



Date Submitted:

Dates of Revision:9-21-2015

All school advisory agendas, minutes, memberships, and guidelines of operations are housed 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.

# School Performance Plan

## 20<sub>15</sub>- 20<sub>16</sub>

**School Name:** Annette P. Edwins Fine and Performing Arts School

SAC funds in the amount of \$1574, will primarily be used for sm. grp. instr. books.

**Legend**

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

Marline VanDyke  
Principal's Signature

Charlene Ruffin  
SAC Chairperson's Signature

AICE	Advanced International Certificate of Education	MtSS	Multi-tiered System of Supports
AMO	Annual Measurable Objectives	NGSSS	Next Generation Sunshine State Standards
AP	Advanced Placement	NCLB	No Child Left Behind
DA	Differentiated Accountability	PERT	Postsecondary Education Readiness Test
DEA	Discovery Education Assessment	PMP	Progress Monitoring Plan
ED	Economically Disadvantaged	PMS	Progress Monitoring System
ELA	English Language Arts	POC	Plan of Care
ELL	English Language Learners	PPP	Pupil Progression Plan
EOC	End of Course Exam	PSAT	Preliminary Scholastic Aptitude Test
ESE	Exceptional Student Education	SAC	School Advisory Council
FAIR	Florida Assessment for Instruction in Reading	SAI	Supplemental Academic Instruction
FCAT	Florida Comprehensive Assessment Test	SAT 10	Stanford Achievement Test
F/R	Free & Reduced	SESAT	Stanford Early School Achievement Test
FS	Florida Standards	SINI	Schools in Need of Improvement
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		



## 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
Marline Van Dyke	Principal
Gwen Morris	AP
Marcy Wesolowski	Instructional Coach
Gina Cecil	Math Remediation Teacher
Terri Steadman	ESE Teacher
Melissa May	Math Coach
Amanda Walker	Second Grade Teacher
Melinda Norman	Kindergarten Teacher
Brenda Tuncer	First Grade Teacher
Caitie Corrigan	Third Grade Teacher
Monique Large	Fourth Grade Teacher
Amanda Warner	Fifth Grade Teacher
Karen Schmidt	School Counselor

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

Upon completion of a school-wide needs assessment and data analysis, the committee representing all grade levels convened to develop our School Performance Plan. In addition we gathered information from our SAC and PTO as well as our climate survey. The team attended trainings and met throughout the summer to plan and organize information. During pre-planning the team reconvened and divided into groups specifically skilled in targeted areas to edit and publish. The SAC committee continually advises administration while reviewing school data. The draft school performance plan will be approved by the SAC prior to the school board approval.

## School Profile

Annette P. Edwins Fine and Performing Arts School, home of the JR Vikings, is located at 7 Wright Parkway SW in Fort Walton Beach, Florida. Edwins Elementary, which was established in 1955, has a current population of 456 students including VPK. We are proud to be a traditional neighborhood school continuing to collaborate with our community stakeholders. Our school consists of a diverse population to include, but not limited to Caucasian, African American, Hispanic, Asian, and Multi-racial backgrounds. We are a Title I school with 76% economically disadvantaged students.

Edwins Elementary supports the fine arts where each child receives weekly instruction in art and music. Art pieces are showcased in a culminating Art week with "Evening of Art" auction and display. Every student has an opportunity to showcase their music, art, and dramatic talents with culminating grade-level performances. We will continue to offer 5th grade band through our partnership with Fort Walton Beach High School band director weekly. An outdoor Science classroom with a greenhouse and raised beds provides opportunities for students to investigate urban agriculture. The high school Leadership Club provides our Title Ten students with the "Backpack meals" program. Edwins offers other extracurricular activities which includes, but is not limited to Agricultural Club, Kiwanis Kids Club, Glee Club, Junior Beta Club, and Academic Team. This year we are privileged to participate in the 21st Century ASPIRE Grant, an After School Program In Reaching Excellence.

Volunteers and Mentors are an essential part of our school. Our mentor program works with Big Brothers and Big Sisters, FWBHS and local churches offer academic encouragement as well as provide a positive influence in student lives.

Edwins offers individualized continuous improvement for our students. We support 3 CBS classes for students in the autism spectrum which focus on communication, behavior, and social skills. We have 2 Pre-K Disabilities classes and a VPK class this year. Our teachers differentiate instruction to meet the needs of all students. Using the MTSS model, teachers provide strategy-based instruction for struggling students with the support of Reading and Math remediation teachers, para-professionals, speech/language teacher, ESE teacher, and an ELL interpreter. Students participate daily in our "Focused Academic Block" (FAB) which allows for remediation and enhanced learning opportunities.

# Community and Parent Awareness

Edwins Elementary													
0031		Strongly Agree		Slightly Agree		Slightly Disagree		Strongly Disagree		No Opinion		Total Responses	
		2015	2014	2015	2014	2015	2014	2015	2014	2015	2014	2015	2014
1. My child's school emphasizes academic performance as the number one priority.		59%	59%	38%	38%	3%	3%	0%	0%	0%	0%	29	34
2. Our principal is an effective leader who meets the needs of our students.		62%	56%	14%	24%	3%	6%	7%	0%	14%	15%	29	34
3. As a parent, I am made aware of the curriculum program for my child's grade level or course.		41%	62%	45%	26%	14%	9%	0%	0%	0%	3%	29	34
4. The school uses a variety of methods for parent communication.		59%	59%	34%	26%	3%	15%	0%	0%	3%	0%	29	34
5. Parent input is valued at my child's school.		62%	47%	21%	32%	10%	12%	3%	3%	3%	6%	29	34
6. Clear expectations of conduct and behavior are communicated to my child.		62%	79%	28%	18%	7%	3%	3%	0%	0%	0%	29	34
7. My child's school maintains a safe environment.		69%	79%	24%	18%	3%	3%	3%	0%	0%	0%	29	34
8. Homework is used to reinforce what is taught in the classroom.		59%	62%	24%	24%	10%	9%	0%	0%	7%	6%	29	34
9. My child's school treats everyone fairly, regardless of race, economic status, or other relationships.		61%	68%	29%	12%	0%	6%	4%	0%	7%	15%	28	34
10. School funds are used to support the school in a financially responsible manner.		48%	47%	21%	26%	7%	0%	3%	3%	21%	24%	29	34
11. As a parent, I feel welcome at my child's school.		69%	79%	24%	12%	3%	9%	3%	0%	0%	0%	29	34
12. The guidance department at my child's school provides for the educational success of my student.		59%	53%	14%	32%	7%	0%	3%	3%	17%	12%	29	34
13. I am satisfied that my child's teachers do a good job educating my child.		90%	76%	10%	18%	0%	3%	0%	3%	0%	0%	29	34
14. My child's school is well maintained.		52%	71%	38%	26%	7%	3%	3%	0%	0%	0%	29	34
15. The amount of time required for my child's homework assignments is appropriate.		59%	59%	28%	26%	10%	3%	0%	3%	3%	9%	29	34
16. The health services provided at my child's school support his/her wellness.		52%	76%	28%	15%	3%	0%	0%	0%	17%	9%	29	34
<b>Total Survey Results</b>		<b>60%</b>	<b>65%</b>	<b>26%</b>	<b>23%</b>	<b>6%</b>	<b>5%</b>	<b>2%</b>	<b>1%</b>	<b>6%</b>	<b>6%</b>		

## Community and Parent Awareness

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

Some of the parents participating in the survey had no opinion on multiple questions, so while disaggregating the data those with no opinion were eliminated from the calculation.

The parents participating in the survey rated 90% or higher in all but one of the areas surveyed.

The areas with the most positive results were 100% of our parents feel their child's teacher did a good job educating their child; 98% felt the school used a variety of communication; 98% felt parent input was valued; and 97% felt we have high academic expectations.

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

Unfortunately, only 29 parents took the survey. We provided multiple opportunities and incentives; however, having only digital options requiring the students' I.D. drastically impacts the participation.

The parents participating in the survey rated 86% on curriculum awareness.

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

Weekly teacher newsletters & Monthly school newsletters

Monthly "Parent Communicator" with strategies to assist their child in curriculum related activities.

On-line parent resources such as texbooks, suggested sites for parents and students

School website & Teacher websites

2 school marquees

Parent robo calls for Outreach and Emergency information

Remind 101-one way text messages

E-mailing parents individually

Parent-Teacher conferences & Daily Folders and Planners

## Historical School Grade Data

Elementary School	School Year	Grade	Reading Proficiency*	Adjusted Reading Proficiency	Math Proficiency*	Adjusted Math Proficiency	Writing Proficiency*	Adjusted Writing Proficiency	Science Proficiency	Reading Learning Gains	Math Learning Gains	Reading Learning Gains for Low 25%	Math Learning Gains for Low 25%	Total Points Earned (Including Adjusted Points)	Total Points Possible	Did this School Benefit from the One-Letter-Grade-Drop Protection?*	Free or Reduced Lunch Rate*	Minority Rate*
Edwins	2013	C	57	57	58	58	60	60	58	67	70	55	50	475	800	NA	72	50
District	2013		68	70	62	65	54	57	64	66	68	65	66	521	800		54	35
State	2013		58	61	58	60	56	59	53	65	64	66	62	491	800		68	61

Edwins	2014	A	56	56	49	49	62	62	57	70	74	82	83	533		NA	73	51
District	2014	A	68	68	65	65	48	48	63	70	72	74	73	533		NA	52	36
State	2014	B	59	60	59	60	53	54	54	68	66	71	64	497			66	61

Elementary School	School Year	Achievement			Learning Gains				Overall Percentage	Grade	Free or Reduced Lunch Rate*	Minority Rate*
		% English/Language Arts (includes Writing)	% Mathematics	% Science	% English/Language Arts (includes Writing)	% Mathematics	% English/Language Arts: Low 25%	% Mathematics: Low 25%				
Edwins	2015											
District	2015											
State	2015											

**\*Percentages not Counted in Calculation**

Note: State and District Averages are Calculated per School Type (Elementary, Middle, High, Combination)

## School Action Plan

### *ELA: Reading & Writing*

<b>District AMO:</b>	<b>The percent of Okaloosa County students who will be proficient in reading as defined by the State of Florida on the Florida Standards Assessment Test will be at least     %.</b>
<b>District Goal:</b>	<b>Students shall demonstrate reading proficiency at or above the expected grade level.</b>
<b>Highly Qualified Status Administrators (Title I):</b>	2

<b>Objectives:</b>	
<b>AMO:</b>	The percentage of all curriculum students who will be proficient in reading as defined by the State of Florida on the Florida Standards Assessment Test will be at least     %.
<b>AMO:</b>	The percentage of SWDs who will be proficient in reading on the Florida Standards Assessment Test will be at least     %
<b>AMO:</b>	The percentage of ELL students who will be proficient in reading on the Florida Standards Assessment Test will be at least     %
	The percentage of all curriculum students who will make learning gains in reading as defined by the State of Florida on the Florida Standards Assessment Test will be at least     %.
	The percentage of students in the lowest 25% who will make learning gains in reading as defined by the State of Florida on the Florida Standards Assessment Test will be at least     %.
	The percentage of Level 4 and 5 students who will make learning gains in reading on the Florida Standards Assessment Test will be at least     %



# DEA Reading Proficiency (By Grade)

## ELA (Reading): Data

DEA ELA		PROFICIENCY (Based on Common Core Assessment)															
K	# Students Tested	Achievement Levels				% Proficient	Gender		Ethnicity						Status		
		LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4-5		M	F	A	B	H	I	M	W	ESE	ELL	F/R
2013 Post Test (C)	68	7%	26%	31%	35%	66%	60%	73%	67%	57%	67%		64%	72%	38%	67%	64%
2014 Post Test (C)	66	18%	21%	41%	20%	61%	63%	58%	0%	33%	63%		70%	69%	56%	25%	53%
2015 Post Test (C)	79	4%	20%	43%	33%	76%	80%	71%	67%	73%	73%		80%	78%	50%	75%	73%
District 2015	2,400	8%	16%	42%	34%	76%	71%	81%	66%	59%	71%	45%	75%	81%	56%	60%	70%

DEA ELA		PROFICIENCY (Based on Common Core Assessment)															
Grade 1	# Students Tested	Achievement Levels				% Proficient	Gender		Ethnicity						Status		
		LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4-5		M	F	A	B	H	I	M	W	ESE	ELL	F/R
2013 Post Test (C)	91	9%	19%	36%	36%	73%	72%	73%	100%	64%	91%		58%	75%	37%		72%
2014 Post Test (C)	77	5%	18%	43%	34%	77%	74%	79%	33%	90%	78%		70%	72%	54%	70%	80%
2015 Post Test (C)	66	2%	18%	52%	29%	80%	85%	73%		71%	75%		90%	84%	76%	60%	79%
District 2015	2,370	0%	23%	51%	25%	76%	73%	80%	84%	66%	72%	75%	73%	79%	59%	57%	70%

DEA ELA		PROFICIENCY (Based on Common Core Assessment)															
Grade 2	# Students Tested	Achievement Levels				% Proficient	Gender		Ethnicity						Status		
		LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4-5		M	F	A	B	H	I	M	W	ESE	ELL	F/R
2013 Post Test (C)	70	19%	47%	19%	16%	34%	26%	43%		11%	40%		50%	41%	16%	17%	34%
2014 Post Test (C)	86	8%	26%	38%	28%	66%	69%	63%	100%	74%	46%		67%	67%	55%	0%	63%
2015 Post Test (C)	83	1%	36%	53%	10%	63%	65%	60%	75%	43%	71%	100%	80%	64%	43%	63%	60%
District 2015	2,351	3%	22%	51%	25%	76%	72%	80%	93%	60%	70%	80%	74%	79%	53%	58%	69%

DEA ELA		PROFICIENCY (Based on Common Core Assessment)															
Grade 3	# Students Tested	Achievement Levels				% Proficient	Gender		Ethnicity						Status		
		LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4-5		M	F	A	B	H	I	M	W	ESE	ELL	F/R
2013 Post Test (C)	61	15%	33%	16%	36%	52%	41%	71%	100%	30%	14%		56%	64%	42%		45%
2014 Post Test (C)	65	12%	38%	29%	20%	49%	46%	54%		35%	50%		29%	61%	17%	20%	45%
2015 Post Test (C)	62	6%	26%	42%	26%	68%	66%	70%	100%	54%	55%		83%	73%	50%	50%	59%
District 2015	2,364	4%	24%	40%	31%	71%	68%	74%	91%	61%	60%	50%	68%	74%	47%	33%	62%

DEA ELA		PROFICIENCY (Based on Common Core Assessment)															
Grade 4	# Students Tested	Achievement Levels				% Proficient	Gender		Ethnicity						Status		
		LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4-5		M	F	A	B	H	I	M	W	ESE	ELL	F/R
2013 Post Test (C)	58	3%	43%	16%	38%	53%	55%	52%	100%	31%	71%		50%	59%	37%	0%	44%
2014 Post Test (C)	65	12%	25%	28%	35%	63%	55%	74%	100%	36%	25%		67%	76%	60%	0%	57%
2015 Post Test (C)	60	2%	8%	72%	18%	90%	89%	92%		86%	100%		60%	94%	77%	100%	88%
District 2015	2,067	2%	13%	58%	27%	85%	84%	86%	73%	76%	76%	100%	86%	87%	64%	59%	78%

DEA ELA		PROFICIENCY (Based on Common Core Assessment)															
Grade 5	# Students Tested	Achievement Levels				% Proficient	Gender		Ethnicity						Status		
		LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4-5		M	F	A	B	H	I	M	W	ESE	ELL	F/R
2013 Post Test (C)	57	11%	26%	32%	32%	63%	65%	61%	67%	47%	57%		60%	76%	38%	50%	61%
2014 Post Test (C)	58	17%	24%	26%	33%	59%	65%	52%	100%	33%	63%		58%	68%	39%	0%	45%
2015 Post Test (C)	68	3%	22%	51%	24%	75%	76%	74%	100%	53%	67%		75%	85%	57%	67%	73%
District 2015	2,105	4%	19%	50%	27%	78%	75%	80%	79%	62%	70%	88%	75%	81%	51%	47%	69%

DEA ELA		Common Core STRANDS (Average score for each subgroup)											
K	All Students		Gender (%)		Ethnicity (%)						Status (%)		
	# Students Tested	Overall %	Male	Female	A	B	H	I	M	W	ESE	ELL	F/R
Foundations	2103	68	66	64	69	67	59	70	69	67	56	71	65
	2014	66	70	71	69	75	66	71	73	71	63	60	68
	<b>2015</b>	<b>79</b>	<b>79</b>	<b>80</b>	<b>78</b>	<b>67</b>	<b>77</b>	<b>73</b>	<b>75</b>	<b>85</b>	<b>73</b>	<b>78</b>	<b>79</b>
	<b>District</b>	<b>2,400</b>	<b>85</b>	<b>83</b>	<b>87</b>	<b>83</b>	<b>79</b>	<b>81</b>	<b>79</b>	<b>84</b>	<b>86</b>	<b>75</b>	<b>79</b>
Literature	2103	68	44	45	43	33	39	45	46	47	37	33	43
	2014	66	56	55	57	33	44	56	63	59	53	50	55
	<b>2015</b>	<b>79</b>	<b>71</b>	<b>77</b>	<b>65</b>	<b>80</b>	<b>71</b>	<b>69</b>	<b>74</b>	<b>71</b>	<b>59</b>	<b>75</b>	<b>70</b>
	<b>District</b>	<b>2,400</b>	<b>73</b>	<b>70</b>	<b>76</b>	<b>72</b>	<b>64</b>	<b>71</b>	<b>71</b>	<b>72</b>	<b>76</b>	<b>62</b>	<b>63</b>
Language	2103	68	66	64	69	67	63	67	57	73	50	61	62
	2014	66	67	66	69	50	54	56	78	71	64	50	63
	<b>2015</b>	<b>79</b>	<b>71</b>	<b>72</b>	<b>71</b>	<b>75</b>	<b>70</b>	<b>70</b>	<b>70</b>	<b>73</b>	<b>56</b>	<b>68</b>	<b>70</b>
	<b>District</b>	<b>2,400</b>	<b>67</b>	<b>66</b>	<b>69</b>	<b>66</b>	<b>59</b>	<b>66</b>	<b>61</b>	<b>67</b>	<b>69</b>	<b>59</b>	<b>59</b>
Information	2103	68	42	44	39	28	36	36	46	47	40	41	43
	2014	66	52	50	56	40	50	33	56	57	44	30	50
	<b>2015</b>	<b>79</b>	<b>60</b>	<b>59</b>	<b>62</b>	<b>67</b>	<b>55</b>	<b>53</b>	<b>68</b>	<b>63</b>	<b>50</b>	<b>48</b>	<b>60</b>
	<b>District</b>	<b>2,400</b>	<b>56</b>	<b>54</b>	<b>57</b>	<b>55</b>	<b>47</b>	<b>52</b>	<b>50</b>	<b>51</b>	<b>58</b>	<b>47</b>	<b>47</b>

DEA ELA		Common Core STRANDS (Average score for each subgroup)											
Grade 1	All Students		Gender (%)		Ethnicity (%)						Status (%)		
	# Students Tested	Overall %	Male	Female	A	B	H	I	M	W	ESE	ELL	F/R
Foundations	2103	91	74	73	75	75	72	71	72	76	56	72	72
	2014	77	75	72	78	61	79	78	75	71	67	80	76
	<b>2015</b>	<b>66</b>	<b>77</b>	<b>76</b>	<b>79</b>	<b>76</b>	<b>81</b>	<b>75</b>	<b>78</b>	<b>71</b>	<b>80</b>	<b>75</b>	<b>75</b>
	<b>District</b>	<b>2,370</b>	<b>78</b>	<b>76</b>	<b>79</b>	<b>81</b>	<b>73</b>	<b>75</b>	<b>83</b>	<b>77</b>	<b>79</b>	<b>70</b>	<b>71</b>
Literature	2103	91	57	57	57	75	49	59	56	59	43	58	58
	2014	77	62	64	61	67	62	65	53	63	53	60	62
	<b>2015</b>	<b>66</b>	<b>77</b>	<b>74</b>	<b>82</b>	<b>79</b>	<b>72</b>	<b>85</b>	<b>75</b>	<b>75</b>	<b>68</b>	<b>60</b>	<b>76</b>
	<b>District</b>	<b>2,370</b>	<b>81</b>	<b>79</b>	<b>84</b>	<b>87</b>	<b>76</b>	<b>78</b>	<b>83</b>	<b>80</b>	<b>83</b>	<b>70</b>	<b>74</b>
Language	2103	91	63	62	66	75	52	70	54	69	50	62	62
	2014	77	78	76	80	58	85	75	75	79	67	73	79
	<b>2015</b>	<b>66</b>	<b>74</b>	<b>74</b>	<b>73</b>	<b>69</b>	<b>73</b>	<b>75</b>	<b>76</b>	<b>74</b>	<b>70</b>	<b>73</b>	<b>73</b>
	<b>District</b>	<b>2,370</b>	<b>67</b>	<b>65</b>	<b>68</b>	<b>71</b>	<b>60</b>	<b>62</b>	<b>62</b>	<b>65</b>	<b>69</b>	<b>59</b>	<b>54</b>
Information	2103	91	68	69	68	92	63	74	58	72	49	67	67
	2014	77	75	75	75	50	78	81	75	71	69	82	76
	<b>2015</b>	<b>66</b>	<b>80</b>	<b>81</b>	<b>78</b>	<b>76</b>	<b>77</b>	<b>85</b>	<b>80</b>	<b>72</b>	<b>67</b>	<b>79</b>	<b>79</b>
	<b>District</b>	<b>2,370</b>	<b>77</b>	<b>75</b>	<b>79</b>	<b>80</b>	<b>71</b>	<b>73</b>	<b>74</b>	<b>77</b>	<b>79</b>	<b>69</b>	<b>67</b>
Writing	2103	91	46	48	45	63	42	50	46	47	41	47	47
	2014	77	49	53	45	33	54	53	48	44	44	50	49
	<b>2015</b>	<b>66</b>	<b>75</b>	<b>76</b>	<b>74</b>	<b>65</b>	<b>75</b>	<b>85</b>	<b>77</b>	<b>75</b>	<b>65</b>	<b>71</b>	<b>71</b>
	<b>District</b>	<b>2,370</b>	<b>74</b>	<b>71</b>	<b>76</b>	<b>73</b>	<b>66</b>	<b>69</b>	<b>83</b>	<b>73</b>	<b>76</b>	<b>67</b>	<b>63</b>

DEA ELA		Common Core STRANDS (Average score for each subgroup)												
Grade 2	All Students		Gender (%)		Ethnicity (%)						Status (%)			
	# Students Tested	Overall %	Male	Female	A	B	H	I	M	W	ESE	ELL	F/R	
Foundations	2103													
	2014	86	76	75	78	75	79	69		72	77	62	55	75
	<b>2015</b>	<b>83</b>	<b>84</b>	<b>84</b>	<b>84</b>	<b>88</b>	<b>81</b>	<b>82</b>	<b>100</b>	<b>90</b>	<b>85</b>	<b>77</b>	<b>81</b>	<b>84</b>
	District	2,351	88	88	89	94	87	86	92	88	89	78	82	86
Literature	2103	70	70	68	71		59	77		75	72	67	64	69
	2014	86	65	67	61	67	68	55		61	67	58	50	65
	<b>2015</b>	<b>83</b>	<b>74</b>	<b>72</b>	<b>76</b>	<b>79</b>	<b>70</b>	<b>72</b>	<b>67</b>	<b>80</b>	<b>75</b>	<b>70</b>	<b>75</b>	<b>74</b>
	District	2,351	78	77	80	86	71	74	80	79	79	67	68	75
Language	2103	70	57	52	62		46	65		63	60	51	54	58
	2014	86	71	72	69	84	73	65		80	70	63	56	70
	<b>2015</b>	<b>83</b>	<b>61</b>	<b>63</b>	<b>60</b>	<b>42</b>	<b>53</b>	<b>72</b>	<b>100</b>	<b>60</b>	<b>63</b>	<b>59</b>	<b>75</b>	<b>59</b>
	District	2,351	67	65	69	69	60	63	73	65	69	54	54	62
Information	2103	70	56	53	59		47	69		54	58	45	57	56
	2014	86	61	61	61	75	61	61		58	61	54	55	60
	<b>2015</b>	<b>83</b>	<b>66</b>	<b>66</b>	<b>66</b>	<b>59</b>	<b>64</b>	<b>66</b>	<b>83</b>	<b>72</b>	<b>67</b>	<b>63</b>	<b>63</b>	<b>64</b>
	District	2,351	75	73	78	78	67	69	67	73	78	63	62	70
Writing	2103													
	2014	86	53	54	51	75	45	56		58	53	51	42	51
	<b>2015</b>	<b>83</b>	<b>61</b>	<b>61</b>	<b>60</b>	<b>63</b>	<b>62</b>	<b>65</b>	<b>75</b>	<b>58</b>	<b>57</b>	<b>52</b>	<b>53</b>	<b>58</b>
	District	2,351	70	68	72	80	63	68	83	68	72	58	62	65

DEA ELA		Common Core STRANDS (Average score for each subgroup)												
Grade 3	All Students		Gender (%)		Ethnicity (%)						Status (%)			
	# Students Tested	Overall %	Male	Female	A	B	H	I	M	W	ESE	ELL	F/R	
Foundations	2103	61	77	73	83	100	80	43		67	85	74		76
	2014	65	68	68	68		71	60		57	71	78	60	68
	<b>2015</b>	<b>62</b>	<b>78</b>	<b>79</b>	<b>77</b>	<b>100</b>	<b>65</b>	<b>82</b>		<b>88</b>	<b>79</b>	<b>53</b>	<b>63</b>	<b>75</b>
	District	2,364	82	80	84	94	75	82	79	84	83	67	68	78
Literature	2103	61	60	53	69	100	43	43		67	64	54		58
	2014	65	60	59	62		53	60		53	66	45	57	60
	<b>2015</b>	<b>62</b>	<b>67</b>	<b>66</b>	<b>69</b>	<b>50</b>	<b>64</b>	<b>51</b>		<b>83</b>	<b>72</b>	<b>59</b>	<b>50</b>	<b>67</b>
	District	2,364	68	67	69	72	60	61	64	68	70	58	49	64
Language	2103	61	53	44	67	75	50	25		53	58	43		51
	2014	65	41	38	46		40	35		25	48	21	25	39
	<b>2015</b>	<b>62</b>	<b>55</b>	<b>60</b>	<b>49</b>	<b>75</b>	<b>50</b>	<b>57</b>		<b>42</b>	<b>59</b>	<b>49</b>	<b>32</b>	<b>53</b>
	District	2,364	59	58	60	69	52	56	50	56	61	48	43	55
Information	2103	61	61	56	69	93	57	49		60	64	58		59
	2014	65	56	56	57		51	60		53	59	43	54	55
	<b>2015</b>	<b>62</b>	<b>77</b>	<b>73</b>	<b>84</b>	<b>100</b>	<b>74</b>	<b>67</b>		<b>77</b>	<b>81</b>	<b>61</b>	<b>57</b>	<b>74</b>
	District	2,364	80	77	82	86	74	75	68	79	81	67	60	76
Writing	2103													
	2014													
	<b>2015</b>	<b>62</b>	<b>66</b>	<b>65</b>	<b>67</b>	<b>75</b>	<b>60</b>	<b>62</b>		<b>80</b>	<b>66</b>	<b>53</b>	<b>57</b>	<b>64</b>
	District	2,364	65	63	67	72	60	60	47	64	67	54	49	61

DEA ELA		Common Core STRANDS (Average score for each subgroup)												
Grade 4	All Students		Gender (%)		Ethnicity (%)						Status (%)			
	# Students Tested	Overall %	Male	Female	A	B	H	I	M	W	ESE	ELL	F/R	
Literature	2103	58	59	58	61	78	50	73		65	58	54	67	57
	2014	65	57	53	63	89	40	53		59	61	56	33	57
	<b>2015</b>	<b>60</b>	<b>76</b>	<b>77</b>	<b>74</b>	<b>68</b>	<b>80</b>		<b>74</b>	<b>79</b>	<b>71</b>	<b>71</b>	<b>73</b>	
	District	2,067	79	78	79	78	73	74	87	76	81	68	63	75
Language	2103	58	66	70	61	67	61	73		64	67	56	33	61
	2014	65	65	66	64	90	59	50		63	69	58	30	63
	<b>2015</b>	<b>60</b>	<b>74</b>	<b>71</b>	<b>79</b>	<b>74</b>	<b>77</b>		<b>75</b>	<b>74</b>	<b>67</b>	<b>75</b>	<b>76</b>	
	District	2,067	69	68	70	66	64	65	67	70	71	58	54	65
Information	2103	58	70	70	70	88	58	82		64	74	64	63	66
	2014	65	69	65	75	100	63	64		63	71	69	75	66
	<b>2015</b>	<b>60</b>	<b>79</b>	<b>79</b>	<b>80</b>	<b>75</b>	<b>84</b>		<b>73</b>	<b>81</b>	<b>72</b>	<b>72</b>	<b>77</b>	
	District	2,067	81	80	81	80	75	77	81	81	82	70	66	76
Writing	2103													
	2014													
	<b>2015</b>	<b>60</b>	<b>66</b>	<b>67</b>	<b>63</b>	<b>62</b>	<b>69</b>		<b>57</b>	<b>68</b>	<b>59</b>	<b>57</b>	<b>64</b>	
	District	2,067	68	67	69	67	63	64	71	67	69	56	55	63

DEA ELA		Common Core STRANDS (Average score for each subgroup)												
Grade 5	All Students		Gender (%)		Ethnicity (%)						Status (%)			
	# Students Tested	Overall %	Male	Female	A	B	H	I	M	W	ESE	ELL	F/R	
Literature	2103	57	60	59	61	73	56	51		64	63	50	70	59
	2014	58	70	66	74	67	67	79		64	71	57	67	61
	<b>2015</b>	<b>68</b>	<b>81</b>	<b>80</b>	<b>83</b>	<b>83</b>	<b>77</b>	<b>76</b>		<b>90</b>	<b>83</b>	<b>65</b>	<b>66</b>	<b>81</b>
	District	2,105	82	80	84	82	76	74	81	81	84	68	56	77
Language	2103	57	62	64	60	56	54	62		63	67	58	59	60
	2014	58	57	59	55	75	53	58		45	63	42	50	53
	<b>2015</b>	<b>68</b>	<b>80</b>	<b>81</b>	<b>78</b>	<b>94</b>	<b>78</b>	<b>61</b>		<b>86</b>	<b>83</b>	<b>65</b>	<b>50</b>	<b>77</b>
	District	2,105	81	80	83	80	77	75	88	81	83	71	63	78
Information	2103	57	65	68	63	60	55	69		74	70	56	60	62
	2014	58	68	71	65	90	54	76		73	68	57	40	62
	<b>2015</b>	<b>68</b>	<b>65</b>	<b>65</b>	<b>65</b>	<b>88</b>	<b>54</b>	<b>53</b>		<b>57</b>	<b>73</b>	<b>58</b>	<b>50</b>	<b>64</b>
	District	2,105	65	65	66	69	56	61	74	64	68	53	51	61
Writing	2103													
	2014													
	<b>2015</b>	<b>68</b>	<b>63</b>	<b>60</b>	<b>67</b>	<b>88</b>	<b>54</b>	<b>42</b>		<b>58</b>	<b>72</b>	<b>46</b>	<b>34</b>	<b>60</b>
	District	2,105	67	66	69	69	59	59	81	65	70	54	48	61

# FSA ELA Data (By Grade)

## ELA: Data

FSA ELA 2015 Grade 3			Percent at Lowest Quintile										
GRADE 3	# Students Tested	% at Lowest Quintile	Gender		Ethnicity						Status		
			M	F	A	B	H	I	M	W	ESE	ELL	F/R
Edwins	59	17%	6%	31%	0%	23%	9%		0%	22%	40%	50%	17%
District	2,441	12%	14%	10%	4%	16%	12%	33%	12%	11%	31%	33%	16%

## **School Action Plan**

### ***ELA (Reading): Assessment Data Analysis***

#### **What does the analysis of your school data tell you about your school's academic strengths?**

K students scored the highest in Foundations with 79% proficient, an increase of 7% points from the previous school year.

1st grade students scored the highest in Informational text with 80% proficient, an increase of 8% points from the previous school year.

2nd grade students scored the highest in Foundations with 84% proficient, an increase of 8% points from the previous school year.

3rd grade students scored the highest in Foundations with 75% proficient, an increase of 2% points from the previous school year.

4th grade students scored the highest in Informational text with 79% proficient, an increase of 10% points from the previous school year.

5th grade students scored the highest in Literature with 81% proficient, an increase of 11% points from the previous school year.

#### **What does the analysis tell you about your school's opportunities to improve?**

K students scored the lowest in Informational text with 60% proficient, an improvement over last year by 7% points. K students scored 71% or higher on the remaining components.

1st grade students scored the lowest in Language with 74% proficient, an improvement over last year by 4% points.

2nd grade students scored the lowest in Writing and Language scoring 61% proficient in both areas, an improvement in writing by 7% points.

3rd grade students scored the lowest in Language with 55% proficient, an improvement of 14% points from the previous school year.

4th grade students scored the lowest in Writing with 66% proficient, with no comparison from the previous year; however, all other skill areas improved by a minimum of 10% points.

5th grade students scored the lowest in Writing with 63% proficient, with no comparison from the previous year; and 65% proficient in Informational text.

# School Action Plan

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

### ELA Focus 1

#### Focus: Pathway to Close and Critical Reading with an Emphasis on the Standards

**Goal:** By the end of the year, we expect our students to be able to... use text marking/notetaking, writing through reading, text dependent questions, and student talk strategies in order to move basic comprehension (literal understanding) to deeper understanding (inferential understanding) of the text through Close Reading Process and Everyday Instructional Reading.

#### Professional Development and Activities:

##### District:

The central message provided (September, October, November/December, and January/February) will review and delve into the individual components of Close Reading with an emphasis on text marking/note-taking, and purposeful student talk aligned with Text Dependent Questions by focusing on the following:

- First Read: What Does the Text Say?
  - The first phase concerns the literal meaning of the text, especially as it applies to explicitly stated information, as well as the central ideas or themes.
- Second Read: How Does the Text Work?
  - The second phase involves the mechanics of the piece, especially as it applies to vocabulary, the structure of text, and the author's craft.
- Third Read: What Does the Text Mean?
  - The third phase involves the author's purpose and the inferences they can make based on their understanding of the text. Students also come to understand what a text means when they analyze multiple texts on the same theme or topic.
- Culmination: What Does the Text Inspire You to Do?
  - Text dependent questions will move students to transform their learning of the text into a product
  - Writing through Reading- during the Close Read as well as the culminating activity (essays, RAFT, posters, etc.)
  - Student talk can occur during the Close Read as well as the culminating activity

How the components of Close Reading are applied to Everyday Instructional Reading, specifically text marking/note taking, student talk, and writing through reading.

##### School-based:

1. During the district provided half day session AFTER the delivery of the central message, teachers and instructional coach will use information learned to collaborate and create a lesson(s) using multiple texts/text types (ex: genres, interview, blog, chart, newspaper) focusing on text dependent questions of varying complexity throughout each read, text marking/ note-taking, student talk, and a purposeful culminating task with the following focuses.

September focus: Phase 1 Text Dependent Questions (TDQ) based upon key ideas and details

October focus: Phase 2 TDQs based upon craft and structure



November focus: Phase 3 TDQs based upon authors' purpose and inferences.

January focus: Culminating task: What does the text inspire you to do?

2. Using the district allocated substitutes and school allocated substitutes for half day PDs, teachers will be provided the following differentiated PD options:

a) Data Team training, by the principal

b) Differentiation by district staff

c) Excel training by district staff

d) New teacher & para training "My ELA Classroom" provided by Instructional Coach which includes, but is not limited to the ELA Instructional Shifts, Balanced Literacy, and Curriculum Guides.

e) K additional ½ day to analyze and synthesize the K report card and the new writing rubric

f) 1st and 2nd additional ½ day will focus on writing strategies and synthesizing the writing rubric.

g) 3rd, 4th, and 5th grade teachers additional day will focus on integrating Science across the curriculum

3. Based on teacher need and interest, additional training-Teacher Academic Block (TAB) cycles will be used to reflect on the initiatives and address what teachers need to include, but not limited to Everyday instructional Reading, Instructional Reading, Rubric Calibration, TDQs, Cross Content Close Reads, CPalms, and LFAS.

4. School-based allocated PD days will be utilized for these self-selecting training opportunities: "My ELA Classroom", Literature Circles, Writing Calibration, Purposeful Stations, Selecting and utilizing primary and secondary sources, Data Teams, CRIS, Whole Brain, Reading across the curriculum, Excel, Differentiation Voluntary Best Practices Working Group, in conjunction with Instructional Coach, will plan for and implement Close Reading and Everyday Instructional Reading lesson. Teachers will participate in peer observation and reflect on the created lesson. School-based allocated PD days will be utilized for instructional rounds incorporated in this training.

5. Share exemplar Close Reading Lessons and student samples during school-based PD, grade level meetings, and TAB.

**Action Steps for Implementation:****School Implementation Action Steps:**

1. Secure dates for the school-based professional development activities with Instructional Coaches and schedule substitutes. School-based allocated PD days will be utilized for these self-selecting training opportunities: "My ELA Classroom", Literature Circles, Writing Calibration, Purposeful Stations, Selecting and utilizing primary and secondary sources, Data Teams, CRISS, Whole Brain, Reading across the curriculum, Excel, Differentiation, and collaboration/observation/debrief with the Best Practices group.
2. Create a school-based calendar of professional development, data teams meetings, grade level, department, faculty, and team leader meetings for dissemination during pre-planning.
3. Administrators meet with GLCs on July 1st, to determine groupings for district message, SPP goals, and school-based PD protocols such as student talk, text marking/ note-taking, and question writing.
4. Administer Close Reading Needs Assessment during post-planning.
5. Order Fisher & Frey Text Dependent Questions Grade K-5 for faculty no later than June 30th.
6. Administration will infuse strategies from Fisher & Frey's Text Dependent Questions Grade K-5 into TAB and correspondence.
7. Grade levels will debrief and collaborate to reflect upon PD and plan for implementation.
8. Email teachers during pre-planning to identify volunteers for the school-based Best Practices Working Group.
10. Administration order ELA Shifts Flip Charts and FSA Item Specs, from Print Shop no later than July 10th for dissemination during pre-planning.
11. Administration and Coaches will meet to determine leaders for TaB sessions.

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

1. Teacher will attend and implement self-selected PD choices: TaB, "My ELA Classroom", Literature Circles, Writing Calibration, Purposeful Stations, select and utilizing primary and secondary sources, Differentiation, Reading across the content, Data Teams, Best Practices, CRISS, EXCEL and Whole Brain PD as needed.
2. Teachers will continue to embed the Instructional Shifts into daily instruction through purposeful lessons and activities.
3. Teachers will embed Close Reading strategies from Fisher & Frey's Text- Dependent Questions Grades K-5 into daily instruction.
4. Teachers will create text dependent questions of varying complexity as the vehicle to drive student comprehension (from literal to inferential) through each read of the Close Read.
5. Teachers will create and model purposeful text marking/note-taking strategies to aid comprehension and facilitate student response to text dependent questions.
6. Teachers will create opportunities for student talk/discussion through purposeful text dependent questions and writing tasks to build student comprehension,

stamina, and persistence in reading.

7. Teachers will use standards and Item Specs (Grades 3-5) to create and model how to write appropriately complex questions and utilize answer stems.

8. Teachers will incorporate elements of Close Reading in Everyday Instructional Reading, specifically text marking/note taking, student talk, and writing through reading.

1. Students will regularly (ex: Everyday Instructional Reading) interact with texts, using text dependent questions as a guide to navigate these texts and deepen understanding.

2. Students will use modeled text marking/note-taking strategies to respond to text dependent questions of varying complexity.

3. Students will utilize student talk strategies (ex: CRISS, sentence frames, talk moves, Go-Go- Mo, debates, Socratic seminars, etc.) to response to text dependent questions and prepare for writing activities.

4. Students will routinely write and answer questions of varying complexity constructed from standards and Item Specs.

5. Students will apply elements of Close Reading, specifically text marking/note taking, student talk, and writing through reading during Everyday Instructional Reading.

<b>Progress Monitoring:</b>			
<b>Initiative</b>	<b>How Often</b>	<b>How Will It Be Monitored</b>	<b>Who Is Responsible To Monitor</b>
Everyday Instructional Reading	Daily	Walk through, lesson plans	Administration
Close Read Process with a focus on tdqs, and text marking/ note taking	monthly	(Lesson plans, walk through-Admin only), grade level meeting notes	Administration, GLCs, ELA instructional coach
Implementation of TDQs	3x per week	(Lesson plans, walk throughs -Admin Only)	Administration, teacher
Connect Standards to Item Specs	Weekly	Lesson plans, LFAS	Teachers, ELA Instructional Coach
Student talk moving from literal to inferential understanding	Daily	Walk through and formal observations-Admin Only)	Administration
Writing through Reading	Daily	(Lesson plans, walk throughs-Admin only), Data Teams	Teachers, Instructional Coach, Administration

<b>Evaluation:</b>
<b>Evaluation of Goal &amp; Implementation (Completed at the Beginning of Second Semester):</b>
<b>Refinement of Goal (Completed at the Beginning of Second Semester):</b>

# School Action Plan

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

### ELA Focus 2

#### Focus: Writing: Opinion & Informational

**Goal:** By the end of the year, we expect our students to be able to...unpack a prompt, mark the text, plan and write an essay according to grade level standards.

### Professional Development and Activities:

#### District:

The central message provided (September, October, November/December, and January/February) will focus on individual components of effective writing, including the following:

- Unpacking the Prompt
  - How the task determines the purpose and audience
- Marking the Text
  - The purposeful text marking aligns with the task and purpose
- Planning for the Essay
  - Planning provides guidance and aids student's thesis/claim
- Writing the Essay
  - How are we scaffolding instruction as we build from one source to multiple sources?
  - How are we addressing introductions?
  - How are we addressing conclusions?
  - How are we addressing citing evidence?
  - How are we addressing elaboration?
  - How are we addressing transitions?
  - How are we addressing content specific (from the sources) vocabulary?

#### School-based:

1. During the district provided half day session after the delivery of the central message, teachers and instructional coach will use information learned to collaborate and create writing lesson(s) and prompts using multiple sources of complex text.

September focus: Unpacking the prompt

October focus: Purposefully marking the text

November focus: Planning the essay

January focus: Writing the essay

2. Using the district allocated substitutes and school allocated substitutes for half day PDs, teachers will be provided the following differentiated PD options:

a) Data Team training, by the principal

b) Differentiation by district staff

c) Excel training by district staff

d) New teacher & para training “My ELA Classroom” provided by Instructional Coach which includes, but is not limited to the ELA Instructional Shifts, Balanced Literacy, and Curriculum Guides.

e) K additional ½ day to analyze and synthesize the K report card and the new writing rubric

f) 1st and 2nd additional ½ day will focus on writing strategies and synthesizing the writing rubric.

g) 3rd, 4th, and 5th grade teachers additional day will focus on integrating Science and Social Studies across the curriculum

h) CRISS strategies

i) Purposeful Stations

j) Whole Brain

3. Based on teacher need and interest, additional training-Teacher Academic Block (TAB) cycles will be used to reflect on the initiatives and address what teachers need to include, but not limited to Everyday instructional Reading, Instructional Reading, Rubric Calibration, TDQs, Cross Content Close Reads, CPalms, and LFAS.

4. Best Practices Working Group, in conjunction with Instructional Coach, will plan for and implement Close Reading and Everyday Instructional Reading lesson. Teachers will participate in peer observation and reflect on the created lesson. School-based allocated PD days will be utilized for instructional rounds incorporated in this training.

5. Share exemplar student writing samples and rubric calibrations during school-based PD, grade level meetings, and TAB.

**Action Steps for Implementation:****School Implementation Action Steps:**

1. Secure dates for school based PD self-selected training opportunities: "My ELA Classroom", Literature Circles, Writing Calibration, Purposeful Stations, Selecting and utilizing primary and secondary sources, Data Teams, CRISS, Whole Brain, Reading across the curriculum, Excel, Differentiation, and collaboration/observation/debrief with the Best Practices group.
2. Create a school based PD calendar.
3. Literacy committee determines monthly Edwins Writes and rubric calibration meetings.
4. Distribute TDQ's by Fisher and Frey to all teachers during preplanning.
5. Provide time for practice unpacking the prompt; and planning for close reads and culminating tasks based upon writing standards.

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

1. Teachers will self-select and implement training opportunities: "My ELA Classroom", Literature Circles, Writing Calibration, Purposeful Stations, Selecting and utilizing primary and secondary sources, Data Teams, CRISS, Whole Brain, Reading across the curriculum, Excel, Differentiation, and collaboration/observation/debrief with the Best Practices group.
2. During the first month all ELA teachers will meet to review writing rubrics and come up with a grade specific writing plan.
2. Teachers will provide delivery of instruction for specific parts of writing an essay to include, but not limited to introductions, conclusions, citing evidence, elaboration, transitions, content specific vocabulary all while using multiple sources.
3. Teachers will administer monthly writing prompts.
4. Teachers will calibrate by exchanging and grading partners writing samples.
4. Teachers will create anchor charts with students based upon writing rubrics that were created in PD.
5. Teachers will use TDQ's to plan and create culminating writing tasks.
6. Teachers will meet to create strategies for unpacking prompts and the use of text-marking/note taking.
7. Teachers will collaborate to create grade appropriate sentence stems.
8. 2nd and 3rd grade Teachers will use "Being a Writer" kit to focus on mechanics and organization of writing.
9. Teachers will collaborate vertically to align across the grade levels.

10. TaB to discuss vertical alignment of writing rubrics.

11. Teachers will create grade level specific year-long writing plans with the assistance of the Instructional Coach.

1.Students will use unpack prompts using strategies taught by teachers.

2.Students will plan their writing using graphic organizers and sentence stems.

3.Students will create anchor charts based upon writing rubrics.

4. Students will evaluate peer and their own writing using class created rubric anchor charts.

4.Students will participate in monthly writing prompts using the components of the writing process to include, but not limited to introductions, conclusions, citing evidence, elaboration, transitions, content specific vocabulary while using multiple sources.

5.Students will purposefully use text marking while reading to formulate opinions and gather pertinent information to prepare for writing.

6.Students will perform culminating writing tasks in addition to essays using the writing process and grade level standards.

<b>Progress Monitoring:</b>			
<b>Initiative</b>	<b>How Often</b>	<b>How Will It Be Monitored</b>	<b>Who Is Responsible To Monitor</b>
FSA like Writing prompts	Monthly (starting September)	Scored Essays	Teacher, Administration
Close Read Lesson Creation, Observation, and Reflection	1x a semester	Lesson plans, reflection	Administration, GLCs, and ELA Instructional Coach
FSA – like rubric calibration	Monthly	Student Samples, Lesson plans	Grade Level Teachers, Instructional Coach, Administration
TDQs and text marking	Monthly	Walk through, lesson plans	Administration
Strategies for Unpacking prompt	Weekly	Lesson plans, student samples	Teachers, Grade Level Chairs, Instructional Coach



<b>Evaluation:</b>
<b>Evaluation of Goal &amp; Implementation (Completed at the Beginning of Second Semester):</b>
<b>Refinement of Goal (Completed at the Beginning of Second Semester):</b>

## School Action Plan

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

<b>ELA Focus 3 (Optional)</b>
<b>Focus:</b>
<b>Goal: By the end of the year, we expect our students to be able to...</b>

<b>Professional Development and Activities:</b>
<b>School-based:</b>

<b>Action Steps for Implementation:</b>
<b>School Implementation Action Steps:</b>
<b>Classroom Implementation Action Steps (Teachers and Students):</b>

<b>Progress Monitoring:</b>			
<b>Initiative</b>	<b>How Often</b>	<b>How Will It Be Monitored</b>	<b>Who Is Responsible To Monitor</b>

<b>Evaluation:</b>
<b>Evaluation of Goal &amp; Implementation (Completed at the Beginning of Second Semester):</b>
<b>Refinement of Goal (Completed at the Beginning of Second Semester):</b>

## School Action Plan

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

#### **ELA Levels 1 and 2 Focus 1 (Grades K-2)**

**Focus:** Increase language skills through the use of literature and informational text.

**Goal:** By the end of the year, we expect our students to be able to...read grade level materials and use content appropriate vocabulary while answering text dependent questions (TDQs).

#### **Professional Development and Activities:**

##### **School-based:**

1. Professional development will be provided to new ELA teachers, as well as the ELA para-professionals in Tyner model instruction through district Title I coach.
2. TaB professional development for vocabulary strategies.
3. Participate in 21st Century Grant, ASPIRE, After School Program In Reaching Excellence.
4. Focused Academic Block (FAB) remediation time for smaller groups with additional support staff.

**Action Steps for Implementation:****School Implementation Action Steps:**

- 1.Utilize Focused Academic Block (FAB) for 45 minutes daily for remediation.
- 2.Disaggregate data with leadership team to determine specific needs of Level 1 and 2 students to be serviced by ESE teacher, SLP, ELL interpreter, Title I ELA teacher, ELA remediation para-professionals for either pull-out or push in services.
- 3.Tyner model materials will be used for level 1 and 2 students during FAB time.
- 4.Level 1 and 2 students will receive small group instruction daily by the classroom teacher.
- 5.Schedule 3 week long TaB sessions with vocabulary strategies to include best practices using word walls.
- 6.Level 1 and 2 students were selected first to receive services for 2 1/2 hours daily after school through the ASPIRE program.

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

- 1.Teachers will collaborate weekly in data teams to make adjustments in FAB groupings and instruction as needed.
  - 2.Teachers will provide small group instruction daily during ELA time using instructional level materials.
  - 3.Teachers will construct and use word walls.
  - 4.Teachers will provide practice opportunities during station time for word work (language & vocabulary).
  - 5.Teachers will provide small group instruction during Science and Social Studies using student instructional level materials.
- 
- 1.Students will actively participate in FAB time using Tyner and instructional level materials.
  - 2.Students will use grade level vocabulary with assistance from the word wall.
  - 3.Students will practice skills during station time for word work (language and vocabulary).
  - 4.Students will participate in small group instruction using leveled materials.

<b>Progress Monitoring:</b>			
<b>Initiative</b>	<b>How Often</b>	<b>How Will It Be Monitored</b>	<b>Who Is Responsible To Monitor</b>
Tyner	Daily	Fidelity Charts	Teacher, ESE Teacher, Title I Teacher
Vocabulary Strategies	Daily	Lesson plans, Walk throughs, Observations, Assessments	Teacher, Admin
FAB	Daily	Fidelity Charts	Teacher, ESE Teacher, Title I Teacher
ASPIRE	Daily	Observation	Title I Department

<b>Evaluation:</b>
<b>Evaluation of Goal &amp; Implementation (Completed at the Beginning of Second Semester):</b>
<b>Refinement of Goal (Completed at the Beginning of Second Semester):</b>

# School Action Plan

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

### **ELA Levels 1 and 2 Focus 2 (Grades 3-5)**

**Focus:** Scaffolding appropriate instructional level complex text.

**Goal:** By the end of the year, we expect our students to be able to...use all of the elements of close reading at their instructional level.

### **Professional Development and Activities:**

#### **School-based:**

1. Professional development will be provided to new ELA teachers, as well as the ELA para-professionals in Tyner model and Fountas and Pinell model instruction through district Title I coach.
2. TaB professional development for choosing appropriate complex text for students.
3. Participate in 21st Century Grant, ASPIRE, After School Program In Reaching Excellence.
4. Focused Academic Block (FAB) remediation time for smaller groups with additional support staff.

### **Action Steps for Implementation:**

#### **School Implementation Action Steps:**

1. Coordinate and schedule district staff specific training for teachers to choose complex texts at students' instructional level regardless of grade level.
2. Provide release time and substitutes for the PD.
3. Provide necessary materials.
4. Order classroom libraries, additional Fountas and Pinnell kits as well as additional Science based Fountas and Pinnell book sets.
4. Providing continuous training with Tyner and Fountas & Pinnell.
5. Providing FAB time for level 1 & 2 students to participate in smaller groups for remediation with Title I staff.

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

1. Teachers will actively participate in TaB, additional Fountas & Pinnell, Tyner, and other self-selected PD options.
  2. Teachers will integrate training from differentiated instruction, choosing appropriate text, and all previously learned elements of a close read to create lessons for these students.
  3. Title I staff will use Tyner and Fountas & Pinnell materials to teach elements of close reading.
- 
1. Students will participate in instructional level close reading elements daily.
  2. Students will use instructional level materials during FAB, small group ELA, Science, and Social Studies.

<b>Progress Monitoring:</b>			
<b>Initiative</b>	<b>How Often</b>	<b>How Will It Be Monitored</b>	<b>Who Is Responsible To Monitor</b>
Choosing instructional level text	Daily	Fidelity charts, Observations, Lesson plans	Teachers, Data teams, Admin
Tyner/Fountas & Pinnell	Daily	Fidelity charts, Observations, Lesson plans	Teachers, Data Teams, Admin

<b>Evaluation:</b>
<b>Evaluation of Goal &amp; Implementation (Completed at the Beginning of Second Semester):</b>
<b>Refinement of Goal (Completed at the Beginning of Second Semester):</b>

# School Action Plan

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

<b>ELA Subgroup Focus</b>	
<b>Subgroup:</b> ELL	<b>Focus:</b> Writing through Reading
<b>Goal:</b> By the end of the year, we expect our students to be able to...write a grade level response/essay when provided with a prompt for opinion and/or informational using multiple sources.	

<b>Professional Development and Activities:</b>
<b>School-based:</b> <ol style="list-style-type: none"><li>1. ELL strategies and cultural influences training provided by district ELL personnel.</li><li>2. Interpreter will be trained in Tynar, Fountas &amp; Pinnell, and Science Across the Curriculum by District Coaches.</li></ol>

<b>Action Steps for Implementation:</b>
<b>School Implementation Action Steps:</b> <ol style="list-style-type: none"><li>1. Coordinate and schedule with district personnel for ELL professional development.</li><li>2. Provide release time and substitutes for professional development.</li><li>3. Provide will provide Fountas &amp; Pinnell Science leveled readers for the ELL program.</li><li>4. School will provide time in the schedule for collaborating with classroom teachers to monitor individual student progress.</li></ol>
<b>Classroom Implementation Action Steps (Teachers and Students):</b> <ol style="list-style-type: none"><li>1. Teachers will participate in ELL strategies and cultural influences training.</li><li>2. Interpreter will meet regularly with classroom teachers to monitor progress of ELL students.</li><li>3. Interpreter will participate in ELA and ELL professional development.</li><li>4. Interpreter will provide weekly writing opportunities for students using the writing process and Science leveled readers.</li><li>5. Interpreter will provide feedback with individual conferencing.</li></ol> <ol style="list-style-type: none"><li>1. Students will use ELL strategies and leveled materials to improve ELA skills.</li><li>2. Students will write daily using grade level specific writing plans.</li><li>3. Students will conference with interpreter to self-monitor their progress.</li></ol>



<b>Progress Monitoring:</b>			
<b>Initiative</b>	<b>How Often</b>	<b>How Will It Be Monitored</b>	<b>Who Is Responsible To Monitor</b>
Incorporate ELL strategies in all classrooms	Daily	Walk throughs, lesson plans, observation	Teachers, Admin
Science across curriculum using Tyner & Fountas & Pinnell	Daily	Fidelity Charts, grades, assessments	Interpreter, Teachers, Admin
Writing through Reading	Daily	Lesson plans, grades, observations	Interpreter, Teacher, Admin

<b>Evaluation:</b>
<b>Evaluation of Goal &amp; Implementation (Completed at the Beginning of Second Semester):</b>
<b>Refinement of Goal (Completed at the Beginning of Second Semester):</b>

## School Action Plan

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

<b>ELA SWD Focus</b>
<b>Focus:</b> Individualized instruction based on student needs for ELA
<b>Goal:</b> By the end of the year, we expect our students to be able to...meet the appropriate IEP goals for regular/special standards, regarding ELA.

<b>Professional Development and Activities:</b>
<b>School-based:</b> 1. Provide monthly ESE training for changes and updates in laws and policies with regards to ESE students. 2. New Teachers and Para-professionals will be trained on Tyner and Fountas and Pinnell models. 3. ESE teachers will also be trained in all district and school-based ELA professional development along with general education teachers.

**Action Steps for Implementation:****School Implementation Action Steps:**

1. Staffing Specialist will provide monthly training for ESE teachers.
2. Administration will provide substitutes for para-professionals to attend Tyner and Fountas and Pinnell training.
3. Administration will schedule and provide substitutes for ESE teachers to attend district and school-based PD.
4. Administration will schedule and provide substitutes for quarterly data chats.
5. Administration will provide substitutes for ESE teachers to develop IEPs with individualized standards based goals.

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

1. ESE teachers will have monthly ESE training for changes and updates in laws and policies with regards to ESE students.
  2. ESE teachers will participate in school based ELA training.
  3. ESE teachers will collaborate quarterly during data chats to discuss the ELA standards in which students are struggling.
  4. ESE teachers will collaborate with classroom teachers and title I teachers regularly to monitor students' behavior and progress.
  5. ESE teachers will notify general ed. teachers of ESE students and accommodations during preplanning and throughout year when changes occur Teachers will have students' IEP directly linked to the ELA standards specific for their level.
  6. Teachers will address specific levels of performance in ELA for each student as based on students' needs, including the levels of performance on statewide assessments or student's access assessments.
  7. Teachers will monitor students' progress based on IEP goals using data on a quarterly basis.
- 
1. Students will participate daily during FAB to receive ESE interventions and academic support.
  2. Students will use self-assessment tools provided by the ESE teachers to self-monitor their progress.

<b>Progress Monitoring:</b>			
<b>Initiative</b>	<b>How Often</b>	<b>How Will It Be Monitored</b>	<b>Who Is Responsible To Monitor</b>
ESE monthly training	weekly	IEPs, observation	Staffing Specialist, ESE Teacher, IEP committee
Tyner/ Fountas & Pinnell models	daily	Fidelity charts	ESE teachers and classroom teachers
District Initiatives: Close and Critical Reading; Informational and Opinion Writing	daily	observations, lesson plans, walk throughs	ESE teachers, Coaches, and Admin
TaB	daily	observations, lesson plans, walk throughs	ESE teachers and admin.
Differentiated 1/2 day training options: Differentiation, Data Teams, Excel with Data disaggregation/ aggregation	daily	observations, lesson plans, walk throughs	ESE teachers and admin. and coaches

<b>Evaluation:</b>
<b>Evaluation of Goal &amp; Implementation (Completed at the Beginning of Second Semester):</b>
<b>Refinement of Goal (Completed at the Beginning of Second Semester):</b>

## School Action Plan

### *Math*

<b>District AMO:</b>	<b>The percent of Okaloosa County students who will be proficient in math as defined by the State of Florida on the Florida Standards Assessment Test will be at least     %.</b>
<b>District Goal:</b>	<b>Students shall demonstrate math proficiency at or above the expected grade level.</b>

<b>Objectives:</b>	
<b>AMO:</b>	The percentage of all curriculum students who will be proficient in math as defined by the State of Florida on the Florida Standards Assessment Test will be at least     %.
<b>AMO:</b>	The percentage of SWDs who will be proficient in math on the Florida Standards Assessment Test will be at least     %
<b>AMO:</b>	The percentage of ELL students who will be proficient in math on the Florida Standards Assessment Test will be at least     %
	The percentage of all curriculum students who will make learning gains in math as defined by the State of Florida on the Florida Standards Assessment Test will be at least     %.
	The percentage of students in the lowest 25% who will make learning gains in math as defined by the State of Florida on the Florida Standards Assessment Test will be at least     %.
	The percentage of Level 4 and 5 students who will make learning gains in math on the Florida Standards Assessment Test will be at least     %

# DEA Math Proficiency (By Grade)

Math: Data

DEA Math		PROFICIENCY (Based on Common Core Assessment)															
K	# Students Tested	Achievement Levels				% Proficient	Gender		Ethnicity						Status		
		LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4-5		M	F	A	B	H	I	M	W	ESE	ELL	F/R
		2015 Post Test (C)	78	3%	15%		44%	38%	82%	83%	81%	67%	86%	80%		90%	81%
District 2015	2,387	1%	14%	41%	44%	85%	82%	87%	84%	72%	82%	82%	83%	88%	66%	76%	80%

DEA Math		PROFICIENCY (Based on Common Core Assessment)															
Grade 1	# Students Tested	Achievement Levels				% Proficient	Gender		Ethnicity						Status		
		LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4-5		M	F	A	B	H	I	M	W	ESE	ELL	F/R
		2015 Post Test (C)	65	3%	2%		69%	26%	95%	100%	88%		94%	86%		90%	100%
District 2015	2,361	1%	6%	56%	37%	93%	93%	94%	98%	89%	91%	92%	95%	94%	82%	88%	91%

DEA Math		PROFICIENCY (Based on Common Core Assessment)															
Grade 2	# Students Tested	Achievement Levels				% Proficient	Gender		Ethnicity						Status		
		LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4-5		M	F	A	B	H	I	M	W	ESE	ELL	F/R
		2015 Post Test (C)	83	1%	13%		53%	33%	86%	90%	81%	100%	83%	94%	100%	100%	75%
District 2015	2,351	1%	13%	50%	35%	86%	86%	85%	98%	70%	84%	90%	87%	88%	68%	76%	81%

DEA Math		PROFICIENCY (Based on Common Core Assessment)															
Grade 3	# Students Tested	Achievement Levels				% Proficient	Gender		Ethnicity						Status		
		LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4-5		M	F	A	B	H	I	M	W	ESE	ELL	F/R
2015 Post Test (C)	62	3%	16%	71%	10%	81%	83%	78%	100%	62%	91%		83%	83%	50%	50%	75%
District 2015	2,367	1%	14%	64%	20%	84%	85%	84%	94%	73%	79%	67%	82%	88%	66%	55%	79%

DEA Math		PROFICIENCY (Based on Common Core Assessment)															
Grade 4	# Students Tested	Achievement Levels				% Proficient	Gender		Ethnicity						Status		
		LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4-5		M	F	A	B	H	I	M	W	ESE	ELL	F/R
2015 Post Test (C)	60	2%	22%	55%	22%	77%	80%	72%		71%	70%		80%	81%	77%	50%	70%
District 2015	2,062	1%	13%	65%	21%	86%	87%	84%	88%	75%	78%	90%	87%	88%	67%	66%	79%

DEA Math		PROFICIENCY (Based on Common Core Assessment)															
Grade 5	# Students Tested	Achievement Levels				% Proficient	Gender		Ethnicity						Status		
		LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4-5		M	F	A	B	H	I	M	W	ESE	ELL	F/R
2015 Post Test (C)	68	1%	18%	51%	29%	81%	80%	81%	100%	60%	78%		75%	91%	64%	33%	79%
District 2015	2,102	2%	14%	47%	38%	84%	83%	86%	88%	74%	79%	88%	87%	87%	60%	66%	77%

DEA Math		Common Core STRANDS (Average score for each subgroup)												
K	All Students		Gender (%)		Ethnicity (%)						Status (%)			
	# Students Tested	Overall %	Male	Female	A	B	H	I	M	W	ESE	ELL	F/R	
Operations	2015	78	80	80	80	89	82	80		87	77	62	79	78
	District	2,387	83	81	84	87	74	82	79	82	84	72	79	80
Meas. & Data	2015	78	81	83	80	72	80	81		83	82	67	81	80
	District	2,387	84	83	86	79	76	81	82	83	86	72	78	81
Geometry	2015	78	85	85	85	89	83	84		83	85	78	83	83
	District	2,387	88	87	89	87	82	87	88	88	89	80	84	86
Base Ten	2015	78	84	87	80	100	79	83		85	84	83	88	79
	District	2,387	83	83	84	93	72	82	86	83	85	73	81	80

DEA Math		Common Core STRANDS (Average score for each subgroup)											
Grade 1	All Students		Gender (%)		Ethnicity (%)						Status (%)		
	# Students Tested	Overall %	Male	Female	A	B	H	I	M	W	ESE	ELL	F/R
Operations	2015	65	74	75	71	72	80		73	73	70	72	73
	District	2,361	76	76	76	83	69	73	66	77	77	64	73
Meas. & Data	2015	65	76	77	73	75	63		70	81	67	53	75
	District	2,361	80	79	80	82	69	77	80	79	82	72	74
Geometry	2015	65	69	70	67	60	74		73	71	71	63	67
	District	2,361	68	67	69	71	62	64	67	66	69	61	61
Base Ten	2015	65	83	87	76	77	88		75	88	80	79	81
	District	2,361	86	86	85	90	80	83	86	87	87	78	80



DEA Math		Common Core STRANDS (Average score for each subgroup)												
Grade 2	All Students		Gender (%)		Ethnicity (%)						Status (%)			
	# Students Tested	Overall %	Male	Female	A	B	H	I	M	W	ESE	ELL	F/R	
Operations	2015	83	85	88	82	97	81	90	100	91	82	82	97	84
	District	2,351	86	85	86	93	77	84	90	86	87	76	81	83
Meas. & Data	2015	83	78	84	72	60	79	87	100	83	72	73	91	78
	District	2,351	80	82	79	86	71	79	88	80	82	70	76	76
Geometry	2015	83	92	91	93	100	93	92	83	95	89	86	94	92
	District	2,351	90	90	91	92	88	91	88	91	90	84	90	89
Base Ten	2015	83	84	85	83	93	84	88	90	89	79	79	94	84
	District	2,351	84	86	82	90	77	81	89	83	85	76	80	81

DEA Math		Common Core STRANDS (Average score for each subgroup)												
Grade 3	All Students		Gender (%)		Ethnicity (%)						Status (%)			
	# Students Tested	Overall %	Male	Female	A	B	H	I	M	W	ESE	ELL	F/R	
Operations	2015	62	69	71	65	95	66	71		70	67	53	45	66
	District	2,367	76	75	76	86	70	71	55	75	77	62	61	71
Meas. & Data	2015	62	77	79	76	95	72	78		82	77	63	60	76
	District	2,367	78	78	77	85	69	74	73	76	80	68	65	75
Geometry	2015	62	73	75	70	88	56	84		79	74	69	63	70
	District	2,367	75	74	75	76	65	72	67	72	78	65	62	72
Base Ten	2015	62	69	67	70	100	62	64		75	70	48	50	63
	District	2,367	75	76	74	82	67	69	52	71	77	65	59	70

DEA Math		Common Core STRANDS (Average score for each subgroup)											
Grade 4	All Students		Gender (%)		Ethnicity (%)						Status (%)		
	# Students Tested	Overall %	Male	Female	A	B	H	I	M	W	ESE	ELL	F/R
Operations	2015	60	71	75	65	62	80		70	71	70	63	67
	District	2,062	74	74	73	75	67	71	73	74	75	65	61
Meas. & Data	2015	60	71	71	71	69	66		73	73	68	66	65
	District	2,062	71	74	68	78	61	69	70	71	72	59	64
Geometry	2015	60	80	78	84	73	83		75	84	72	69	77
	District	2,062	83	84	82	82	76	81	80	81	85	72	73
Base Ten	2015	60	89	91	86	91	88		98	87	89	79	86
	District	2,062	89	89	89	93	85	88	92	91	90	80	83

DEA Math		Common Core STRANDS (Average score for each subgroup)												
Grade 5	All Students		Gender (%)		Ethnicity (%)						Status (%)			
	# Students Tested	Overall %	Male	Female	A	B	H	I	M	W	ESE	ELL	F/R	
Operations	2015	68	82	80	84	100	77	78		72	86	70	67	81
	District	2,102	86	86	86	88	81	83	91	85	87	76	72	83
Meas. & Data	2015	68	75	74	76	100	66	72		73	78	71	56	71
	District	2,102	77	77	77	86	70	72	79	77	79	64	65	72
Geometry	2015	68	86	86	86	100	86	70		81	91	71	55	86
	District	2,102	86	86	86	89	83	81	81	85	87	76	73	83
Base Ten	2015	68	72	72	73	89	64	57		65	81	64	33	70
	District	2,102	75	76	74	83	67	68	82	76	77	57	58	69

# **FSA Math Data (By Grade)**

*Math: Data*

# School Action Plan

## *Math: Assessment Data Analysis*

### **What does the analysis of your school data tell you about your school's academic strengths?**

K students scored the highest in Geometry with 85% proficient, an increase of 24% points from the previous school year.

1st grade students scored the highest in Base Ten with 83% proficient, a decrease of 3% points from the previous school year.

2nd grade students scored the highest in Geometry with 92% proficient, an increase of 9% points from the previous school year.

Previous year data for 3rd through 5th grades had different strands; therefore, some of the data was in combined categories.

3rd grade students scored the highest in Measurement and Data with 77% proficient, an increase of 1% points from the previous school year.

4th grade students scored the highest in Base Ten with 89% proficient, an increase of 20% points from the previous school year.

5th grade students scored the highest in Geometry with 86% proficient, an increase of 50% points from the previous school year.

### **What does the analysis tell you about your school's opportunities to improve?**

K students scored the lowest in Operations with 80% proficient, an improvement over last year by 4% points.

1st grade students scored the lowest in Geometry with 69% proficient, an improvement over last year by 5% points.

2nd grade students scored the lowest in Measurement and Data with 78% proficient, an improvement over last year by 5% points.

Previous year data for 3rd through 5th grades had different strands; therefore, some of the data was in combined categories.

3rd grade students scored the lowest in Operations and Base Ten scoring 69% proficient in both areas, an improvement in Operations by 15% points.

4rd grade students scored the lowest in Operations and Measurement and Data scoring 71% proficient in both areas, an improvement in Operations by 2% points.

5th grade students scored the lowest in Base Ten with 72% proficient, an improvement of 39% points.

# School Action Plan

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

### Math Focus 1

#### Focus: Strategies to Support Standards-based Instruction and Assessments

**Goal:** By the end of the year, we expect our students to be able to...engage in small and whole group math-rich discussions and apply mathematical practices when solving standards-based tasks and assessments.

### Professional Development and Activities:

#### District:

The central message provided (September, October, November/December, and January/February) will provide strategies and routines to support standards-based instruction and assessments.

- Spiraling in the First 30 days! (Spiraling standards in the Balanced Math Model Block-Routines, Fluency, Mini-Lesson, Stations and Small Group student talk).
- Formative Assessments (Observations, Student Talk, Questioning, Peer/Self -Assessment, Exit Slips, Graphic Organizers)
- Differentiation (Whole Group, Small Group, Stations, Questioning, Tasks)
- Problem Solving-Promoting Productive Struggle (Mathematical Practice 1)

#### School-based:

1. Complete needs assessment May 2015, teachers and classroom assistants. The needs assessment will be used to plan, develop, and schedule quarterly school-based professional development requests (TaB). During pre-planning the same assessment will be given to new teachers of the school, the Title I instructional team and all classroom assistants, ESOL, and ESE teachers. Topics include: Florida standards- GO Math! Resources; balanced math model; student talk using Higher Order Thinking question stems (K-2 and 3-5); High Yield Routines will be integrated into daily math lessons by using Today's Number, Mystery Number, Alike and Different, Number Lines, Guess My Rule, How Do You Know, and Infusing Mathematics into Nonmathematical Routines.

2. After the delivery of the central message teachers and math coach will collaborate to analyze data from 2015 DEA and use their standards, item test Specs and curriculum guides to create spiral math station activities, common formative assessments, and differentiated small groups to include student talk and purposeful spiraled standards. This will occur at following times;

- September 2015: Analyze Fall 2015 DEA to identify standards of weakness from current grade level and collaborate to develop a spiral plan to meet the areas of weakness.
- October: Plan and create a formative assessment to include in stations to monitor student progress of spiraled standards and to determine small group and individual instructional needs.
- November: Use current data from common formative and summative assessments to identify grade level standard weaknesses to develop and plan

differentiated small groups and station tasks.

- January: Create a plan to ensure coverage of remaining standards prior to FSA/DEA testing. In addition, apply knowledge gained from 1st semester professional development to plan and create domain specific stations based on needs identified by current data.
3. During the school-based allocated PD 1/2 days, teachers and math coach will collaborate and analyze data, use standards, item test specs, and curriculum guides to create: spiral math station activities, common formative assessments, and differentiated small groups to include student talk and purposeful spiraled standards.
  4. Teacher Academic Block (TaB) school-based PD topics: High-Yield Routines, Purposeful stations, student talk/HOTS, Vertical Planning, MFAS.
  5. Additional district allocated will be selected by teachers to attend: My Math Classroom (new teachers), Develop & implement purposeful stations, Develop Race to an "A", Data Teams Training, EXCEL, Differentiation, and Whole Brain.
  6. Selected teachers will participate in FSU research project: Cognitively Guided Instruction (CGI).

**Action Steps for Implementation:****School Implementation Action Steps:**

1. Create, disseminate, disaggregate needs assessment.
2. Meet with Grade level chairs on July 1st to determine groupings for district message and quarterly professional learning groups (TaB).
3. Order Math Best Practices Flip Charts, Color charts with student friendly math practices, and FSA Item Specs from print shop no later than July 10th for distribution during pre-planning.
4. Create a school-based calendar of professional development, TaB, Data Team meetings, faculty, and grade level meetings for dissemination for pre-planning no later than July 27th.
5. Administer needs assessment to new teachers and Para-professionals.
6. During pre-planning grade level teams will develop grade-level wide norms for an active listening protocol for student talk. Each classroom teacher will create an anchor chart/ poster for the active listening protocol for student talk.
7. Provide common planning time and color copies of DEA results to Data Teams allowing time for analyzing strengths and weaknesses, create CFAs and tasks.
8. Provide sentence stems for HOT questions during student talk.
8. Math coach will assist teachers (during PLC time or invitation to Grade Level meetings) in understanding standards to plan lessons using backwards design.
9. Provide release time for self-selected additional professional development including: "My Math Classroom", Purposeful math stations, "Race to an 'A'" plan, Data Team Training, EXCEL, Differentiation, Whole-Brain.
10. teachers will receive TDE to participate in additional FSU-CGI professional development.
11. Dissect and collaborate standards with math coaches per grade level request to better understand implementation.

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

Teachers will:

1. Complete needs assessment in May, 2015.
2. Participate in central and school based PD, including but not limited to TaB.
3. Implement central message and school-based PD when planning standards based instruction.
4. Share exemplar standards/domain based math stations and student samples during school-based PD, grade level and faculty meetings.

5. New teachers and para-professionals will complete needs assessment upon job placement.
6. Provide sentence stems for students to use for HOT questions during student talk.
7. Implement norms for active listening using poster of listening protocol for student talk.
8. Discuss and dissect standards during grade level meetings and plan using backwards design.
9. Work with data team to determine grade-level strengths and weaknesses using DEA and FSA-like assessments in order to more effectively drive instruction.
10. Collaborate monthly to determine common formative assessments (CFAs) and tasks to use during instruction.
11. Teachers will self-select to attend additional 1/2 day PD provided by school to include: "My math classroom", Purposeful math stations, "Race to an 'A'", Data Team Training, EXCEL, Differentiation, Whole Brain.
11. Implement CGI strategies learned from summer PD at FSU (selected teachers only).
12. Display and refer to Mathematical Practices written in student-friendly language during the math block.

Students will:

1. Engage in standards-based activities.
2. Use sentence stems to ask HOT questions during student talk.
3. Follow active listening protocol.
4. Apply mathematical practices when problem solving.



<b>Progress Monitoring:</b>			
<b>Initiative</b>	<b>How Often</b>	<b>How Will It Be Monitored</b>	<b>Who Is Responsible To Monitor</b>
Implementation of HOT questions within student talk	Daily	Observation, lesson plans	Teacher, administration
Test Specs for writing essential questions	Weekly	Lesson plans, walk through	Teacher, administration
Standards-Backward Design/KUD	Weekly	Lesson plans, walk through	Teacher, administration
CFAs	Monthly	Data trackers/notebooks	Grade Level Chair, math coach, administration
Data Teams (DEA & FSA-like Assessments Analysis)	Weekly	Grade level notes/minutes	Grade Level Chair, math coach, administration

<b>Evaluation:</b>
<b>Evaluation of Goal &amp; Implementation (Completed at the Beginning of Second Semester):</b>
<b>Refinement of Goal (Completed at the Beginning of Second Semester):</b>

## School Action Plan

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

#### Math Focus 2

#### Focus: Purposeful Spiraling

**Goal:** By the end of the year, we expect our students to be able to...continue to increase their knowledge in identified standards of weakness using data and spiraling within classroom routines.

#### Professional Development and Activities:

##### District:

Elementary math teachers will attend 4 half day professional development sessions (September, October, November/December, and January/February) to include; an hour of district message to provide strategies and routines to support standards-based instruction and assessments.

- Spiraling in the First 30 Days ( Routines, Fluency, Mini-Lesson, Stations and Small Group)
- Formative Assessments (Observations, Questioning, Peer/Self -Assessment, Student Talk, Exit Slips, Graphic Organizers)
- Differentiation (Whole Group, Small Group, Stations, Questioning, Tasks)
- Problem Solving-Promoting Productive Struggle (Mathematical Practice 1)

##### School-based:

1. Student-centered mathematics (Mathematical practices, manipulatives, engaging hands-on lessons and stations) to be reviewed during faculty meetings and/or TaB sessions.

2. During the school-based, half day session, teachers and math coach will collaborate to analyze data from 2015 DEA and use their standards, item test Specs and curriculum guides to create spiral math station activities, formative assessments, and differentiated small groups to include student talk and purposeful spiraled standards. This will occur at following times;

- June 2015: Analyzing data from May 2015 DEA to identify standards of weakness for each grade level to be addressed by classroom teachers starting August 2015.
- September 2015: Analyze Fall 2015 DEA to identify standards of weakness from current grade level and collaborate to develop a spiral plan to meet the areas of weakness.
- October: Plan and create a formative assessment to include in stations to monitor student progress of spiraled standards and to determine small group and individual instructional needs.
- November: Use current data from formative and summative assessments to identify grade level standard weaknesses to develop and plan differentiated small groups and station tasks.

- January: Create a plan to ensure coverage of remaining standards prior to FSA/DEA testing. In addition, apply knowledge gained from 1st semester professional development to plan and create domain specific stations based on needs identified by current data.
3. Domain specific stations will be shared during grade level collaboration.
  4. Teacher Academic Block (TaB) school-based PD topics: High-Yield Routines, Purposeful stations, student talk/HOTS, Vertical Planning, MFAS.
  5. School will offer self-selected PD choices: TaB, "My Math Classroom", Purposeful Math Stations, Race to an 'A' plan, Differentiation, Data Teams, EXCEL and Whole Brain PD as needed.
  6. Offer Vertical Alignment Meeting (January TaB session) to link grade level standards both above and below and develop stations.

**Action Steps for Implementation:**

**School Implementation Action Steps:**

School will:

1. Provide schedule of additional PD("My Math Classroom", Purposeful Math Stations, "Race to an A" plan, Data Team Training, EXCEL, Differentiation, and Whole Brain) based upon the needs assessment (located on shared drive).
2. Provide teachers with colored copies of DEA results within a week of grade-level completion.
3. Provide teachers with time and space to collaborate to design spiraling plans and student self-monitoring tools during professional development.
4. Provide teachers with current Test Item Specifications (grades 3-5).
5. School will provide sentence stems, and grade level protocol for student talk.
5. Math coach will assist grade levels (upon request) in understanding and using student data from DEA and FSA-like assessments to drive standard-based stations, spiral review and small group instruction to adequately meet students' needs for enrichment and remediation.

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

Teacher will :

1. Attend and implement self-selected PD choices: TaB, "My Math Classroom", Purposeful Math Stations, Race to an 'A' plan, Differentiation, Data Teams, EXCEL and Whole Brain PD as needed.
2. Use current data from DEA, classroom assessments (formative/summative), MobyMax or iReady to determine student weakness and identified standards to be spiraled through stations and classroom routine and update groupings as determined.
3. Create spiraling stations and classroom routines to support student needs by collaborating with grade level and use curriculum guides.
4. Create classroom culture that allows for student talk while spiraling.
5. Provide self-monitoring tool for students and model how to use appropriately.

Students will:

1. Self-monitor needs and progress while working in spiraling stations to increase knowledge in identified standards of weakness.
2. Participate and use talk stems within classroom routines.

<b>Progress Monitoring:</b>			
<b>Initiative</b>	<b>How Often</b>	<b>How Will It Be Monitored</b>	<b>Who Is Responsible To Monitor</b>
Purposeful Stations	2-4 times a week	Lesson Plans, Walk Through	Teacher, Administration
Grade Level Planning	Weekly	Lesson Plans, Walk Through, PLC	Grade Level Chairs, Administration
CFA/Data Analysis	Bimonthly	Data Notebook, Grades, Lesson Plans	Grade Level Chairs, Teacher, Administration
Vertical Planning	Bi-annual	Meeting Minutes	Grade Level Chairs, Administration

<b>Evaluation:</b>
<b>Evaluation of Goal &amp; Implementation (Completed at the Beginning of Second Semester):</b>
<b>Refinement of Goal (Completed at the Beginning of Second Semester):</b>

## School Action Plan

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

#### **Math Levels 1 and 2 Focus 1 (Grades K-2)**

**Focus:** Fluency

**Goal:** By the end of the year, we expect our students to be able to...master grade-level fluency standard with basic operations.

#### **Professional Development and Activities:**

##### **School-based:**

1. MobyMax training by Math Coach during grade-level meetings, upon request.
2. CGI training and frequent meetings with FSU research facilitator for selected Kindergarten and Second grade teachers.

#### **Action Steps for Implementation:**

##### **School Implementation Action Steps:**

1. Provide manipulatives, such as ten frames, base ten blocks, etc.
2. Provide MobyMax to all students.

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

Teachers will:

1. Provide manipulatives to build concrete understanding of math facts.
2. Practice fluency daily as part of the balanced math model.
3. Create and provide a leveled fluency station.
4. Allow time for students to test their math facts on computer-based programs, such as MobyMax Fact Master.
5. Implement CGI strategies (selected teachers only).

Students will:

1. Use manipulatives to help them solve basic facts.
2. Participate in whole-group fluency practice (balanced math model).
3. Actively engage in learning math facts at fluency station.
4. Practice fact recall on computer-based programs, such as MobyMax Fact Master.

<b>Progress Monitoring:</b>			
<b>Initiative</b>	<b>How Often</b>	<b>How Will It Be Monitored</b>	<b>Who Is Responsible To Monitor</b>
Use of manipulatives	Daily	Lesson Plans and Walk throughs	Classroom Teacher, Math Coach, Administration
Fluency practice	Daily	Lesson Plans and Walk throughs	Classroom Teacher, Administration
Fluency stations	3-4 times a week	Lesson Plans and Walk throughs	Classroom Teacher, Administration
MobyMax Fact Master/similar computer-based program	25 minutes/week	MobyMax Fact Master Reports	Classroom Teacher

<b>Evaluation:</b>
<b>Evaluation of Goal &amp; Implementation (Completed at the Beginning of Second Semester):</b>
<b>Refinement of Goal (Completed at the Beginning of Second Semester):</b>

## School Action Plan

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

#### **Math Levels 1 and 2 Focus 2 (Grades 3-5)**

**Focus:** Problem solving strategies

**Goal:** By the end of the year, we expect our students to be able to...use problem solving strategies to meet grade level standards.

#### **Professional Development and Activities:**

##### **School-based:**

1. MobyMax training by Math Coach during grade-level meetings, upon request.
2. Title I teacher will train other teachers using iReady on reading and interpreting reports.
3. TaB sessions to include problem solving strategies.

#### **Action Steps for Implementation:**

##### **School Implementation Action Steps:**

1. Identify students for iReady based on Spring 2015 DEA Test C Level 2s or fragile Level 3s.
2. Provide Moby Max to students who do not meet the iReady criteria (Level 1s).
3. Integrate problem solving strategies into TaB sessions.

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

Teachers will:

1. Allow time for identified students to work on iReady; monitor student progress in MobyMax (for those students not on iReady).
2. Model and create anchor charts to assist students when determining how to approach and solve word problems.
3. Monitor student process in breaking apart word problems in a small group setting.
4. Use small group observations and formative assessments to create future action plans.
5. Share problem solving strategies during TaB sessions.

Students will:

1. Actively engage when working on computer-based remediation programs, to include MobyMax and iReady (for identified students only).
2. Use class-created problem-solving strategies anchor charts.



<b>Progress Monitoring:</b>			
<b>Initiative</b>	<b>How Often</b>	<b>How Will It Be Monitored</b>	<b>Who Is Responsible To Monitor</b>
iReady or MobyMax	min 1 hour/week	iReady or MobyMax reports	Title I/ESE/Remediation teachers or Classroom teacher, Administration
Anchor Charts	monthly	Lesson plans and walk throughs	Administration
Formative Assessments	Daily	iReady or MobyMax reports, lesson plans	Title I/ESE/Remediation teachers or Classroom teacher, Administration

<b>Evaluation:</b>
<b>Evaluation of Goal &amp; Implementation (Completed at the Beginning of Second Semester):</b>
<b>Refinement of Goal (Completed at the Beginning of Second Semester):</b>

## School Action Plan

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

<b>Math Levels Subgroup Focus</b>	
<b>Subgroup:</b> ELL	<b>Focus:</b> Measurement & Data
<b>Goal:</b> By the end of the year, we expect our students to be able to... perform on grade level tasks in the domain of measurement and data.	

<b>Professional Development and Activities:</b>
<b>School-based:</b> 1. Provide ELL strategies to teachers during faculty meeting or TaB. 2. Allow teachers to share and collaborate various graphing activities during faculty meetings or TaB.

<b>Action Steps for Implementation:</b>
<b>School Implementation Action Steps:</b> 1. Provide manipulatives, such as rulers, number lines, etc. 2. Offer various graphing activity ideas.
<b>Classroom Implementation Action Steps (Teachers and Students):</b> Teacher will: 1. Provide use of visual models (charts, graphs, plots, etc.) and/or manipulatives (rulers, number lines, etc.) to build concrete understanding of measurement. 2. Plan weekly graphing opportunities to be displayed in classroom as anchor charts.  Students will: 1. Use visual models and/or manipulatives when solving measurement and data problems. 2. Participate in weekly graphing activities that involve collecting and organizing data.

<b>Progress Monitoring:</b>			
Initiative	How Often	How Will It Be Monitored	Who Is Responsible To Monitor
Visual Models/Manipulatives	Daily	Lesson Plans, Observations, Walk Throughs	Teacher, Administration
Graphing Activities	Weekly	Lesson Plans, Observations, Walk Throughs	Teacher, Administration

<b>Evaluation:</b>
<b>Evaluation of Goal &amp; Implementation (Completed at the Beginning of Second Semester):</b>
<b>Refinement of Goal (Completed at the Beginning of Second Semester):</b>

## School Action Plan

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

<b>Math SWD Focus</b>
<b>Focus:</b>
<b>Goal: By the end of the year, we expect our students to be able to...</b> meet the appropriate IEP math goals based upon grade level specific standards/student's levels.

<b>Professional Development and Activities:</b>
<b>School-based:</b>
1. Provide monthly ESE training for changes and updates in laws and policies with regards to ESE students.
2. New Teachers and Para-professionals will be trained on i-ready.
3. ESE teachers will also be trained in all district and school-based math professional development along with general education teachers.

**Action Steps for Implementation:**

**School Implementation Action Steps:**

1. Provide a location for the monthly ESE meetings and trainings.
2. Collaborate and schedule math PD to include the ESE teachers.
3. Provide substitutes in order to participate and collaborate during school based math PD.

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

1. ESE teachers will have monthly ESE training for changes and updates in laws and policies with regards to ESE students.
  2. ESE teachers will participate in school based math training.
  3. ESE teachers will collaborate quarterly during data chats to discuss the math standards in which students are struggling.
  4. ESE teachers will collaborate with classroom teachers and title I teachers regularly to monitor students' behavior and progress.
  5. ESE teachers will notify classroom teachers of ESE students' accommodations during preplanning and throughout year when changes occur.
  6. Teachers will address specific levels of performance in math for each student as based on students' needs, including the levels of performance on statewide assessments or student's access assessments.
  7. Teachers will monitor students' progress based on IEP goals using data on a quarterly basis.
- 
1. Students will participate daily during FAB to receive ESE interventions and academic support.
  2. Students will use self-assessment tools provided by the ESE teachers to self-monitor their progress.

<b>Progress Monitoring:</b>			
<b>Initiative</b>	<b>How Often</b>	<b>How Will It Be Monitored</b>	<b>Who Is Responsible To Monitor</b>
IEP goals	yearly developed; reviewed quarterly	Reviewed and developed by IEP committee	Staffing Specialist, IEP committee
IEP progress reports	Quarterly	Variety of assessments	ESE teachers and classroom teachers
Communication, plus IEP interim meetings as needed	as needed	daily work or behavior	ESE teachers and IEP committee
Math accommodation	as needed	IEP committee	ESE teachers and administrators

<b>Evaluation:</b>
<b>Evaluation of Goal &amp; Implementation (Completed at the Beginning of Second Semester):</b>
<b>Refinement of Goal (Completed at the Beginning of Second Semester):</b>

**School Action Plan**  
*Science*

<b>District Goal:</b>	<b>Students shall demonstrate science proficiency at or above the expected grade level.</b>
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<b>Objectives:</b>
The percentage of 5 <sup>th</sup> grade students who will be proficient in science as defined by the State of Florida on the Florida Comprehensive Assessment Test will be at least      %.

# School Action Plan

## Science: Data

FCAT SCIENCE 2013-2015 Proficiency (By School/Grade)																				
Year	School	Grade	# Students Tested	Achievement Levels					% Proficient	Gender		Ethnicity						Status		
				LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5		M	F	A	B	H	I	M	W	ESE	ELL	F/R
2013	Edwins	05	50	24%	20%	28%	16%	12%	56%	78%	37%	67%	23%	71%		75%	65%	38%	50%	52%
2014	Edwins	05	60	22%	27%	30%	7%	15%	52%	63%	39%	100%	33%	56%		58%	54%	25%	0%	44%
2015	Edwins	05	69	22%	28%	26%	14%	10%	51%	54%	46%	100%	27%	30%		38%	68%	33%		43%
2015	District	05	2,226	13%	24%	30%	16%	17%	63%	66%	59%	70%	37%	44%	88%	60%	69%	29%	15%	50%
2015	STATE	05		22%	25%	27%	13%	12%	53%											

GRADE 5		FCAT SCIENCE 2013-2015 STRANDS (By School)													
		All Students		Gender		Ethnicity						Status			
Year	Name	# Students Tested	Overall	Male	Female	A	B	H	I	M	W	ESE	ELL	F/R	
NATURE	2013	Edwins	50	68%	74%	62%	77%	49%	76%	63%	76%	53%	67%	63%	
	2014	Edwins	60	72%	70%	74%	90%	73%	84%	68%	68%	56%	63%	69%	
	2015	Edwins	69	66%	68%	64%	90%	53%	58%		54%	76%	62%		63%
	2015	District	2,226	72%	71%	73%	77%	62%	66%	78%	69%	74%	56%	50%	66%
ERTH/SPC	2013	Edwins	50	67%	73%	63%	63%	58%	69%	61%	74%	58%	63%	64%	
	2014	Edwins	60	68%	72%	64%	88%	65%	67%	64%	71%	60%	46%	64%	
	2015	Edwins	69	67%	67%	67%	88%	55%	62%		70%	72%	60%		64%
	2015	District	2,226	70%	72%	67%	77%	58%	61%	80%	69%	72%	58%	47%	64%
PHYSICAL	2013	Edwins	50	65%	73%	58%	65%	57%	67%	64%	70%	52%	57%	61%	
	2014	Edwins	60	73%	73%	72%	100%	65%	78%	70%	74%	61%	67%	69%	
	2015	Edwins	69	69%	69%	68%	91%	58%	61%		68%	75%	61%		66%
	2015	District	2,226	74%	75%	73%	78%	65%	66%	82%	73%	77%	61%	49%	69%
LIFE	2013	Edwins	50	70%	75%	66%	67%	57%	74%		77%	75%	57%	67%	68%
	2014	Edwins	60	68%	70%	66%	79%	62%	71%		68%	69%	60%	48%	64%
	2015	Edwins	69	69%	71%	65%	96%	56%	63%		63%	76%	65%		67%
	2015	District	2,226	73%	73%	72%	80%	64%	63%	85%	72%	75%	59%	46%	68%



## School Action Plan

### *Science: Strategies & Programs to Support the Objective*

<b>Science Focus</b>
<b>Focus: Purposeful Spiraling</b>
<b>Goal: By the end of the year, we expect our students to be able to...</b> achieve proficiency on grade level by the end of the school year.

<b>Professional Development and Activities:</b>
<b>School-based:</b> 1. Grades 3-5 Science Across the Content training. 2. TaB (3 week PD rotations) for CPALMS, Purposeful Stations, TDQs, Cross Content Close Reads. 3. Collaboration with Choctawhatchee Basin Alliance(CBA) for Grasses in Classes. 4. PD provided by CBA to teachers. 5. Create a Science lab to be available for students and teachers. 6. Continue Urban Agriculture program to enhance first hand knowledge and increase students ability to supplement their table. 7. Ensure non-interrupted 60 min. Science block daily for 2nd through 5th grade.

**Action Steps for Implementation:**

- School Implementation Action Steps:**
1. Schedule all grouping, trainers, time frames and substitutes for the professional development.
  2. Schedule district Science Coach for 1/2 day PD for grades 3-5 Science Across the Content.
  3. Schedule Teachers or Coaches for TaB rotations.
  4. Schedule CBA PD and subs as well as Grasses in Classes for all 5th grade students.
  5. Plan with Science teachers to cooperate and collaborate to develop the science lab.
  6. Provide opportunities for all classes to develop their portion of the Agricultural and greenhouse areas.
  7. Create master schedule with 60min. non-interrupted science block for 2nd through 5th grades.

- Classroom Implementation Action Steps (Teachers and Students):**
1. Teachers will attend a 1/2 day training for Science Across the Curriculum and TaB rotations.
  2. Teachers will Science leveled materials to ensure full understanding of standards.
  3. Teachers will create purposeful spiraling stations using grade level standards, item specs, and individual student data to differentiate in order to meet the students' needs.
  4. 5th grade teachers will co-teach with Grasses in Classes professionals.
  5. Teachers will collaborate to plan for the implementation of the science lab.
  6. Teachers will collaborate with their grade level to work in the green space while addressing grade level standards.
- 
1. Students will work in Science spiraling stations every day when not using the lab or greenspace to scaffold their learning to become proficient.
  2. Students will use Science leveled materials in class to increase content knowledge.
  3. Students will read and write across all content areas to include Science.
  4. Students will work in the green space or science lab weekly to enhance learning through hands-on activities.

**Progress Monitoring:**

<b>Initiative</b>	<b>How Often</b>	<b>How Will It Be Monitored</b>	<b>Who Is Responsible To Monitor</b>
Teach Science Across Content	Daily	Lesson Plans, walk throughs	Admin, Teachers
TaB Science related (purposeful stations)	Daily	Observation, lesson plans, walk throughs	Teachers, Admin
Grasses in Classes (CBA)	Monthly	Teacher Observations	Teachers, Admin
Science Lab	Weekly	Lesson plans, observations, walk throughs	Teachers, Admin
Urban Agriculture	Weekly	Observation, plans,	Teachers, Admin

<b>Evaluation:</b>
<b>Evaluation of Goal &amp; Implementation (Completed at the Beginning of Second Semester):</b>
<b>Refinement of Goal (Completed at the Beginning of Second Semester):</b>

# Title I Schools

## **Briefly Describe Your Parental Involvement Plan.**

Edwins Elementary staff believe that parental involvement in all aspects of its school programs (including our Title 1 programs) provide a direct correlation to improved student achievement. The school principal , faculty, and SAC team have the responsibility for developing, implementing, and evaluating the various school level plans, including the SPP and PIP. SAC members are invited to attend the first meeting if they are interested in serving for the school year. Procedures will follow to create the SAC team for the new year. Edwins will host a Make and Take , Boo Hoo Breakfast for Kindergarten parents, Grandparents Day Munchies, Dads Take Your Child to School Day ( with snacks), Muffins with Moms, A Veterans Day Lunch and Parade, Art Night, Fall Festival for Families, Grade Level Musical Performances, Quarterly Awards Ceremonies, Parent/Teacher

## **Strategies To Increase Parental Involvement.**

All parents were given surveys at the end of the school year seeking their input on activities, training, and materials they needed to help their children and participate in school functions. The survey was designed to determine the effectiveness of the communication methods between the school and home, the clarity of the information being sent home, the availability of volunteer opportunities, and the availability of resources and strategies to increase parent participation. A meeting will be held to meet with parents at the beginning of the school year to form a new organization that will increase participation in all aspects of school life.

## **Plans For Assisting Preschool Children In The Transition From Early Childhood Programs To Local Elementary Programs (Preschool Transition Strategies).**

Annual pre-school visits for Edwins zoned Pre-K facilities including: school tour, snack, parent information session, visit with Principal and other staff.

Invite community pre-schools to visit Kindergarten classroom.

Provide opportunity for vertical planning among Kindergarten and Pre-K teachers.

Parent orientation & workshops.

Pre-K Disabilities matriculation conferences.

**Describe Counseling, Pupil Services, and Mentoring Services.**

Administration and certified school counselor have open door policies for students, parents, and teachers.

Backpack meals program provided for all Title X students and 35 more "needy" students.

Successes are celebrated with 9 week honors assemblies, student of the week, and reading and math awards.

Big Brothers and Big Sisters mentoring program involving more than forty students.

Mentoring through Reading with Fort Walton Beach High School students.

Special services provided as needed: SLP, OT, PT, and Adaptive PE.



## Accreditation Page

### Accreditation Standards

1. Purpose and Direction
2. Governance and Leadership
3. Teaching and Assessing for Learning
4. Resources and Support Systems
5. Using Results for Continuous Improvement

### Focus Area 1: Improving and Advancing Student Achievement

#### Goals:

- Ensure access for all students to rigorous and challenging curriculum
- Address diverse educational needs through a coordinated support system
- Integrate technology in learning by both educators and students
- Use a variety of methods to communicate student progress with parents and stakeholders

### Focus Area 2: Learning and Working in a Safe and Productive Environment

#### Goals:

- Provide adequate and appropriate facilities
- Provide a culture conducive to learning and working
- Maintain a safe learning and working environment