

Date Submitted:

Dates of Revision:

School Performance Plan 2021-2022



School Name: Wright Elementary

Legend

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

SAC Information

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

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

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

Principal's Signature
SAC Chairperson's Signature

Okaloosa County School District

Vision Statement:

We inspire a lifelong passion for learning.

Mission Statement:

We prepare all students to achieve excellence by providing the highest quality education while empowering each individual to positively impact their families, communities, and the world.

Core Values:

Accountability: We, working in conjunction with students' families, accept responsibility to ensure student learning, to pursue excellence, and to hold high standards for all.

Citizenship: We prepare all students to exercise the duties, rights, and privileges of being a citizen in a local community and global society.

Excellence: We pursue the highest academic, extracurricular, and personal/professional standards through continuous reflection and improvement.

Integrity: We embrace a culture in which individuals adhere to exemplary standards and act honorably.

Personal Growth: We promote the acquisition of knowledge, skills, and experience to develop individuals with the aspiration, perseverance, and resilience to be lifelong learners.

Respect: We show regard and consideration for all through a culture of dignity, diversity, and empathy.

Leadership: We provide guidance and direction to accomplish tasks while being a moral compass to others.

School Performance Team

Identify the names and titles of the School Performance Plan developers.

Name	Title
Dr. Anita G. Choice	Principal
Mrs. Rosia Cahn	Assistant Principal
Mrs. Mary Reid	Guidance Counselor
Ms. Kay Mason	Math Coach
Ms. Kristin O'Shea, Ms. Sherri Chavez	ELA Coach
Mr. Sean Jameison	P.E. Coach
	SAC Members
Ms. Steele, Mr. Haack, Ms. Rodgers, Ms. Kolb, Ms. Ms. Mahan, Ms. Lohrmann	Grade Level Chairs
School Advisory Council Members	School Advisory Council

Stakeholder Involvement: Describe the process taken to create the School Performance Plan.
<p>March 15-19- Grade Level Data Chats to determine areas of focus for SPP</p> <p>April 22- Administrators met with ELA and Math Coach to review the SPP for the 2021-2022 school year.</p> <p>May 27 – Survey sent to teachers. Teachers were asked to meet with grade level to develop "Teachers will" and "Students will" statements</p> <p>June 3- Administration met with the ELA and Math Instructional Coaches</p> <p>July 11 - Administration met with the ELA and Math Instructional Coaches and Science Committee to review SPP</p> <p>August 4 - Faculty Meeting to review SPP</p> <p>August 18- SAC Review</p> <p>August 26- Faculty Meeting - Final Review</p>

School Profile

Wright Elementary is a 56-year-old open ramp school located in Fort Walton Beach, Florida, currently serving approximately 560 students. The faculty works closely with students, parents, staff, and volunteers to achieve high standards of academic excellence for our students and is dedicated to continuous growth. Wright serves a diverse population. Approximately 72% of the students receive free or reduced lunch. In the past 3 years, Wright's most rapidly growing demographic group is the Hispanic population, resulting in approximately 50% of Wright's student population qualifying for services as ELLs (English Language Learners).

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

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

For the 2021-2021 school year, Wright's administrative team and teachers will engage in Year 6 of a whole school transformation process using Franklin Covey's 7 Habits to Teach 21st Century Leadership and life skills to students. Every child is a leader and sets data driven goals. At the 3rd, 4th, and 5th grade levels, boys only and girls only classes have been formed to utilize best practices of gender friendly strategies. The focus for improvement during the school year will be reflective of strong consideration of Wright's student demographic groups based on language, and gender. Additionally, increased community and parent involvement will be targeted as areas of focus.

Parent and Community Awareness

Wright Elementary			No	Not Sure	Yes	
		Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
Question	Responses	Very Dissatisfied	Dissatisfied	Neither satisfied nor dissatisfied	Satisfied	Very Satisfied
As a parent, how satisfied were you with the mySchool Online program this year?	6		17%	17%	17%	50%
Do you plan to return your child to full-time brick & mortar classes next fall?	6		33%	17%	50%	
My child's school emphasizes academic performance as the number one priority.	109	1%	2%	5%	38%	55%
Our principal is an effective leader who meets the needs of our students.	108		3%	9%	38%	50%
As a parent, I am made aware of the curriculum program for my child's grade level or course.	107	2%	3%	9%	41%	45%
The school uses a variety of methods for parent communication.	108	2%	1%	6%	32%	59%
Parent input is valued at my child's school.	106	2%	3%	12%	45%	38%
Clear expectations of conduct and behavior are communicated to my child.	108	1%			42%	57%
I receive positive phone calls, emails, or notes about my child from the school.	105	5%	3%	15%	30%	48%
My child's school maintains a safe environment.	104		2%	4%	45%	49%
My child's school treats everyone fairly, regardless of race, economic status, or other relationships.	103	2%	2%	9%	38%	50%
School funds are used to support the school in a financially responsible manner.	103	1%	1%	17%	44%	37%
The guidance department at my child's school provides for the educational success of my student.	103	4%	4%	23%	35%	34%
I am satisfied that my child's teachers do a good job educating my child.	104	1%	3%	3%	25%	68%
My child's school is well maintained.	104		6%	12%	41%	41%
The health services provided at my child's school support his/her wellness.	104		1%	9%	38%	52%

Parent and Community Awareness

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

Among the positive aspects of our school, the data shows that parents are most pleased with the school's emphasis on academics and the various methods of communication. They also gave high marks to our clear expectations for conduct and behavior of our students, as well as the safe environment that we maintain, including the continued maintenance of the physical plant. Parents indicated that everyone is treated fairly at our school, regardless of race, economic status or other relationships. Regarding curriculum, parents indicated that they are satisfied that their child's teachers are doing a good job of educating their child, and they are made aware of the child's curriculum program in their grade level.

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

There are three areas of opportunities for improvement within our school. The area of greatest need is the perception of how guidance supports their child's educational progress. Promoting guidance and how the department supports students' success is critical. Additionally, only 78 % of parents received positive notes and phone calls about their students. More opportunities for positive feedback to parents will be implemented through our Positive Behavior Support System. noted that their input was valued at school. Although we increased the number of parent surveys last year, 83% noted that their input was valued at school. We will look for ways to highlight how funds are expended to support student learning.

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

The various forms of communication that are used to communicate with our stakeholders in the community and school are through the Wright Elementary website, Facebook page and the Monthly publication of the Dolphin Dialogue. The Dolphin Dialogue is sent home on specific blue colored paper in both English and Spanish, BLOOMZ, telephonic callouts, and the outside marquee sign. We also supply announcements and information to the Okaloosa Schools website. Classroom teachers communicate through daily planners, email and newsletters. We also communicate via our Parent Teacher Organization, and our School Advisory Committee.

School Action Plan

ESSA Subgroup: Strategies & Programs to Support the Objectives

ESSA Subgroup Focus
Subgroup: Cultural and Free and Reduced Lunch Students

School Focus
What is the cause(s) for this subgroup being an area of focus? Lack of equity and access to vocabulary and or educational opportunities for literacy and mathematics discussions at home. Trauma has also impacted this group's academic achievement.
What are we doing to target this subgroup? We will engage in community outreach, provide culturally relevant instruction (ESOL) and teach social emotional learning strategies that are instructed through Leader in Me. The implementation of these strategies will create an environment where students feel safe, empowered and possess important tools for life.
Targeted School-based Professional Development: Coaching Sessions on: Resilience, equity in education and unconscious bias to build expectations, Developing vocabulary and implementation of Social Emotional Learning practices through the Leader in Me process.

Action Steps for Implementation with a Strong Focus on Addressing Potential Learning Loss
Classroom Implementation Action Steps (Teachers and Students): Provide lessons on student agency (7 Habits) including self-advocacy, student led conferences using their leadership notebook. Goal setting will help students build a sense of control with action steps for academic success in core subjects Utilize empowered Learning Strategies to help students become leaders of their own learning. Conduct Morning Meetings to teaching and application of 8 Habits Increase leadership opportunities for these students to facilitate a change of their paradigms (mind growth). Learning Targets with success criteria collaboratively set by teachers and students (ALDS, PLDs) Develop a plan to get to the next level Students-Tracking their own data of (Long Term and Short-term goals) Increasing voice and choice in the classroom for students to choose way to show their learning (multiple ways) Implement literacy clubs and incentives for extra reading opportunities; locate book carts to classrooms; find time to read-aloud; integrate reading and mathematics Progress Monitoring and Differentiated small group instruction will be provided using iReady and MAX Scholar data Provide positive Behavior support using the Bloomz platform accompanied by restorative practices
School Implementation Action Steps (Administration, Teachers, and Students): Professional Development for Leader in Me implementation- Ongoing July-May

Professional Development for Restorative Circles and Practices -October 2020
 Professional Development for Collaborative Classroom Resources (Benchmark Advance, Making Meaning, Being a Writer) Ongoing:
 August-February; Professional Development for iReady August 6- Ongoing with Literacy Coach

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

Evaluation Following Mid-Year Data

Evaluation of Targeted School-based Focus & Implementation:

Refinement of Targeted School-based Focus:

ELA DATA

iReady ELA by School					Grade Level Placements							Gender		Ethnicity							Status			Strands															
On/Mid/Above Grade Level (%)					3+	2	1	Early	On	Mid/	On/	M	F	A	B	H	I	M	W	ESE	ELL	F/R	Average Grade Placement																
Year	Term	School	Grade	# Students Tested	Ave. Percentile	% of Placement	% of Placement	% of Placement	% of Placement	% of Placement	% of Placement	# Total Population	% On/Mid/Above	# Total Population	% On/Mid/Above	# Total Population	% On/Mid/Above	# Total Population	% On/Mid/Above	# Total Population	% On/Mid/Above	# Total Population	% On/Mid/Above	Phonological Awareness	Phonics	High-Frequency Words	Vocabulary	Reading Comprehension Literature	Reading Comprehension Informational Text										
2021	Test C	Wright	K	124	43.8		17	21	19	44	62	60	68	64	56	2	100	18	72	56	48	1	100	11	82	36	69	9	56	40	40	74	62	mid	Early	mid	Early	Late	Late
2021	Test C	District	K	2,260	57.9		10	11	12	68	79	1159	77	1101	82	39	82	244	75	274	59	9	56	288	78	1406	85	283	61	184	46	960	75	mid	mid	Late	Late	Late	Late
2021	Test C	Wright	1	73	43.6	1	45	7	11	36	47	37	43	36	50	1	100	15	60	25	20		7	86	25	52	15	33	20	15	49	45	Early	Early	mid	Early	Early	Early	
2021	Test C	District	1	2,333	54.1	1	33	5	8	53	61	1197	59	1136	63	35	71	274	53	232	36	6	50	282	59	1504	67	363	44	152	22	1061	54	mid	mid	mid	Early	mid	mid
2021	Test C	Wright	2	94	44.1	11	40	7	7	34	41	56	36	38	50	3	33	13	54	34	24		8	38	36	56	20	35	33	15	51	37		-1	Early	-1	Early	Early	
2021	Test C	District	2	2,204	54.8	0	5	27	8	10	50	1116	59	1088	61	50	74	250	47	275	44	5	40	234	60	1390	65	347	40	170	29	1000	49		Early	+1	Early	Early	Early

School FSA ELA (2018-2021)					Achievement Levels							Gender		Ethnicity							Status			Strands																							
Proficiency (%)					1L	1M	1H	2L	2H	3	4	5	3,4,5	M	F	A	B	H	I	M	W	ESE	ELL	F/R	Average Rating																						
Year	School	Grade	# Students Tested	% of Score	% of Score	% of Score	% of Score	% of Score	% of Score	% of Score	% of Score	% Proficient	# Total Population	% Proficient	# Total Population	% Proficient	# Total Population	% Proficient	# Total Population	% Proficient	# Total Population	% Proficient	# Total Population	% Proficient	# Total Population	% Proficient	Key Ideas	Craft & Struct	Ingr of Knowl	Language	Writing	Write: Purp/Org	Write: Evidence	Write: Convent.													
2018	Wright	3	99	5	14	15	12	31	21	1	54	48	42	51	65	1	100	26	50	28	39	1	0	9	56	34	68	18	28	13	15	81	49	52	61	43	67										
2019	Wright	3	106	1	6	18	17	8	26	18	7	51	56	52	50	50	2	100	12	42	31	29	1	100	9	78	51	59	26	19	20	10	74	47	46	60	47	74									
2021	Wright	3	94	3	9	13	16	10	33	14	3	50	53	42	41	61	6	50	15	67	40	33	1	0	6	67	26	65	21	19	36	19	56	54	50	52	44	64									
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	Wright	4	66	3	8	11	15	36	26	2	64	26	62	40	65	2	50	12	58	21	62			5	80	26	65	14	29	4	50	50	62	52	60	49	68	60	55	56	80						
2019	Wright	4	98	5	1	7	13	13	26	28	7	60	45	51	53	68	1	100	20	55	30	47		8	88	39	67	28	43	14	43	81	58	50	56	52	78	58	53	52	79						
2021	Wright	4	104	9	11	20	10	12	19	15	5	39	54	30	50	50	4	75	13	46	43	23		8	75	36	44	28	7	26	12	65	42	43	56	44	62	45	38	41	69						
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	Wright	5	85	1	4	7	8	13	34	26	7	67	43	65	42	69	2	100	12	58	22	45	1	100	8	63	40	80	22	27	2	0	64	64	61	71	56	82	61	58	54	80					
2019	Wright	5	82	2	1	9	9	17	28	26	9	62	29	59	53	64	3	67	12	50	31	52		7	71	29	76	16	31	8	0	67	61	48	65	54	85	72	70	66	89						
2021	Wright	5	87	2	5	9	11	14	36	16	7	59	40	55	47	62	2	100	13	54	27	41		7	71	38	68	25	24	16	31	52	50	54	62	61	75	65	61	60	83						
2018	District	5	2,376	1	3	8	12	12	30	23	11	64	1189	60	1187	69	65	71	257	50	232	59	8	50	239	58	1575	68	349	21	43	5	1170	53	61	71	61	78	58	54	51	77					
2019	District	5	2,466	1	2	8	9	13	29	27	11	67	1237	63	1229	70	64	78	323	47	236	51	8	75	232	64	1603	73	434	29	79	16	1205	55	53	72	58	83	63	59	56	84					
2021	District	5	2,202	2	3	10	10	14	27	23	11	61	1150	57	1052	66	44	82	244	44	276	44	6	67	207	57	1425	68	402	28	92	11	920	47	59	68	65	77	60	55	54	81					

School Action Plan

ELA: Reading & Writing

District Goal:	Students shall demonstrate reading proficiency at or above the expected grade level.
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Objectives:	
The percentage of all curriculum students who will make learning gains in reading as defined by the State of Florida on the Florida Standards and B.E.S.T Assessment Test will be at least 65 %.	
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 and B.E.S.T Assessment Test will be at least 75 %.	
The percentage of Level 4 and 5 students who will make learning gains in reading on the Florida Standards and B.E.S.T Assessment Test will be at least 65 %	

School Action Plan

ELA: Strategies & Programs to Support the Objectives

Central Focus: ELA Focus Kindergarten- Grade 2

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

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

School Focus

Targeted School-based Focus:

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

Targeted School-based Professional Development:

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

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

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

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

Classroom Implementation Action Steps (Teachers and Students):

Collaborative planning for the teachers

Model student-led conferences (small groups)

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

Leadership notebooks as a learning tool to:

Use the empowered- learning approach to plan lessons

1a. Classroom teachers will, in collaborative groups (content/grade level) and individually, analyze data and flexibly group students. 1b. Students will engage in small groups, differentiated instruction based on need.

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

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

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

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

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

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

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

5b. Students will engage in student-led conferences using the Leadership Notebooks with teachers, administrators, and parents. 6a. Teachers will incorporate multi-sensory strategies, when appropriate, into instructional routines.

6b. Students will engage in activities that provide opportunities for activation of multiple senses.

7a. Teachers will develop classroom routines for student engagement such as purposeful student talk, peer support, and student leaders. 7b. Students will engage in classroom activities and purposeful discussions with peers and as student leaders.

8a. Teachers will create TDQs that support critical reading and develop students’ ability to respond with evidence.

8b. Students will use evidence to support their thinking when responding to critical reading tasks and when engaged in purposeful discussions. 9a. Classroom teachers will provide opportunities and develop routines to encourage and motivate student independent reading.

9b. Students will engage in independent reading activities daily; use of artifacts such as Leadership Notebook or reading journals may be used to set goals and track progress.

10a. Using the Tier 2 and tier 3 words identified in Benchmark, teachers will identify routines for instruction. 10b. Students will engage in activities focused on building their academic vocabulary.

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

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

Refinement of Targeted School-based Focus:

School Action Plan

ELA: Strategies & Programs to Support the Objectives

Central Focus: ELA Focus Grades 3-5+

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:

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

Targeted School-based Professional Development:

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

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

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

Classroom Implementation Action Steps (Teachers and Students):

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

7b. Students will engage in classroom activities and purposeful discussions with peers and as student leaders.
 8a. Teachers will create TDQs that support critical reading and develop students’ ability to respond with evidence.
 8b. Students will use evidence to support their thinking when responding to critical reading tasks and when engaged in purposeful discussions. 9a. Classroom teachers will provide opportunities and develop routines to encourage and motivate student independent reading.
 9b. Students will engage in independent reading activities daily; use of artifacts such as Leadership Notebook or reading journals may be used to set goals and track progress.
 10a. Using the Tier 2 and tier 3 words identified in Benchmark, teachers will identify routines for instruction. 10b. Students will engage in activities focused on building their academic vocabulary.

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

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

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

Central Focus: Text-based Writing

School Focus

Targeted School-based Focus:

X Evidence and Elaboration

Targeted School-based Professional Development:

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

Grades Three through Five Instruction:

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

Writing Plan

Wright Elementary Writing Plan 2021-2022
Targeted School-based Professional Development:

Kindergarten- Second Grades:

- Small and whole group instruction for writing that includes providing “Wise” teacher feedback, and Student Thinking routines that develop assessment capable learners. Students improve writing by planning, revising and editing.

Training with follow up planning on using:

- Ready Writing, Benchmark Advance Writing, Being a Writer

- Fetzer’s Literacy Connections, writing in other content areas and Multi-Modal Learning tasks
- Mnemonic techniques for writing informational, opinion and narrative texts.
- Social-Emotional Strategies for planning and assessment training using Collaborative Classroom Resources to build assessment capable learners.
- Scaffolding Unpacking the prompt
- How to utilize a school-wide organizer that ranges from 1 sentence to multiple sentences.
- Improving writing through the writing process and where appropriate, peer feedback

Grades K-2 Instruction

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

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

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

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

	supply some information about the topic	Answers to text dependent questions Pre-write, drafting revision, proofreading publication				
		<u>Introduction</u> Information sentence: naming the subject and the big idea				
		<u>Body:</u> Who/What is the information about? What information did you learn about the subject? Detail sentences are organized in a sequence or categories. Temporal words to signal order of events, category words to signal different details.				
		<u>Conclusion:</u> Repeat the topic sentence (subject and big idea) using different words. Kinder Organizer and Sample Writing Teacher draws organizer for modeling, interactive writing, or for Beginner-Level writing lessons.				

**Wright Elementary Writing Programs
Grade 1**

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

Wright Elementary Writing Plan

Grade 2

Grade Level	Standard	Quarters 2 and 3	Quarter 4 Informational/Explanatory	Resources	Samples
2	Write informative/ explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section	<u>Opinion</u>	<u>Planning</u> Graphic Organizers (draw and label details) Note Taking Annotations Answers to text dependent questions Pre-write, drafting, revision, proofreading, publication	Nancy Fetzer's Writing Connection http://www.commoncorestandardswriting.com	©2011 Nancy Fetzer
			<u>Introduction</u> Information sentence: naming the setting, subject and the big idea.		
			<u>Body:</u> Who/What is the information about? What information did you learn about the subject? Decide what information needs to be written about each detail. (define it, describe it, tell about it, back it up with examples) Temporal words to signal order of events, category words to signal different details. Add more information to sentences by telling more, why or how about each detail sentence		
			<u>Conclusion:</u> Repeat the topic sentence (subject and big idea) using different words.		

Writing Plan:

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

Expectations include implementation of the following Language Standards:

- Uses drawings and dictating to convey thoughts
- Use of complete sentences that can be read by an educator
- Uses structure of the genre
- Use correct grammar
- Print many upper- and lowercase letters
- Using a combination of drawing, dictating, and/or writing, create narratives with the events in chronological order.
- Improve drawing and writing, as needed, by planning, revising, and editing with adult support

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

Expectations include implementation of the following Language Standards:

- Write personal and fictional narratives
- Print all upper- and lowercase letters.
- Use common, proper, and possessive nouns.
- Use singular and plural nouns with matching verbs in basic sentences
- Use personal, possessive, and indefinite pronouns
- Use verbs to convey a sense of past, present, and future
- Use frequently occurring adjectives.
- Use frequently occurring conjunctions
- Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

- Write narratives that retell two or more appropriately sequenced events, including relevant details and a sense of closure. Write narratives that retell two or more appropriately sequenced events, including relevant details and a sense of closure.
- With guidance and support from adults, improve writing, as needed, by planning, revising, and editing

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

Expectations include implementation of the following Language Standards:

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Demonstrate legible printing skills.
- Use collective nouns
- Form and use frequently occurring irregular plural nouns
- Use reflexive pronouns
- Form and use the past tense of frequently occurring irregular verbs
- Use adjectives and adverbs and choose between them depending on what is to be modified.
- Produce, expand, and rearrange complete simple and compound sentences
- Write personal or fictional narratives using a logical sequence of events, transitions, and an ending.
- Improve writing as needed by planning, revising, and editing with guidance and support from adults and feedback from peers.

Grades Three through Five Instruction:

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

- Improve writing as needed by planning, revising, and editing with guidance and support from adults and feedback from peers.

Data Analysis:

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

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

Unpacking the Prompt:

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

Students will practice unpacking prompts in mini lessons, in pairs and individually. Students will read the prompt first- before reading text that supports the response. Students will correctly respond to a well-written writing prompt.

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

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

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

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

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

i.e. P=pro C=con

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

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

Planning for the essay

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

Writing the Essay:

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

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

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

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

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

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

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

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

Students will improve writing as needed by planning, revising, and editing with guidance and support from adults and feedback from peers.

Writing Plan Grades 3-5

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

Expectations include implementation of the following Language Standards:

- Skillful use of a variety of transitional strategies to clarify the relationships between and among ideas
 - Demonstrate beginning cursive writing skills.
 - Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
 - Form and use regular and irregular plural nouns.
 - Use abstract nouns (e.g., childhood, friendship, courage).
 - Form and use regular and irregular verbs.
 - Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.
 - Ensure subject-verb and pronoun-antecedent agreement. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
 - Use coordinating and subordinating conjunctions.
 - Produce simple, compound, and complex sentences.
-
- **Fourth Graders:** Produce writing in narrative, opinion and informational texts in which the development and organization are appropriate to task and purpose. Develop and strengthen writing with effective use of a variety of elaborative techniques (including but not limited to definitions, quotations, and examples). Demonstrate an understanding of the topic and text, clear and effective expression of ideas, use of precise language, and academic and domain-specific vocabulary clearly appropriate for the audience and purpose.
 - The students' writing should also incorporate varied sentences. Students plan, revise, and edit. Write to include relevant evidence integrated smoothly and thoroughly with references to the sources. Expectations include implementation of the following Language Standards:
 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - Demonstrate fluent and legible cursive writing skills.
 - Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.

- Form and use the perfect (e.g., *I had walked; I have walked; I will have walked*) verb tenses.
- Use verb tense to convey various times, sequences, states, and conditions.
- Recognize and correct inappropriate shifts in verb tense.
- Use correlative conjunctions (e.g., *either/or, neither/nor*).
- Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
- Correctly use frequently confused words (e.g., *to, too, two; there, their*).

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

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

Expectations include implementation of the following Language Standards:

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Demonstrate fluent and legible cursive writing skills.
- Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
- Form and use the perfect (e.g., *I had walked; I have walked; I will have walked*) verb tenses.
- Use verb tense to convey various times, sequences, states, and conditions.
- Recognize and correct inappropriate shifts in verb tense.
- Use correlative conjunctions (e.g., *either/or, neither/nor*).
- Write personal or fictional narratives using a logical sequence of events and demonstrating an effective use of techniques such as dialogue, description, and transitional words and phrases.

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

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

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

School Action Plan

ELA: Strategies & Programs to Support the Objectives

ELA Students Below Grade Level

School Focus

Targeted School-based Focus:

IReady Phonics for Reading , SIPPS with fidelity, MAX Scholar.

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

Targeted School-based Professional Development:

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

Action Steps for Remediation

Intervention/Title I Implementation Action Steps (Teachers and Students):**Use Diagnostic data from iReady, MAX Scholar, formative assessments and data chats to develop and progress monitor PMPs 1a.**

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

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

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

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

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

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

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

4a. Title I teachers will collaborate with classroom teachers through monthly data and grade level collaborative planning meetings to monitor student growth (using i-Ready, MAX Scholar Learning Targets, and formative assessment data) and provide resources to classroom teachers. 4b.

Students will engage in tasks in the classroom based on student data and collaboratively developed lesson plans by classroom teachers and Title 1 teacher.

5a. Title I teachers and classroom teachers will model text marking and annotating skills/strategies that mimic what students are learning in ELA to assist them in solving word problems.

5b. Students will practice the modeled text marking and annotating skills/strategies in whole group mini lesson, small group lessons, and differentiated station tasks with appropriate level of teacher support.

6a. Title 1 and classroom teachers will create opportunities for student discourse during whole group mini lessons, small group lessons, and stations by use of planning questions based on common misconceptions and student data.

6b. Students will engage in student discourse moving from student talk to student discourse to student argument while providing evidence with the goal of student led discussions.

7a. Title I teachers will keep record of student attendance and arrival.

7b. Students will arrive to Title on time, as scheduled, ready to participate in activities designed to target their individual needs, including i-Ready for identified students.

8a. Classroom teachers will differentiate their standards-based stations with emphasis on foundational skills and strategies to address identified gaps in comprehension and fluency.

8b. Students will engage in differentiated standards-based station tasks to strengthen their foundational knowledge in order to improve comprehension and fluency.

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

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

MATH DATA

iReady Math by School					Grade Level Placements							Gender		Ethnicity							Status			Strands													
On/Mid/Above Grade Level (%)					3+	2	1	Early	On	Mid/	Early/	M	F	A	B	H	I	M	W	ESE	ELL	F/R	Average Grade Placement														
Year	Term	School	Grade	# Students Tested	Ave. Percentile	% of Placement	% of Placement	% of Placement	% of Placement	% of Placement	% of Placement	# Total Population	% On/Mid/Above	# Total Population	% On/Mid/Above	# Total Population	% On/Mid/Above	# Total Population	% On/Mid/Above	# Total Population	% On/Mid/Above	# Total Population	% On/Mid/Above	# Total Population	% On/Mid/Above	# Total Population	% On/Mid/Above	Number & Operations	Algebra & Algebra Thinking	Measurement & Data	Geometry						
2021	Test C	Wright	K	121	47.1		28	9	12	50	63	59	64	62	61	2	100	18	61	56	48	1	100	10	80	34	79	7	57	40	33	72	64	Early	mid	mid	mid
2021	Test C	District	K	2,248	57.1		18	6	8	67	75	1154	74	1094	77	39	82	240	65	273	55	9	78	286	70	1401	82	279	57	184	40	954	69	mid	mid	mid	mid
2021	Test C	Wright	1	72	44.9	6	47	6	7	35	42	37	43	35	40	1	100	15	40	25	20			6	67	25	56	15	33	20	15	48	38	-1	Early	Early	Early
2021	Test C	District	1	2,325	58.9	2	28	7	6	57	63	1191	66	1134	60	35	66	273	51	232	40	6	33	277	61	1502	69	361	45	152	28	1054	55	mid	mid	mid	mid
2021	Test C	Wright	2	94	45.1	12	35	10	15	29	44	56	48	38	37	3	100	13	46	34	24			8	38	36	58	20	30	33	24	51	37	Early	Early	Early	Early
2021	Test C	District	2	2,197	54.7	0	3	28	12	45	57	1111	61	1086	52	50	78	250	36	273	42	5	60	234	48	1385	64	345	39	170	29	995	46	Early	Early	mid	mid

School FSA Math (2018-2021) Proficiency (%)					Achievement Levels									Gender		Ethnicity							Status			Strands																							
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	Average Rating																									
				% Proficient	% Proficient	% Proficient	% Proficient	% Proficient	% Proficient	% Proficient	% Proficient	% Proficient	# Total Population	% Proficient	# Total Population	% Proficient	# Total Population	% Proficient	# Total Population	% Proficient	# Total Population	% Proficient	# Total Population	% Proficient	# Total Population	% Proficient	Num&Opp: Base 10 (4-5)	Num&Opp: Ratio&Prop (6-7)	Num&Opp: Oper&Alg / Fract (5)	NumSys (6-7)	Meas&Data / Geo (3-5)	Stats&Prob (6-7)	Stats&Prob / NumSys (8)	Stats&NumSys (A1)	Model w/Geo (Geo)	Geometry (6-8)	Alg&Modl (A1)	Cong.Sml,RTTr,Trig (Geo)	Opp&Alg / Base 10 (3)	Opp&Alg (4)	Expr&Equat. (6-8)	Functions (8)	Funct&Modl (A1)	Circ,Meas,Props&Equat (Geo)					
2018	Wright	3	101	1	2	12	1	18	34	29	4	66	50	64	51	69	1	100	27	63	29	62	1	0	9	67	34	74	20	50	15	60	82	65		64		59											
2019	Wright	3	106	1	2	13	8	11	28	29	8	65	56	64	50	66	2	100	13	62	31	52	1	100	9	78	50	70	25	56	20	35	74	65		64		65											
2021	Wright	3	90	3	6	13	19	10	37	10	2	49	50	54	40	43	6	33	12	75	40	40	1	0	6	33	25	60	21	29	36	33	52	54		60		59											
2018	District	3	2,528	1	2	8	7	10	30	30	13	72	1,238	71	1,290	73	50	86	292	49	289	62	9	67	260	72	1628	77	434	42	143	48	1408	63		66		64											
2019	District	3	2,448	1	2	8	7	9	31	30	12	73	1,255	74	1,193	73	41	88	290	61	293	58	9	78	231	68	1584	79	447	55	136	35	1308	64		68		69											
2021	District	3	2,227	2	4	14	8	10	29	22	11	61	1,129	63	1,098	59	57	75	255	40	301	45	5	40	226	58	1383	68	400	35	181	34	941	50		68		68											
2018	Wright	4	69	1		19	14	10	22	29	4	55	27	63	42	50	2	50	12	58	24	42			5	80	26	62	14	36	6	17	53	55	69	59		66											
2019	Wright	4	98	4	2	14	9	5	23	21	20	65	45	64	53	66	1	100	20	60	30	60			8	88	39	67	28	43	14	43	81	63	72	61		65											
2021	Wright	4	106	9	13	16	9	11	20	18	3	41	56	38	50	44	4	75	13	23	44	30			9	67	36	50	28	11	27	19	65	45	51	44		47											
2018	District	4	2,482	2	3	10	7	8	30	26	14	70	1,279	73	1,203	67	66	79	333	48	244	57	11	91	234	71	1594	76	452	43	113	38	1292	59	73	66		69											
2019	District	4	2,437	2	2	9	7	7	28	27	19	74	1,188	73	1,249	76	49	92	262	55	276	64	8	50	253	74	1589	79	439	44	118	46	1286	65	74	63		68											
2021	District	4	2,410	4	5	14	8	8	26	22	13	62	1,275	62	1,135	61	55	84	250	34	301	45	4	50	222	64	1578	68	477	37	135	25	984	48	63	57		57											
2018	Wright	5	88	1	3	1	7	9	28	31	19	78	45	82	43	74	2	100	12	58	24	79	1	100	8	100	41	78	22	59	5	0	66	80	70	69		59											
2019	Wright	5	83	1	1	2	4	10	37	24	20	82	29	76	54	85	3	100	13	100	31	71			7	86	29	83	16	88	8	25	68	81	73	68		58											
2021	Wright	5	86	7	9	16	6	9	20	24	8	82	39	56	47	49	2	100	13	23	27	44			6	17	38	71	24	38	16	38	51	49	57	42		53											
2018	District	5	2,388	1	3	8	7	11	28	27	16	71	1,195	72	1,193	70	64	89	260	53	234	68	8	50	240	69	1582	74	354	38	46	26	1176	62	66	62		56											
2019	District	5	2,475	1	3	8	7	10	25	26	20	71	1,242	72	1,233	70	64	83	326	54	238	62	8	75	233	69	1606	76	438	43	81	36	1213	60	67	63		56											
2021	District	5	2,209	3	6	13	9	12	24	21	13	58	1,155	60	1,054	56	44	82	247	36	278	38	6	67	206	52	1428	66	399	29	95	19	925	44	61	47		58											

School Action Plan

Math

District Goal:	Students shall demonstrate math proficiency at or above the expected grade level.
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Objectives:	
The percentage of all curriculum students who will make learning gains in math as defined by the State of Florida on the Florida Standards and B.E.S.T Assessment Test will be at least 80%.	
The percentage of students in the lowest 25% who will make learning gains in math as defined by the State of Florida on the Florida Standards and B.E.S.T Assessment Test will be at least 80 %.	
The percentage of Level 4 and 5 students who will make learning gains in math on the Florida Standards and B.E.S.T Assessment Test will be at least 75 %	

School Action Plan

Math: Strategies & Programs to Support the Objectives

Central Focus: Math Focus

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

- Use OCSD M3 standards-based planning document to create student-centered standards-based lessons
- Collaboratively review student data to select and develop whole-group and differentiated small group lesson, routines, emphasizing student discourse and building conceptual understanding
- Embed instructional strategies for all students' specific academic needs
- Investigate the B.E.S.T. Standards Vertical Progression to ensure a successful transition from MAFS to B.E.S.T. Standards

School Focus

Targeted School-based Focus:

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

Targeted School-based Professional Development:

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

- Mini-PDs on the following topics will be offered at various times during the first semester by the Math Instructional Coach and/or identified staff members: 1) Number Talks- how to create a safe classroom environment for students' sharing of thinking, select/use purposeful problems, record student thinking with purpose, and knowing when to ask and when to tell in discussions. 2) Math Discourse- moving from student talk to student discourse to student argument incorporating the 8 Mathematical Practices moving towards the goal of student led discussions. Elements of CGI will be brought in related to when to share and how best to share student work. 3) Manipulative use to move students from the Concrete to the Representational to the Abstract in their understanding across grade levels. 4) Analyzing student work samples and responses to identify common misconceptions and then planning next steps of instruction based on this data.
- Targeted PD on analyzing data to create and/or identify differentiated tasks with real world application for use in whole group mini lessons, small group learning opportunities, and station tasks to fill in learning gaps or enrich student learning based on identified student needs.
- The Math Instructional Coach will assist grade levels in establishing collaborative PLCs. These PLCs will engage in a variety of activities such as data analysis, formative and summative assessment development, creation of targeted standards-based whole group mini and small group lessons, and goal- setting using the 4 Disciplines approach.
- The Math Instructional Coach will meet monthly with teachers new to OCS and/or Wright Elementary to review the Balanced Math Model, M3 planning document, and other curriculum needs.
- Applicable teachers will implement CGI/ECM strategies and participate in recurring meetings as part of CGI training.
- The Math Instructional Coach and consultants will host Mini PDs on analyzing iReady Diagnostic data and utilizing resources to include the Teacher Toolbox with small groups quarterly.

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

Classroom Implementation Action Steps (Teachers and Students):

Classroom Implementation Action Steps (Teachers and Students):

- Engage in Collaborative planning time Modeling student led conferences
- Utilize Leadership notebooks to set goals and tracking their process Utilize the 4 Disciplines of Execution
- Develop Anchor Charts with picture clues, graphic representations, student connections (My learning section of their notebooks, metacognitive thinking process
- Utilize shared vocabulary and words with multiple meaning words–table Engage in number talks in morning meeting
- Utilize strategies that develop an understanding of number relationships, patterns, and properties of operations
- 1a. Teachers will continue building math discourse throughout the Balanced Math Model through sentence stems, math discourse cards, and collaboratively developed norms moving towards student led discussions facilitated by the teacher.
- 1b. Students will participate in discussions using sentence stems, math discourse cards, and a common math vocabulary to explain their thinking, justify and critique the reasoning of others all while following agreed upon classroom norms.
- 2a. Teachers will model and create opportunities for students to use manipulatives throughout the Balanced Math Model to move from conceptual understanding to the Representational to the Abstract and develop flexible mathematical thinking.

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

- 8b. Students will engage in fluency tasks during routines, small group lessons, and/or stations to build number sense and develop a flexibility in their mathematical thinking.
- 9a. Teachers will utilize K-5 Teaching Resources, ReadyToolbox, ORIGO Think Tanks, and Math and Movement mats to plan standards-based cooperative learning groups working on data driven targeted tasks with accountability at least 3 times per week.
- 9b. Students will engage in data driven targeted tasks with accountability at least 3 times per week.
- 10a. Teachers will utilize the following assessments with their students.
- 3rd-5th grade teachers will utilize OCSD common assessments as both formative and summative assessments in whole group and small group. Teachers will also use FSA Test Item Specifications to write FSA-like items for grade-level common formative and summative assessments to provide appropriate practice of FSA-like items.
 - 1st-2nd teachers will use the OCSD common assessments in whole group.
 - Kindergarten teachers will expose students to FSA-like items with teacher created assessments in whole group activities by the 3rd quarter
 - 1st grade teachers will expose students to FSA-like items in their whole group activities in the 1st and 2nd quarters and include FSA-like items on assessments in the 3rd quarter.
 - 2nd grade teachers will include FSA-like items on assessments by the 2nd quarter.
- 10b. Students will engage in formative and summative assessments based on the above timeline.

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

Common Formative/Summative Assessments	Grade Level Meetings Data Chats	End of unit End of quarter During instruction	Classroom Teachers Grade Level Teams Instructional Coach Administrators
Collaborative Planning Meetings	Grade Level Meeting Notes Cross Grade Level Meeting Notes	2 times per month	Classroom Teachers ESE/Title Teacher Grade Level Teams Instructional Coach Administrators
iReady Diagnostic Data	Data Chats, Grade Level Meeting, Collaborative Meetings	2 to 3 times per school year	Classroom Teachers ESE/Title Teacher Grade Level Teams Instructional Coach Administrators

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

School Action Plan

Math: Strategies & Programs to Support the Objectives

Math Students Below Grade Level

School Focus

Targeted School-based Focus:

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

Targeted School-based Professional Development:**Targeted differentiated small group instruction**

iReady Training for Title I teachers

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

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

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

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

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

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

Action Steps for Remediation

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

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

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

Progress Monitoring			
Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Math Discourse	Observations Walk-throughs	Daily	Title 1/Classroom Teachers

			Instructional Coach Administration
Standards-based stations/Collaborative Tasks	Observations Walk-throughs Journals Accountability pieces	Minimum of 3 times per week	Title 1/Classroom Teachers Instructional Coach Administration
Targeted Small Groups	Observations Walk-throughs Journals	Minimum of 4 times per week	Title 1/Classroom Teachers Instructional Coach Administration
iReady implementation Title 1 teachers will keep record of student attendance and arrival	iReady Reports Journals	Minimum of 45 minutes per week	Title 1 Teachers Administrators
Data Analysis	Grade Level Meetings Data Chats Collaborative Planning Meetings	Bi-monthly	Title 1/Classroom Teachers Instructional Coach Administration
Math and Movement Mats	Mat check-out lists Observations Walk-throughs	Minimum of 2 times per week	Title 1/Classroom Teachers Instructional Coach Administration

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

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	% 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	Wright	5	89	17	24	42	10	8	60	46	63	43	56	2	100	12	42	25	36	1	100	8	63	41	76	22	23	6	0	67	57	69	60	74	76
2019	Wright	5	81	17	30	26	16	11	53	29	59	52	50	3	67	14	36	29	38			6	67	29	72	15	33	8	0	66	48	68	69	68	70
2021	Wright	5	85	29	16	34	12	8	54	39	54	46	54	2	100	13	38	26	35			6	50	38	71	24	25	16	25	50	46	60	63	73	66
2018	District	5	2,374	11	23	34	16	16	66	1,188	69	1,186	62	65	75	257	44	234	56	8	75	237	61	1573	71	351	31	45	16	1166	54	74	67	78	76
2019	District	5	2,463	14	23	30	17	16	63	1,235	64	1,228	61	64	67	323	38	234	47	8	63	231	59	1603	70	433	34	80	13	1200	49	73	71	72	71
2021	District	5	2,194	21	25	29	14	12	54	1,150	55	1,044	53	44	77	243	30	278	33	6	67	204	50	1419	62	395	24	95	6	912	39	65	64	74	71

School Action Plan

Science

District Goal:	Students shall demonstrate science proficiency at or above the expected grade level.
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Objectives:
The percentage of 5 th grade students who will be proficient in science as defined by the State of Florida on the Statewide Science Assessment (SSA) will be at least 65 %.

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:

During Five E designed instruction, students will use strategies learned across the curriculum to have a deeper understanding of the Science Content material while using EIRs, Text Marking, providing Evidence and Elaboration, Multiple Sources, and Text Dependent Questions.

Targeted School-based Professional Development:

By 9/2020 - Tami Ellis will provide on-going videotaped training to each grade level on the targeted standards, textbook use, and the Study Island Program for the content area Science Teachers.

Science Teachers will participate in professional development on the Five E Instructional Model for new teachers and as needed

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

Classroom Implementation Action Steps (Teachers and Students):

The students will provide evidence from the text when responding or are engaged in classroom discussions.

1. The students will use the Science Word Wall to incorporate scientific terms in responding, answering questions, and writing responses.
2. The teachers will incorporate spiraling lessons/activities and ESOL resources to support retention of concepts and vocabulary.
3. The students will participate in spiraled lessons.
4. The teachers will model whole and small group inquiry lessons.
5. The teachers will incorporate the use of a variety of tools/options during whole group and hands-on explorations for recording observations which can be used for student engagement.
6. The students will record scientific observations and use their recordings while providing evidence during discussions.
7. The teachers will incorporate standard based lessons that scaffold with appropriate level of rigor.
8. The teachers will use the 5E model.
9. Third-Fifth Grade Students will complete Study Island lessons according to OCSD Pacing Guide.

The teachers will mirror state assessment questions with increased complexity with reading/text, pictures, charts, graphs, and TDQs.

Progress Monitoring			
Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Adhere to pacing guides	K-2 Complete a check off sheet to verify standard coverage/mastery 3-5 Scores from District Formatives to administration	Complete a check off sheet to verify standard coverage/mastery and submit scores for formatives to administration once per quarter	Classroom Teachers Administrators
Implement 3 hands on activities per quarter	Student Experiement Journal	Quarterly	Classroom Teachers Grade Level Data Chats
Third-Fifth Grade Study Island	Dashboard on study island	On-going quarterly, August 2019-April 2020	Classroom Teachers Administrators
Training from Tami Ellis	Data Analysis Data Chats Collaborative Planning	On-going August 2019-April 2020 Study Island Assessment for Science Grades 3,4, and 5 Fall and Winter	Classroom Teachers Administrators
Spiraling	Data Analysis Data Chats Team Meetings Walk-Throughs Stations Study Island Reports	Daily - August 2019-April 2020	Classroom Teachers Administrators
Five E-Standards Based Lessons	Data Analysis Data Chats Team Meetings Quarterly PLCs Walk-Throughs Lesson Plans	On-going September 2020-April 2021	Classroom Teachers Administrators

Evaluation Following Mid-Year Data

Evaluation of Targeted School-based Focus & Implementation:

Refinement of Targeted School-based Focus:

School Action Plan
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.)

Title I Schools

How will the school involve parents and family members in jointly developing the Title I Family Engagement Plans and determine how Title I Family Engagement funds will be spent. How will this plan be monitored and by whom?

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

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

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

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

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

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



Accreditation Page

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

<p>Domain 1: Leadership Capacity The capacity of leadership to ensure an institution’s progress toward its stated objectives is an essential element of organizational effectiveness. An institution’s leadership capacity includes the fidelity and commitment to its purpose and direction, the effectiveness of governance and leadership to enable the institution to realize its stated objectives, the ability to engage and involve stakeholders in meaningful and productive ways, and the capacity to implement strategies that improve learner and educator performance.</p>	<p>Standard 1.3 The institution engages in a continuous improvement process that produces evidence, including measurable results of improving student learning and professional practice.</p>



Accreditation Page

Accreditation Standards	
1.	Leadership Capacity
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<p>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.</p>	<p>Standard 2.7 Instruction is monitored and adjusted to meet individual learners' needs and the institution's learning expectations.</p>

Our students learn and our staff works in a safe learning environment. The administration oversees facility use and files maintenance requests to keep the environment clean, safe and functional. The safety of the environment has an added layer thanks to a School Resource Officer (SRO) who has a duty station at our school daily. We have a school safety team and a Threat Assessment Team. Services are available to students through an assigned School Mental Health Counselor. Mandated changes have occurred in surveillance and reporting of suspicious activity through Apps like Fortify. The staff has received training in Mental Health first Aid, Mandatory Reporting and Safety Drills. The school staff has attributes that create a culture conducive to learning and working. We have a staffing structure that provides for additional staff positions to support learning. A guidance counselor, ESE teachers, Title I Intervention teachers and instructional assistants work together to develop a culture of synergy and caring that promotes student success. Our synergistic culture is based on Covey's Seven Habits. We believe that when it comes to the challenge of educating students, 'many are better than one'. An example of our synergy in action is the school's MTSS Committee. MTSS is a representative group of educators who work together to increase student academic, behavior and attendance success by providing multiple tiers of support.

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