

Date Submitted:

Dates of Revision:

School Performance Plan 2020-2021



School Name:
Lewis School

Legend

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

SAC Information

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

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

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

Principal's Signature
SAC Chairperson's Signature

Okaloosa County School District

Vision Statement:

We inspire a lifelong passion for learning.

Mission Statement:

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

Core Values:

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

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

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

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

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

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

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

School Performance Team

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

Name	Title
JASON DRIVER	PRINCIPAL
NICK KOOTSOURADIS	ASSISTANT PRINCIPAL
JORDAN BERRY	ASSISTANT PRINCIPAL
AMY PENDLETON	GUIDANCE COUNSELOR
LYNN KOZAK	ELA COACH
NICOLE KELLY	MATH COACH
ALL TEACHERS AT LEWIS	TEACHERS

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

All teachers were given grade- or subject-area specific portions of the SPP in order to get input from the entire faculty at both elementary and middle school levels at the end of the 2020 School Year. Every teacher on the faculty at that time had opportunity to shape the SPP for the upcoming year.

Teachers met through Zoom, email, phone, etc. to go over the SPP and make changes.

Teachers compiled information pertinent to district and school learning foci for the year.

Administrators and instructional coaches compiled information from teachers and placed all into the district template.

Teachers reviewed SPP and provided administrators feedback once the current school year began. Changes to the SPP were implemented based on continued teacher feedback.

School Profile

Lewis was established as a Junior High School in Valparaiso, Florida in 1971 and later transitioned to a middle school. In 2010, Lewis transitioned again into a Kindergarten through eighth grade school. Students at Lewis reside primarily on Eglin Air Force Base and in Niceville and Valparaiso. We have 785 students. Our Climate Survey supports this impressive number with over 80% positive responses from parents in areas such as school emphasis on academic performance, clear expectations in areas of communication, conduct and behavior, and providing a safe environment. Our students, parents, and teachers have come together to make this school merger a positive experience for all. To continue our goal of unification and "team spirit", Lewis's middle school students are provided with many opportunities unique to our school environment. Elementary students are provided with secondary level-type benefits to include band and chorus. Fifth grade students may also participate in all school sponsored sports excluding football. Students in second through eighth grade may participate in our very own Lewis School of American Sign Language Club. In addition, our school also offers many unique opportunities for other interests such as Fellowship of Christian Athletes (FCA), Earth Club, National Junior Honor Society, Student Council, Academic Team, and Spanish Club. In addition to these clubs, Lewis also offers sixteen athletic programs, chorus and band.

Lewis serves a diverse population of students which exceptionalities include: Varying Exceptionalities, Emotionally Behaviorally Disabled (EBD), Communication, Behavior, and Socialization (CBS), which serves identified students on the autism spectrum, and we also serve the hearing impaired with five full-time interpreters and one full-time teacher. We believe that our diversity benefits all students in becoming well-rounded, productive members of our community.

The racial diversity at our school is a reflection of that found in our community. Of the 744 student enrolled at Lewis, 65% are Caucasian, 13% are African-American, 8% are Hispanic, 10% multiracial, and 4% are Asian. Currently, 52% of our student body is on free and reduced lunch.

Parent and Community Awareness

	Mean	Count	Top Box
1. My child's learning is a high priority at this school.	3.80	44	27.27%
2. School rules/discipline plans are enforced consistently at this school.	3.39	44	15.91%
3. I regularly receive feedback from school staff on how well my child is learning.	2.82	44	11.36%
4. My family is treated with respect at this school.	3.59	44	27.27%
5. My child has every opportunity to be successful at this school.	3.50	44	22.73%
6. My child has the necessary classroom supplies and equipment for effective learning.	3.89	44	20.45%
7. I would recommend this school to other parents.	3.30	44	31.82%
8. This school provides a safe environment for my child to learn.	3.77	44	25.00%
9. My child is recognized for good work and behavior at this school.	3.52	44	20.45%
10. The school is clean and well maintained.	3.50	44	18.18%
11. The teachers, staff, and administration at this school demonstrate a genuine concern for my child.	3.41	44	25.00%
12. I am proud to say I have a child at this school.	3.27	44	20.45%
13. I receive positive phone calls, emails, or notes about my child from the school.	2.70	44	11.36%
14. The principal at this school is approachable and reachable.	3.23	44	22.73%
15. The principal at this school is an effective leader.	3.30	44	27.27%

Parent and Community Awareness

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

The results indicate a somewhat positive perception. Areas of highest levels of agreement involve learning as a high priority and the children have the necessary classroom supplies and equipment for effective learning, which are both areas that we continue to focus and work on.

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

As in previous years, the glaring area of need is in respondents as a whole. With a total of 44 respondents in elementary and secondary, it is clear that combating parent apathy is a major focus for this year. While these numbers call into question the validity of the perceived strengths and weaknesses of the school by our stakeholders, the results are still worth looking to shore up.

Taken as a whole, the primary area for improvement in many areas may be best met through increased and better communication of our activities, expectations, and vision. Our adoption of the SOAR character-ed program, in 2019, throughout the school will continue to provide an opportunity to make our expectations for the students clearer (and this may help with perception of our mission outside of the classroom).

Additionally, through Title I and other opportunities we will explore new ways to get parents up to the school through group or grade level events.

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

In addition to weekly announcements sent every Friday via email and phone, we also promote the use of the Parent Portal and in particular the continued promotion of the weekly progress report option. We are also making a greater push for PTO involvement as a way to both share information about the school, but also to regularly assess our methods of communicating with parents. We are working to be more active with the Niceville/Valparaiso Chamber of Commerce to get information out, and from a teacher and staff perspective, greater emphasis is being placed on Outlook, email, an updated and more teacher-focused weekly newsletter. Also, the Blackboard connect system is increasingly being used to send documents and information home to parents (in addition to handouts home). We have created three Facebook pages for the school: Lewis School, Lewis Athletics, and a Lewis PTO. Our main page posts all of our school-wide communication home to parents.

School Action Plan

ESSA Subgroup: Strategies & Programs to Support the Objectives

ESSA Subgroup Focus
Subgroup: ESE subgroup below 32%
School Focus
What is the cause(s) for this subgroup being an area of focus? Continual and primary focus on social, behavioral, and personal awareness and decision making amongst self-contained units primarily and mainstreamed students.
What are we doing to target this subgroup? Additional behavioral and social support through EBD resource teacher and ESE instructional coach will allow for teacher to spend a greater amount of time on instruction and more focus on preparing students for gradual academic mainstreaming
Targeted School-based Professional Development: <ol style="list-style-type: none">1. ESE teachers will continue to use strategies from “Standing Up for Me” and school will provide a “catch up” PD for newer teachers.2. Professional Development training on how to utilize ELA resources (NewsELA, Achieve3000, Literacy Design Collaborative LDC)3. Common Afterschool Planning for ESE Teachers and ELA Teachers4. Weekly PD with ESE Instructional Coach5. Access to curricular district and school-wide PD at appropriate grade levels
Action Steps for Implementation
Classroom Implementation Action Steps (Teachers and Students): ESE Teacher will: <ul style="list-style-type: none">- continue to teach the Learning Strategies course. This will be used to teach students organizational skills.- provide copies of IEP accommodations to all general education teachers during pre-planning. Provide PD on strategies for general education teachers. Teachers will: <ul style="list-style-type: none">- remind students of their allowable accommodations prior to testing and assignments, etc.- provide visual reminders and model test-marking strategies, vocabulary and note-taking strategies in order to assist SWD’s comprehension for TDQ’s and student talk.- monitor and teach students note taking, recording of assignments, and organizational skills.- coordinate with ESE teachers to provide allowable accommodations for eligible students. Guidance Counselor will: <ul style="list-style-type: none">- provide copies of 504 plans to all general education teachers during pre-planning. Students will:

- know and understand their accommodations and will appropriately self-advocate, as appropriate, for these accommodations during classroom and assessment situations.
- use appropriate text marking and annotation to assist their comprehension in texts and passages.
- ask for clarification of assignments, due dates, and record the information.

- School Implementation Action Steps (Administration, Teachers, and Students):**
1. Administration will provide time for teachers to meet with core teachers to reinforce lessons and issues in out classes
 2. Administration (through behavior specialist) will provide opportunities for training on strategies to work with EBD and CBS students in out classes
 3. Data from FSA, i-Ready, grades, etc. will be disaggregated to identify Level 1 and Level 2 students in ELA.
 4. The MTSS Committee will meet to discuss student progress and appropriate levels of support.

Progress Monitoring			
Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Learning Strategies Class	Walk through , Data Chats	Monthly	Administrator, Teachers
Self-Contained ESE Class	Walk through , Data Chats	Monthly	Administrator, Teachers
Collaborative Lessons with ELA & ESE on Organization, test taking, learning strategies	Walk through , Data Chats	Weekly/Monthly	Administrator, Teachers

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

School Action Plan
ELA: Reading & Writing

District Goal:	Students shall demonstrate reading proficiency at or above the expected grade level.
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Objectives:
The percentage of all curriculum students who will make learning gains in reading as defined by the State of Florida on the Florida Standards Assessment Test will be at least 68%.
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 58%.
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 93%

School Action Plan

ELA: Strategies & Programs to Support the Objectives

Central Focus: ELA Focus

Keeping the end in mind, use the ELA Standards, Item Specifications, Achievement Level Descriptors (ALDs), and data (e.g., MAP, FSA, formative) to design engaging lessons:

- Use ELA resources such as *Florida Collections*, Achieve 3000, and Common Lit to plan instructional lessons/units
- Develop FSA style questions and assessments to accompany instructional lessons/units
- Use data (e.g., iReady, FSA, formative) to drive whole group instruction and cooperative groups

School Focus

Targeted School-based Focus:

Teachers will use the components of an Everyday Instructional Read (text marking/ note-taking, writing through reading, text-dependent questions (all phases and DOK levels), and student talk strategies to move students from basic comprehension (literal understanding) to deeper understanding (inferential understanding) text with increasing levels of complexity.

Targeted School-based Professional Development:

1. Teachers will use the ELA standards, ELDs, and FSA Item Specs as a framework for creating applicable formative assessments.
2. Teachers will have training or refresher training, as needed, on available resources such as Achieve 3000, Google Classroom, iReady Skills, etc.
3. Instructional Coach will provide training to teachers new to OCSD's Balanced Literacy Model.
4. Teacher training in school based PD on purposeful student talk strategies/" Talk as we Assess" strategies.
5. Grade/ Department Level Data Chats with Administrator.
6. District training with Lynn Kozak

Action Steps for Implementation

Classroom Implementation Action Steps (Teachers and Students):

Teachers will:

1. Continue to embed Instructional Shifts into daily instruction through EIRs, purposeful lessons, and activities.
2. Utilize text marking and discussion strategies during and Everyday Instructional Read
3. Include cold read fiction and nonfiction selections in exams and assessments, which will require evidence of close- reading strategies in student responses at least twice each nine weeks.

4. Purposefully use Standards Resource booklets and previous progress in Clusters to formulate appropriate DOK questioning on assessments and in classroom talk (student and teacher).
5. Incorporate opportunities for purposeful student talk.
6. Encourage students to select books in the students' interest and ability level.

Students will:

1. Apply effective reading strategies to access and comprehend complex text.
2. Utilize appropriate resources, such as Houghton Mifflin online EBooks, for marking the text, collecting notes, completing graphic organizers, and answering text dependent questions (all Phases and DOK 1-3).
3. Interact with short but complex passages, reading for a specific purpose. Current even high-level stimuli for these activities will be included.
4. Read a passage multiple times or specific purposes, while marking text purposefully.
5. Ask and answer text-dependent questions (DOK 1-3 and all Phases).
6. Practice using protocols and purposeful student talk strategies during and Everyday Instructional Read, differentiated cooperative group work, partner work, whole group discussion, etc.
7. Practice using longer texts to increase reading and comprehension stamina.

Progress Monitoring			
Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Everyday Instructional Reading	Lesson plans, Walkthroughs, PLCs	Ongoing	Teacher, Administrator
Differentiated Cooperative Groups		Weekly	Teacher, Administrator
Student Reflection/ Goal Setting		Bi- Weekly	Student, Homeroom Teacher
Department Data Chat		Monthly	Teacher, Administrator

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

School Action Plan

ELA: Strategies & Programs to Support the Objectives

Central Focus: Text-based Writing

School Focus

Targeted School-based Focus:

Evidence and Elaboration

Targeted School-based Professional Development:

1. Continued implementation of philosophical chairs and socratic seminars
2. Development of multi-content writing tasks
3. Training, as needed, for new teachers on FSA Writing to include: text marking/annotation, planning (SPRITE, SPEC, etc.), understanding the rubric.

Writing Plan

Writing Plan: Teaching how Analysis and Synthesis lead to Elaboration

1. Using Rubrics/FSA Writing Sampler Sets to calibrate teacher scoring and inform instruction with an emphasis on Analysis and Synthesis (Evidence and Elaboration)
2. Increase student knowledge and use of the Rubrics with a focus on Analysis and Synthesis (Evidence and Elaboration)
3. Differentiated writing instruction based on student needs identified through the Rubrics with an emphasis on Analysis and Synthesis (Evidence and Elaboration) o Writing Conferences, Small Group, Stations, etc.
4. Writing the Essay
 - a. How are we unpacking the prompt? (TDQ)
 - b. How are we addressing purposeful text marking and annotations specific to the prompt? (TDQ)
 - c. How are we planning for the essay? (Derived from TDQ and text marking/annotations)
 - d. How are we scaffolding instruction as we build from one source to multiple sources?
 - e. This is where an EIR assists in the writing process
 - f. How are we addressing writing an introduction?
 - g. How are we addressing writing a conclusion?
 - h. How are we addressing citing relevant evidence? (EIR)
 - i. How are we addressing elaboration? (EIR)
 - j. How are we addressing transitions?

k. How are we addressing content specific vocabulary?

Progress Monitoring			
Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Everyday Instructional Reading to include Writing through Reading tasks and culminating writing tasks	Lesson Plans, Walkthroughs, PLC's	ongoing	Teachers, Admin
Differentiated Cooperative Groups	Lesson Plans, Walkthroughs, PLC's	Weekly	Teachers, Admin
Student Reflection/Goal Setting	Homeroom Conferencing	Bi-Weekly	Student, Teacher
Department Data Chat	Meeting Minutes	Monthly	Teachers, Admin

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

School Action Plan

ELA: Strategies & Programs to Support the Objectives

ELA Levels 1 and 2 Focus

School Focus

Targeted School-based Focus:

Purposeful student talk in small cooperative groups.

Targeted School-based Professional Development:

1. Intensive reading training
2. Monthly data chats with administrators.
3. ELA school-based writing calibration, as needed, and other topics as requested by teacher need.

Action Steps for Remediation

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

Teacher will:

1. identify and determine instructional strategies appropriate to student needs using a variety of data to include: FSA, iReady, and student academic history.
2. be aware of individual student areas of need and collaborate with IR teacher to support strategies being used in IR.
3. provide differentiated instruction based on assessment results and provide instruction based on students' needs.
4. provide opportunities to apply skills and strategies in reading and writing in response to reading.
5. provide explicit instruction in strategies for purposeful student talk (i.e. conversations, think-pair-share, cooperative group roles) and provide practice opportunities.
6. provide explicit instruction in asking and answering TDQs (DOK 1-3 and all Phases) through implementation of Everyday Instructional Reads.
7. provide opportunities for meaningful student talk, utilizing TDQs (DOK 1-3 and all Phases) to reinforce FSA and classroom written assignments.
8. provide instruction in fluency beginning in August and will have fluency timing practice three times per week.
9. utilize Literature Based DBQs and provide explicit instruction for students to improve writing and provide a common language/format across the content area with social studies.
10. provide a variety of activities (i.e. bell ringer, word origins, synonyms, antonyms, figurative language) to build vocabulary through one word per day gradually releasing to
11. students.

Students will:

1. engage with increasingly complex texts.
2. work in cooperative small groups applying strategies for purposeful student talk in response to TDQs.
3. ask and answer questions with increasingly complex text.
4. practice rereading passages for improved fluency and comprehension.

Progress Monitoring			
Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Everyday Instructional Reading	Observations, Walkthroughs	Ongoing	Teacher/Administration
Differentiated Cooperative Groups	Observations, Walkthroughs	Weekly	Teacher/Administration
Student Reflection/Goal Setting	Homeroom Conferencing	Bi- Weekly	Teacher
Department Data Cha	Meeting Minutes	Monthly	Teacher/Administration

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

School Action Plan

ELA: Strategies & Programs to Support the Objectives

Pandemic ELA Instructional Gaps Focus

School Focus

Targeted School-based Focus:

Identify and target any learning gaps caused by the COVID-19 pandemic

Action Steps for Implementation

Classroom Implementation Action Steps (Teachers and Students):

Teachers will:

1. Use Fall i-Ready diagnostic data to identify and target learning gaps.
2. Keep equity and rigorous content at the forefront of all decisions on what and how to teach students who are behind grade level.
3. Always use the relevant grade-level standards / ALDS as the baseline for planning content. Ensuring that we are deeply familiar with the standards for grade level and/or content area, as well as how they connect to students' previous and future learning.
4. Co-plan with other staff members who work with students (such as intervention specialists) to ensure students consistently receive appropriate scaffolds that support them in accessing grade-level content
5. Set aside time, both when initially creating unit/lesson plans and on an ongoing basis, to plan when and how the ELA team will incorporate specific scaffolds to support students.
6. Proactively plan scaffolding in each lesson according to the learning objective, target standard(s), and students' needs.
7. Use formative assessments (pre/post, exit tickets, ALDS, etc.) to gauge whether scaffolds are meeting students' needs and adapt plans as needed.
8. In addition to having all students work with grade-appropriate texts, time will be included in literacy block for differentiated support for individual and/or small groups of students depending on their needs.

Students will:

1. Receive differentiated support depending on their needs.
2. Use formative assessments (pre/post, exit tickets, ALDS etc.) to self-monitor, take ownership of their learning and determine next steps of action.

Progress Monitoring

Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Everyday Instructional Reading	Observations, Walkthroughs	Ongoing	Teacher/Administration
Differentiated Cooperative Groups	Observations, Walkthroughs	Weekly	Teacher/Administration

Student Reflection/Goal Setting	Homeroom Conferencing	Bi- Weekly	Teacher
Department Data Cha	Meeting Minutes	Monthly	Teacher/Administration

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

School Action Plan *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 82%.

School Action Plan

Social Studies: Strategies & Programs to Support the Objectives

Central Focus: Social Studies Focus

Keeping the end in mind, create lessons based upon content standards

- Use the benchmark clarifications and content limits to inform lesson design where appropriate
 - Use Test Item Specifications to develop quality assessment items based upon benchmark clarifications and content limits (Civics and 11th United States History)
- Use resources effectively in classroom instruction and planning
 - Use textbooks, ancillary materials, FJCC, and SHEG, along with a thorough analysis of pre-selected FSA standards, for collaborative lesson planning (World History and 8th United States)
- Use engaging strategies and instructional Best Practices in lesson delivery and planning
 - Explore engaging classroom activities that support English Language Learners as well as students with general reading deficiencies for use in collaborative lesson planning (World History and 8th United States)
- Introduce instructional Best Practices and routines for lesson planning (New Social Studies Teachers)

School Focus

Targeted School-based Focus:

1. Utilizing instructional resources as a means to teach the standards through Everyday Instructional Reading with independent and group tasks as well as stations - using FSA style questioning and writing prompts.
2. By the end of the year, we expect our students to be able to use close reading strategies with primary and secondary source reading passages of varying lengths to locate support within the text for conclusions drawn in order to perform a culminating task.

Targeted School-based Professional Development:

1. Use and implementation of Social Studies Standards Resource booklets to create rigorous Text Dependent Questions (TDQs) within Everyday Instructional Reads that support the Social Studies Content
2. Use and implementation of Social Studies resources such as DBQ, Florida Joint Center for Citizenship, National Archives, Library of Congress etc.

Action Steps for Implementation

Classroom Implementation Action Steps (Teachers and Students):

Teachers will:

1. Select complex text of varying lengths relevant to the essential question for close reading activities.
2. Provide instruction which includes reading text with support, such as modeling and teacher read-aloud, for the first cold read. Following that, there will be an in-depth analysis through multiple readings for a given purpose based on the standards and the culminating task.

3. Model and guide students through text-marking and annotating strategies for primary and secondary sources including: marking text during a first read, purposeful marking to answer questions, and purposeful marking to defend and explain a position.
4. Provide varied textual sources in both primary and secondary source format during the DBQ/Close Read process and other assigned reading including: pictures, diagrams, digital resources, graphs, newspapers, propaganda posters, political cartoons, historical documents, artifacts, written text, and charts.
5. Use Item Specifications and Task Cards when creating EIR and DBQ lessons to include question types, TDQs, and domain specific vocabulary.
6. Label TDQ and FSA style questions with Depth of Knowledge levels to increase familiarity of DOK questions using strategies such as labeling questions to increase the students' cognition of the different levels of questions on the FSA.
7. Provide students with FSA style passages and provide FSA style questions relating to the Social Studies standards and objectives.
8. Work with the instructional coaches to generate FSA style questions and writing prompts.
9. Provide written rubrics and/or checklists for DBQ and FSA writing assignments.
10. Teachers will utilize maps and atlas instruction to incorporate geography within the historical curriculum.

Students will:

1. Interact with text through: audiovisual support, reading the textbook, whole group and individual reading, reading multiple complex passages, marking and annotating the text, oral/visual presentations, primary and secondary sources, and student talk.
2. Implement text marking strategies during in-depth analysis (DBQ/Close reads).
3. Participate in student talk on the topics of the close read materials prior to engaging in a written response. The discussion will be focused on the essential questions and the benchmarks. The students will listen to others' viewpoints and defend their own viewpoints.
4. Answer questions using multiple strategies such as: Bell Ringers; Read, Recall, Check, Organize; One Sentence Summaries; student talk during the DBQ/Close read process; and responding using technological tools (i.e. Plickers, Clickers).
5. Learn the meaning of new vocabulary words through direct instruction, Foldable, PowerPoint, context clues, and during the DBQ/Close read process.
6. They will demonstrate mastery of the vocabulary by using the terms in written responses..

Progress Monitoring			
Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Everyday Instructional Reading Strategies – writing through reading, student talk, purposeful text marking and annotating	Lesson plans, walk-throughs, department meetings, data-chats, PLCs, etc.	At least 3x per week - Written Response is 1x per week	Administrator, Teacher

Close reads of text that includes all parts of the CR process or DBQs/FJCC modified FSA style assessments	Lesson plans, walk-throughs, department meetings, data-chats, PLCs, etc.	1 - 2x per 9 weeks	Administrator, Teacher
Variety of Instructional Resources that focus on teaching the standards and item specifications	Lesson plans, walk-throughs, department meetings, data-chats, PLCs, etc.	Daily	Administrator, Teacher
Analyze and Evaluate a variety of media types to complete a culminating task	Lesson plans, walk-throughs, department meetings, data-chats, PLCs, etc.	1 – 2x per 9 weeks	Administrator, Teacher

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

School Action Plan

Math

District Goal:	Students shall demonstrate math proficiency at or above the expected grade level.
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Objectives:	
The percentage of all curriculum students who will make learning gains in math as defined by the State of Florida on the Florida Standards Assessment Test will be at least 75%.	
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%.	
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 90%	

School Action Plan

Math: Strategies & Programs to Support the Objectives

Central Focus: Math Focus

Use Achievement Level Descriptors (ALDs) and Item Specifications to design interactive, engaging lessons with a strong focus on student-to-student interaction

- Use math resources such as the textbook, Math Nation, Khan Academy, and technology to support the math content
- Use the ALDs and Item Specifications to create rigorous questions mirroring the FSA item types
- Use assessment data (e.g., FSA, i-Ready, formative assessments) to drive whole group instruction, differentiated activities, and spiraling tasks

School Focus

Targeted School-based Focus:

1. School-based professional development will be delivered by district.
2. Training will be facilitated to all teachers new to the OCSD including the use of standards to develop formative assessments.
3. Math professional development will be provided on instructional strategies for each of the following components of the balanced math model: fluency, routines, small groups/stations and mini-lessons.
4. Training on Imagine Math program to be received by new IM teacher in August.
5. Monthly multi-grade level PLC's.
6. In the classroom equipped with Kindle Fires and the MimioMobile software:
7. Students will, while working in small collaborative teams, and individually, find solutions to math questions, then enter their answers in the appropriate format into the MimioMobile app. Immediately following, the proper process for finding the solution will be demonstrated, and they will see a chart showing the success rate of the class.
8. Students will maintain a daily log of every problem they work, the answer they input, and the corrected process if they made mistakes.
9. During instruction, the teacher will, in real time, monitor the answers given to questions by the group as a whole, and individual student, then use that information to gauge the progress of the students, and adjust instruction to maximize learning. After instruction, the teacher will analyze the student data collected by the software, then adjust future lesson plans.
10. Students will use a variety of math practice Kindle apps to enhance basic skills, such as fraction math and basic algebra. They will also interact with appropriate Khan Academy video instruction and practice problems while in the classroom.

Targeted School-based Professional Development:

1. School-based professional development will be delivered by district.
2. Training will be facilitated to all teachers new to the OCSD including the use of standards to develop formative assessments.

3. Math professional development will be provided on instructional strategies for each of the following components of the balanced math model: fluency, routines, small groups/stations and mini-lessons.
4. Monthly multi-grade level PLC's.

Action Steps for Implementation

Classroom Implementation Action Steps (Teachers and Students):

1. Teachers will provide practice for students to develop fluency in math procedural skills such as fraction and decimal computation and one and two-step equations as well as new skills.
2. Teachers will utilize questioning techniques and interactive lessons to stimulate methodical questions and thinking during the solution process.
3. Teachers will model strategies and processes for solving problems, encouraging student questions and collaborative discussions.
4. Students will defend solution by showing and explaining their problem-solving methods.
5. Teachers will guide students to make connections between previously learned concepts and the current skill.
6. Students will identify and explain (connect) how previously learned math processes are used in their strategy for solving current grade-level problems using appropriate math vocabulary.
7. Students will identify mistakes in math solutions, explain the error, and complete the solution process correctly.
8. Teachers will routinely include spiral review questions as part of assignments.
9. Teachers will review assignments/practice and allow for student questions.
10. Teachers will provide immediate feedback on assigned problems.
11. Students will complete spiraling tasks through formative and summative assessments.
12. 7th & 8th grade teachers will incorporate iPads into classroom instruction and assessments.
13. 8th grade teacher will implement routine memorization quizzes/tests based on standardized steps for math procedures and standard base formulas.

Progress Monitoring

Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Small Group Instruction	Walkthroughs/Observations	Monthly	Teacher, Administration
Formative/Summative Assessments	Teacher	Weekly	Teacher
Spiraled Review	Walkthroughs, Data-chats, and Observations	Daily	Teacher, Administration

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

School Action Plan

Math: Strategies & Programs to Support the Objectives

ELA Levels 1 and 2 Focus

School Focus

Targeted School-based Focus:

Access and remediate foundational skills of all students in need of gaining the needed skills to perform grade level operations, with emphasis on decimals and fractions.

Targeted School-based Professional Development:

1. School-based professional development will be delivered by district Math Coach.
2. Training will be facilitated by the Math Coach to all teachers new to the OCSD including the use of standards to develop formative assessments.
3. Training on Imagine Math program to be received by IM teacher.
4. Monthly multi-grade level PLC's.
5. Recommendation for IM Accounting for Academic Gaps Due to School Closure and No Standardized Test Scores
6. IM teacher recommendation for Students attending IM during 2019-2020 school year
7. Core math course teacher recommendation based on student classroom performance.
8. Final grade below a 65% at the end of 3rd quarter from 2019-2020 school year.
9. Mid-year iReady level score.
10. Completion of the Edgenuity math course during 2019-2020 school year.

Action Steps for Remediation

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

Intensive Math (Teachers and Students):

1. Teacher will model solving fraction-based problems, using step-by-step methods and “think aloud” to show students proper mathematic operation and thinking processes.
2. Students will explain each step as they independently solve fundamental math problems using standard algorithms.
3. Teacher will administer a skills assessment at the end of first semester to analyze the student's progression.
4. Teacher will facilitate student math-rich discussions during small and/or whole group instruction
5. Students will engage in math-rich discussion during small and whole group opportunities.

6. Students will practice basic arithmetic skills weekly, until fluency is proven, using teacher made practice Apps that provide immediate feedback.
7. Students will engage with the Imagine Math remediation program several days per week. Students will maintain an activity log for each lesson.

Progress Monitoring			
Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Spiraled Review	Walkthroughs, Lesson Plans, and Observations	Daily	Teacher
Formative Assessments	Observations, Walk-Throughs	Weekly	Teacher/Administration
i-Ready	PLC and Data Chats	Monthly	Teacher/Administration

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

School Action Plan

Math: Strategies & Programs to Support the Objectives

Pandemic Math Instructional Gaps Focus

School Focus

Targeted School-based Focus:

Identify and target any learning gaps caused by the COVID-19 Pandemic

Action Steps for Implementation

Classroom Implementation Action Steps (Teachers and Students):

1. 5th, 6th, and 7th grade core math teachers identify standards not taught (classroom instruction) in the 1st-3rd quarters of the 2019-2020 school year.
2. End of year grade level skills test for the course completed by the student during the 2019-2020 school year during the first week of the 2020-2021 school year. Sources; envision Florida Mathematics Readiness Assessments and Topic Assessments, IXL Real-Time Diagnostic, self-made core benchmark skills assessments, etc.
3. Teacher developed lessons to build low skill performance based on standards identified by previous year's teacher and skills assessments during the beginning of the 2020-2021 school year.
4. Teachers will provide practice for students to develop fluency in math procedural skills such as fraction and decimal computation and one and two-step equations as well as new skills.
5. Teachers will utilize questioning techniques and interactive lessons to stimulate methodical questions and thinking during the solution process.
6. Teachers will model strategies and processes for solving problems, encouraging student questions and collaborative discussions.
7. Students will defend solution by showing and explaining their problem-solving methods.
8. Teachers will guide students to make connections between previously learned concepts and the current skill.
9. Students will identify and explain (connect) how previously learned math processes are used in their strategy for solving current grade-level problems using appropriate math vocabulary.
10. Students will identify mistakes in math solutions, explain the error, and complete the solution process correctly.
11. Teachers will routinely include spiral review questions as part of assignments.
12. Teachers will review assignments/practice and allow for student questions.
13. Teachers will provide immediate feedback on assigned problems.
14. Students will complete spiraling tasks through formative and summative assessments.
15. 7th & 8th grade teachers will incorporate iPads into classroom instruction and assessments.

16. 8th grade teacher will implement routine memorization quizzes/tests based on standardized steps for math procedures and standard base formulas.

Progress Monitoring			
Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Spiraled Review	Walkthroughs, Lesson Plans, and Observations	Daily	Teacher
Formative Assessments	Observations, Walk-Throughs	Weekly	Teacher/Administration
iReady	PLC and Data Chats	Monthly	Teacher/Administration

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

School Action Plan *Science*

District Goal:	Students shall demonstrate science proficiency at or above the expected grade level.
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Objectives:
The percentage of 8 th grade students who will be proficient in science as defined by the State of Florida on the Statewide Science Assessment (SSA) will be at least 81%.

School Action Plan

Science: Strategies & Programs to Support the Objectives

Central Focus: Science Focus

Keeping the end in mind, use Standards and Item Specifications to design interactive and engaging 5E Science lessons

- Engaging whole group, cooperative group, and station learning opportunities with an emphasis on student-to-student interactions
- Use assessment data (e.g., iReady, SSA, Study Island, formative assessments) to drive the whole instruction, differentiated activities, and spiraling tasks that place a strong focus on student-to-student interactions

School Focus

Targeted School-based Focus:

Create Text Dependent Questions that support science content and standards.

Targeted School-based Professional Development:

1. iPads for use in the classroom
2. New textbook resources

Action Steps for Implementation

Classroom Implementation Action Steps (Teachers and Students):

1. Students will use every day instructional reading procedures when reading scientific texts, charts, graphs, and sources for information to include text marking/highlighting and notes.
2. Students will use domain specific or higher level vocabulary in oral or written responses.
3. Students will generate and test hypotheses according to grade level expectations and standards-based instruction.
4. Teachers will establish small groups for the purpose of laboratory investigations, student-led discussions, and conducting science experiments.
5. Teachers will assign vocabulary and comprehension activities to enhance student understanding of domain-specific or higher level vocabulary.
6. Teachers will post learning objectives on the board written as “The student will” statements that clearly defines the standard(s) being studied to help guide instruction.
7. Teachers in grades 6th, 7th, and 8th will collaborate SSA standards for 8th grade review.
8. 8th grade students will rotate to individual core areas for intensive subject-area review.
9. Teachers will utilize iReady test results from the beginning and end of the school year to determine growth and or mastery of standards.
10. Teachers will use publisher based and/or Study Island testing for comprehension of standards covered at least two times per year. (5th grade and 8th grade)

Progress Monitoring			
Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Utilize Formative Assessment	Teacher Grading	Daily	Teacher
Data Chats	Data and discussion	Monthly	Admin and Teacher
Department Meetings	Notes and Minutes	Monthly	Teachers
Study Island	Grading and Reports	Weekly	Teacher
Hands-on Activities	Walkthroughs, Observations, Progress/Data Chats	Monthly	Admin and Teacher

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

School Action Plan

Science: Strategies & Programs to Support the Objectives

Pandemic Science Instructional Gaps Focus

School Focus

Targeted School-based Focus:

Identify and Target any learning gaps caused by the COVID-19 pandemic

Action Steps for Implementation

Classroom Implementation Action Steps (Teachers and Students):

- Academic gaps will be determined by previous grade teachers as they know what was not covered in the curriculum of the last 9 weeks of school. Once content missed is determined it will be incorporated into the 1st quarter along with current grade content standards
- Daily and weekly assessment both formative and summative will be utilized to determine what students require remediation. Students will be placed in small groups for remediation of content as needed.
- Study Island will be utilized to cover/review content missed the last 9 weeks of school. (5th and 8th grades only as it's not available for 6th, or 7th grades)
- Pacing will need to be quicker than usual the 1st 9 weeks of school as to cover content missed and Nature of Science in the same 9 week period.

Progress Monitoring

Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Utilize Formative Assessment	Teacher Grading	Daily	Teacher
Department Meetings	Notes and Minutes	Monthly	Teachers/Administration
Study Island	Grading and Reports	Weekly	Teacher

Evaluation Following Mid-Year Data

Evaluation of Targeted School-based Focus & Implementation:

Refinement of Targeted School-based Focus:

Title I Schools

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

Specific strategies for increasing Family Engagement (including those who have limited English proficiency, those with disabilities, and those with migratory children). How will implementation of these strategies be monitored and by whom?
**Note: Per ESSA a school district may receive Title I funds only if: it conducts outreach to all parents and family members; plans and implements programs, activities, and procedures to involve parents and family members in Title I Programs.*

Plans for assisting Preschool children in the transition from Early Childhood Programs to local Elementary Programs (Preschool Transition Strategies) and Elementary to Middle School transition strategies, or Middle to High School transition strategies. How will this plan be implemented, monitored, and by whom?

Describe supplemental specialized instructional support services (Title I Remediation), counseling, school-based mental health programs, mentoring services, and other strategies to improve students' skills outside the academic subject areas.



Accreditation Page

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

Strategic Plan Focus Area: Improving and Advancing Student Achievement	Cognia Performance Standards related to this Focus Area
<ul style="list-style-type: none">• 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	<p>Leadership Capacity Domain</p> <ul style="list-style-type: none">1.1 The system commits to a purpose statement that defines beliefs about teaching and learning, including expectations for learners.1.2 Stakeholders collectively demonstrate actions to ensure the achievement of the system’s purpose and desired outcomes for learners.1.3 The system engages in a continuous improvement process that produces evidence, including measurable results of improving student learning and professional practice. <p>Learning Capacity Domain</p> <ul style="list-style-type: none">2.1 Learners have equitable opportunities to develop skills and achieve the content and learning priorities established by the system.2.5 Educators implement a curriculum that is based on high expectations and prepares learners for their next levels. <p>Resource Capacity Domain</p> <ul style="list-style-type: none">3.2 The system’s professional learning structure and expectations promote collaboration and collegiality to improve learner performance and organizational effectiveness.



Accreditation Page

Accreditation Standards

1. Leadership Capacity
2. Learning Capacity
3. Resource Capacity

Strategic Plan Focus Area: Learning and Working in a Safe and Productive Environment

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

Cognia Performance Standards related to this Focus Area

Leadership Capacity Domain

- 1.4 The governing authority establishes and ensures adherence to policies that are design to support system effectiveness.
- 1.7 Leaders implement operational processes and procedures to ensure organizational effectiveness in support of teaching and learning.

Learning Capacity Domain

- 2.2 The learning culture promotes creativity, innovation, and collaborative problem-solving.
- 2.3 The learning culture develops learners' attitudes, beliefs, and skills needed for success.
- 2.9 The system implements processes to identify and address the specialized needs of learners.
- 2.12 The system implements a process to continuously assess its programs and organizational conditions to improve student learning.

Resource Capacity Domain

- 3.7 The system demonstrates strategic resource management that includes long-range planning and use of resources in support of the system's purpose and direction.
- 3.8 The system allocates human, material, and fiscal resources in alignment with the system's identified needs and priorities to improve student performance and organizational effectiveness.

The Okaloosa County Board of Education establishes policies and practices that promote effective instruction, assessment and support for all students. These documents guide our decision making.

Our school motto, "A little school with a big heart" continues to accurately portray the students and faculty at Lewis.

Through the cooperation of the OCSD Okaloosa County Sheriff's Office, a School Resource Officer is provided. We continue to collaborate with law enforcement to provide the safest school environment possible.

The primary priority of our school is to maintain a positive and productive working and learning environment.

All classrooms are equipped with education technology (i.e. projectors, mimios, iPads, Chrome Books and laptops to enhance learning.)

School district safety and health inspections will ensure we maintain a safe facility.