



Date Submitted: September 4, 2015

Dates of Revision: September 24, 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

20₁₅ - 20₁₆

School Name: Northwest Florida Ballet Academie

SAC funds in the amount of \$ _____, will primarily be used for _____. The names represented below indicate approval of the SPP by the SAC committee members.

Kelly Day
Principal's Signature

Clarissa Wilson
SAC Chairperson's Signature

Legend

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
Kelly Day	Academic Director
Bretta Berger	M/J Teacher
Linda Crane	3rd Grade Teacher
Michael Crane	5th Grade Teacher
Amy Kubleka	3/4th Grade Teacher
Anne Lavigueur	3rd Grade Teacher
Cindy Touchstone	4th Grade Teacher

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

The Academic Director invited faculty members to participate in the development of the School Performance Plan. These stakeholders began to analyze the data compiled in this document and last year's SPP and constructed a school action plan consisting of professional development and strategies to ensure continuing improvement in student achievement.

School Profile

In 2002 a unique collaborative partnership of the Okaloosa County School District and Northwest Florida Ballet (NFB) established the NFB Académie. Today, NFB Académie offers children who want to dance – regardless of their economic means—the opportunity to develop their natural abilities, and a strong academic program in a nurturing and supportive learning environment. The Académie provides Gr. 3-8 students a demanding academic curriculum in an artistic environment supported by instruction in Ballet, Art, French, and Music. Academic studies are based on district adopted curriculum which is aligned to both Next Generation Sunshine State Standards and Florida Standards. The first of its kind in Florida, the school is open to all public, private and charter school students in Okaloosa and surrounding counties (Santa Rosa and Walton). Through a contractual agreement between the local school district and the non- profit organization, certified academic teachers and support services provided by the public Okaloosa County School District are enhanced by the ballet company's professional instructors in classes held in Northwest Florida Ballet's dance facilities.

The Académie currently serves 142 students. Each May, students are selected by audition for third grade. Selection is based solely on the student's potential to learn to dance. Since the program's inception, Académie students have consistently excelled academically, and received among the highest scores on the annual Florida Comprehensive Achievement Tests (FCAT).

At the opening of the 2015-2016 school year, the population of NFB Académie consisted of 17 male students and 120 female students for a total population of 137 students. The racial composition is as follows: 74% are Caucasian, 6% are African-American, 6% are Hispanic, 8% are Multi-racial, 5% are Asian and 1% are Indian.

In addition to the numerous practices and strategies outlined in this School Performance Plan that address the concerns of our students performing at, above and below grade level, NFB Académie offers a co-curricular Arts integration program including Ballet, Music, Visual Arts and foreign language in French.

Community and Parent Awareness

N.W. Florida Ballet Academie - Elementary													
9818													
	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. <i>My child's school emphasizes academic performance as the number one priority.</i>	73%	60%	21%	20%	5%	20%	1%	0%	0%	0%	77	10	
2. <i>Our principal is an effective leader who meets the needs of our students.</i>	91%	73%	7%	18%	1%	9%	0%	0%	1%	0%	76	11	
3. <i>As a parent, I am made aware of the curriculum program for my child's grade level or course.</i>	73%	82%	23%	9%	4%	9%	0%	0%	0%	0%	77	11	
4. <i>The school uses a variety of methods for parent communication.</i>	84%	82%	16%	9%	0%	9%	0%	0%	0%	0%	77	11	
5. <i>Parent input is valued at my child's school.</i>	78%	82%	19%	18%	3%	0%	0%	0%	0%	0%	77	11	
6. <i>Clear expectations of conduct and behavior are communicated to my child.</i>	97%	91%	3%	9%	0%	0%	0%	0%	0%	0%	77	11	
7. <i>My child's school maintains a safe environment.</i>	96%	91%	4%	9%	0%	0%	0%	0%	0%	0%	76	11	
8. <i>Homework is used to reinforce what is taught in the classroom.</i>	77%	91%	22%	9%	1%	0%	0%	0%	0%	0%	77	11	
9. <i>My child's school treats everyone fairly, regardless of race, economic status, or other relationships.</i>	90%	100%	8%	0%	0%	0%	0%	0%	3%	0%	77	11	
10. <i>School funds are used to support the school in a financially responsible manner.</i>	84%	100%	8%	0%	1%	0%	0%	0%	7%	0%	76	11	
11. <i>As a parent, I feel welcome at my child's school.</i>	92%	100%	8%	0%	0%	0%	0%	0%	0%	0%	76	11	
12. <i>The guidance department at my child's school provides for the educational success of my student.</i>	59%	55%	11%	9%	0%	0%	0%	0%	31%	36%	75	11	
13. <i>I am satisfied that my child's teachers do a good job educating my child.</i>	89%	82%	11%	18%	0%	0%	0%	0%	0%	0%	76	11	
14. <i>My child's school is well maintained.</i>	91%	100%	9%	0%	0%	0%	0%	0%	0%	0%	74	11	
15. <i>The amount of time required for my child's homework assignments is appropriate.</i>	79%	73%	14%	18%	7%	0%	0%	9%	0%	0%	76	11	
16. <i>The health services provided at my child's school support his/her wellness.</i>	53%	45%	15%	9%	3%	0%	1%	0%	27%	45%	73	11	
Total Survey Results	82%	82%	12%	10%	2%	3%	<1%	1%	4%	5%			

Community and Parent Awareness

N.W. Florida Ballet Academie - Middle 9818	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. <i>My child's school emphasizes academic performance as the number one priority.</i>	71%	64%	14%	14%	5%	7%	5%	7%	5%	7%	21
2. <i>Our principal is an effective leader who meets the needs of our students.</i>	57%	86%	29%	7%	0%	0%	10%	0%	5%	7%	21	14
3. <i>As a parent, I am made aware of the curriculum program for my child's grade level or course.</i>	43%	50%	38%	21%	14%	14%	0%	7%	5%	7%	21	14
4. <i>The school uses a variety of methods for parent communication.</i>	52%	64%	33%	29%	5%	0%	5%	0%	5%	7%	21	14
5. <i>Parent input is valued at my child's school.</i>	43%	50%	33%	29%	10%	14%	10%	0%	5%	7%	21	14
6. <i>Clear expectations of conduct and behavior are communicated to my child.</i>	76%	79%	10%	14%	5%	0%	5%	0%	5%	7%	21	14
7. <i>My child's school maintains a safe environment.</i>	90%	64%	5%	29%	0%	0%	0%	0%	5%	7%	21	14
8. <i>Homework is used to reinforce what is taught in the classroom.</i>	67%	57%	14%	14%	0%	14%	5%	7%	14%	7%	21	14
9. <i>My child's school treats everyone fairly, regardless of race, economic status, or other relationships.</i>	81%	64%	10%	14%	0%	7%	0%	7%	10%	7%	21	14
10. <i>School funds are used to support the school in a financially responsible manner.</i>	76%	50%	5%	7%	0%	7%	0%	0%	19%	36%	21	14
11. <i>As a parent, I feel welcome at my child's school.</i>	76%	79%	14%	14%	0%	0%	0%	0%	10%	7%	21	14
12. <i>The guidance department at my child's school provides for the educational success of my student.</i>	48%	50%	0%	0%	5%	0%	5%	0%	43%	50%	21	14
13. <i>I am satisfied that my child's teachers do a good job educating my child.</i>	62%	50%	14%	21%	14%	7%	5%	14%	5%	7%	21	14
14. <i>My child's school is well maintained.</i>	76%	64%	14%	21%	0%	0%	5%	7%	5%	7%	21	14
15. <i>The amount of time required for my child's homework assignments is appropriate.</i>	62%	50%	29%	14%	0%	14%	5%	14%	5%	7%	21	14
16. <i>The health services provided at my child's school support his/her wellness.</i>	48%	36%	19%	7%	0%	7%	0%	0%	33%	50%	21	14
Total Survey Results	64%	60%	18%	16%	4%	6%	4%	4%	11%	14%		

Community and Parent Awareness

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

Based on the 2014-2015 elementary climate survey results, our highest three selection for parents "strongly agreeing " were as follows:

1. The principal is an effective leader increased from 73% to 91%.
2. Clear expectations of conduct and behavior are communicated to my child increased from 91% to 97%.
3. My child's school maintains a safe environment increased from 91% to 96%.

Based on the 2014-2015 middle school climate survey results, our highest three selection for parents "'strongly agreeing" were as follow:

1. My child's school maintains a safe environment increased from 64% to 90%.
2. School funds are used to support the school in a financially responsible manner increased from 50% to 76%.
3. My child's school treats everyone fairly regardless of race, economic status or other relationships increased from 64% to 84%.

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

There are areas on the elementary school survey less that 75% in the "strongly agree" category that need to be a focus for this year:

1. My child's school emphasizes academic performance as the number one priority.
2. As a parent, I am made aware of the curriculum program for my child's grade level or course.

There are areas on the middle school survey less that 50% in the "strongly agree" category that need to be a focus for this year:

1. As a parent, I am made aware of the curriculum program for my child's grade level or course.
2. Parent input is valued at my child's school.

Middle School: The parents are concerned about guidance and also about the lack of health services at our school We will work to ensure the parents' understanding of the homework assignments as they relate to standards and curriculum.

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

We communicate to our community through our School Advisory Council, mentor program, and Northwest Florida Ballet website/marketing/board of directors.

We regularly communicate with our parents using email, Facebook, Remind 101, class websites, phone calls, texts, and handwritten communication. Teachers also require students to fill out planners and request parents review and sign daily (elementary) or weekly (middle school). Teachers and administrators also have conferences with parents, as needed. The Ballet and Academie send out newsletters, as well as the Academie, informing the parents of upcoming events.

Historical School Grade Data

Middle 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%	Middle School Acceleration Qualification	Middle School Acceleration Participation Points	Middle School Acceleration Performance Points	Rescaled Points	Total Points Earned (Including Adjusted Points)	Total Points Possible	Did this School Benefit from the One-Letter-Grade-Drop	Free or Reduced Lunch Rate	Minority Rate
NWF Ballet	2013	A	83	83	71	71	75	75	71	72	58	72	58	YES	47	50		657	900	NA	31	28
District	2013		73	73	67	72	49	49	68	70	71	70	67		28	50		606	886		43	33
State	2013		57	58	56	56	54	55	47	65	66	65	63		35	46		554	896		64	60

NWF Ballet	2014	A	85	85	74	74	49	49	69	71	71	72	55	YES	47	50		643		NA	20	29
District	2014	A	70	70	69	69	56	56	67	74	75	75	71	YES	33	49		639		NA	36	23
State	2014	*	60	*	57	*	52	*	54	69	67	70	66		36	46		*			56	56

Middle School	School Year	Achievement				Learning Gains				Acceleration Success		Overall Percentage	Grade	Free or Reduced Lunch Rate*	Minority Rate*	
		% English/Language Arts (includes Writing)	% Mathematics	% Science	% Social Studies (Civics EOC)	% English/Language Arts (includes Writing)	% Mathematics	% English/Language Arts: Low 25%	% Mathematics: Low 25%	% of Students Passing High School EOC & Industry Certifications						
NWF Ballet	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

District AMO:	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 %.	
District Goal:	Students shall demonstrate reading proficiency at or above the expected grade level.	
Highly Qualified Status Administrators (Title I):		
Reading Instructors/Recruitment (Secondary):	1Teachers with reading certification/endorsement	1Teachers working towards reading certification/endorsement

Objectives:		
AMO: 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 80%.		
AMO: The percentage of SWDs who will be proficient in reading on the Florida Standards Assessment Test will be at least %.		
AMO: The percentage of ELL students who will be proficient in reading on the Florida Standards Assessment Test will be at least %.		
Elementary: The percentage of all curriculum students who will make learning gains in reading as defined by the State of Florida on the Florida Standards Assessment Test will be at least 75 %.		
Elementary: 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 70 %.		
Elementary: The percentage of Level 4 and 5 students who will make learning gains in reading on the Florida Standards Assessment Test will be at least 70 %.		
Middle: The percentage of all curriculum students who will make learning gains in reading as defined by the State of Florida on the Florida Standards Assessment Test will be at least 75 %.		
Middle: 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 75 %.		
Middle: 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 75 %.		

Elementary DEA Reading Proficiency (By Grade)

ELA (Reading): Data

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)	45	0%	27%		27%	47%	73%	71%	74%		100%	100%		0%	71%
2014 Post Test (C)	35	6%	9%	17%	69%	86%	100%	85%	100%	83%	100%		33%	90%	100%	####	90%
2015 Post Test (C)	40	0%	10%	33%	58%	90%	100%	89%	100%	100%	67%		75%	94%	50%		85%
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)	24	0%	17%		21%	63%	83%	100%	80%	100%	50%			86%	85%
2014 Post Test (C)	40	10%	15%	30%	45%	75%	50%	78%		50%	100%		50%	79%	100%	0%	75%
2015 Post Test (C)	29	3%	7%	41%	48%	90%	50%	93%	100%	100%	100%		75%	89%	100%	0%	90%
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)	23	9%	17%		26%	48%	74%	100%	73%	100%	100%	100%	100%	67%	69%
2014 Post Test (C)	21	0%	10%	24%	67%	90%	50%	100%	100%	100%			86%	91%			100%
2015 Post Test (C)	26	0%	31%	35%	35%	69%	33%	74%		50%	100%		0%	73%		0%	67%
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)											
Grade 3	All Students		Gender (%)		Ethnicity (%)						Status (%)		
	# Students Tested	Overall %	Male	Female	A	B	H	I	M	W	ESE	ELL	F/R
Foundations	2103	45	89	71	92	100	75	50	91	100	0	84	
	2014	35	91	100	91	100	100	100	86	50	100	100	
	2015	40	90	88	90	75	100	92	94	90	88	90	
	District	2,364	82	80	84	94	75	82	79	84	83	67	68
Literature	2103	45	73	71	73	92	58	50	73	67	33	75	
	2014	35	77	64	78	100	81	81	52	78	71	57	80
	2015	40	77	79	77	67	100	56	71	80	50	71	
	District	2,364	68	67	69	72	60	61	64	68	70	58	49
Language	2103	45	63	50	65	56	69	25	65	63	0	62	
	2014	35	74	38	77	100	83	83	42	73	75	50	75
	2015	40	72	85	71	63	88	71	63	74	75	69	
	District	2,364	59	58	60	69	52	56	50	56	61	48	43
Information	2103	45	66	57	68	68	57	71	67	64	71	67	
	2014	35	73	72	74	93	76	86	48	73	64	57	73
	2015	40	89	88	89	88	100	92	85	89	82	90	
	District	2,364	80	77	82	86	74	75	68	79	81	67	60
Writing	2103												
	2014												
	2015	40	78	76	78	63	100	67	63	81	69	73	
	District	2,364	65	63	67	72	60	60	47	64	67	54	49

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	24	76	75	76	78	50	81	77			89	
	2014	40	61	50	62	50	67	56	62	67	44	58	
	2015	29	85	72	86	86	90	57	79	87	100	43	89
	District	2,067	79	78	79	78	73	74	87	76	81	68	63
Language	2103	24	78	81	78	89	78	75	79			73	
	2014	40	74	65	75	65	90	65	75	80	60	73	
	2015	29	71	51	73	94	75	100	56	70	57	13	64
	District	2,067	69	68	70	66	64	65	67	70	71	58	54
Information	2103	24	77	69	78	100	63	77	75			73	
	2014	40	71	47	73	72	50	44	73	75	38	67	
	2015	29	84	63	86	94	97	100	72	82	69	38	76
	District	2,067	81	80	81	80	75	77	81	81	82	70	66
Writing	2103												
	2014												
	2015	29	78	65	79	93	75	100	64	80	72	29	73
	District	2,067	68	67	69	67	63	64	71	67	69	56	55

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	23	74	80	74	80	100	80	100	53	74	80		80
	2014	21	86	67	90	100	100			91	79			89
	2015	26	87	78	88	100	100			67	86		67	91
	District	2,105	82	80	84	82	76	74	81	81	84	68	56	77
Language	2103	23	69	67	69	100	67	83	83	61	67	67		59
	2014	21	75	57	79	82	63			73	75			78
	2015	26	79	75	80	75	88			75	79		75	71
	District	2,105	81	80	83	80	77	75	88	81	83	71	63	78
Information	2103	23	73	50	75	90	100	90	90	60	71	50		73
	2014	21	77	68	79	90	70			69	81			75
	2015	26	64	46	66	69	63			50	64		50	60
	District	2,105	65	65	66	69	56	61	74	64	68	53	51	61
Writing	2103													
	2014													
	2015	26	75	59	77	75	50			50	78		50	70
	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	
NWF Ballet	41	2%	0%	3%	0%	0%	0%			0%	3%	0%		0%
District	2,441	12%	14%	10%	4%	16%	12%	33%	12%	11%	31%	33%	16%	

Elementary School Action Plan

ELA (Reading): Assessment Data Analysis

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

Our third graders were strong in Foundations and Information. Our teachers worked diligently on close reading and reading for information. Our students were knowledgeable and prepared in both foundations of reading and in reading informational text. In fourth grade, Literature and Information were the strongest areas. Our fourth graders were engaged in reading various types of novels and informational texts, as well as close reading at their lexile levels. The students read challenging texts and were active readers and writers.

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

Our elementary teachers are involved in a book study, which will aid in their instruction and development of text-dependent questions. This will be vital in increasing the writing component of our DEA scores. The teachers are also working on emphasizing language, including grammar instruction and increasing spiraling in this area. Teachers will compile exemplar models for writing, and use a school-wide rubric for writing assessment.

Elementary 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/note taking, 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 reads and daily 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. Based on teacher and interest, professional development will be offered pertaining to the Close Reading Process or individual components of the process (such as: text complexity, text dependent questions, etc.)
2. Share exemplar Close Reading lessons and student samples during school-based PD and faculty meetings.
3. During the district provided half-day sessions, teachers will collaborate to create a lesson using multiple texts/text types (ex. genres, speeches, interview, chart, newspaper) focusing on text dependent questions of varying complexity throughout each read.
4. ELA teachers will use their standards and Item Specs to write appropriately complex questions and utilize answer stems as a framework for writing responses. Participants will apply knowledge to create text dependent questions (within Close reading and Everyday Instructional Reading) and teacher created

assessments.

5. September- Analyze data (Spring DEA Test C/FSA 2015, formative and summative classroom assessments) to identify standards from the previous grade level to plan and create activities for purposeful spiraling for remediation and enrichment in the classroom .
6. October- Utilize Fisher & Frey Text Dependent Questions Grades K-5 to support standards-based instruction through teacher modeling and plan for classroom implementation.
7. November/December- Analyze data (Fall DEA Test A/FSA 2015, formative and summative classroom assessments) to identify standards from the previous grade level to plan and create station tasks for purposeful spiraling for remediation and enrichment in the classroom.
8. January/February-Apply knowledge from DEA Test B data and Grade Level Data Chats to plan and create domain specific activities through spiraling for differentiation for DEA strands Literature, Information, Writing, Language, Speaking/Listening, Foundations.

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

1. Administrator will secure dates for the school-based professional development activities.
2. Administrator will create a school-based calendar of professional development for dissemination during pre-planning no later than August 7, 2015.
3. Administrator will meet with faculty in August 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. Administrator ordered Fisher & Frey Text-Dependent Questions Grades K-5 for faculty should arrive no than August 15th.
5. Administrator will infuse strategies from Fisher & Frey's Text Dependent Questions Grades K-5 into faculty meetings and correspondence.
6. Administrator will ensure teachers have access of FSA Test Item Specs during preplanning.

Classroom Implementation Action Steps (Teachers and Students):

1. Teachers will continue to embed the Instructional Shifts into daily instruction through purposeful lessons and activities.
2. Teachers will embed Close Reading strategies from Fisher & Frey's Text Dependent Questions Grades K-5 into daily instruction.
3. Teachers will create text dependent questions of varying complexity as the means to guide student comprehension (from literal to inferential) throughout each read of the Close Read process.
4. Students will use modeled text marking/note-taking strategies to respond to text dependent questions of varying complexity.
5. 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.
6. Students will utilize student talk strategies (ex., sentence frames, talk moves, debates) to respond to text dependent questions and prepare for writing activities.
7. Teachers will use standards, DEA probes, and Item Specs to create and model how to write appropriately complex questions and utilize answer stems.
8. Students will routinely write and answer questions of varying complexity constructed from standards, DEA probes, and Item Specs.
9. Teachers will incorporate elements of Close Reading in instructional Reading, specifically text marking/note-taking, student talk, and writing through reading.

10. Students will apply elements of Close Reading, specifically text marking/note-taking, student talk, and writing through reading during daily instructional Reading.

Progress Monitoring:			
Initiative	How Often	How Will It Be Monitored	Who Is Responsible To Monitor
Close Reads	As needed/twice monthly	lesson plans/walk-throughs	CRT/Administrator
DEA Probes	As needed	lesson plans/walk-throughs	CRT/Administrator

Evaluation:
Evaluation of Goal & Implementation (Completed at the Beginning of Second Semester):
Refinement of Goal (Completed at the Beginning of Second Semester):

Elementary 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...properly formulate an articulate and sound response to an opinion or informational prompt using text-based evidence and elaboration, using proper grammar and spelling.

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. Based on teacher need and interest, professional development will be offered pertaining to the individual components of effective writing (unpacking the prompt, marking the text, planning for the essay, and writing the essay) Date to be established
2. Share scored writing samples and provide learning opportunities for scoring writing at school-based PD meetings and faculty meetings.
3. Implement grade level developed writing plans to address the individual components of effective writing (unpacking the prompt, marking the text, planning for the essay, and writing the essay).
4. Teachers will be given opportunities to participate in cross -grade level meetings, and during district provided half-day sessions, to share writing samples and collaborate in grading writing samples.

Action Steps for Implementation:

- School Implementation Action Steps:**
1. Administrator will create a school-based calendar of professional development and faculty meetings for dissemination during pre-planning by August 7, 2015.
 2. Administrator will acquire scored writing samples for each grade level from comparable schools for comparison purposes
 3. Administrator will infuse writing instructional strategies into faculty meetings and correspondence.
 4. Teachers will utilize cross grade level collaboration to review and adjust writing plan based on student needs.
 5. Teachers will participate in collaboration meetings to share exemplars and collaborate in scoring techniques.

- Classroom Implementation Action Steps (Teachers and Students):**
1. Teachers will create and model individual components of effective writing (unpacking the prompt, marking the text, planning for the essay, and writing the essay) for opinion and informational writing.
 2. Student will use modeled components of effective writing (unpacking the prompt, marking the text, planning for the essay, and writing the essay) for both opinion and informational writing.
 3. Teachers will use scored writing to drive individualized instruction to include conferencing and mini-lessons on writing components.
 4. Students will participate in writing workshop through peer and teacher conferencing to develop strategies for opinion and informational writing.
 5. Teachers will share exemplar writing samples as a model of targeted writing skills.
 6. Students will analyze exemplar writing samples to identify targeted skills for use in their own writing.

Progress Monitoring:			
Initiative	How Often	How Will It Be Monitored	Who Is Responsible To Monitor
Opinion Writing	Monthly	Lesson Plans/Walk-Throughs/Meetings	CRT/Administrator/Cross Grade Level
Close Reading Process: text-dependent questions, text marking/note taking	Bi-Weekly	Lesson Plans/Walk-Throughs/Meetings	CRT/Administrator/Cross Grade Level

Evaluation:

Evaluation of Goal & Implementation (Completed at the Beginning of Second Semester):

Refinement of Goal (Completed at the Beginning of Second Semester):

Elementary School Action Plan

ELA: Strategies & Programs to Support the Objectives

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

Professional Development and Activities:
School-based:

Action Steps for Implementation:
School Implementation Action Steps:
Classroom Implementation Action Steps (Teachers and Students):

Progress Monitoring:			
Initiative	How Often	How Will It Be Monitored	Who Is Responsible To Monitor

Evaluation:
Evaluation of Goal & Implementation (Completed at the Beginning of Second Semester):
Refinement of Goal (Completed at the Beginning of Second Semester):

Elementary School Action Plan

ELA: Strategies & Programs to Support the Objectives

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

Focus: Informational Writing/Language

Goal: By the end of the year, we expect our students to be able to...demonstrate grade level proficiency in writing as determined by various assessments (OK Writes/Cold Read #2, Formative Assessments) utilizing proper grammar and an increased written vocabulary.

Professional Development and Activities:

School-based:

1. Elementary teachers will develop a school-based rubric for informational writing. Share exemplar informational student writing samples during school based PD.
2. ELA Instructional Shifts will be reviewed, as necessary, to familiarize teachers with the OCSD training in Instructional Shifts.
3. ELA Teachers will use their standards, rubrics, and utilize a standard rubric for a framework for assessing student writing samples.

Action Steps for Implementation:

School Implementation Action Steps:

1. Grade levels will collaborate to determine student needs and exemplar writing samples to model.
2. Elementary teachers will create a uniform rubric and share exemplar texts during district provided PD time.
3. Teachers will vertically align text marking, graphic organizers, sentence stems . . .

Classroom Implementation Action Steps (Teachers and Students):

1. Teachers and students will create anchor charts for reinforcement of grammar rules.
2. Students will use vocabulary notebooks and daily journal writing.
3. Teachers will utilize lexile-leveled close reading text.

Progress Monitoring:			
Initiative	How Often	How Will It Be Monitored	Who Is Responsible To Monitor
Close Reading Process: text dependent questions, text marking/note taking	Twice monthly	Lesson plans, walk throughs, faculty meetings	CRT/Administrators
Anchor Charts and rubrics readily available	As Needed	Lesson plans, walk throughs	CRT/Admnistrators

Evaluation:
Evaluation of Goal & Implementation (Completed at the Beginning of Second Semester):
Refinement of Goal (Completed at the Beginning of Second Semester):

School Action Plan

ELA: Strategies & Programs to Support the Objectives

ELA Subgroup Focus	
Subgroup: Lowest FSA Quintile	Focus: Close Read/Text Dependent Questioning
Goal: By the end of the year, we expect our students to be able to...increase mastery of grade level standards by targeting individual student needs.	

Professional Development and Activities:
School-based: Teacher will participate in book study , Fisher & Frey's "TDQ: Text Dependent Questions", and utilize District Instructional Shifts for Close Reading.

Action Steps for Implementation:
School Implementation Action Steps: Book Study Close Reading Text Dependent Questioning
Classroom Implementation Action Steps (Teachers and Students): Teacher will utilize close reading strategies and text dependent questioning based on student's needs. This is one student. Student will participate in close reading strategies, journaling, and development of text dependent questions.

Progress Monitoring:			
Initiative	How Often	How Will It Be Monitored	Who Is Responsible To Monitor
Close Read Strategies	Weekly	Reflection Journal/ Walk Through	CRT/Administrator
Text Dependent Questioning	Weekly	Reflection Journal	CRT/Administrator

Evaluation:
Evaluation of Goal & Implementation (Completed at the Beginning of Second Semester):
Refinement of Goal (Completed at the Beginning of Second Semester):

Elementary School Action Plan

ELA: Strategies & Programs to Support the Objectives

ELA SWD Focus
Focus:
Goal: By the end of the year, we expect our students to be able to...

Professional Development and Activities:
School-based:

Action Steps for Implementation:
School Implementation Action Steps:
Classroom Implementation Action Steps (Teachers and Students):

Progress Monitoring:			
Initiative	How Often	How Will It Be Monitored	Who Is Responsible To Monitor

Evaluation:
Evaluation of Goal & Implementation (Completed at the Beginning of Second Semester):
Refinement of Goal (Completed at the Beginning of Second Semester):

Middle School DEA Data (By Grade)

ELA (Reading): Data

DEA ELA		PROFICIENCY (Based on Common Core Assessment)															
Grade 6	# 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)	14	0%	0%	64%	36%	100%	100%	100%			100%		100%	100%			100%
2014 Post Test (C)	15	0%	13%	27%	60%	87%	100%	86%			100%	100%	100%	83%	100%		67%
2015 Post Test (C)	17	0%	12%	47%	41%	88%	100%	86%	100%				80%	90%			50%
District 2015	1,236	7%	40%	40%	14%	53%	53%	55%	66%	34%	45%	17%	58%	58%	29%	19%	43%

DEA ELA		PROFICIENCY (Based on Common Core Assessment)															
Grade 7	# 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)	20	0%	10%	15%	75%	90%		90%	100%		100%		100%	87%			75%
2014 Post Test (C)	12	8%	8%	25%	58%	83%	50%	90%			0%		100%	90%			100%
2015 Post Test (C)	12	0%	17%	50%	33%	83%		83%			100%	100%	0%	89%			100%
District 2015	1,233	10%	39%	44%	7%	51%	48%	55%	48%	37%	38%	57%	53%	56%	28%	8%	39%

DEA ELA		PROFICIENCY (Based on Common Core Assessment)															
Grade 8	# 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)	8	0%	0%	25%	75%	100%		100%						100%			100%
2014 Post Test (C)	14	0%	14%	21%	64%	86%		86%	100%				100%	80%			0%
2015 Post Test (C)	9	0%	0%	56%	44%	100%		100%					100%				
District 2015	1,305	3%	27%	57%	12%	70%	67%	73%	84%	58%	53%	75%	73%	73%	38%	21%	58%

		Common Core STRANDS (Average score for each subgroup)												
Grade 6		All Students		Gender (%)		Ethnicity (%)						Status (%)		
		# Students Tested	Overall %	Male	Female	A	B	H	I	M	W	ESE	ELL	F/R
Literature	2103	14	71	75	70			75		75	71			75
	2014	15	88	80	89			100	80	100	87	80		73
	2015	17	83	89	82	75				80	87			83
	District	1,236	68	67	69	73	63	64	64	70	69	55	55	64
Language	2103	14	75	75	75			50		75	77			75
	2014	15	65	20	69			60	100	40	65	20		80
	2015	17	62	81	58	71				54	64			54
	District	1,236	53	52	54	62	44	48	43	52	55	44	37	49
Information	2103	14	66	80	62			80		60	65			70
	2014	15	73	67	74			67	83	33	76	67		78
	2015	17	79	77	80	85				70	83			73
	District	1,236	66	66	67	72	60	63	53	69	67	57	54	63
Writing	2103													
	2014													
	2015	17	87	79	89	87				86	88			80
	District	1,236	66	64	68	73	59	59	62	69	67	53	47	61

		Common Core STRANDS (Average score for each subgroup)												
Grade 7		All Students		Gender (%)		Ethnicity (%)						Status (%)		
		# Students Tested	Overall %	Male	Female	A	B	H	I	M	W	ESE	ELL	F/R
Literature	2103	20	83	83	83	100		50		100	80			75
	2014	12	58	50	60			0		25	68			100
	2015	12	81	81	81			83	83	67	81			83
	District	1,233	59	58	60	63	54	53	62	62	61	51	37	55
Language	2103	20	76	76	76	86		100		79	72			68
	2014	12	75	65	77			43		71	79			86
	2015	12	77	77	77			88	75	38	81			84
	District	1,233	50	48	53	55	46	44	65	51	52	41	27	45
Information	2103	20	85	85	85	88		100		75	85			88
	2014	12	78	60	82			40		80	82			80
	2015	12	81	81	81			100	80	30	84			87
	District	1,233	69	68	70	71	62	60	69	72	71	61	40	65
Writing	2103													
	2014													
	2015	12	88	88	88			90	100	70	89			97
	District	1,233	69	66	72	73	64	63	71	70	71	57	40	64

DEA ELA		Common Core STRANDS (Average score for each subgroup)											
Grade 8	All Students		Gender (%)		Ethnicity (%)						Status (%)		
	# Students Tested	Overall %	Male	Female	A	B	H	I	M	W	ESE	ELL	F/R
Literature	2103	8	79							79			67
	2014	14	76						80		90		72
	2015	9	87										87
	District	1,305	75	73	77	78	70	71	75	80	76	66	49
Language	2103	8	75							75			67
	2014	14	73						90		40		76
	2015	9	77										77
	District	1,305	66	65	68	71	61	58	69	69	68	54	41
Information	2103	8	63							63			33
	2014	14	72						67		84		70
	2015	9	76										76
	District	1,305	61	61	61	63	56	55	75	62	63	51	39
Writing	2103	8	100							100			100
	2014	14	93						100		100		90
	2015	9	89										89
	District	1,305	72	70	74	76	67	64	70	76	73	58	46

Middle School Action Plan
ELA (Reading): Assessment Data Analysis

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

Our students as a whole are strong readers. We have no Middle School Level 1s in DEA. In all, 89 percent of our middles schoolers were proficient in reading.

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

We have the opportunity to continue to work with our lower and middle (level 3) students to help them make gains, while pushing our strongest students to their full potential, regardless of whether it can be measured on a standardized test on which they may have already achieved a perfect or near perfect score.

Middle 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... comprehend and evaluate grade level text, speech, graphics, illustrations, and other related forms of communication both critically and logically so that they may answer complex, higher order questions and form intelligent inferences, conclusions, opinions, etc., while correctly citing text evidence to support their responses.

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. Based on teacher and interest, professional development will be offered pertaining to the Close Reading Process or individual components of the process (such as: text complexity, text dependent questions, etc.)
2. Share exemplar Close Reading lessons and student samples during school-based PD and faculty meetings.
3. During the district provided half-day sessions, teachers will collaborate to create a lesson using multiple texts/text types (ex. genres, speeches, interview, chart, newspaper) focusing on text dependent questions of varying complexity throughout each read.

4. ELA teachers will use their standards and Item Specs to write appropriately complex questions and utilize answer stems as a framework for writing responses. Participants will apply knowledge to create text dependent questions (within Close reading and Everyday Instructional Reading) and teacher created assessments.
5. September- Analyze data (Spring DEA Test C/FSA 2015, formative and summative classroom assessments) to identify standards from the previous grade level to plan and create activities for purposeful spiraling for remediation and enrichment in the classroom .
6. October- Utilize Fisher & Frey Text Dependent Questions Grades 6-12 to support standards-based instruction through teacher modeling and plan for classroom implementation.
7. November/December- Analyze data (Fall DEA Test A/FSA 2015, formative and summative classroom assessments) to identify standards from the previous grade level to plan and create station tasks for purposeful spiraling for remediation and enrichment in the classroom.
8. January/February-Apply knowledge from DEA Test B data and Grade Level Data Chats to plan and create domain specific activities through spiraling for differentiation for DEA strands Literature, Information, Writing, Language, Speaking/Listening, Foundations.

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

1. Secure dates for the school-based professional development activities.
2. Create a school-based calendar of professional development for dissemination during pre-planning no later than August 7, 2015.
3. Meet with faculty in August 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. Ordered Fisher & Frey Text-Dependent Questions Grades 6-12 for faculty should arrive no than July 30th.
5. Administration will infuse strategies from Fisher & Frey's Text Dependent Questions into faculty meetings and correspondence.
6. Administration will insure teachers have copies of FSA Test Item Specs prior to preplanning

Classroom Implementation Action Steps (Teachers and Students):

1. Teachers will continue to embed the Instructional Shifts into daily instruction through purposeful lessons and activities.
2. Teachers will embed Close Reading strategies from Fisher & Frey's Text Dependent Questions Grades 6-12 into daily instruction.
3. Teachers will create text dependent questions of varying complexity as the means to guide student comprehension (from literal to inferential) throughout each read of the Close Read process.
4. Students will use modeled text marking/note-taking strategies to respond to text dependent questions of varying complexity.
5. 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.
6. Students will utilize student talk strategies (ex., sentence frames, talk moves, debates) to respond to text dependent questions and prepare for writing activities.
7. Teachers will use standards, DEA probes, and Item Specs to create and model how to write appropriately complex questions and utilize answer stems.
8. Students will routinely write and answer questions of varying complexity constructed from standards, DEA probes, and Item Specs.
9. Teachers will incorporate elements of Close Reading in Everyday Instructional Reading, specifically text marking/note-taking, student talk, and writing through reading.
10. Students will apply elements of Close Reading, specifically text marking/note-taking, student talk, and writing through reading during Everyday Instructional Reading.

Progress Monitoring:			
Initiative	How Often	How Will It Be Monitored	Who Is Responsible To Monitor
Close Reads	weekly	Lesson Plans/Walkthroughs	CRT/Administrator
DEA Probes	monthly	Lesson Plans/Walkthroughs	CRT/Administrator

Evaluation:
Evaluation of Goal & Implementation (Completed at the Beginning of Second Semester):
Refinement of Goal (Completed at the Beginning of Second Semester):

Middle School Action Plan

ELA: Strategies & Programs to Support the Objectives

ELA Focus 2

Focus: Writing: Argumentative & Informational

Goal: By the end of the year, we expect our students to be able to... create well-structured, logical written responses and essays using the effective reading comprehension and evaluation skills noted in Focus 1.

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. Develop a school-based rubric for informational writing. Share exemplar informational student writing samples during school based PD.
2. ELA Instructional Shifts will be reviewed, as necessary, to familiarize teachers with the OCSD training in Instructional Shifts.
3. ELA Teachers will use their standards, rubrics, and utilize a standard rubric for a framework for assessing student writing samples.

Action Steps for Implementation:

- School Implementation Action Steps:**
1. Create a school-based calendar of professional development and faculty meetings for dissemination during pre-planning by August 7, 2015.
 2. Administration will acquire scored writing samples for each grade level from comparable schools for comparison purposes
 3. Administration will infuse writing instructional strategies into faculty meetings and correspondence.
 4. Cross grade level and cross curriculum collaboration to review and adjust writing plan based on student needs.
 5. Social Studies and LA teachers will participate in collaboration meetings to share exemplars and collaborate in scoring techniques.

- Classroom Implementation Action Steps (Teachers and Students):**
1. Teachers will create and model individual components of effective writing (unpacking the prompt, marking the text, planning for the essay, and writing the essay) for argumentative and informational writing.
 2. Student will use modeled components of effective writing (unpacking the prompt, marking the text, planning for the essay, and writing the essay) for both argumentative and informational writing.
 3. Teachers will use scored writing (including DBQs from Social Studies Teachers) to drive individualized instruction to include conferencing and mini-lessons on writing components.
 4. Students will participate in writing workshop through peer and teacher conferencing to develop strategies for argumentative and informational writing.
 5. Teachers will share exemplar writing samples as a model of targeted writing skills.
 6. Students will analyze exemplar writing samples to identify targeted skills for use in their own writing

Progress Monitoring:

Initiative	How Often	How Will It Be Monitored	Who Is Responsible To Monitor
Informational Writing Essay	at least monthly during months of October through February	lesson plans/walkthroughs	CRT/Administrator
Argumentative Writing Essay	at least monthly during months of October through February	lesson plans/walkthroughs	CRT/Administrator
DBQs	every two months	Social Studies Lesson Plans	SS Teacher

Evaluation:

Evaluation of Goal & Implementation (Completed at the Beginning of Second Semester):

Refinement of Goal (Completed at the Beginning of Second Semester):

Middle School Action Plan

ELA: Strategies & Programs to Support the Objectives

ELA Focus 3 (Optional)

Focus:

Goal: By the end of the year, we expect our students to be able to...

Professional Development and Activities:

School-based:

Action Steps for Implementation:

School Implementation Action Steps:

Classroom Implementation Action Steps (Teachers and Students):

Progress Monitoring:

Initiative	How Often	How Will It Be Monitored	Who Is Responsible To Monitor

Evaluation:

Evaluation of Goal & Implementation (Completed at the Beginning of Second Semester):

Refinement of Goal (Completed at the Beginning of Second Semester):

Middle School Action Plan

ELA: Strategies & Programs to Support the Objectives

ELA Levels 1 and 2 Focus
Focus: Intensive Reading (IR)
Goal: By the end of the year, we expect our students to be able to...

Professional Development and Activities:
School-based:

Action Steps for Implementation:
School Implementation Action Steps:
Classroom Implementation Action Steps (Teachers and Students):

Progress Monitoring:			
Initiative	How Often	How Will It Be Monitored	Who Is Responsible To Monitor

Evaluation:
Evaluation of Goal & Implementation (Completed at the Beginning of Second Semester):
Refinement of Goal (Completed at the Beginning of Second Semester):

Middle School Action Plan

ELA: Strategies & Programs to Support the Objectives

ELA Subgroup Focus	
Subgroup: Highest Quartile	Focus: Independent Research
<p>Goal: By the end of the year, we expect our students to be able to... independently select age appropriate topics of interest that lend themselves to argumentative essay writing, research multiple sources of information which together support both sides of the topic, and compose a well-written essay in which they take a stand on the subject.</p>	

Professional Development and Activities:
<p>School-based: School administration (which is focused on supporting the needs of the upper quartile through teacher determined strategies) provides feedback on proposed activities.</p>

Action Steps for Implementation:
<p>School Implementation Action Steps: Provide PD opportunities for teachers to strengthen their knowledge of enrichment activities for high achieving students.</p>
<p>Classroom Implementation Action Steps (Teachers and Students):</p> <ol style="list-style-type: none"> 1. Teacher will design a student/teacher contract which will allow the student self-select a topic of interest and research it within the parameters of finding pros and cons for an argumentative essay or presentation. 2. A student who has shown mastery of a skill the class/teacher is focusing on in a particular unit through pretest or other assessment process will be given the opportunity to pursue this enrichment activity.

Progress Monitoring:			
Initiative	How Often	How Will It Be Monitored	Who Is Responsible To Monitor
Student/Teacher Independent Study Contract /	As needed	Lesson plans	Teacher

Evaluation:**Evaluation of Goal & Implementation (Completed at the Beginning of Second Semester):****Refinement of Goal (Completed at the Beginning of Second Semester):**

Middle School Action Plan

ELA: Strategies & Programs to Support the Objectives

ELA SWD Focus
Focus:
Goal: By the end of the year, we expect our students to be able to...

Professional Development and Activities:
School-based:

Action Steps for Implementation:
School Implementation Action Steps:
Classroom Implementation Action Steps (Teachers and Students):

Progress Monitoring:			
Initiative	How Often	How Will It Be Monitored	Who Is Responsible To Monitor

Evaluation:
Evaluation of Goal & Implementation (Completed at the Beginning of Second Semester):
Refinement of Goal (Completed at the Beginning of Second Semester):

School Action Plan Based on Data: Middle School
Social Studies

District Goal:	Students shall demonstrate social studies proficiency at or above the expected grade level.
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Objectives:

Civics The percentage of all curriculum students who will be proficient in Civics as defined by the State of Florida on the Florida Civics End-of-Course Exams will be at least 80 %.

U.S. History The percentage of all curriculum students who will be proficient in U.S. History as defined by the State of Florida on the Florida U.S. History End-of-Course Exams will be at least 80%.
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Civics Proficiency (By School)

Social Studies: Data

CIVICS EOC Proficiency 2015 (By School)																									
School	# Students Tested	Achievement Levels					Proficient	Gender		Ethnicity						Status			Grade Level			Course			
		1	2	3	4	5		M	F	A	B	H	I	M	W	ESE	ELL	F/R	6	7	8	Civics	Civics & CAR PL	Civics Adv.	Civics Adv. & CAR PL
NWF Ballet	12	0%	8%	17%	25%	50%	92%	92%		100% 100% 0% 100%						100%			92%			83%	100%		
DISTRICT	2,124	8%	14%	29%	25%	23%	77%	75%	79%	88%	58%	63%	100%	78%	81%	48%	25%	67%	20%	78%	53%	66%	18%	96%	91%
STATE		16%	19%	26%	20%	18%	64%																		

Civics EOC 2014-2015 STRAND: ORG AND PURP OF GOVT (By School)																			
Year	Name	All Students		Gender		Ethnicity						Status			Course				
		# Students Tested	Overall	Male	Female	A	B	H	I	M	W	ESE	ELL	F/R	Civics	Civics & CAR PL	Civics Adv.	Civics Adv. & CAR PL	
19 PURP	2014	NWF Ballet	12	63%	63%	63%	42%						83%			63%			
	2015	NWF Ballet	12	74%	74%		92% 92% 33% 74%						75%			63% 85%			
	2015	DISTRICT	2,124	58%	59%	57%	66%	49%	50%	63%	59%	60%	44%	31%	51%	50%	33%	70%	71%
Role	2014	NWF Ballet	12	62%	33%	68%	25%						42%			62%			
	2015	NWF Ballet	12	70%	70%		92% 67% 25% 73%						81%			56% 85%			
	2015	DISTRICT	2,124	62%	61%	63%	67%	51%	54%	66%	63%	65%	48%	33%	56%	55%	33%	74%	68%
Govt	2014	NWF Ballet	12	55%	46%	57%	50%						42%			55%			
	2015	NWF Ballet	12	75%	75%		83% 75% 42% 78%						83%			64% 86%			
	2015	DISTRICT	2,124	61%	61%	60%	65%	52%	53%	71%	61%	63%	47%	34%	55%	53%	39%	72%	67%
Funct	2014	NWF Ballet	12	51%	33%	54%	25%						42%			51%			
	2015	NWF Ballet	12	72%	72%		92% 75% 33% 73%						89%			60% 83%			
	2015	DISTRICT	2,124	57%	57%	56%	61%	48%	49%	68%	57%	59%	43%	32%	50%	49%	33%	67%	67%

Middle School Action Plan

Social Studies: Strategies & Programs to Support the Objectives

Social Studies 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... comprehend and evaluate content specific text, speech, graphics, illustrations, and other related forms of communication both critically and logically so that they may answer complex, higher order questions and form intelligent inferences, conclusions, opinions, etc., while correctly citing text evidence to support their responses.

Professional Development and Activities:
School-based: We will be using the same steps we do for our Language Arts.

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

Social Studies Teacher will work with other Social Studies Teachers and Language Arts teachers to practice and discuss Close and Critical Reading Skills.

Classroom Implementation Action Steps (Teachers and Students):

- .1 Teachers will embed Close Reading strategies from Fisher & Frey's Text Dependent Questions Grades 6-12 into daily instruction.
2. Teachers will create text dependent questions of varying complexity as the means to guide student comprehension (from literal to inferential) throughout each read of the Close Read process.
3. Students will use modeled text marking/note-taking strategies to respond to text dependent questions of varying complexity.
4. 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.
5. Students will utilize student talk strategies (ex., sentence frames, talk moves, debates) to respond to text dependent questions and prepare for writing activities.
6. Teachers will use standards, DEA probes, and Item Specs to create and model how to write appropriately complex questions and utilize answer stems.
7. Students will routinely write and answer questions of varying complexity constructed from standards, DEA probes, and Item Specs.
8. Teachers will incorporate elements of Close Reading in Everyday Instructional Reading, specifically text marking/note-taking, student talk, and writing through reading.
9. Students will apply elements of Close Reading, specifically text marking/note-taking, student talk, and writing through reading during everyday Instructional Reading.

Implementation Monitoring:			
Initiative	How Often	How Will It Be Monitored	Who Is Responsible To Monitor
DBQs	At least every two months	Lesson Plans/Collegial Group	Teacher/LA Teacher/ Fellow SS TeacherS/Administrator
Written Responses	Weekly	Teacher observation/classwork/tests	Teacher/LA Teacher/Fellow SS Teachers

Evaluation:
Evaluation of Goal & Implementation (Completed at the Beginning of Second Semester):
Refinement of Goal (Completed at the Beginning of Second Semester):

Middle School Action Plan

Social Studies: Strategies & Programs to Support the Objectives

Social Studies Focus 2

Focus: Writing Argumentative & Informational

Goal: By the end of the year, we expect our students to be able to... comprehend and evaluate content specific text, speech, graphics, illustrations, and other related forms of communication both critically and logically so that they may answer complex, higher order questions and form intelligent inferences, conclusions, opinions, etc., while correctly citing text evidence to support their responses.

Professional Development and Activities:

School-based:

Social Studies Teachers will collaborate together and with Language Arts Teachers when planning and reviewing DBQs.

Action Steps for Implementation:

School Implementation Action Steps:

Teachers will meet at least four times during the year to evaluate student writing responses and DBQ essays. These meetings will occur on school PD days. Other meetings may occur as needs arise.

Classroom Implementation Action Steps (Teachers and Students):

1. Social Studies Teachers will provide students with DBQs at least once every two months.
2. Social Studies Teachers will incorporate close reading skills in their lessons.
3. Social Studies Teachers will ensure students understand how to "unpack the prompt", plan, draft, edit, and construct a well-written essay.
4. Social Studies Teachers will score DBQ essays as well as shorter written responses in collaboration with fellow Social Studies Teachers and Language Arts Teacher to ensure consistency in criteria for students.

Implementation Monitoring:			
Initiative	How Often	How Will It Be Monitored	Who Is Responsible To Monitor
Review of students' writing	Quarterly	Professional Development Learning Community	Social studies teachers and Language Arts Teachers

Evaluation:
Evaluation of Goal & Implementation (Completed at the Beginning of Second Semester):
Refinement of Goal (Completed at the Beginning of Second Semester):

School Action Plan Based on Data

Math

District AMO:	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 %.
District Goal:	Students shall demonstrate math proficiency at or above the expected grade level.

Objectives:	
AMO:	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 85%.
AMO:	The percentage of SWDs who will be proficient in math on the Florida Standards Assessment Test will be at least %
AMO:	The percentage of ELL students who will be proficient in math on the Florida Standards Assessment Test will be at least %
Elementary:	The percentage of all curriculum students who will make learning gains in math as defined by the State of Florida on the Florida Standards Assessment Test will be at least 75%.
Elementary:	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 75%.
Elementary:	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 75%
Middle:	The percentage of all curriculum students who will make learning gains in math as defined by the State of Florida on the Florida Standards Assessment Test will be at least 75%.
Middle:	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 75%.
Middle:	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 75%

Elementary DEA Math Proficiency (By Grade)

Math: Data

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)	40	0%	3%	63%	35%	98%	100%	97%	100%	100%	100%		75%	100%	100%		92%
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)	29	0%	21%	62%	17%	79%	50%	81%	100%	100%	100%		75%	72%	50%	0%	80%
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)	26	0%	27%	46%	27%	73%	67%	74%		100%	0%		100%	73%		100%	67%
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)								
		Grade 3		All Students		Gender (%)		Ethnicity (%)						Status (%)							
		# Students Tested	Overall %	Male	Female	A	B	H	I	M	W	ESE	ELL	F/R							
Operations	2015	40	90	98	89	100	100	90		85	90	85		84							
	District	2,367	76	75	76	86	70	71	55	75	77	62	61	71							
Meas. & Data	2015	40	89	98	88	90	90	77		83	91	95		85							
	District	2,367	78	78	77	85	69	74	73	76	80	68	65	75							
Geometry	2015	40	76	75	76	50	100	83		69	76	63		77							
	District	2,367	75	74	75	76	65	72	67	72	78	65	62	72							
Base Ten	2015	40	84	88	84	100	75	75		75	86	75		77							
	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	29	77	75	77	83	79	83		75	76	67	83	87							
	District	2,062	74	74	73	75	67	71	73	74	75	65	61	69							
Meas. & Data	2015	29	63	63	63	82	44	75		63	64	44	38	54							
	District	2,062	71	74	68	78	61	69	70	71	72	59	64	65							
Geometry	2015	29	81	63	82	100	75	100		75	81	88	25	70							
	District	2,062	83	84	82	82	76	81	80	81	85	72	73	79							
Base Ten	2015	29	87	76	88	94	88	100		91	84	100	63	89							
	District	2,062	89	89	89	93	85	88	92	91	90	80	83	86							

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	26	82	75	83		88	50		75	83		75	78
	District	2,102	86	86	86	88	81	83	91	85	87	76	72	83
Meas. & Data	2015	26	73	72	73		92	67		83	71		83	61
	District	2,102	77	77	77	86	70	72	79	77	79	64	65	72
Geometry	2015	26	75	67	76		92	83		50	74		50	76
	District	2,102	86	86	86	89	83	81	81	85	87	76	73	83
Base Ten	2015	26	71	59	73		95	56		44	71		44	66
	District	2,102	75	76	74	83	67	68	82	76	77	57	58	69

Elementary FSA Math Data (By Grade)

Math: Data

Elementary School Action Plan

Math: Assessment Data Analysis

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

Our third graders were strong, ending the Spring DEA with a 98% overall proficiency. Their strengths were in the areas of Operations and Measurement and Data. The fourth graders were at a 79% proficiency with a strong 81% proficiency in Geometry. This data reveals the ongoing spiraling and emphasis on data driven instructional strategies.

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

As a school, we will work to increase our Level 3s and 4-5s by differentiation utilizing the Chromebooks and mathematics apps . We will also work to increase our Measurement and Data in our fifth graders, while continuing the emphasis on Operations.

Elementary 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...move from a basic understanding to a conceptual understanding of the standards.

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. Based on teacher need and interest, professional development will be offered pertaining to purposeful spiraling, formative assessments, differentiation, and problem solving promoting productive struggle. (September 9, October 8, November 3, January 12, 1/2 day trainings)
2. Elementary teachers will collaboratively plan and implement strategies following the district message on 1/2 day trainings.
3. Administrator will ensure Professional Development will be provided on the Curriculum Guide and Placemat.
4. Elementary teachers will attend teacher-led break-out sessions on needs assessment data gained from the 2014-2015 data, as well as current observed needs and interests.
5. Elementary teachers will determine the vertical alignment needed within our fourth and fifth grade students, identifying both strengths and needs.

Action Steps for Implementation:
School Implementation Action Steps: <ol style="list-style-type: none"> 1. Administrator will secure the dates for District provided Professional Development for Curriculum Guide and Placemat. 2. Elementary teachers will coordinate grade-level and cross-grade level meetings to facilitate differentiation strategies.
Classroom Implementation Action Steps (Teachers and Students): <ol style="list-style-type: none"> 1. Teachers will continue to embed standards based instruction and common assessments into daily instruction through meaningful and quality activities. 2. Teachers will promote student talk to support problem solving with productive struggle. 3. Teachers will implement content, strategies, and resources used during District provided 1/2 day sessions. 4. Students will utilize student talk, problem solving, and purposeful spiraling. 5. Teachers will implement individualized/differentiated instruction in small groups to address student needs based on data (i.e., formative assessments, teacher observation summative assessments- DEA, unit tests, etc.)

Progress Monitoring:			
Initiative	How Often	How Will It Be Monitored	Who Is Responsible To Monitor
Instructional planning focused on standards and needs of the class	weekly	GL and Cross-GL Mtgs	CRTs
Data and standard driven instructional strategies	weekly	Lesson plans Walk throughs	CRT Administrator
Create/use standards based formative and summative assessments	Weekly	Lesson plans Walk throughs	CRT Administrator
Purposeful student talk	Daily	Lesson plans Walk throughs	CRT Administrator
Purposeful spiraling based on student data	Monthly	Reflections Walk throughs	CRT Administrator

Evaluation:
Evaluation of Goal & Implementation (Completed at the Beginning of Second Semester):
Refinement of Goal (Completed at the Beginning of Second Semester):

Elementary 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... increase mastery of grade level standards by directing emphasis to student needs.

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. <ul style="list-style-type: none">• 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: <ol style="list-style-type: none">1. Elementary teachers will attend professional development on purposeful spiraling on Sep 9, Oct 8, Nov 3, and Jan 12 for 1/2 day sessions.2. Elementary teachers will work together to plan and implement strategies following the District message on 1/2 day trainings, developing common formative assessments, and the use of DEA Probes.3. Elementary teachers will spend time during District provided 1/2 day to interpret data in order to plan for differentiated purposeful spiraling and obtaining appropriate resources.4. Elementary teachers will receive training on the Curriculum Guides and Placemats.5. During the District provided 1/2 training, elementary teachers will collaborate to create lessons reflecting differentiation for the purpose of advancing Level 3s and 4/5s, while still providing support to our students with needs.6. Administrator will provide access to grade level appropriate test item specs for each grade level.

Action Steps for Implementation:
School Implementation Action Steps: <ol style="list-style-type: none"> 1. Administrator will secure dates for professional development activities. 2. Elementary teachers will work together to create common purposeful spiraling activities for individuals and small groups, based on needs. 3. Elementary teachers will review Test Spec Items to ensure adequate knowledge of cross-grade level purposeful spiraling. 4. Elementary teachers will be trained in the use of Discovery Education Probes (in house).
Classroom Implementation Action Steps (Teachers and Students): <ol style="list-style-type: none"> 1. Teachers will incorporate purposeful spiraling activities into their mathematics instruction. 2. Teachers will utilize spiraling questions for common formative assessments. 3. Teachers will continue to embed the Instructional Shifts into the daily lessons through purposeful spiraling. 4. Teachers will implement individualized/differentiated instruction in small groups based on student needs, as per data (i.e., formative assessments, teacher observations, summative assessments - DEA, unit tests, etc.). 5. Teachers will utilize DEA Probes for purposeful spiraling. 6. Students will use student talk and problem solving to support purposeful spiraling activities.

Progress Monitoring:			
Initiative	How Often	How Will It Be Monitored	Who Is Responsible To Monitor
Instructional planning based on individual student needs	Weekly	Elementary team meetings	CRTs
Data driven purposeful spiraling	Daily	Lesson plans, walk throughs	CRT/Administrator
Create spiraling activities and assessment items	Monthly	Elementary team meetings	CRTs/Administrator
Student Talk/Problem Solving	Daily	Lesson Plans, walk throughs	CRT/Administrator
DEA Probes	Weekly	Lesson Plans, walk throughs	CRT/Administrator

Evaluation:
Evaluation of Goal & Implementation (Completed at the Beginning of Second Semester):
Refinement of Goal (Completed at the Beginning of Second Semester):

Elementary School Action Plan

Math: Strategies & Programs to Support the Objectives

Math Levels 1 and 2 Focus 1 (Grades K-2)
Focus:
Goal: By the end of the year, we expect our students to be able to...

Professional Development and Activities:
School-based:

Action Steps for Implementation:
School Implementation Action Steps:
Classroom Implementation Action Steps (Teachers and Students):

Progress Monitoring:			
Initiative	How Often	How Will It Be Monitored	Who Is Responsible To Monitor

Evaluation:
Evaluation of Goal & Implementation (Completed at the Beginning of Second Semester):
Refinement of Goal (Completed at the Beginning of Second Semester):

Elementary School Action Plan

Math: Strategies & Programs to Support the Objectives

Math Levels 1 and 2 Focus 2 (Grades 3-5)
Focus: Measurement and Data/Geometry
Goal: By the end of the year, we expect our students to be able to...demonstrate grade level proficiency in mathematics as demonstrated by various assessments (i.e, formative assessments, teacher observations, summative assessments chapter tests, - DEA, FSA, etc.)

Professional Development and Activities:
<p>School-based:</p> <ol style="list-style-type: none"> 1. Administrator will ensure IReady training is provided for lead teacher on IReady implementation. 2. Elementary teachers will conduct a review of book study from last year, "High Yield Strategies." 3. Elementary teachers will attend District professional development, and 1/2 day sessions geared to needs of the Northwest Florida Ballet.

Action Steps for Implementation:
<p>School Implementation Action Steps:</p> <ol style="list-style-type: none"> 1. Administrator will send lead teacher to IReady training. 2. Administrator will provide opportunity to assess needs and levels based on Fall DEA scores, during District provided 1/ days. 3. Elementary teachers will develop small group instruction based on needs in the areas of Geometry and Measurement and Data. 4. Elementary teachers will utilize High Yield Strategies, such as Alike and Different, Quick Images, Guess My Rule, How Do You Know?, Infusing Mathematics into Nonmathematical Routines. <p>Classroom Implementation Action Steps (Teachers and Students):</p> <ol style="list-style-type: none"> 1. Teachers will utilize IReady (4-5) to fill in learning gaps for Level 1s, 2s, and fragile 3s. As needed, we will utilize IReady on our third graders who are Level 1s and 2s. 2. Teachers will utilize DEA Probes for the purpose of reinforcing learning in the areas of need. 3. Students will participate in purposeful spiraling, DEA probes, IReady, and individualized instruction to facilitate proficiency.

Progress Monitoring:			
Initiative	How Often	How Will It Be Monitored	Who Is Responsible To Monitor
IReady	weekly	Lead Teacher/CRT	CRT/Lead Teacher/Administrator
DEA Probes	as needed	Lesson plans/walk throughs	CRT/Administrator
High Yield Strategies	weekly	Lesson plans/walk throughs	CRT/Administrator

Evaluation:

Evaluation of Goal & Implementation (Completed at the Beginning of Second Semester):

Refinement of Goal (Completed at the Beginning of Second Semester):

Elementary School Action Plan

Math: Strategies & Programs to Support the Objectives

Math Levels Subgroup Focus	
Subgroup:	Focus:
Goal: By the end of the year, we expect our students to be able to...	

Professional Development and Activities:
School-based:

Action Steps for Implementation:
School Implementation Action Steps:
Classroom Implementation Action Steps (Teachers and Students):

Progress Monitoring:			
Initiative	How Often	How Will It Be Monitored	Who Is Responsible To Monitor

Evaluation:
Evaluation of Goal & Implementation (Completed at the Beginning of Second Semester):
Refinement of Goal (Completed at the Beginning of Second Semester):

Elementary School Action Plan

Math: Strategies & Programs to Support the Objectives

Math SWD Focus
Focus:
Goal: By the end of the year, we expect our students to be able to...

Professional Development and Activities:
School-based:

Action Steps for Implementation:
School Implementation Action Steps:
Classroom Implementation Action Steps (Teachers and Students):

Progress Monitoring:			
Initiative	How Often	How Will It Be Monitored	Who Is Responsible To Monitor

Evaluation:
Evaluation of Goal & Implementation (Completed at the Beginning of Second Semester):
Refinement of Goal (Completed at the Beginning of Second Semester):

Middle School FCAT Math Data (By Grade)

Math: Data

DEA Math		PROFICIENCY (Based on Common Core Assessment)																
Grade 6	# 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)	16	0%	6%	63%	31%	94%	100%	92%	100%					80%	100%			67%
District 2015	1,211	3%	21%	69%	7%	76%	74%	78%	80%	68%	73%	40%	75%	79%	51%	43%	69%	

DEA Math		PROFICIENCY (Based on Common Core Assessment)															
Grade 7	# 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)	8	0%	25%	75%	0%	75%		75%					0%	86%			100%
District 2015	1,172	6%	35%	53%	6%	59%	61%	57%	97%	49%	45%	33%	58%	62%	34%	17%	51%

DEA Math		PROFICIENCY (Based on Common Core Assessment)															
Grade 8	# 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)	4	0%	75%	25%	0%	25%		25%						25%			
District 2015	990	8%	31%	51%	10%	61%	61%	61%	76%	50%	65%	80%	72%	61%	41%	42%	53%

DEA Math		Common Core STRANDS (Average score for each subgroup)											
Grade 6	All Students		Gender (%)		Ethnicity (%)						Status (%)		
	# Students Tested	Overall %	Male	Female	A	B	H	I	M	W	ESE	ELL	F/R
Numbers	2015	16	88	89	87	89					87	88	89
	District	1,211	67	67	67	73	60	63	56	69	68	54	51
Expression	2015	16	81	93	78	90					66	88	80
	District	1,211	64	62	65	68	60	60	50	64	65	52	49
Geometry	2015	16	85	93	83	100					68	91	80
	District	1,211	71	71	72	72	59	72	68	72	73	57	57
Statistics	2015	16	57	61	56	75					60	52	61
	District	1,211	47	47	48	57	45	50	23	49	47	35	46

DEA Math		Common Core STRANDS (Average score for each subgroup)											
Grade 7	All Students		Gender (%)		Ethnicity (%)						Status (%)		
	# Students Tested	Overall %	Male	Female	A	B	H	I	M	W	ESE	ELL	F/R
Numbers	2015	8	70								20	77	90
	District	1,172	64	65	64	80	61	58	40	62	65	55	54
Expression	2015	8	59								67	57	50
	District	1,172	49	49	49	65	46	44	33	51	49	44	35
Geometry	2015	8	61								25	66	69
	District	1,172	57	57	57	69	51	50	46	57	58	48	32
Statistics	2015	8	51								30	54	60
	District	1,172	53	55	51	63	48	44	47	52	55	45	34

DEA Math		Common Core STRANDS (Average score for each subgroup)												
Grade 8		All Students		Gender (%)		Ethnicity (%)					Status (%)			
		# Students Tested	Overall %	Male	Female	A	B	H	I	M	W	ESE	ELL	F/R
Numbers	2015	4	56		56						56			
	District	990	72	72	72	82	71	70	70	78	71	62	54	68
Expression	2015	4	65		65						65			
	District	990	56	57	55	66	53	55	64	57	56	47	49	52
Geometry	2015	4	48		48						48			
	District	990	63	63	62	66	58	65	74	66	63	54	57	59
Statistics	2015	4	63		63						63			
	District	990	60	59	60	65	51	62	70	66	60	53	50	55

DEA Math		PROFICIENCY (Based on Common Core Assessment)															
Algebra 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)	5	0%	20%	40%	40%	80%		80%			0%	100%		100%			100%
District 2015	763	11%	36%	44%	9%	53%	52%	54%	77%	40%	30%	40%	52%	57%	30%	0%	39%

DEA Math		PROFICIENCY (Based on Common Core Assessment)															
Geometry	# 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)	4	0%	0%	75%	25%	100%		100%						100%			
District 2015	420	2%	47%	43%	8%	51%	50%	51%	50%	21%	31%	100%	54%	58%	23%	0%	37%

DEA Math		Common Core STRANDS (Average score for each subgroup)												
Algebra 1	All Students		Gender (%)		Ethnicity (%)						Status (%)			
	# Students Tested	Overall %	Male	Female	A	B	H	I	M	W	ESE	ELL	F/R	
Quantity	2015	5	73	73										
	District	763	54	52	55	58	47	48	67	53	55	46	35	49
Algebra	2015	5	73	73										
	District	763	56	55	57	73	51	50	57	55	57	47	36	51
Functions	2015	5	78	78										
	District	763	58	58	58	69	51	53	68	58	60	47	31	50
Statistics	2015	5	83	83										
	District	763	60	59	61	69	55	53	63	64	61	50	46	55

DEA Math		Common Core STRANDS (Average score for each subgroup)												
Geometry	All Students		Gender (%)		Ethnicity (%)						Status (%)			
	# Students Tested	Overall %	Male	Female	A	B	H	I	M	W	ESE	ELL	F/R	
Congruance	2015	4	72	72										
	District	420	51	52	51	52	41	43	50	55	54	36	13	45
Similarity	2015	4	79	79										
	District	420	64	64	64	58	54	63	83	69	66	46	50	59
Circles	2015	4	67	67										
	District	420	45	45	46	50	30	43	83	45	48	33	17	39
Geo Equations	2015	4	80	80										
	District	420	50	49	51	54	43	50	60	49	51	44	40	45
Measurement	2015	4	79	79										
	District	420	54	52	56	58	44	53	67	54	56	40	17	48
Model	2015	4	58	58										
	District	420	46	46	47	48	37	43	50	50	48	41	0	41

School	# Students 2015	Test Score				Strand 1	Strand 2	Strand 3
		*2013	*2014	2015		2015	2015	2015
FSA: Algebra 1 EOC		Pass %				Algebra & Modeling (%)	Functions & Modeling (%)	Statistics & The Number System (%)
NWF Ballet	5	100	100	100	0			
DISTRICT	2,210	77	74	81	+7			
STATE		64	66	67	+1			

* Pearson Algebra 1

Middle School Action Plan

Math: Assessment Data Analysis

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

Our sixth grade students had 94 percent proficiency according to our DEA data. Their strongest areas were numbers and geometry. For 7th, numbers were strong. Also, for the past three years, 100 percent of students enrolled in high school credit courses passed the EOC.

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

We need to improve our skills in the area of statistics for all grade levels. We also need to continue to spiral to help our students review and retain skills (and for some even learn skills they missed earlier).

Middle 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... move from a basic understanding to a conceptual understanding of the standards.

Professional Development and Activities:

District:

The central message provided (September, October, November/December, and January/February) will focus on the standards and the grade specific FSA item specifications, with a detailed focus on:

- The standards with an emphasis on the Item Specs will drive our instructional focus
 - How does the mastery of the standard begin the instructional process?
 - How do we create multiple activities and strategies to drive instruction of a standard?
 - How are we designing formative and summative assessments with questions that are tied directly to assess knowledge of a standard?
 - How can we embed appropriate math practices, student talk, and spiraling to strengthen student ability to master a standard?

School-based:

1. Based on teacher need and interest, professional development will be offered pertaining to purposeful spiraling, formative assessments, differentiation, and problem solving promoting productive struggle.
2. Teachers will collaboratively plan with county peers and implement strategies following the district message on 1/2 day trainings.
3. Professional Development will be provided on the Curriculum Guide and Placemats.
4. Attend teacher-led breakout sessions on needs assessment data gained from the 2014-2015 data, as well as current observed needs and interests.
5. Determine the vertical alignment needed within our middle school grade level math, identifying both strengths and needs.

Action Steps for Implementation:

- School Implementation Action Steps:**
1. Administrator will secure dates for professional development activities.
 2. Teachers will work with county peers to create common purposeful spiraling activities for individuals and small groups, based on needs.
 3. Teachers will review Test Spec Items to ensure adequate knowledge of cross-grade level purposeful spiraling.
 4. Teachers will be trained in the use of Discovery Education Probes (in house).

- Classroom Implementation Action Steps (Teachers and Students):**
1. Teachers will continue to embed standards based instruction and common assessments into daily instruction through meaningful and quality activities.
 2. Teachers will promote student talk to support problem solving with productive struggle.
 3. Teachers will implement content, strategies, and resources used during District provided 1/2 day sessions.
 4. Students will utilize student talk, problem solving, and purposeful spiraling.
 5. Teachers will implement individualized/differentiated instruction in small groups to address student needs based on data (i.e., formative assessments, teacher observation summative assessments- DEA, unit tests, etc.)

Progress Monitoring:

Initiative	How Often	How Will It Be Monitored	Who Is Responsible To Monitor
Instructional planning focused on standards and needs of the class	daily/as appropriate	Lesson Plans	CRT/Administrator
Data and standard driven instructional strategies	daily/as appropriate	Lesson Plans/Team Planning	CRT/Math Team/Administrator
Create/use standards based formative and summative assessments	weekly	Lesson Plans/Team Planning	CRT/Administrator

Evaluation:

Evaluation of Goal & Implementation (Completed at the Beginning of Second Semester):

Refinement of Goal (Completed at the Beginning of Second Semester):

Middle 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...

Professional Development and Activities:

District:

The central message provided (September, October, November/December, and January/February) focus on analyzing data for purposeful spiraling. Using item specifications, with a specific focus on:

- What does spiraling look like?
- What are the different ways teachers are spiraling (Bell ringers, exit passes, etc.)
- How is spiraling being determined? (DEA, prior assessments, teacher knowledge, etc.)
- How is it occurring within assessments?
- How is it monitored by teachers?

School-based:

1. Teacher will work with county peer teammate (perhaps from Ruckel) to examine diverse resources which will support review of both process and content.
2. Teacher team will share exemplar lessons to demonstrate understanding and use of spiraling.

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

1. Train teachers on spiraling protocol in regards to frequency, progress monitoring, and assessment.
2. Teachers' PD information will be utilized and implemented into daily class instruction.
3. During PD, teacher will collaborate with district peers and menters to develop standards based activities that incorporate spiraling.
4. As year progresses, teacher will use formative data to determine which standards require spiraling.

Classroom Implementation Action Steps (Teachers and Students):

1. Teacher will incorporate a variety of strategies to review previously taught content and expand foundation of knowledge.
2. Students will begin each new unit with a review of the concepts from the unit(s) they have just completed, as well as periodic assessment.
3. Teacher will use formative assessments (including DEA probes) to determine student's need and develop data driven spiraling activities.
4. Teacher will develop standards-focused stations differentiated for individual students.
5. Teacher and students will develop math word walls and anchor charts to scaffold instruction.
6. Teachers and students will develop and utilize self-assessment rubrics to assess student progress and ensure accountability.

Progress Monitoring:

Initiative	How Often	How Will It Be Monitored	Who Is Responsible To Monitor
Utilize textbook and resources for effective spiraling strategies for math students.	Daily	Lesson plans/walk throughs	CRT / Administrator
District Peer Training/Mentoring	During PD days and as needed	PD binder of evidence	CRT / Administrator

Evaluation:

Evaluation of Goal & Implementation (Completed at the Beginning of Second Semester):

Refinement of Goal (Completed at the Beginning of Second Semester):

Middle School Action Plan

Math: Strategies & Programs to Support the Objectives

Math Levels 1 and 2 Focus 1

Focus: Remediation

Goal: By the end of the year, we expect our students to be able to... show increases in proficiency levels and improvement in learning gains.

Professional Development and Activities:

School-based:

Teacher will use the skills and methods of self-talk and spiraling to reinforce knowledge and learning.

School will provide tutoring opportunities via teacher and/or mentors.

Action Steps for Implementation:

School Implementation Action Steps:

1. Students will be identified by FSA, DEA, and classroom assessments to identify target areas.
2. Teacher will identify and obtain computer math applications to reinforce skills.
3. Teachers will contact parents to extend an offer for after school remediation and tutoring.
4. Teacher/Administrators will participate in data chats to review and identify at-risk students.

Classroom Implementation Action Steps (Teachers and Students):\

Students will use math applications as appropriate for their identified needs.

Students will complete individualized DEA Probes that will provide immediate feedback and practice.

Teachers will provide remediation and tutoring.

Teachers will deliver focus lessons for small groups.

Progress Monitoring:			
Initiative	How Often	How Will It Be Monitored	Who Is Responsible To Monitor
Computer math applications	as needed to support student need	Lesson Plans / Walk Throughs	CRT / Administrator
DEA Probes	monthly	Lesson Plans / Walk Throughs	CRT / Administrator
Data chats	as needed / a minimum of 3 times per year	in person	CRT / Administrator
Tutoring	as needed	Documentation log	CRT / Administrator

Evaluation:
Evaluation of Goal & Implementation (Completed at the Beginning of Second Semester):
Refinement of Goal (Completed at the Beginning of Second Semester):

Middle School Action Plan

Math: Strategies & Programs to Support the Objectives

Math Levels Subgroup Focus

Subgroup: Level 4

Focus: High Achievers' Continued Success

Goal: By the end of the year, we expect our students to be able to... increase or maintain levels of proficiency while providing practice of diverse math skills and critical thinking.

Professional Development and Activities:

School-based:

School-based PD will focus on new curriculum resources and additional supplemental material to reach goals and objectives.

Teacher will work collaboratively with county peer team to share resources and model strategies to scaffold, model, and develop student self-talk.

Action Steps for Implementation:

School Implementation Action Steps:

Teacher's satellite PD information will be utilized and implemented into daily class instruction.

DEA Probes will be created and FSA Test Specs will be available

Classroom Implementation Action Steps (Teachers and Students):

Teacher will incorporate a variety of strategies to review previously taught content and expand foundation of knowledge.

Students will begin each new unit with a review of the concepts from the unit(s) they just completed, as well as periodic assessment.

Teacher and students will create and use a math journal rubric to evaluate and reflect on their work.

Teacher will use DEA probes and formative assessments to ensure students are progressing.

Progress Monitoring:			
Initiative	How Often	How Will It Be Monitored	Who Is Responsible To Monitor
PD	Monthly	PD Folder/Peer Group	CRT/Administrator
DEA Probes and FSA Test Specs	Monthly	Lesson Plans / Walk throughs/ Data Chats	CRT/Administrator

Evaluation:
Evaluation of Goal & Implementation (Completed at the Beginning of Second Semester):
Refinement of Goal (Completed at the Beginning of Second Semester):

Middle School Action Plan

Math: Strategies & Programs to Support the Objectives

Math SWD Focus
Focus:
Goal: By the end of the year, we expect our students to be able to...

Professional Development and Activities:
School-based:

Action Steps for Implementation:
School Implementation Action Steps:
Classroom Implementation Action Steps (Teachers and Students):

Progress Monitoring:			
Initiative	How Often	How Will It Be Monitored	Who Is Responsible To Monitor

Evaluation:
Evaluation of Goal & Implementation (Completed at the Beginning of Second Semester):
Refinement of Goal (Completed at the Beginning of Second Semester):

School Action Plan Based on Data
Science

District Goal:	Students shall demonstrate science proficiency at or above the expected grade level.
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Objectives:

The percentage of 5 th grade students who will be proficient in science as defined by the State of Florida on the Florida Comprehensive Assessment Test will be at least 75%.
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The percentage 8th 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 75%.

Elementary FCAT Science Proficiency (By School)

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	NWF Ballet	05	23	4%	30%	30%	17%	17%	65%	100%	64%	100%	100%	100%	100%	67%	56%	100%	75%	
2014	NWF Ballet	05	21	5%	29%	29%	29%	10%	67%	50%	71%	50%	0%			57%	82%		75%	
2015	NWF Ballet	05	26	8%	35%	31%	19%	8%	58%	33%	61%		100%	0%		0%	59%		0%	56%
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	NWF Ballet	23	71%	70%	71%	100%	80%	90%	80%	57%	70%	70%	70%		
	2014	NWF Ballet	21	82%	73%	85%	85%	70%		84%	82%		78%			
	2015	NWF Ballet	26	71%	57%	73%		80%	50%		70%	71%		70%		
	2015	District	2,226	72%	71%	73%	77%	62%	66%	78%	69%	74%	56%	50%	66%	
ERTH/SPC	2013	NWF Ballet	23	82%	75%	82%	94%	88%	94%	81%	77%	81%	75%	89%		
	2014	NWF Ballet	21	73%	70%	74%	75%	44%		72%	76%		73%			
	2015	NWF Ballet	26	63%	58%	64%		69%	56%		63%	63%		63%		
	2015	District	2,226	70%	72%	67%	77%	58%	61%	80%	69%	72%	58%	47%	64%	
PHYSICAL	2013	NWF Ballet	23	74%	88%	74%	88%	75%	94%	75%	63%	75%	88%	75%		
	2014	NWF Ballet	21	79%	72%	81%	72%	75%		79%	80%		80%			
	2015	NWF Ballet	26	73%	63%	75%		72%	81%		81%	73%		81%		
	2015	District	2,226	74%	75%	73%	78%	65%	66%	82%	73%	77%	61%	49%	69%	
LIFE	2013	NWF Ballet	23	72%	71%	72%	79%	71%	71%	79%	62%	73%	71%	75%		
	2014	NWF Ballet	21	73%	59%	76%	75%	57%		76%	72%		84%			
	2015	NWF Ballet	26	75%	62%	77%		82%	57%		57%	76%		57%		
	2015	District	2,226	73%	73%	72%	80%	64%	63%	85%	72%	75%	59%	46%	68%	

Elementary School Action Plan

Science: Strategies & Programs to Support the Objective

Science Focus

Focus: Purposeful Spiraling

Goal: By the end of the year, we expect our students to be able to... identify, describe, compare, contrast, and illustrate the nature of science as appropriate for each grade level.

Professional Development and Activities:

School-based:

1. Elementary teachers will review pacing and curriculum guides vertically within the elementary grades.
2. Elementary teachers will work together and plan lessons and activities that spiral lessons by grade level using appropriate science informational text and grade level specific nature of science concepts.
3. Fourth grade teachers will receive training in the ongoing DODEA Science Grant Initiative, and Encyclopedia of Life.

Action Steps for Implementation:

School Implementation Action Steps:

1. Teachers will create classroom lessons to prepare students for the Biophilia Outdoor Education program.
2. Administrator will provide opportunities for 4th Grade Biophilia Field Trips
3. Administrator will provide opportunity for a 3rd Grade Gulfarium Field Trip
4. Administrator will provide 3, 4, and 5th Grade Emerald Coast Science Center - Monthly Hands On Lessons
5. Teacher will conduct 3rd Grade Water Sampling of Santa Rosa Sound

Classroom Implementation Action Steps (Teachers and Students):

1. Teachers will include Science lessons incorporating Reading, Technology, Writing and Student Talk.
2. Students will participate in monthly Emerald Coast Science Center hands-on lessons.
3. Teachers will model the scientific process through the use of class or group projects.
4. Students will participate in grade level specific activities and field trips.

Progress Monitoring:			
Initiative	How Often	How Will It Be Monitored	Who Is Responsible To Monitor
Fourth Grade Biophilia Field Trips	monthly	Lesson Plans	CRT/Administrator
Third Grade Gulfarium Field Trips	yearly	Lesson Plans	CRT/Administrator
Emerald Coast Science Center	monthly	Contract	CRT
Santa Rosa Sound Water Sampling	quarterly	Lesson Plans	CRT/Administrator
Nature of Science vertical alignment activities	weekly	Lesson Plans/Walk throughs	CRT/Administrator

Evaluation:
Evaluation of Goal & Implementation (Completed at the Beginning of Second Semester):
Refinement of Goal (Completed at the Beginning of Second Semester):

Middle School FCAT Science Proficiency (By School)

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	NWF Ballet	08	8	0%	13%	13%	38%	38%	88%	88%		88%						67%		
2014	NWF Ballet	08	16	6%	19%	13%	25%	38%	75%	75%		100%			50%			75%		
2015	NWF Ballet	08	9	0%	44%	22%	22%	11%	56%	56%		56%								
2015	District	08	2,198	10%	27%	25%	18%	20%	63%	65%	61%	76%	36%	54%	86%	64%	68%	31%	12%	45%
2015	STATE	08		22%	30%	23%	13%	12%	48%											

		GRADE 8		FCAT SCIENCE 2013-2015 STRANDS (By School)														
	Year	Name	# Students Tested	Overall	Gender		Ethnicity						Status					
					Male	Female	A	B	H	I	M	W	ESE	ELL	F/R			
NATURE	2013	NWF Ballet	8	83%	83%		83%						70%					
	2014	NWF Ballet	16	78%	78%		91%			77%			77%					
	2015	NWF Ballet	9	73%	73%		73%											
	2015	District	2,198	68%	67%	70%	74%	57%	62%	75%	68%	71%	52%	34%	61%			
ERTH/SPC	2013	NWF Ballet	8	81%	81%		81%						67%					
	2014	NWF Ballet	16	73%	73%		80%			67%			73%					
	2015	NWF Ballet	9	64%	64%		64%											
	2015	District	2,198	64%	65%	63%	65%	50%	59%	66%	66%	67%	50%	39%	57%			
PHYSICAL	2013	NWF Ballet	8	85%	85%		85%						71%					
	2014	NWF Ballet	16	75%	75%		87%			67%			74%					
	2015	NWF Ballet	9	68%	68%		68%											
	2015	District	2,198	71%	72%	70%	75%	59%	67%	74%	73%	73%	57%	43%	65%			
LIFE	2013	NWF Ballet	8	78%	78%		78%						62%					
	2014	NWF Ballet	16	81%	81%		87%			70%			82%					
	2015	NWF Ballet	9	73%	73%		73%											
	2015	District	2,198	70%	71%	69%	73%	57%	67%	71%	71%	72%	55%	45%	63%			

Middle School Action Plan

Science: Strategies & Programs to Support the Objective

Science Focus

Focus: Strategies to Support Standards-based Instruction and Assessments

Goal: By the end of the year, we expect our students to be able to... read and analyze complex standards based text through the process of close reading protocol: reading with a purpose, rereading, text marking, note-taking, answering text dependent questions, discussion, and writing tasks.

Professional Development and Activities:

District:

The central message provided (September, October, November/December, and January/February) will focus on the standards and the grade specific state item specifications, with a detailed focus on:

- Using Item Specification to drive our instructional focus with an emphasis on the 5 E Instructional Model Creating Teachable Moments by Rodger W. Bybee
 - How does the mastery of the standard begin the instructional process?
 - How do we create multiple activities and strategies to drive instruction of a standard?
 - How are we designing formative and summative assessments with questions that are tied directly to assess knowledge of a standard?
 - How can we embed close reading, student talk, and spiraling to strengthen student ability to master a standard?

School-based:

1. School and/or district based professional development days will be used to develop close reading lessons.
2. School and/or district based professional development days will be used to develop standard based assessments using item specifications.

Action Steps for Implementation:

School Implementation Action Steps:

1. Teachers will share exemplar lessons and student samples during professional development.
2. Science item specifications will be used to develop weekly bell work.
4. Teachers will create quarterly comprehensive assessments to be given in all science classes.

Classroom Implementation Action Steps (Teachers and Students):

1. Teacher will implement the Close Reading protocol strategies in their classroom instructions.
2. Students will interact with short, complex, standards based passages and read for a specified purpose.
3. Students will read a passage first for flow and then re-read for a specified purpose while marking the text appropriately.
4. Students will answer and ask text dependent questions.
5. Teachers will extend close reads to discussions and writing.
6. Teachers will use item specifications to help students understand the standards and the relevance of each standard.

Implementation Monitoring:

Initiative	How Often	How Will It Be Monitored	Who Is Responsible To Monitor
Close reading protocols	weekly	LP/ walk throughs	CRT/Administrator
Standards based writing tasks	weekly to monthly	LP/ walk throughs	CRT/Administrator
Use of item specifications	daily to weekly	LP/ walk throughs	CRT/Administrator

Evaluation:

Evaluation of Goal & Implementation (Completed at the Beginning of Second Semester):

Refinement of Goal (Completed at the Beginning of Second Semester):

Middle School Action Plan

Science: Strategies & Programs to Support the Objective

Science Focus

Focus: Purposeful Spiraling

Goal: By the end of the year, we expect our students to be able to... use close reading skills to identify the claim and supporting details by building upon prior knowledge, practiced skills, and application of previously taught material

Professional Development and Activities:

District:

The central message provided (September, October, November/December, and January/February) will focus on analyzing data for purposeful spiraling. Using item specifications, with an emphasis on:

- What does spiraling look like?
- What are different ways teachers are spiraling (Bell ringers, exit passes, etc.)
- How is spiraling being determined? (DEA, prior assessments, teacher knowledge, etc.)
- How is it occurring within assessments?
- How is it monitored by teachers?

School-based:

Encourage participation in county peer group to learn and share ideas about science spiraling and test item specifications for FCAT science.

Utilize DEA probes and DEA test data.

Action Steps for Implementation:

School Implementation Action Steps:

School PD and District PD will allow time for the Math/Science Teacher to collaborate with colleagues within the school and district

School administrator will review DEA test data

Classroom Implementation Action Steps (Teachers and Students):

1. Teacher will use close reading skills to identify the claim and supporting details by building upon prior knowledge practiced skills, and application of previously taught materials
2. Teachers will use DEA data to identify target areas of weakness and design remediation.

Implementation Monitoring:			
Initiative	How Often	How Will It Be Monitored	Who Is Responsible To Monitor
DEA Test and Probes	Monthly	Data chats and lesson plans	CRT /Administrator

Evaluation:
Evaluation of Goal & Implementation (Completed at the Beginning of Second Semester):
Refinement of Goal (Completed at the Beginning of Second Semester):

Title I Schools

Briefly Describe Your Parental Involvement Plan.

Strategies To Increase Parental Involvement.

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

Describe Counseling, Pupil Services, and Mentoring Services.

Middle School Section

Early Warning Indicators

Early Warning Indicators:

- Attendance below 90% regardless of excused absences or suspensions
- One or more suspensions (whether in or out of school)
- Course failure in ELA or math
- Level 1 score in ELA or math

	6 th Grade	7 th Grade	8 th Grade
Attendance below 90% regardless of excused absences or suspensions			
One or more suspensions (in or out of school)			
Course failure in ELA			
Course failure in math			
Level 1 score in ELA			
Level 1 score in math			
Number of students who meet <u>two or more</u> of the Early Warning Indicators			

Description of all intervention strategies used to improve the academic performance of students identified by the early warning system.



Accreditation Page

Accreditation Standards

1. Purpose and Direction
2. Governance and Leadership
3. Teaching and Assessing for Learning

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

Administrator purchased 46 Chromebooks and a COW (Computer on Wheels) with 23 laptops for use in the classrooms to integrate technology into all the classrooms.

Teachers utilize webpages, Facebook, Remind 101, email, text messaging, written communication, newsletters, face-to-face conferences, and telephonic communication to communicate with parents.

Teachers work together to meet the academic needs of the students, while ensuring they are adequately maintaining their ballet requirements. Teachers work with students to use web services, such as Think Central- a computer based textbook program, to assist in the learning process.

Students are provided rigorous and challenging curriculum by enhancing their learning through hands-on experiences with Emerald Coast Science Center, classroom learning, and also through cultural diversity in French, Music, and Art classes weekly.

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

Students are provided a safe, comfortable learning environment. This year new desks and chairs were purchased for all elementary students.

Teachers provide inviting, print-rich classrooms, with hands-on learning opportunities, involving integrated technology.

Students and teaches are provided a safe environment through the coordinated efforts of our staff and our School Resource Officer.