruction. Level 1s, low 2s, and Title 1/ESE students will receive daily small group instruction; High 2s and 3s will meet 3 times per week, and all remaining students will meet at least one time per week to show improved performance.

\*\*Teachers will meet with students who receive Title I or ESE services in small groups during the 90-minute block. Teachers will meet with remaining students who do not receive pull-out services during the 30 minutes Title I and ESE students are out of the classroom. Teachers WILL NOT have whole group instruction while Title 1 and ESE students are receiving pull-out services.

3. Multiple Sources/Complex Texts



A. Various sources (text, nontextual, multimedia) will be utilized to ensure appropriate text complexity when choosing sources (Benchmark Advance, NewsELA, ReadWorks, StoryWorks Junior, Studies Weekly, Reading A to Z).

B. In grade K-2, students will have regular practice analyzing multiple sources and integrating information to respond to TDQs.

C. Teachers will start with one source for instruction at the beginning of the year, building up to multiple sources as students indicate readiness.

#### 4. Text-Dependent Questions

A. Teachers will write and/or edit standards-based, rigorous TDQs to be used throughout the BLB. They will be written from all phases of the standards, starting at DOK 1 and building to mostly DOK 2 & 3. By March, 80% of questioning will be at a level 2 or 3.

B. Teachers will use sequenced TDQs to lead and scaffold students to a culminating task. These TDQs will drive purposeful student talk to engage students within the text.

C. First and second grade teachers will explicitly model (through a think-aloud format) how to respond to TDQs, during the 1st quarter of school.

#### 5. Text Marking & Annotations

A. Teachers will model and scaffold purposeful text marking and annotations as appropriate to the phonics skill, TDQ or culminating task.

B. After explicitly modeling and scaffolding, students will begin to purposefully and naturally text mark and annotate.

#### 6. Multi-Sensory Instructional Strategies

A. Teachers will incorporate multisensory strategies and/or activities such as Read It-Build It-Write It, See it-Say It, Air Writing, Stand Up-Sit Down, Phonics Dance, etc within all areas of the BLB using the multisensory classroom kits.

#### 7. Purposeful Student Talk & Engagement

A. Teachers will regularly facilitate student talk activities. Students will engage with texts and TDQs using student talk strategies such as Go-Go-Mo, Fishbowl, Think-Pair-Share, Turn and Talk.

B. Students will use the Communication rubric from the B.E.S.T. Standards as success criteria to reflect on their current performance and set goals.

<b>Progress Monitoring</b>			
<b>Initiative</b>	<b>How Will It Be Monitored</b>	<b>Frequency of Official Monitoring</b>	<b>Who is Responsible to Monitor</b>
Differentiated Small Group Instruction and Accountable Stations	Walk-throughs, visible lesson plans, formal observations	Weekly	Admin
Data Analysis	Collaborative Learning Group minutes	Weekly	Admin, teachers
Multisensory phonemic awareness	Walk-throughs, visible lesson plans, admin chats, weekly minutes	Weekly	Admin, teachers

iReady Implementation for all students	Reports	Weekly	Admin, teachers
Multisensory S Intensive Intervention	Reports, lesson plans	Weekly	Admin, teachers
Cold Read/Cold Read Writes	Scores turned in	Quarterly	Admin

<b>Evaluation Following Mid-Year Data</b>
<b>Evaluation of Targeted School-based Focus &amp; Implementation:</b>
<b>Refinement of Targeted School-based Focus:</b>

# 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:**

Within the Balanced Literacy Block (BLB), students will participate in strategic differentiated activities that support their learning engagement and enhancement.

-When planning instruction, keep the end in mind. Develop a culminating task to meet the requirements of the standard(s), select rigorous texts from a variety of resources, and create high-quality TDQs (using ALDs and Item Specs) which lead students to successfully completing the culminating task.

#### **Targeted School-based Professional Development:**

-During pre-planning: teachers review the expectation guide for the BLB with admin.

-During pre-planning: assign new teachers to Walker a mentor that is on their same grade level. They will meet regularly (as needed) to ask/answer questions get support as needed.

-During pre-planning: Review of SPP, provide feedback for revision.

-During pre-planning—introduction/refresher to iReady via district PD.

-During pre-planning: Develop site-based content-area, same grade level, same hall, peer support for teachers new to the school or grade level.

-At the close of each iReady Diagnostic and Moby Max placement test: Data analysis and instructional planning with administration and/or instructional coach.

-By the end of October, all teachers will receive training on the OCSD Bridge document to help teachers understand the vertical progression of B.E.S.T. standards, scope and sequence of Benchmark Advance, the LAFS Task Demands of the tested Benchmarks with the LAFS Assessment Limits, and the LAFS Standard including how students might be tested on FSA.

- Ongoing September-May: PD days will be scheduled with the instructional coach as needed/requested by admin and or/grade levels. Topics may include reading data, instructional implications of data, differentiating instruction, writing calibration, learning loss strategies (spiraling) etc.
- Ongoing August - May: Instructional Coach will conduct Partnership Plans, co-teaching, model lessons, and hold coaching conversations as requested by teachers
- Ongoing August - May: Principal Chats- Admin will meet at least once a month with grade levels to review student progress and analyze data. Each meeting will include discussion of those students identified as lowest 25% or high 2s and progress toward SPP goals. Teachers will share instructional resources. Admin will also meet with teachers individually as necessary.
- Ongoing August - May: Observation time in site-based and off-campus classrooms.
- Ongoing September-April: Instructional coach will provide (early morning, all day, and after school) brief monthly introductions ("Guac and Talk") to research-based practices such as online text selection resources, small group/individual planning, station resources, use of ALDs, reading iReady reports, and other topics as needs present.
- May: Teachers will reflect on the common assessment and consistent grading practices to determine instructional impact and make changes for the next year.

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

#### **Classroom Implementation Action Steps (Teachers and Students):**

Teachers will use data, Bridge documents, and ALDs to form and drive strategic differentiated activities that support student learning engagement and enhancement. This can include small group/individual instruction and differentiated accountable stations/activities, and/or cooperative groups, as appropriate. When planning instruction, they will start with the end in mind, develop a culminating task to meet the requirements of the standard(s), select rigorous texts from a variety of resources, and create high-quality TDQs (using ALDs and Item Specs) which lead students to successfully completing the culminating task.

#### **1. BEST PRACTICES**

Teachers will...

- Within two weeks of completing diagnostic testing, complete Student Data Chart, identifying instructional needs. Analyze and discuss student progress once a month with administrators.
- by the end of November, hold a beginning of year conference with the parent/guardian of every student.
- access the Cold Reads and Cold Read/Writes to allow for backward design of meaningful instructional units. Administer assessments each quarter and report scores in the online gradebook for the current nine weeks. Analyze Cold Read and Cold Read/Writes data to determine student progress toward independent analysis and synthesis of text. Adjust instruction and groupings regularly as needed to improve student learning.
- Teachers will create instruction that allows for engagement that is culturally appropriate for all students using Benchmark Advance and culturally responsive classroom libraries.
- regularly consult with Instructional Coach and have the opportunity to attend voluntary PD. Request to observe site-based classrooms and/or visit exemplary classrooms at other schools.
- complete and turn in to an administrator a SPP Self-Reflection at the end of the first and second semester.
- set professional goals and hold themselves accountable for a high level of performance.

## **2. Instruction within the BLB will include:**

A. Purposeful Read Alouds (fully implemented by the 3rd week of school)

\*\*Teachers will select instructional text to model fluency, comprehension strategies, and higher-order thinking. As appropriate, lessons will be purposefully planned with TDQs that support the FL Standards and DOK levels 2 & 3.

B. Whole Group Mini-Lessons & Instruction (fully implemented by the 4th week of school)

\*\*Whole group instruction includes explicit teaching, teacher modeling, student talk strategies, cooperative learning groups, etc.

\*\*Teachers will create lessons informed by student performance data and/or the progression of the standards, referring to ALDS.

C. Differentiated Instruction that can include cooperative learning groups, stations, and teacher-led small group instruction utilizing assessment data (FSA, Moby Max, , Teacher Toolbox, iReady, classroom assessments) and ALDS to plan for differentiated groupings and activities.

\*\*Standards-based stations/activities (fully implemented by the 5th week of school)

\*\* When planning for activities/stations and/or Cooperative Learning Groups (CLGs), teachers will plan and implement at least 2 purposeful, differentiated stations and/or CLGs with an accountability piece, based on student data. Stations will be spiraled to address learning loss based on student data. Students will rotate through at least 2 activities/stations per day, 4-5 days per week. These activities will include paper and pencil, hands-on, and teacher led activities. The computer-based stations will make up 25% of activities. Teachers will be provided with ink/toner to create and print differentiated stations.

\*\*Differentiated teacher-led small group instruction (fully implemented by the 6th week of school)

\*\*Teachers will immediately identify the lowest 25% of students per iReady or FSA reports to begin intensive remedial instruction. Level 1s, low 2s, and Title 1/ESE students will receive daily small group instruction; High 2s and 3s will meet 3 times per week, and all remaining students will meet as needed to show improved performance.

\*\*Teachers will meet with students who receive Title I or ESE services in small groups during the 90-minute block. Teachers will meet with remaining students who do not receive pull-out services during the 30 minutes Title I and ESE students are out of the classroom. Teachers WILL NOT have whole group instruction while Title 1 and ESE students are receiving pull-out services.

## **3. Multiple Sources/Complex Texts**

A. Various sources (text, nontextual, multimedia) will be utilized to ensure appropriate text complexity when choosing sources (Benchmark Advance, CommonLit, NewsELA, ReadWorks, StoryWorks, Studies Weekly).

B. By third grade, on a regular basis, students will reference two or more sources when responding to TDQs, by mid-November. Fourth and fifth graders will regularly synthesize and respond to up to four sources by the end of the first quarter.

C. Students will be explicitly taught how to critically analyze one source for Key Ideas & Details before synthesizing multiple sources. Teachers will begin critical analysis of one source for Key Ideas and Details using a picture or photograph.

## **4. Text-Dependent Questions**

A. Teachers will write and/or edit standards-based, rigorous TDQs to be used throughout the BLB. They will be written from all phases of the standards, starting at DOK 1 and building to mostly DOK 2 & 3. By March, 80% of questions will be at a level 2 or 3.

B. Teachers will use sequenced TDQs to lead and scaffold students to a culminating task.

C. TDQs will drive purposeful student talk to engage students within the text.

D. Teachers will incorporate FSA Warm-Ups into daily instruction by the end of the 1<sup>st</sup> 9-weeks. Warm-ups will allow for teacher modeling and think-aloud of rigorous FSA-style questions, focusing on Phase 1 and 3 questions.

5. Text Marking & Annotations

A. Teachers will model and scaffold purposeful text marking and annotations as appropriate to the TDQ or culminating task.

B. After explicitly modeling and scaffolding, students will begin to purposefully and customarily text mark and annotate.

6. Purposeful Student Talk & Engagement

A. Students will engage with texts and TDQs using student talk strategies and protocols such as Socratic Seminars, Fishbowl, Think-Pair-Share, Philosophical Chairs, Turn & Talk.

B. Students will use ALDs as success criteria to reflect on their current performance and set goals.

7. Writing Through Reading

A. Teachers will purposefully plan for engagement with texts through Writing through Reading activities such as exit tickets, graphic organizers, stop and jot, and ranking relevant text evidence.

8. Multi-Sensory Instruction

A. Third grade teachers will incorporate multi-sensory activities within small group instruction for serviced students using the multisensory classroom kit.

<b>Progress Monitoring</b>			
<b>Initiative</b>	<b>How Will It Be Monitored</b>	<b>Frequency of Official Monitoring</b>	<b>Who is Responsible to Monitor</b>
Differentiated Small Group Instruction and Accountable Stations	Walk-throughs, formal observations, visible lesson plans	Weekly	Admin
FSA Warm-Ups	Walk-throughs, formal observations, visible lesson plans	Monthly	Admin
Use of ALD's for planning with end in mind and student success criteria	Walk-throughs, formal observations, visible lesson plans	Monthly	Admin
Multisensory intensive implementations for Identified students	Reports and visible lesson plans	Weekly	Admin, teachers
iReady implementation for all students	Reports	Weekly	Admin, teachers

<b>Evaluation Following Mid-Year Data</b>
<b>Evaluation of Targeted School-based Focus &amp; Implementation:</b>

**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:

X: Evidence and Elaboration

##### Targeted School-based Professional Development:

- Ongoing: the instructional coach may be invited to a grade level/CLG meeting for writing calibration training and discussions.
- Ongoing September-May: PD days will be scheduled with the instructional coach as needed/requested by admin and/or grade levels.
- September-May: Vertical planning between grades 3-5 with teachers and coach
- August-December: Optional *Being a Writer* training will be offered by instructional coach

#### Writing Plan

##### *Writing in the Balanced Literacy Model*

- ✓ Teachers will allow for daily writing instruction beyond the required 90 minutes of reading instruction.
- ✓ Teachers will provide whole group instruction as well as differentiated small group and individual conferencing as needed for students to progress.
- ✓ Students will engage in writing activities for a variety of purposes through Writing in Reading during content area lessons, Everyday Instructional Reading, Close Read Sequences, and writing instruction (Ready Writing, Benchmark Advanced, School made/school specific resources).
- ✓ Students will progress through all stages of the Writing Process: Prewrite, draft, revise, edit, and publish. Conventions will be taught in the context of writing. Students will correct conventions during the revising and editing steps. Correcting conventions should not impede the process of writing their essay.

##### *Calibration and Scoring*

- ✓ ELA teachers will meet with the Instructional Coach during grade level meetings at least once a 9-weeks to continue the process of calibration and scoring of student writing samples using the OCSD or FSA rubric and the FSA Sampler Sets for fourth and fifth grades.
- ✓ Teachers will increase student knowledge and use of the B.E.S.T. or FSA rubrics by modeling scoring and creating bulletin boards or anchor charts of exemplary writing.



- ✓ To create self-assessing learners, students will self-score and peer-score using the rubric and incorporating student talk as appropriate to the grade level.

### ***Progress Monitoring***

- ✓ Walker students will write from text-based prompts throughout the year. At the beginning of the year, students will complete a baseline assessment to be used to drive instruction. Students will complete multiple teacher-created tasks throughout the nine weeks, and at the end of each grading period students will complete the Benchmark Advanced Cold Read/Writes. These writing tasks will be scored by either the B.E.S.T Standards or FSA rubric and recorded into PAWS Gradebook. Teachers will use results to drive instruction.
- ✓ Assessed format (narrative, argumentative/opinion, or expository/informative) will follow the B.E.S.T. Standards progression for writing instruction.
- ✓ Student writing grades will be clearly labeled and recorded in PAWS for timely reporting to parents and administration. Rubric results of these writing grades will be used to plan whole group instructional lessons within Everyday Instructional Reading, culminating activities for Close Read Sequences, and writing instruction, as well as drive instructional need for small group and individual student/teacher conferencing. Students will reflect on teacher feedback and develop personal goals for writing.
- ✓ A display of student writing progress toward end of year expectations, to include non-negotiables, will be maintained in a central location to assist with progress monitoring.
- ✓ Teachers will collect end of year writing samples for each student. These samples will be distributed to the next grade level in order to inform writing instruction.

***Teachers will provide modeling, guided, and independent practice in Everyday Instructional Reading, Close Read sequences, Writing Instruction, and during content area (science and social studies) lessons as appropriate for the following elements of writing:***

### ***Unpacking the Prompt and Time Management***

- ✓ Teachers will model how to unpack the prompt using vertically-aligned common language. As appropriate to the grade level, students will text mark important words in the prompt that indicate format and topic.
- ✓ Students will practice unpacking prompts during Everyday Instructional Reading, using grade-level appropriate resources (anchor charts, Ready Workbook, a variety of teacher-created prompts, Writing Sampler Sets, and Benchmark Advance).
- ✓ While practicing for timed writings, teachers will model and students will practice efficient use of their time. Guidelines for 120 minutes will include:

Unpack the prompt – 5 minutes

Close read and mark text – 20-25 minutes

Plan for your essay – 10-15 minutes

Draft, Revise, and Edit – 75-85 minutes

Kindergarten:

1. Underline topic.
2. Circle the type (narrative, argumentative, expository).
3. Teacher models list of key words to use in essay.

First and Second:

1. Underline topic.
2. Circle the type (narrative, argumentative, expository).
3. List key words to use in essay. (End of year second grade goal.)

Third, Fourth, Fifth:

1. Circle the type (opinion, informative).
2. Underline topic.
3. Box purpose and audience, when applicable. (If no audience is specified in the prompt, it is understood the audience is a “knowledgeable person”.)
4. List any academic/domain specific words.
5. Star words that indicate a specific text structure.

### ***Text Marking Specific to the Task***

- ✓ Teachers will model purposeful text marking and annotating specific to the demands of the prompt.
- ✓ As appropriate to the grade level, students will text mark to identify, analyze, and determine the most meaningful sentences in the reading passages that could be used for evidence and/or to help with elaboration while answering TDQs and while writing to prompts. Students will identify Tier 3 vocabulary to be included in the student writing piece. Students will annotate thoughts in relation to the prompt in the margins or on a planning sheet.

### ***Planning for the Essay***

- ✓ Students will use a variety of prewriting strategies and planning devices appropriate to the grade level and task.
- ✓ Teachers will model use of planning organizers as appropriate to the demands and format of the writing task.
- ✓ Students will engage in guided practice using teacher-created planning organizers. Teachers will gradually discontinue providing copies of planning organizers as students are ready to plan independently.

Kindergarten:

Teachers will model planning for writing, implementing student talk, and allowing for illustrations that add appropriate elaboration and details.

First and Second:

Planning organizers will include an introduction, body, and conclusion. By the end of second grade, teachers will purposefully introduce and model planning for synthesis of two texts.

Third, Fourth, and Fifth:

Students will continue to plan for an introduction, body, and conclusion. Teachers will use a variety of organizers to teach planning for synthesis and elaboration. Students will choose their preferred body organization method after introduction of It Says/I Say/And So, Warrant Workout, SPEC, SPRITE, and Elaborative Techniques. These strategies will be modeled and practiced to teach planning for elaboration. Students will be encouraged to adjust the plan as needed for independent use during assessment.

***Scaffolded Instruction: One Source to Multiple Sources***

- ✓ Everyday Instructional Reading and Close Read Sequences: In grade K through second, students will have regular practice analyzing multiple sources, including nontextual stimuli and multimedia, and integrating information to respond to TDQs. By third grade, on a regular basis student will reference more than one source when responding to TDQs.
- ✓ Writing Instruction: Grade K through second, students will become proficient at responding to one text source for writing assignments. During third grade, students will independently respond to two sources. In fourth and fifth grade, students will become proficient in responding to tasks including three or more sources.

***Introductions***

- ✓ Teachers will use mentor texts to identify and model elements of an effective introduction.
- ✓ Students will practice including the thesis (topic) statement in the introduction of their writing pieces.
- ✓ Students will identify elements of effective introductions in exemplar papers.
- ✓ Introduction types could include imagery, funnel, drama, quotations, turnabout, interesting fact.

Explicit Instruction will include:

Kindergarten:

- o Addressing the topic of the essay (answering the prompt)

First through Second:

- o Use a **relevant** statement to catch the reader's attention
- o Addressing the topic of the essay (answering the prompt)

Third through Fifth:

- o Use a relevant statement to catch the reader's attention
- o Addressing the topic of the essay (answering the prompt)
- o Stating the ideas or concepts that will be explained using sources (thesis statement/claim), and using background information as appropriate.

### **Conclusions**

- ✓ Teachers will use mentor text to identify and model elements of an effective conclusion, specifically how a conclusion restates the introduction and remains focused on the prompt.
- ✓ Students will identify elements of effective conclusions in exemplar papers.
- ✓ Students will practice writing conclusions.
- ✓ Conclusion types could include a call to action, your two cents, future significance, etc.
- ✓ Explicit instruction will include:

Kindergarten:

- o The ending of the writing tells the reader why our text is important.
- o A good ending reminds the reader about the topic.

First and Second:

- o Thesis Statement: Usually the first sentence of a conclusion revisits the controlling idea of an essay, but is phrased differently from the original thesis found in the introduction
- o (Grade 2) Synthesis: The element of a conclusion that brings together the points of an essay in a new and interesting way to make a generalization or to draw a conclusion.

Third, Fourth and Fifth:

- o Thesis Statement: Usually the first sentence of a conclusion revisits the controlling idea of an essay, but is phrased differently from the original thesis found in the introduction.
- o Synthesis: The element of a conclusion that brings together the points of an essay in a new and interesting way to make a generalization or to draw a conclusion.
- o Extension: A memorable thought or idea that extends beyond the essay and pushes the reader into the real world.

### ***Citing Relevant Evidence***

Instruction and practice of citing relevant evidence will occur during explicit reading and writing instruction:

- ✓ Teachers will share exemplar papers and use mentor text to show effective use of evidence.
- ✓ Teachers will model how to purposefully text mark evidence and how to paraphrase evidence.
- ✓ Teachers will provide instruction to determine evidence that supports the purpose of the prompt, moving students toward independence.
  - o First: Read a prompt and pick out sentence strips containing relevant evidence that support the prompt.
  - o Second and Third: Read a student writing piece and identify the examples and non-examples of relevant evidence.
  - o Fourth and Fifth: Read a prompt and multiple passages. Identify relevant/non-relevant statements, analyzing support of prompt.
- ✓ Teacher and students will create anchor charts with sentence stems for citing evidence (with continued practice move to less formulaic writing).
- ✓ Intermediate students will paraphrase and cite from multiple sources and how using text evidence from multiple sources provides for synthesis/analysis.
- ✓ Students will practice citing evidence while writing responses in content areas.

### ***Strategies for Elaboration***

Instruction and practice of elaboration strategies will occur during explicit reading and writing instruction as well as during explicit writing instruction:

- ✓ Teachers will show how elaboration is used to support and extend text evidence while analyzing mentor writing as well as modeling written responses and essays. Teachers will use multiple elaboration strategies as appropriate to the needs of the learner and the expectations of the task. Strategies will include:
  - o Kindergarten: Identify text to self-connections and elaborate through illustrations.
  - o First and Second: Introduce each type of elaboration and create anchor charts for sentence stems. First and second grade will use mentor text to show examples of elaboration. Teachers will model how to create relevant elaboration that supports the prompt. Students are encouraged to move away from sentence stems as appropriate.
  - o Third through Fifth: Teachers will continue strategies introduced in first and second grade. In addition, teachers will provide instruction to include color coding parts of a paragraph or essay, and graphic organizers to include It Says/I Say/And So, Warrant Workout, SPEC, SPRITE, and Elaborative Techniques.
- ✓ Teachers and students will share student writing that exemplifies effective use of elaboration.
- ✓ Teachers and students will create anchor charts with sentence stems/frames for elaboration (with continued practice move to less formulaic writing).

- ✓ Students will practice elaboration strategies in short written responses as well as lengthier essays.

### ***Use of Transitions***

- ✓ Teachers and students will create an anchor chart that identifies both types of transitions – within (internal) paragraphs and between (external) paragraphs as appropriate to the grade level.
- ✓ Students will practice including effective transitions that are both appropriate for the text structure and relevant to the progression of the writing piece.
- ✓ Students will practice effective use of transitions while writing responses in content areas.

### ***Content-Specific Vocabulary***

- ✓ As appropriate to the grade level, students will mark text in reading passages that could be used for evidence and/or elaboration while answering TDQs.
- ✓ Students will identify in reading passages Tier 3 vocabulary to be included in the student writing piece.
- ✓ Students will practice effective use of content-specific vocabulary while writing responses in content areas.

### ***Conventions non-negotiables for each grade level:***

#### Kindergarten:

- Picture and words match
- Picture shows a setting
- A reader can tell what the illustration is without an explanation
- Beginning, middle and ending sounds are used
- Letters(s) for each sound heard in a word
- Spaced between words
- Begin each sentence with a capital letter and ending punctuation
- Writes using mostly lowercase letters
- Capitalization on days of the weeks and months, and the word “I” should be correct

#### First Grade:

\*All “grade level” expectations are per the B.E.S.T. Standards for Grade 1.

- No capital letters within words
- Finger spacing between words

- Capital "I" / proper nouns
- Correct formation of letters (no reversals by end of year)
- Letters written on the line
- Write complete sentences with correct capitalization and punctuation
- Grade level appropriate grammar
- Phonetic spelling
- Sight words spelled correctly

#### Second Grade:

\*All "grade level" expectations are per the B.E.S.T. Standards for Grade 2.

- Capital letters at the beginning of sentence, capital "I", proper nouns
- No capital letters within words
- Grade level appropriate punctuation (period, exclamation, question mark, comma, and quotation marks)
- Finger spacing between words
- Correct formation of letters (no reversals and placed on paper/line correctly)
- Complete sentences with varied sentence structure
- Verb/Noun agreement
- Sight words spelled correctly
- Words from the text or source will be spelled correctly
- Form plurals -y to -ies, use apostrophes to form contractions, use interjections, use appropriate pronouns, use commas in a series, and use plural possessives

#### Third Grade:

- Complete sentences with varied sentence structure/compound sentences
- Capitalize appropriate words (beginning of sentence, proper nouns, titles)
- Verb/Noun agreement
- Proper punctuation (comma, quotation, end mark)
- Words from the text or source will be spelled correctly
- Apostrophes used correctly in contractions and possessives
- Writing is legible
- Like ideas will be grouped into paragraphs

- Use simple modifiers and prepositional phrases

Fourth Grade:

- Complete sentences
- Words from the text or source will be spelled correctly
- Capitalization of “I”, beginning of sentence, and proper nouns, no random capitalizations within the writing
- Proper ending punctuation
- Paragraph separation is evident (indentation or line spacing)
- Subject/verb agreement with intervening clauses and phrases
- Conjunctions

Fifth Grade

- Complete sentences with varied sentence structure
- Words from the text or source will be spelled correctly
- Paraphrase text evidence
- Capitalizing “I” beginning of a sentence, proper nouns, no random capitalizations within the writing
- Capitalize titles of articles and enclose in quotations marks
- Proper ending punctuation
- Paragraph separation is evident
- Place quotation marks around any text that is quoted
- Use principal modals to indicate the mood of a verb
- Use appositives, main, clauses, and subordinate clauses
- Use conjunctions correctly to join words and phrases in a sentence

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



Walker collection of writing data	Data chart of students writing scores, broken down by PFO and EE	2 times per quarter (baseline and post)	Teachers and admin
Writing calibration with instructional coach and each grade level	Observation of collaboration; instructional coach's schedule	Quarterly (once per 9-weeks)	Admin, instructional coach schedule

<b>Evaluation Following Mid-Year Data</b>
<b>Evaluation of Targeted School-based Focus &amp; Implementation:</b>
<b>Refinement of Targeted School-based Focus:</b>

# School Action Plan

## *ELA: Strategies & Programs to Support the Objectives*

### ELA Students Below Grade Level

#### School Focus

##### **Targeted School-based Focus:**

Improved student development in skills in phonics and phonemic awareness through participation in differentiated small group instruction and station activities with classroom teachers, SLD teachers, and Title 1.

##### **Targeted School-based Professional Development:**

- As safe and appropriate, with the instructional coach, teachers will observe exemplary small group instruction and stations, differentiated for level 1s and 2s, and debrief with coach (as needed/requested).
- Ongoing starting in September--iReady Training with a focus on executing lessons from the iReady Toolbox
- As needed, 4th and 5th grade ELA teachers will meet with the instructional coach to support implementation of the Phonics for Reading program or iReady workbook lessons.
- All grade levels will meet with admin in a Principal's Chat once a month to review student data, with an emphasis on progress of level 1s and 2s.

#### Action Steps for Remediation

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

- Students will meet daily in a small group with their classroom teacher.
- Students in grades K-3 who have a substantial reading deficiency as determined by the state/district will participate in the MaxScholar program using multi-sensory approaches and the MaxScholar workbook. This will occur 5 days per week for 20-30 minutes and will be done with either the Title 1 teachers, classroom teachers, or SLD teacher, as determined as data comes in after diagnostic testing is done.
- Students in grades K-3 who have been identified as Tier 2 based on iReady diagnostic data will participate in differentiated small group instruction with the classroom teacher or a Title I assistant 3 days a week for 15-20 mins. Using supplemental materials, iReady textbook, Teacher Toolbox, Tools for Scaffolding, and Benchmark Advanced materials.
- Students in grades 4-5 who have been identified as Tier 2 will participate in differentiated small group instruction with the classroom teacher or a Title I assistant 3 days a week for 15-20 mins. Using supplemental materials, iReady textbook, Teacher Toolbox, Tools for Scaffolding, and Benchmark Advanced materials. Tier 3 students, based on iReady diagnostic data, will participate in differentiated small group instruction with the classroom teacher 5 days a week for 20-30 mins.
- All K-5 students will participate in the i-Ready program for 45 minutes of computer time a week, plus face-to-face small group time with a teacher. Three diagnostic tests throughout the year will help determine student needs. Students who are struggling in grades 4-5 will additionally be screened for the Phonics for Reading Program. This program helps build phonemic awareness, decoding, and fluency skills

to strengthen reading comprehension. Phonics for Reading offers systematic, explicit instruction that builds confidence and motivation. It is specifically designed to appeal to older students.

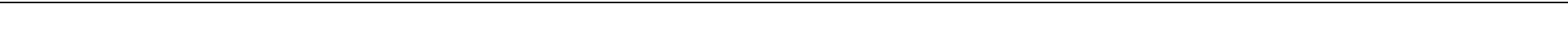
- Title 1 teachers will communicate student progress and instructional needs once a week with the classroom teachers.
- SLD teacher will communicate student progress as needed/requested in order to meet the needs of student IEP goals.
- Point of Care (POC) tutoring invites will be sent home to begin in October and run through March. Invites will go to students who have been retained and to tier 3 students.

Level 1 INTERVENTION (for students who are not identified SLD):

- Classroom teacher is meeting with students daily in small group, providing individual instruction as needed.
- Classroom teacher is creating PMP, moving students through MTSS, and communicating progress with parent.

<b>Progress Monitoring</b>			
<b>Initiative</b>	<b>How Will It Be Monitored</b>	<b>Frequency of Official Monitoring</b>	<b>Who is Responsible to Monitor</b>
Differentiated small group instruction--classroom teacher, ESE teachers, Title 1 teachers	Visible lesson plans, walk throughs, SPP reflections, Principal Chats, student data	Weekly	Admin
Analyze data (FSA, iReady, Max Scholar, classroom formative and interim) to inform instruction	Through data-informed lesson plans and admin-led data sessions	Ongoing throughout the year individually, with instructional coach, grade level, and monthly Principal Chats.	Admin, leadership team
iReady Reading remediation instruction for identified students ensuring each student receives 45 minutes of online instruction weekly and small group teacher-led instruction focused on individual student needs.	Visible lesson plans, walk throughs, Title I data records, iReady reports, walk throughs	Weekly	Admin, Title I specialist, Title I
Title I data analysis days	Grouping lists, meeting minutes	After the administration of each iReady Diagnostic Assessment	Admin, Title I teachers
Title I and SLD collaboration with teachers	Remediation progress reports, as needed	As needed	Admin, classroom teachers, title I teachers, SLD teachers

<b>Evaluation Following Mid-Year Data</b>
<b>Evaluation of Targeted School-based Focus &amp; Implementation:</b>
<b>Refinement of Targeted School-based Focus:</b>





## School Action Plan *Math*

<b>District Goal:</b>	<b>Students shall demonstrate math proficiency at or above the expected grade level.</b>
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<b>Objectives:</b>	
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 70%.	
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 60%.	
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:

Within the Balanced Math Model, teachers will collaboratively use i-Ready data to form differentiated, small groups/stations/activities to drive instruction. Being aware of deficits, keep a focus on geometry and spiral forward throughout the year.

#### Targeted School-based Professional Development:

- During pre-planning: Review of SPP, provide feedback for revision.
- -During pre-planning: assign new teachers to Walker a mentor that is on their same grade level. They will meet regularly (as needed) to ask/answer questions get support as needed.
- During pre-planning: Develop site-based content area, same grade level, same hall, peer support for teachers new to the school or grade level.
- Teachers will attend at school and participate in District math PD during the central message in the morning and plan the remainder of the school day (September, October, January, April, May).
- 1<sup>st</sup> Semester: K-2 Teachers may participate in a school-based book study: Math by the Book.
- 2<sup>nd</sup> Semester: 3-5 Teachers may participate in a school-based book study, Math by the Book
- 1<sup>st</sup> or 2<sup>nd</sup> Semester: K-5 Teachers (new to school or new to grade level) may participate in a school-based book study, Math in Practice.
- At the close of each i-Ready diagnostic: full day collaborative data analysis and instructional planning will occur with instructional math coach.
- August-May: Instructional math coach will conduct Coaching Cycles, co-teaching, model lessons, and hold coaching conversations as requested by teachers
- August-May: Principal Chats – Admin will meet at least once a month with grade levels to review student progress and analyze data. Each meeting will include discussion of those students who were identified as scoring two or more grade levels below or one grade level below and progress toward SPP goals. Teachers will share instructional resources. Admin will also meet with teachers individually as necessary.

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

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

- Teachers will conduct data analysis, set goals, and share instructional practices during monthly Principal’s Data Chats. Teachers will first look at available student data from the previous school year and combine that with i-Ready Diagnostic 1 data to make instructional implications.
- Teachers will continue to implement the Balanced Math Model, embed the 8 Mathematical Practices, use DOK Level 2 & 3 questions, and set classroom norms during their math block.
- Teachers will engage students in all components of the Balanced Math Model.
  - A. During Interactive Whole Group Mini-Lessons:
    - 1. Teachers will:
      - I. Make instructional decisions driven by data [FSA/FSAA, ULS, FLKRS, Kindergarten report card, pacing guides, common assessments, i-Ready reports (Diagnostic, Prerequisite, Personalized Instruction, Instructional Grouping, etc.), MobyMax, teacher observations, etc.] to address learning loss and accelerate student learning.
      - II. Communicate the learning objective(s) for the lesson to the students and why the objective(s) are important.
      - III. Increase student discourse and establish classroom routines and norms (with student input) that support student mathematical discourse.
      - IV. Support students to represent and relate mathematical solutions orally, visually, and with concrete objects [(e.g., math journals, high-yield routines, whiteboards, and manipulatives (Lakeshore Toolbox Kit - 1 per student))].
      - V. Facilitate student-led discussions and prompt students to explain their reasoning. Teachers will listen to their responses to identify and gauge understanding and misconceptions and provide timely feedback.
      - VI. Use multiple formative assessment approaches to check for understanding.
      - VII. Spiral standards/skills
    - 2. Students will:
      - I. Use mathematical vocabulary to express their ideas and engage in mathematical discourse.
      - II. Engage in meaningful, real-world mathematical problems and apply strategies and concepts to solve those problems.
      - III. Be engaged in challenging tasks regardless of their learning needs.
      - IV. Be able to choose appropriate mathematical words/symbols/representations to express their ideas to others.
  - B. During Purposeful Small Group Instruction:
    - 1. Teachers will:
      - I. Make instructional decisions driven by data [FSA/FSAA, ULS, FLKRS, Kindergarten report card, pacing guides, common assessments, i-Ready reports (Diagnostic, Prerequisite, Personalized Instruction, Instructional Grouping, etc.), MobyMax, teacher observations, etc.] to address learning loss and accelerate student learning.
      - II. Use the following criteria to determine how often to meet with students:
        - Students Who Score 2 or More Grade Levels Below on i-Ready Diagnostic, Title I, or ESE: Daily during the math block. (Whole group instruction will not occur while Title 1 or ESE students are receiving pull-out services.)
        - Students Who Score 1 Grade Level Below on i-Ready Diagnostic: 3 times each week (at a minimum).
        - Students Who Score On or Above Grade Level on i-Ready Diagnostic: 1 time each week (at a minimum).



- III. Facilitate student-led discussions and prompt students to explain their reasoning. Teachers will listen to their responses to identify and gauge understanding and misconceptions and provide timely feedback.
  - IV. Increase student discourse and establish small group routines and norms (with student input) that support student mathematical discourse.
  - V. Support students to represent and relate mathematical solutions orally, visually, and with concrete objects [(e.g., math journals, high-yield routines, whiteboards, and manipulatives (Lakeshore Toolbox Kit - 1 per student))].
  - VI. Facilitate student-led discussions and prompt students to explain their reasoning. Teachers will listen to their responses to identify and gauge understanding and misconceptions and provide timely feedback.
  - VII. Use multiple formative assessment approaches to check for understanding.
2. Students will:
- I. Represent and relate mathematical solutions orally, visually, and with concrete objects [(e.g., math journals, high-yield routines, whiteboards, and manipulatives (Lakeshore Toolbox Kit - 1 per student))].
  - II. Be able to choose appropriate mathematical words/symbols/representations to express their ideas to others.
  - III. Be engaged in challenging tasks regardless of their learning needs.
  - IV. Be engaged in extensive grade-level standards learning opportunities.
- C. During Differentiated Stations:
1. Teachers will:
- I. Make instructional decisions driven by data [FSA/FSAA, ULS, FLKRS, Kindergarten report card, pacing guides, common assessments, i-Ready reports (Diagnostic, Prerequisite, Personalized Instruction, Instructional Grouping, etc.), MobyMax, teacher observations, etc.] to address learning loss and accelerate student learning.
  - II. Provide students with the opportunity to apply their knowledge and solve problems both collaboratively and independently.
  - III. Facilitate student-led discussions and prompt students to explain their reasoning. Teachers will listen to their responses to identify and gauge understanding and misconceptions and provide timely feedback.
  - IV. Increase student discourse and establish norms (with student input) that support student mathematical discourse (limit use of technology where students are working independently).
  - V. Support students to represent and relate mathematical solutions orally, visually, and with concrete objects [(e.g., math journals, high-yield routines, whiteboards, and manipulatives (Lakeshore Toolbox Kit - 1 per student))].
  - VI. Facilitate student-led discussions and prompt students to explain their reasoning. Teachers will listen to their responses to identify and gauge understanding and misconceptions, and provide timely feedback
  - VII. Use multiple formative assessment approaches to check for understanding.
2. Students will:
- I. Represent and relate mathematical solutions orally, visually, and with concrete objects [(e.g., math journals, high-yield routines, whiteboards, and manipulatives (Lakeshore Toolbox Kit - 1 per student))].
  - II. Be able to choose appropriate mathematical words/symbols/representations to express their ideas to others.

- III. Be engaged in challenging tasks regardless of their learning needs.
  - IV. Be engaged in extensive grade-level standards learning opportunities.
- D. During their Daily Routines:
- 1. Teachers will:
    - I. Make instructional decisions driven by data [FSA/FSAA, ULS, FLKRS, Kindergarten report card, pacing guides, common assessments, i-Ready reports (Diagnostic, Prerequisite, Personalized Instruction, Instructional Grouping, etc.), MobyMax, teacher observations, etc.] to address learning loss and accelerate student learning.
    - II. Use high-yield routines (e.g., Which One Doesn't Belong?, Number Line, Today's Number, Quick Images, Guess My Rule, I Notice I Wonder, Number Talks, Splat, Esti-Mysteries).
    - III. Facilitate student-led discussions and prompt students to explain their reasoning. Teachers will listen to their responses to identify and gauge understanding and misconceptions and provide timely feedback.
    - IV. Support students to represent and relate mathematical solutions orally, visually, and with concrete objects [(e.g., math journals, high-yield routines, whiteboards, and manipulatives (Lakeshore Toolbox Kit - 1 per student))].
  - 2. Students will:
    - I. Use mathematical vocabulary to express their ideas and explain how multiple representations of numbers and/or operations relate to one another.
    - II. Represent and relate mathematical solutions orally, visually, and with concrete objects [(e.g., math journals, high-yield routines, whiteboards, and manipulatives (Lakeshore Toolbox Kit - 1 per student))].
- E. During their Daily Fluency:
- 1. Teachers will:
    - I. Make instructional decisions driven by data [FSA/FSAA, ULS, FLKRS, Kindergarten report card, pacing guides, common assessments, i-Ready reports (Diagnostic, Prerequisite, Personalized Instruction, Instructional Grouping, etc.), MobyMax, teacher observations, etc.] to address learning loss and accelerate student learning.
    - II. Support students to represent and relate mathematical solutions orally, visually, and with concrete objects [(e.g., math journals, high-yield routines, whiteboards, and manipulatives (Lakeshore Toolbox Kit - 1 per student))].
  - 2. Students will:
    - I. Notice patterns in the number system and geometric contexts.
    - II. Be engaged in challenging tasks regardless of their learning needs.
- F. i-Ready/Technology
- 1. 45 minutes per student each week
  - 2. Flocabulary (K-5), MobyMax (K-5)
  - 3. i-Ready is required, but all other programs are supplemental.
- G. Resources
- 1. Pacing Guides, high rigor lessons from CPALMS, i-Ready reports (Diagnostic, Prerequisite, Personalized Instruction, Instructional Grouping, etc.), Ready Teacher Toolbox, Engage NY, Educite, Edulastic, Go Math!, MobyMax, M<sup>3</sup> Making Math

Meaningful standards-based planning document, ALDs (3-5), PLDs (K-2), common assessments, Math in Practice, FSA practice tests, CPLAMS formative assessments

2. Students in Grades 1-5 will be assessed using the OCSD Quarterly Math Assessments; however, it will be a grade level decision on whether the assessment scores are used as summative grades in GradeBook.
3. Teachers in grades K-5 will use FSA-style assessment questions (gridded response, multi-select, tables, editing task choice, multiple choice, etc.), calendar math, spiraling, math journals, problem of the day, and formative assessments.

<b>Progress Monitoring</b>			
<b>Initiative</b>	<b>How Will It Be Monitored</b>	<b>Frequency of Official Monitoring</b>	<b>Who is Responsible to Monitor</b>
i-Ready	Program, reports	Weekly or as needed	Teachers, students, admin
Purposeful small group instruction	Visible lesson plans, walk throughs, collaborative meeting minutes, data chats	Weekly	Admin
Standard-based, differentiated stations	Visible lesson plans, walk throughs, collaborative meeting minutes, data chats	Weekly	Admin
Collaborative data analysis for the use of planning	Collaborative meeting minutes, data chats with admin	Monthly	Admin
Collaborative planning and analysis of common formative assessments and other relevant data	Collaborative Planning Groups	Weekly	Teachers, Admin

<b>Evaluation Following Mid-Year Data</b>
<b>Evaluation of Targeted School-based Focus &amp; Implementation:</b>
<b>Refinement of Targeted School-based Focus:</b>

# School Action Plan

## *Math: Strategies & Programs to Support the Objectives*

### Math Students Below Grade Level

#### School Focus

##### **Targeted School-based Focus:**

Improve student performance on i-Ready (at least 50% of stretch growth) through participation in intentional differentiated small group instruction with classroom teachers, SLD teachers, and Title 1.

##### **Targeted School-based Professional Development:**

- With the instructional math coach/admin, teachers will analyze data (i-Ready, FSA, classroom, etc.) to identify students scoring below grade level.
- Teachers will collaborate with grade level peers and the instructional math coach to plan intentional differentiated small group lessons as needed (ongoing throughout the year) for these students using ALDs/PLDs. Teachers will observe exemplary small group instruction and debrief with coach (as needed/requested).
- All grade levels will meet with admin (and instructional math coach as available) in a Principal's Chat once a month to review student data, with an emphasis on progress of students below grade level. Chats will include instructional strategies to meet the needs of students below grade level.

#### Action Steps for Remediation

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

SLD Intervention:

- ESE teachers will meet monthly with admin to have data chats to monitor student progress.
- SLD teachers will communicate student progress and instructional needs with the classroom teacher as needed to make progress towards IEP goals.
- Individual student data will be analyzed (i-Ready, FSA, teacher formative assessments, common assessments, online grades) and all teachers will create instruction based on student need and IEP goals, ensuring accommodations are met.
- Students will meet in small group for 30 minutes with their SLD teacher. Individual instruction will be provided as needed.
- Students will meet daily in small group with their classroom teacher.

Title 1 Implementation:

- Title 1 teachers will communicate student progress and instructional needs once a week with the classroom teachers.
- Students in grades 3-5 will be screened using the i-Ready diagnostic assessments (3 times per year) and grouped based on skill needs for small group instruction. Groups will be fluid and will be adjusted as needed.

Level 1 Intervention (for students who are not identified SLD or receiving Title 1 services):

- Classroom teacher is meeting with students daily in small group, providing intentional instruction as needed.
- Classroom teacher is creating PMP, moving students through MTSS, and communicating progress with parent.

Plan of Care (POC) tutoring invites will be sent home to begin in October and run through March. Invites will go to students who have been retained and to tier 3 students.

**Progress Monitoring**

<b>Initiative</b>	<b>How Will It Be Monitored</b>	<b>Frequency of Official Monitoring</b>	<b>Who is Responsible to Monitor</b>
Intentional differentiated small group instruction-classroom teacher, SLD teacher, Title 1 teacher	Walk throughs, coach support, SPP reflection, Principal chats, Student data	Weekly	Admin
Analyze data (FSA, i-Ready, classroom formative and interim) to inform instruction	Through data-informed visible lesson plans, admin-led data sessions, collaborative group meetings	Ongoing throughout the year individually, with grade level. Once a month	Admin, collaborative groups
i-Ready Math remediation instruction with identified students, ensuring each student receives 45 minutes of online instruction weekly and small group teacher-led instruction focused on individual student needs	Title 1 data records/i-Ready reports, walk throughs	Weekly	Admin Title 1 specialist, Title 1
Title 1 Data Days	Group listings, meeting minutes	Quarterly	Admin, teachers, Title 1 teachers
Title 1 and SLD collaboration with classroom teachers	Weekly remediation progress reports (Title1)	Weekly	Admin, teachers, Title 1 and SLD teachers

**Evaluation Following Mid-Year Data**

**Evaluation of Targeted School-based Focus & Implementation:**

**Refinement of Targeted School-based Focus:**

# SCIENCE DATA

FCAT Science 2018-2021 Proficiency (%)				Achievement Levels						Gender				Ethnicity						Status			Strands																			
Year	School	Grade	# Students Tested	1		2		3		4		5		3,4,5		M		F		A		B		H		I		M		W		ESE		ELL		F/R		Percent Correct				
				% of Score	% of Score	% of Score	% of Score	% of Score	% of Score	% Proficient	# Total Population	% Proficient	# Total Population	% Proficient	# Total Population	% Proficient	# Total Population	% Proficient	# Total Population	% Proficient	# Total Population	% Proficient	# Total Population	% Proficient	# Total Population	% Proficient	# Total Population	% Proficient	# Total Population	% Proficient	# Total Population	% Proficient	# Total Population	% Proficient	Nature (MS)	Molecular (BIO)	Earth/Space (MS)	Classification (BIO)	Physical (MS)	Organisms (BIO)	Life (MS)	
2018	Walker	5	142	14	25	30	16	15	61	77	70	65	51			12	25	3	33		10	60	117	66	23	17			78	53	73	66	78	74								
2019	Walker	5	149	23	26	30	11	11	51	84	48	65	55	1	100	31	26	1	100		12	50	104	58	26	15			96	43	67	65	67	66								
2021	Walker	5	124	31	31	23	10	5	38	71	48	53	25	1	0	18	6	11	18		12	50	82	46	15	7	2	50	66	33	63	58	68	63								
2018	District	5	2,374	11	23	34	16	16	66	1,188	69	1,186	62	65	75	257	44	234	56	8	75	237	61	1573	71	351	31	45	16	1166	54	74	67	78	76							
2019	District	5	2,463	14	23	30	17	16	63	1,235	64	1,228	61	64	67	323	38	234	47	8	63	231	59	1603	70	433	34	80	13	1200	49	73	71	72	71							
2021	District	5	2,194	21	25	29	14	12	54	1,150	55	1,044	53	44	77	243	30	278	33	6	67	204	50	1419	62	395	24	95	6	912	39	65	64	74	71							

## **School Action Plan** *Science*

<b>District Goal:</b>	<b>Students shall demonstrate science proficiency at or above the expected grade level.</b>
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<b>Objectives:</b>
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The percentage of 5 <sup>th</sup> 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 50 %.
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# 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:**

Teachers will use data (Study Island, teacher observation, and formative assessment) to plan whole group, spiraling, and differentiated activities, allowing for student-to-student interactions.

#### **Targeted School-based Professional Development:**

-Grade levels will meet once a month during common meeting time to collaborate and plan a hands-on, standards-based experiment/exploration following the district's pacing guide. Teachers can model experiments as needed based on availability of materials.

-Teachers will attend optional OCSD science PD, as offered for their grade throughout the year.

-Teachers will voluntarily schedule consultations with the instructional coach as needed to implement standards-based science content into the balanced literacy block, as well to incorporate ELA strategies in the science block.

-Oct. 7<sup>th</sup>—5th grade science PD day with Tami Ellis

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

#### **Classroom Implementation Action Steps (Teachers and Students):**

Self-contained teachers will....

- Strategically design science and ELA instruction to address all the science standards for their grade. Use the Science Question Stems Flipcharts to create rigorous TDQs.
- Conduct science standards-based hands-on activities at least once a month.
- Develop sequenced lessons based on the science standards to implement during either ELA or science instruction at least once each nine weeks.
- Incorporate science content into guided reading groups and literacy work stations.



-3rd-5th grade teachers will have their students complete a lesson every two weeks (on average) on Study Island, and use that data for re-teaching purposes.

Departmentalized Science teachers will...

- Collaborate with the ELA teacher to strategically design instructional sequences implementing text marking and annotating, multiple resources, and rich student talk opportunities to address all the science standards for their grade, to include high complexity questions for all science standards. Use Title 1 leveled readers. Use the Science Question Stems Flipcharts to create rigorous TDQs. Grades 3-5 will administer OCS D Science Formative Assessments once per 9 weeks.

- Conduct science standards-based hands-on activities, a minimum of twice per month.

- Fourth and fifth grade teachers will utilize the Test Item Specs to design tasks and DOK-leveled TDQs.

- 3rd-5th grade teachers will have their students complete a lesson every two weeks (on average) on Study Island, and use that data for re-teaching purposes.

<b>Progress Monitoring</b>			
<b>Initiative</b>	<b>How Will It Be Monitored</b>	<b>Frequency of Official Monitoring</b>	<b>Who is Responsible to Monitor</b>
Design lesson sequences for both science and ELA instruction that addresses current grade-level and previous grade level standards.	Visible lesson plans, walk-throughs, PD sessions	Monthly	Admin
Integrate science content into ELA whole group and small group instruction.	Visible lesson plans, walk-throughs, PD sessions, share during faculty meetings	Monthly	Admin
Use test item specs and pacing guides to design meaningful instruction and assessment	Visible lesson plans, walk-throughs, PD sessions; admin and 5 <sup>th</sup> grade monthly meetings	Monthly	Admin

<b>Evaluation Following Mid-Year Data</b>
<b>Evaluation of Targeted School-based Focus &amp; Implementation:</b>
<b>Refinement of Targeted School-based Focus:</b>

## 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 will be presented with the opportunity to learn through hands-on experiences, interactive videos to elicit engagement, iPads with scientific apps purchased through the school district, and student talk experiences to deepen understanding. As appropriate, students within the STEMM club will share with their classmates during the regular school day any information gained from their club experience.

This year in STEMM club, students have the opportunity to participate in a coding software system called “Little Bit.” Students engage with coding both on computers and with hands-on activities. This is our second year participating in this program.

Purchases of hands-on STEMM activities have been made for each grade level. Our school expectation is for one STEMM day each quarter, in each classroom. Grade levels get to design what this looks like, but hands-on activities that are standards-based are required.

As Covid restrictions allow, community volunteers will be brought in to explain and demonstrate how they use science in their career field(s). Students will receive the opportunity to explore career fields through investigations with the volunteers and teacher.

## 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?**

Feedback from parents is gathered both formally through surveys and informally through conversations and group discussions during open forums such as PTO and SAC. Our Title I parent survey is conducted with the help of our district office. The data is collected and returned to the school. This information gathered from parents is then considered when making decisions regarding the development of the Title I Parent Family Engagement Plan. When determining how to spend Parent Family Engagement Funds, parents will be surveyed at the beginning of the school year to indicate how they would like to see those funds spent throughout the school year. Walker's SAC will also be notified as to how Parent Family Engagement Funds are spent and will have opportunities to provide feedback on the events and items purchased with those funds.

The plan will be monitored by Title I and Admin using meeting sign-in sheets and meeting minutes.

**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.**

We have three community mentoring programs: adult community members come once a week and work one on one with students, our secondary students ride a bus to Walker each afternoon and work with students, and our high school mentors come once a week to work one on one with students. These mentoring programs provide assistance to our academically and behaviorally fragile student population. We have 3 Title I assistants who work with small groups in the K-5 classrooms, providing supplementary academic support. In accordance with the Prohibition of Bullying and Harassment, we provide a specialized curriculum for use in the classroom and schedule speakers during the PE time. Our EBD students are served by 2 social workers once a week. The Families First agency provides counseling support to students who are in the watch-care of the Department of Children and Families. Once a week a military liaison visits with students who are dependents of the armed forces, providing counseling and offering hands-on projects to provide necessary emotional and social support. Our POC tutoring is offered twice a week for students who have been identified as in need of academic support. This tutoring is offered to all retained students and then student who are struggling academically in grades three, four, and five.



# 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.

Data is shared at a school-wide level after FSA and FCAT, as well as i-Ready and other assessments, then broken down to classroom levels; this data is used when forming our SPP goals, and determining PD initiatives; teachers attend PD for roll out of BEST standards/state standards.

Our SPP is a fluid document that is adjusted yearly as we receive new data, as well as when input comes in from stakeholders; SPP is reviewed mid-year to evaluate how well goals were being met; an SPP evaluation (checklist) was sent out to rate where teachers are in their implementation of SPP goals and initiatives. In addition to the SPP process, a weekly "Walker Weekly" is sent out to update staff, as well as agenda notes before each faculty meeting. Data is shared at a school-wide level after FSA and FCAT, as well as DEA/MAP/i-Ready, then broken down to classroom levels; this data is used when forming our SPP goals, and determining PD initiatives; teachers attend PD for roll out of BEST standards/state standards. Our SPP is a fluid document that is adjusted yearly as we receive new data, as well as when input comes in from stakeholders; SPP is reviewed mid-year to evaluate how well goals were being met; an SPP evaluation (checklist) was sent out to rate where teachers are in their implementation of SPP goals and initiatives.



# Accreditation Page

## Accreditation Standards

1. Leadership Capacity
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### 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.

Teachers are consistent and deliberate in monitoring and modifying instruction to meet the needs of the institution's learning expectations and the needs of all learners. Teachers regularly assess and monitor students' progress through the use of iReady, classroom assessments, and teacher observations. Instructional practices are modified based on student needs.

Teachers consistently reflect and analyze collected data to identify areas of improvement to monitor and adjust instruction. Teachers work collaboratively to improve their instruction. Teachers use historical data from common assessments to plan instruction based on student weaknesses. Teachers participate in vertical planning with other grade levels.