

Date Submitted:

Dates of Revision:

School Performance Plan 2020-2021



School Name: MARY ESTHER ELEMENTARY

Legend

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

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 \$550 will primarily be used for: Updating books in our Library.

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
Mr. Jason McClelland	Principal
Mrs. JulieAnn Smith	Assistant Principal
Ms. Kay Mason	Math Instructional Coach
Ms. Krista Millhouse	ELA Instructional Coach
Ms. Sara LaBorde	Title I Math Teacher
Ms. Amy Ketler	Title I ELA Teacher
Ms. Catherine Payne and Ms. Terri Hudgens	Kindergarten Teachers
Ms. Valene Cain and Ms. Dianne Cook Branham	First Grade Teachers
Ms. Lindsay Rodrigue and Ms. Jan Fendrick	Second Grade Teachers
Ms. Patti Dean and Ms. Kim Purvis	Third Grade Teachers
Ms. Diane Weech and Ms. Veronica Ballard	Fourth Grade Teachers
Ms. Jaleigh Raya and Ms. Debra Stacy	Fifth Grade Teachers

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

On May 2nd the administration met with our two instructional coaches (math and ELA) to discuss areas of focus for the 2020-21 School Performance Plan. Administration had previously determined that, based on feedback from the District and Administration Walkthroughs, the primary area of focus for the 2020-2021 school year would be differentiation in small groups. The administration believes that based on what was seen in the walkthroughs, as well as the focus areas of the two previous years' SPPs, combining differentiation and small groups as a focus for the 2020-2021 school year's School Performance Plan would be a logical way to not only sequence these previous areas of focus, but would also be wise because of school closures during the last nine weeks of the 2019-2020 School Year. Anticipating that student attendance during the 2020-2021 SY will be somewhat fluid, differentiation in small groups will help meet students where they are at and will assist in addressing gaps in learning.

On June 2nd the administration team met with the ELA SPP team and then on June 3rd met with the Math SPP team. As part of the process for each of the days, administration shared with teachers the area of focus and rationale. Teachers then met in grade bands to review the current (2019-2020) SPP for what would need to be deleted and what would need to be added in order to address the area of focus for the 2020-2021 SY. After the grade bands shared out, teachers then met to discuss the Pandemic Instructional Gaps Focus Section of the SPP. Teachers spent time discussing their concerns and recommendations, as well as worked as a team to develop this section.

During the summer, administrators met to look over drafts of the SPP, as well as consult with the new guidance counselor, the Title Teachers, and the ELL interpreters for particular sections of the SPP.

Normally, the SPP would also look at Spring data to create particular areas of focus. In lieu of the lack of this data, the SPP team discussed how important baseline data would be this year in order to use this data as an ongoing tool for instruction as well as to possibly make adjustments to the SPP as teachers and coaches and administrators meet during the school year.

The SPP will be shared during pre-planning meetings and in grade-level meetings in September.

School Profile

Mary Esther Elementary is a public school located at 320 Miracle Strip Parkway in Mary Esther, Florida, Okaloosa County and was established in 1965. We prepare all students for the next step in their education, in order to empower each of them to make positive change in their culture, community and the world. At Mary Esther Elementary, we know our teachers are the building blocks to our students' education, and they are the foundation for each student's steps toward success. Our school is a community comprised of parents, students, teachers, non-instructional personnel, community members, members of the Armed Forces, volunteers, and mentors. We all make up a positive school that will assist our families in any way possible. Mary Esther Elementary has a diverse student population representing the surrounding community. Of the students currently registered, 1 percent are Asian, 25 percent are Black, 15 percent are Hispanic, 18 percent are multi-racial, and 40 percent are White.

With a student population of 63 percent receiving free and reduced lunch, Mary Esther Elementary is a Title I school, eligible for and utilizing funds to specifically target academic instruction for our at risk students. Eligible students receive support through in-class support, specifically targeted intervention, and continuous monitoring through our MTSS process. Title I teachers as well as assistants provide support and remediation for eligible students.

Approximately 15 percent of our students are eligible for ESE services, including services to language, specific learning disabilities, other health impaired and varying exceptionalities. We have two Pre-K Disabilities classrooms, as well as a self-contained classroom for students Kindergarten through second grade with varying exceptionalities. Our ESE students receive support through in-class strategies, pullout support, and assistance from non-instructional personnel. Approximately 8 percent of our students are eligible for support as English Language Learners, and receive pullout and in-class support to access English as another language.

Understanding education is multi-faceted; Mary Esther Elementary remains committed to providing an education in the arts, with high quality music program. Every student is exposed to the arts every week on a grade appropriate basis and encouraged to explore this mode of intellectual expression.

Parent and Community Awareness

Mary Esther Elementary School
Okaloosa County School District

Summary of Results for Parent Satisfaction Survey

Okaloosa County School District is committed to creating a great place for students to learn, teachers to teach, staff to work, and for parents to send their children to receive a great education. To build on this commitment, the leadership of the school district gathers and analyzes data on essential goals and measures, including Employee Engagement and Parent Satisfaction. The district continues its journey of excellence using Employee Engagement and Parent Satisfaction goals aligned to strategic actions and appropriate progress monitoring measures based on the Evidence-Based LeadershipSM framework. The leadership of the district maintains a focus on data to identify gaps, take action, and follow through to ensure continuous improvement.

The Parent Satisfaction Survey was administered to all parents/caregivers with a child in the school district to assess the level of satisfaction parents have with their child's school. Collecting feedback from parents/caregivers allows leaders to recognize the good work that many school leaders, teachers, and staff accomplish every day, and to identify gaps in performance that should be addressed.

This report provides an overview of the findings for the Spring 2020 survey administration for Mary Ester Elementary School.

School-Level Summary

- ▶ A total of **18** parents/caregivers of a child/children attending this school provided feedback during the current survey administration.
- ▶ The school's overall mean (Items 1-17) was **4.17**, using a scale of 1 to 5.

District-Level Summary

- ▶ A total of **3,766** parents/caregivers across the district provided feedback during the current survey administration.
- ▶ The district's overall mean (Items 1-17) was **4.17**, using a scale of 1 to 5. About 50% of all response choices were in the "Strongly Agree" category or "Top Box."

“Top Box Percentage” is the percentage of parents/caregivers who select the “Strongly Agree” option indicating that they are *most positive*. Research suggests a difference in the loyalty of people who indicate that they are extremely satisfied (i.e., “Strongly Agree”) compared to those who are just satisfied (i.e., “Agree”) when rating their experience or engagement. In this way, top box scoring provides more focused data to better understand parent satisfaction and loyalty.

School-Level Results

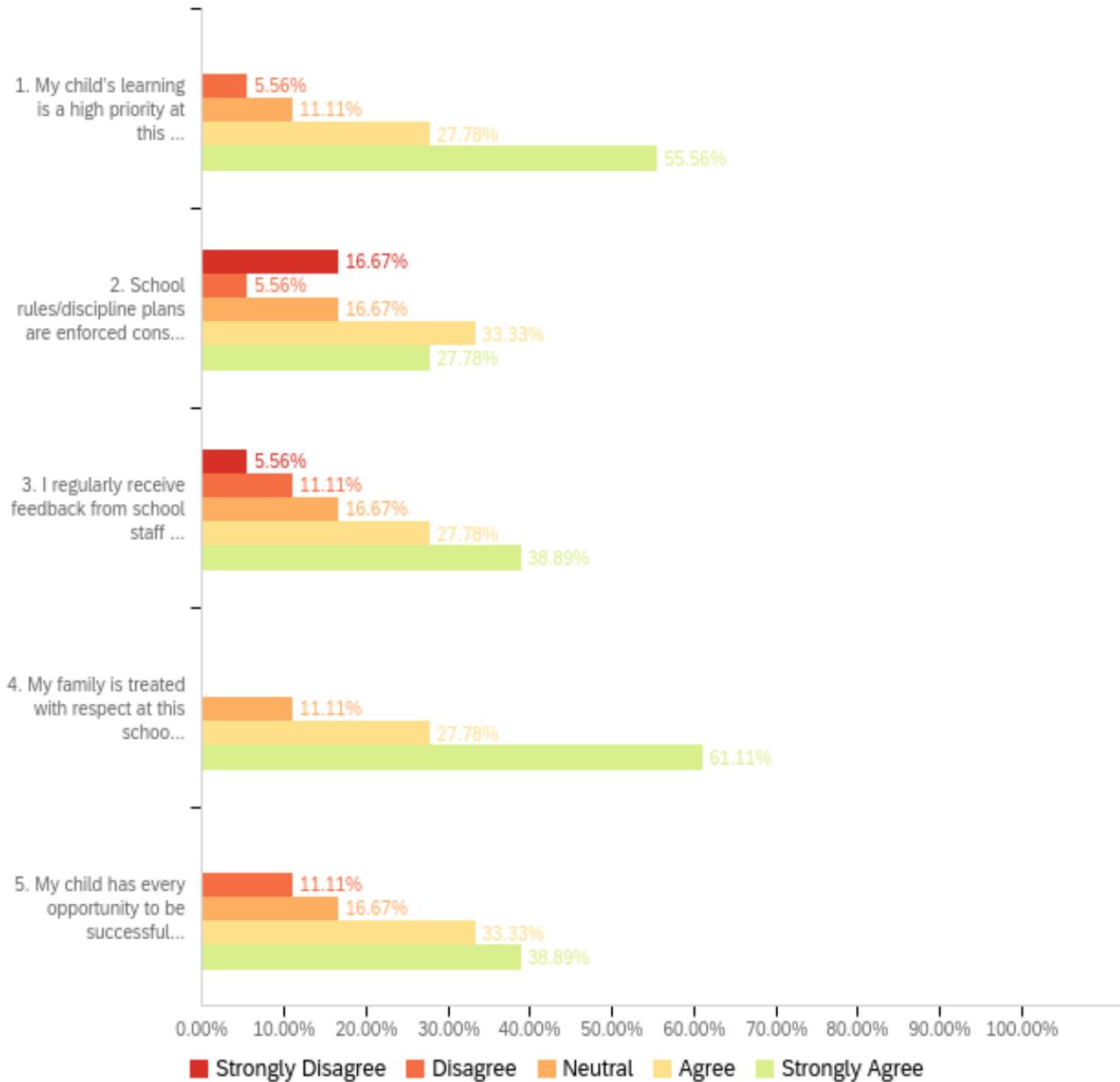
On the following pages, Tables provide the item means, number of responses per item, top box percentage, and frequency distribution of response categories; as a complement to Tables providing the frequency distribution of response categories, bar charts provide a visual presentation of the frequency distribution. Verbatim comments to the open-ended response items are found at the end of the document.

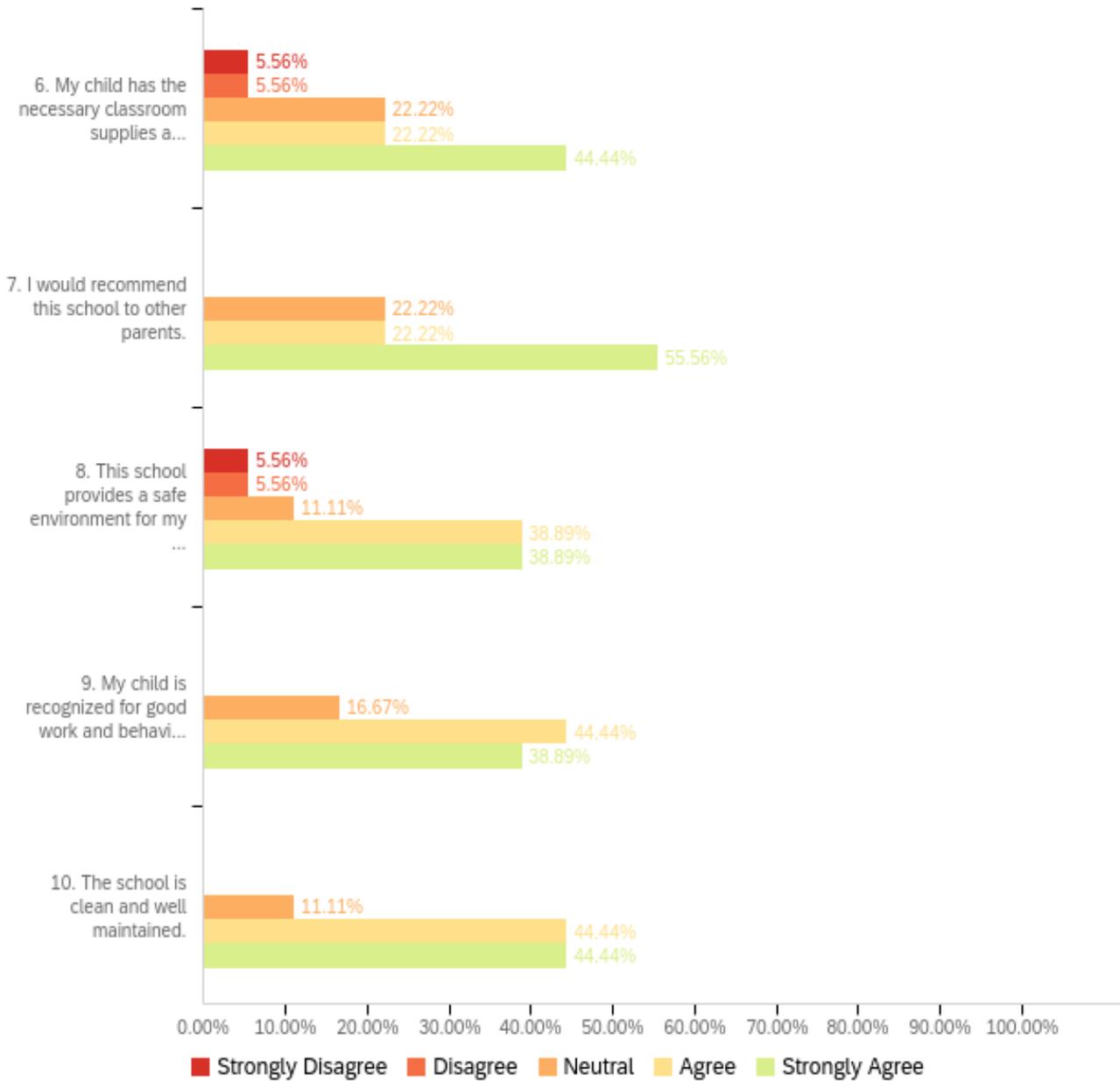
Benchmark Items

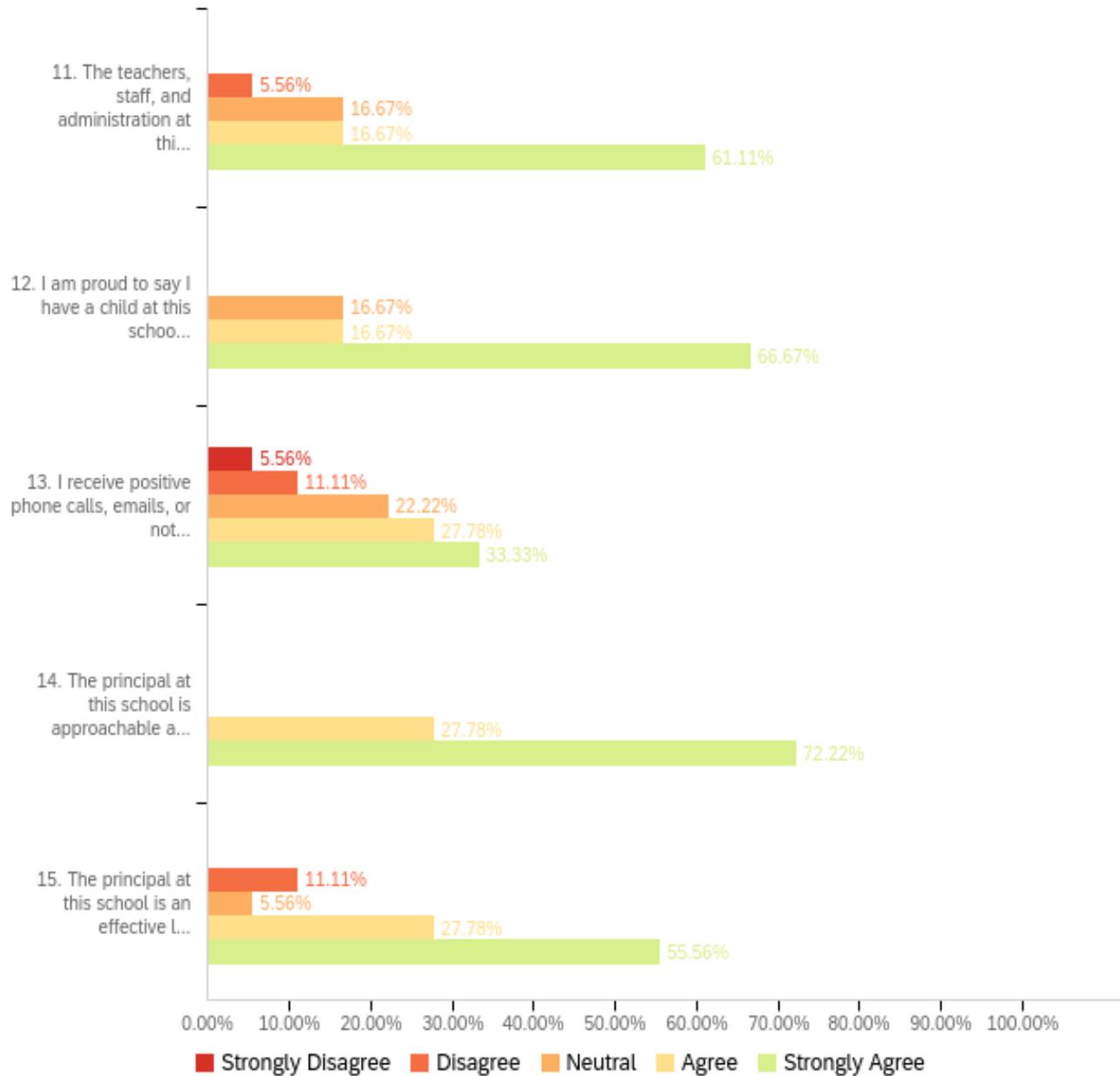
	Mean	Count	Top Box
1. My child's learning is a high priority at this school.	4.33	18	55.56%
2. School rules/discipline plans are enforced consistently at this school.	3.50	18	27.78%
3. I regularly receive feedback from school staff on how well my child is learning.	3.83	18	38.89%
4. My family is treated with respect at this school.	4.50	18	61.11%
5. My child has every opportunity to be successful at this school.	4.00	18	38.89%
6. My child has the necessary classroom supplies and equipment for effective learning.	3.94	18	44.44%
7. I would recommend this school to other parents.	4.33	18	55.56%
8. This school provides a safe environment for my child to learn.	4.00	18	38.89%
9. My child is recognized for good work and behavior at this school.	4.22	18	38.89%
10. The school is clean and well maintained.	4.33	18	44.44%
11. The teachers, staff, and administration at this school demonstrate a genuine concern for my child.	4.33	18	61.11%
12. I am proud to say I have a child at this school.	4.50	18	66.67%
13. I receive positive phone calls, emails, or notes about my child from the school.	3.72	18	33.33%

14. The principal at this school is approachable and reachable.	4.72	18	72.22%
15. The principal at this school is an effective leader.	4.28	18	55.56%

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
1. My child's learning is a high priority at this school.	0	1	2	5	10	18
2. School rules/discipline plans are enforced consistently at this school.	3	1	3	6	5	18
3. I regularly receive feedback from school staff on how well my child is learning.	1	2	3	5	7	18
4. My family is treated with respect at this school.	0	0	2	5	11	18
5. My child has every opportunity to be successful at this school.	0	2	3	6	7	18
6. My child has the necessary classroom supplies and equipment for effective learning.	1	1	4	4	8	18
7. I would recommend this school to other parents.	0	0	4	4	10	18
8. This school provides a safe environment for my child to learn.	1	1	2	7	7	18
9. My child is recognized for good work and behavior at this school.	0	0	3	8	7	18
10. The school is clean and well maintained.	0	0	2	8	8	18
11. The teachers, staff, and administration at this school demonstrate a genuine concern for my child.	0	1	3	3	11	18
12. I am proud to say I have a child at this school.	0	0	3	3	12	18
13. I receive positive phone calls, emails, or notes about my child from the school.	1	2	4	5	6	18
14. The principal at this school is approachable and reachable.	0	0	0	5	13	18
15. The principal at this school is an effective leader.	0	2	1	5	10	18







What is working well at your child's school?

All is good. I love this school.

Everything we have no problem with school.

communication

Positive community feel, students responsible for own behavior with rewards/ incentives for doing well, generally staff are involved & caring.

Love our teachers this year. Ms. Dean and Ms Ballard are awesome at what they do!!

The start of Thunderbucks program, remediation,

The PE program is amazing! Both coaches are awesome at their jobs. They actually do lessons with the kids. Parent volunteering is easy to come by. Parents seem to be always welcomed. The front office always has a smile and very welcoming.

Ms. Raya and Ms. Stacy are the epitome of incredible teachers they are constantly doing the best for their students to strive for their best.

What areas at your child's school could be improved?

Playground

I wish they would offer assistance (example tutoring) to students before they are at the point of completely failing. If they are struggling why not help them at the beginning of the school year rather than wait until the end when everyone is trying to rush to push the struggling child through the system.

Classroom enrichment for kids working above grade level (instead of busy work), focus on positive communication with parents- generally only hear when there's a problem, higher level books especially nonfiction in "media center", better communication/ control with bus system

We need more space for activities.

Discipline of severe behavior problem students.

Communication over all and being actively available on all media in a timely manner and more about events and students. They could use a more professional SRO, it would set a better tone. Maybe some classroom control training would help.

The STP and discipline area could use some work. If a student gets sent to the office with a referral they should automatically get spoken to and sent to STP for the rest of the day. If they get kicked out of there than they need to be picked up and sent home.

Communication would be great. Make if sure my child's 504 plan is followed without me reminding them. The cafeteria is a joke. The children are crammed into a small space with 50-100 kids. Music class is a joke. They literally sit there or goof off. No learn is being done STP is a complete mess. The children are learning absolutely nothing from their poor actions. They do their time and get placed back into the classroom where they either hurt another student again or cause a distraction with interrupts the classroom learning for the rest of the students. If there is going to be a social media for the school it needs to be actually used for information of upcoming events. It's used mostly for the title one classes. It's extremely rare for there to be actual information.

I am always disappointed to NOT ALWAYS see a Sheriff's car parked (in the median) next to the car pickup line entrance. There are several constant speeding cars down Highway 98.

Is there anyone at your child's school that you would like to recognize for good work?

Principal Mack, Miss Holland, Miss Thompson, Officer Patrick

The entire school staff and police

Mrs. Morris (speech teacher) is amazing and always helps and goes above and beyond for her students. I know she genuinely cares about my children.

Deputy Patrick, Okaloosa SRO: genuinely loves being at the school, interacts with the kids & cares about their safety/ well being, sets up a healthy example of how law enforcement looks out for citizens Mr. Chase Hilyer: outstanding & dedicated teacher & coach for Thunderbots team. Goes out of his way to remember & greet students not under his responsibility Ms. Veronica Ballard: one of the sweetest & most patient teachers I've ever met, treats each student like he/she was her own child

Mrs. Carlstrom

Ms. Dean and Ms. Ballard.

Ms. Ketter, Mrs. LaBorde, 2nd grade teachers, Mrs. Smith

Most of the teachers and staff truly do care about the students.

I would love to recognize Mrs Raya. She is my sons 5th grade teacher and she goes above and beyond for all her students. She reaches out to parents when needed and always has the best personality.

The PE coaches Mrs Ballard. Her hard work is always over looked. The vice principal Ms Smith. It's her first year at the school. I feel she's trying to make some great changes but hits some road blocks on the way. She's very honestly when asked a question.

Ms Raya.

Parent and Community Awareness

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

Relationships are important. Fourteen out of eighteen families feel that this school is a safe place for their child. Sixteen out of eighteen families feel that they are treated with respect. Fifteen out of 18 feel that their child(ren) are recognized for their good work and behavior at this school. In part we feel that the beginning implementation of “Thunderbucks” as a Positive Behavior Reward and the Staff and Faculty recognition as we implemented the District theme “Everyone is Important” and our Munchkin Mobile was a way for students, faculty, and families to see that Everyone Truly Is Important to Mary Esther Elementary. All 18 parents feel that the school principal is approachable and reachable. Fourteen out of 18 parents feel that the teachers, staff, and administration demonstrate a genuine concern for their child. Fifteen out of 18 parents surveyed said they are proud to have their child attend this school. We want our parents to feel that this school is a part of their community and that the community is bettered by what is occurring here at Mary Esther Elementary School.

Academics are important. Out of the 18 families that responded, 15 parents either agree or strongly agree that their child’s learning is a high priority at this school. Thirteen out of 18 families feel that their child has every opportunity to be successful at this school. The bedrock of our existence is to educate students and the majority of parents are feeling that what we are doing is working for their child(ren).

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

Again, Relationships are important. Many of the parents did not respond to the survey. Only 18 families responded. Even though we made parents aware of the survey, in person and via social media, we still have a long way to go in partnering with our families. This is evident by some of the responses: a common theme is consistency: grading, academics and discipline. In order to bring our parents “on board” this year, we need them to see our school as a safe place for their children and a place that is consistent in our actions. This is more than important than ever as we are still in the midst of the COVI pandemic and families are worried over the safety and academic of their children.

Many parents stated that they felt that communication could be better. This surprised some of our faculty because teachers felt that they were on Class Dojo with parents multiple times a day, posting on Facebook, using folders as a communication tool. If parents do not feel that communication is working, now during the pandemic we need to find ways to partner with our families. Teachers also agreed with this as we met during the creation of the SPP and the process to create a plan moving forward for Mary Esther Elementary School.

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

Communicating with parents became essential during the last nine weeks of the 2019-2020 school year. Mary Esther teachers and staff had to learn to communicate with parents and community members in new ways. Teachers learned how to Zoom, work via Microsoft Teams, Google Classrooms, Dojo messages & videos, and to blend learning.

Some Mary Esther teachers were really excited to work with parents as an education team as parents had to help teach from home. As the 2020-2021 school year begins, this will possibly be an important pairing (parent and teacher) as co-teachers who will need to work in conjunction with one another. Communication between home and school will be essential. As teachers met with administration, the majority of MEES teachers stated that they felt that they are able to communicate with families in new and better ways.

During the June SPP team meetings, teachers emphasized the importance of establishing rapport with students as soon as possible at the beginning of the 2020-2021 SY, as well as good communication with parents. Teachers wanted to make sure that relationships were a key focus of the discussions that occurred with one another, with parents and families, and with students.

Facebook (Friends of Mary Esther Elementary), the MEES School website, Class Dojo, and emails are several of the ways that parents are encouraged to be involved in what is occurring here at Mary Esther. MEES also communicates with parents in more traditional ways: Folders sent home, the Marquee, Orientation, Science Night, family activities, newsletters, phone calls, emails, SAC meetings, etc. Administration and Staff are continually looking at how this will look different during the 2020-2021 SY.

School Action Plan

ESSA Subgroup: Strategies & Programs to Support the Objectives

ESSA Subgroup Focus

Subgroup: Students with Disabilities

School Focus

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

Because of the school closure at the end of the 2019-2020 school year, many of our students did not receive the normal interventions that they normally would receive, for a myriad of reasons. Many of our students had to move during this time, parents did not have access to online resources, parents lost employment, etc. Because some of our Students with Disabilities will need additional supports during the 2020-2021 SY, these students will also benefit from instruction that addresses students' particular learning needs and teachers will find it necessary to include **differentiation in small groups**.

What are we doing to target this subgroup?

Our school-wide focus is the effective and purposeful use of **differentiation during small group instruction**. One of the comments we received in the Parent Satisfaction Survey was directed toward our instruction of gifted students. We want to look at ways we can tailor instruction for individual students and had even made some changes in regards to student placement at the end of the third nine weeks last year.

Teachers will utilize **differentiated groupings** during small group mini-lessons based on student assessment data. Grade-level Teams will meet monthly to target specific students, based on data, in order to plan for next steps and recommendations for students. Our ESE teacher will also be a part of MTSS meetings with teachers, guidance, and staffing specialist to determine strategies for intervention. When targeting our ESE population, we are going to incorporate common planning with ESE strategies and accommodations. Parents and students will be involved in the Quarterly IEP goals- creation and monitoring.

In our VE class, students will be using the enCore program that aligns assessments with IEP goals. The enCore program will address Reading/ELA, Math, Science, Social Studies and Social Skills. Instruction will be aligned to the student's IEP goals in order to add an additional layer to the individualized instruction that will occur in these classes. In addition, the VE and Pre-KD teachers will be implementing the new online curriculum: Unique Learning System. Instruction and Assessments will be aligned to the Access Points and/or Sunshine State Standards. Because students are on individualized plans, in some instances, depending on the needs of the students, one-on-one instruction will occur. As teachers work with students in the classroom setting, cuing, picture cards, wait time, prompting, and other best practices will be used.

Teachers will use SIPPS to assess students' needs and to Target areas of focus with students as a resource for small group.

Teachers will work with students to create behavior plans and to incorporate positive behavior rewards. As a part of this process, Mary Esther will be utilizing PBIS this school year.

Teachers and our ESE resource teacher will utilize the iReady toolbox to pull lessons to be differentiated in small groups. Additionally, the instructional coach will meet with these teachers to create differentiated lessons for small group in conjunction with the Learning Progressions, the iReady and other data, and results from formative assessments.

Targeted School-based Professional Development:

PBIS- a group of teachers have already attending a half day training on PBIS. Ongoing training will occur over the course of the school year.

The ESE teachers, paraprofessionals, and assistants will receive ongoing training in conjunction with the staffing specialist regarding PMPs, IEPs and creating goals for the IEP.

The new VE program which we adopted last year will also necessitate opportunities for additional Professional development. Teachers will also be trained on the newly purchased online program: ULS.

Embedded in our school based PD will be ways to incorporate ESE accommodations, strategies, and formative assessment through:

- 1.) Multi-sensory reading instruction: MaxScholar
- 2.) Use of manipulatives to differentiate instruction
- 3.) Modeling
- 4.) Small group, differentiated instruction
- 5.) Standards-Based Stations – and what those “individual” stations will look like during the 2020-2021 school year and beyond
- 6.) Use of ALDs and LPs as both a part of small group, individual, and differentiated instruction
- 7.) Use of iReady toolbox to differentiate lessons.**

Action Steps for Implementation

Classroom Implementation Action Steps (Teachers and Students):

Differentiation in Small groups- in order to differentiate in small groups, teachers will meet with the ESE teacher and the instructional coach to determine not only where students are- through the use of data and results of assessment, but also where students need to go, and HOW to get students where they need to be. Teachers will work with the Instructional Coach and the ESE teacher to analyze results from data and then use that data to create targeted and differentiated lessons. Teachers will use

the Learning Progressions to create a “map” for students to progress through in conjunction through their learning plan created in iReady.

Meeting students’ individual needs through use of MTSS and IEPs. **Meeting students’ needs through the use of Learning Progressions and/or ALDS. Meeting students’ individual needs through the use of implementing the iReady toolbox.**

Encouraging Students to ask for accommodations with 4th & 5th in order to become an active part of their instructional plan

Purposeful use of questions- differentiation questions, using Access Points, Standards, ALDS and LPs to create differentiated questions

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

- Spiraled Stations
- Use of ALDs and LPs
- Small Group
- Differentiation
- Use of multisensory strategies
- enCore and ULS with VE students

Progress Monitoring			
Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Differentiation in Small group Instruction	Walkthroughs, conferences with teachers	ongoing	administration
Use of Positive Behavior (PBIS) Supports	Rewards systems used by teachers, walkthroughs, conferences with teachers, office referrals	ongoing	administration and PBIS team
Formative Assessment and subsequent data to inform instruction	Data, Data Teams, MTSS, IEPs, walkthroughs, conferences with teachers	ongoing	administration and staffing specialist as needed to support
Individualized Plans for students based on Tier 3 Remediation(s)	Data Chats, Walkthroughs, MTSS meetings and notes	ongoing	administration and MTSS team as needed to support
Differentiating student instruction through the iReady tool box	Data chats, collaboration with the Title teachers, collaboration with instructional coach	ongoing	administration
Differentiating Instruction through LPS/ALDS	Data chats, collaboration with the ESE teacher, collaboration with instructional coach	ongoing	administration

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 60%.	
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 50%.	
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%	

School Action Plan

ELA: Strategies & Programs to Support the Objectives

Central Focus: ELA Focus Kindergarten- Grade 2

Keeping the Balanced Literacy Model in mind, use the ELA Foundation Standards and data (e.g., MAP, Max Scholar, iReady, formative) to create lessons

- Collaboratively develop targeted, engaging multi-sensory phonemic awareness and phonics lessons for use within the Balanced Literacy Model
- How to use Max Scholar in a blended learning environment for identified students
- Use data (e.g., MAP, iReady, Max Scholar, and formative) to collaboratively plan whole group mini-lessons, small group instruction, and stations

School Focus

Targeted School-based Focus:

Designing **differentiated small group instruction** for students in order to purposefully remediate struggling students, to address gaps in learning from school closure during the 2019-2020 SY, to supplement what is occurring during DIB, and to enrich the learning of our high achieving students who may need additional challenges, as seen in our data and our parent survey. Additionally, what is occurring in DIB will be a support for iReady.

Sequencing instruction to accommodate for loss of instruction during the school closure through spiraling and vertical alignment (in some cases backwards vertical alignment). This necessitates teachers looking at the Standards and Learning Progressions very closely in order to plan **small-group instruction that is differentiated for each student**. Teachers plan on holding three sessions of professional development and collaborative planning in the Fall of 2020.

Targeted School-based Professional Development:

In late August and early September, the focal point will be a three-pronged approach to create meaningful learning opportunities for students: obtaining data from baseline assessments, determining gaps in learning from 2019-2020 SY, and to create **differentiated** small group instruction based on the Standards. Teachers will work with the ELA instructional coach to determine learning progressions as it relates to their data. During the month of September, teachers are going to be given an opportunity to look at the Standards, the use of iReady, and Learning Progressions. Teachers will work with the instructional coach and their grade-level cohorts to create lessons for small group instruction based on data. Teachers also plan on working with teachers from students' previous year grades, not only for spiraling purposes, but to also address gaps in instruction. Teachers will work on vertical alignment and spiraling. Teachers will use the new pacing guides to plan collaboratively with one another and the Instructional Coach. Teachers will be trained on mySchool Online. Teachers will implement mySchool Online with fidelity and uniformly so that it matches the District plan.

In October, school-based professional development will focus on supplementing what Teachers previously did with the small group portion of the Balanced Literacy model and adding how to differentiate what is occurring in small groups to target remaining gaps in

learning. Purposeful use of resources, such as iReady toolbox items, data, and formative assessments to differentiate instruction in small groups will also be addressed with the ELA instructional coach and in grade-level meetings.

In November, school-based professional development will focus on the intentional use data from formative assessments and iReady to create differentiated small group lessons. Teachers will re-visit their data from September's assessments as well as the targeted data groups they created in August/September. Teachers will create lessons that engage students with increasingly complex text, using differentiation and comprehension & vocabulary strategies in small groups.

In December, the focus will be on spiraling Standards in small groups as well as revisiting the LPs and vertical alignment. During PD in December teachers will have the second and third (of three) vertical alignment meetings. As a result of these meetings, additional planning will occur, as well as opportunities for grade-level professional development with the ELA instructional coach.

In January, teachers will utilize the new pacing guides to complete a plan for second semester that includes how differentiation small groups will be used for instruction of particular Standards and LPs. Teachers will look at mid-year data in order to determine next steps, rearrangement of groups, as well as modify ways that teachers are differentiating instruction.

Throughout the school year, special attention will be paid during *school-based* PD and grade-level meetings to the pacing of Standards-based instruction. Teachers and the ELA instructional coach will work together to plan instruction based on the pacing documents, with consideration to which Standards are taught when, how they are spiraled, and how they are assessed. Teachers will work with the instructional coach to create plans for what is occurring in small groups and how a Standard and skill can be taught in a small group, while including differentiation of that instruction, so that all students are not working on the same task in a small group if that is not necessary. They will use this "plan for instruction" to move students in and out of small groups as needed.

Ongoing professional development will occur regarding the iReady program and the iReady Tool box and how this can become a tool for the type of differentiating that needs to occur in small groups. Teachers will work with the instructional coach to create lessons, individual "stations", and differentiated small group instruction. Additionally, alignment of lessons as a part of Online vs. In-Person instruction will occur through the use of at least one lesson from Accelerate once per month.

Common Assessments, and especially Cold Reads, will be used not only to assess what students currently know and are able to do, but also as a tool for instruction regarding question types, item types, and text types and will also be used as part of classroom routines ("bell ringers", question of the day, as a part of small group instruction, and modeling whole group mini-lessons) so that assessments are an indicator of students' success with what has been taught and not new concepts and text types that students have never seen. The intention of Cold Reads at Mary Esther Elementary School is to assess students' understanding of the text and Standards, not an assessment of what has never been taught.

Sequencing instruction for vertical alignment, with specific focus on the transition from grade K to 1 and Grade 2 to 3 will once again be incorporated into the professional development, common planning, and the grade-level meetings. Teachers will work with the

instructional coach during common planning and grade-level meetings to look at how the small group is a way to build stamina and to assist students with what they are unable to do without teacher support, in order to prepare them for these transitions. A focus will occur on how differentiation plays a role in how students are instructed and what that looks like in a small group.

Action Steps for Implementation

Classroom Implementation Action Steps (Teachers and Students):

- Baseline Assessment- to be administered at the beginning of the year, or when student arrives for face-to-face instruction
- Content Maps- will be used both normally and differently this year because teachers will be needing to spiral back to the 3rd quarter and 4th quarter of the previous grade in Grades 1 and 2.
- 4th quarter learning from the student's previous grade will need to be spiraled into learning for students via **differentiated small group instruction.**
- K-2 teachers plan to teach apps and computer skills immediately following the baseline assessment in case schools need to close at any time during the 2020-2021 SY.
- Create opportunities for flipped classrooms via more inclusion of technology so that students can seamlessly transition to an Online learning model if situation necessitates students' going Online. **This instruction will be necessarily differentiated as a part of teachers working with their small groups.**
- Gradual release- teachers will do some necessary explicit instruction during the first nine weeks so that students know how to interact with text, ask and answer questions, understand ideas in texts, and look for ways to determine what a story is "mostly about". Teachers will consider what that looks like during school closures when/if students will need to do this somewhat independently. **Teachers will provide the "We Do" portion of the gradual release lessons during small group instruction, differentiating this instruction to meet the individual needs of their students. Additionally, students will move from "We Do" to "I Do" portion of gradual release as a part of small group instruction that is differentiated for when students are ready to move to the independent portion of gradual release.**
- Grade level-spiral and stations collaborative planning: Teachers will meet at least three times as a grade-level AND vertical team to plan how to spiral content students may have missed. Teachers will also work and plan collaboratively to create "individual" stations that function as a station but do not require students to share materials and items. **These stations will be a part of classroom rotations and will be a place where students can APPLY what was differentiated during the small group lesson so that they have the opportunity to practice what they learned independently and collaboratively.**
- During the first few weeks of Kindergarten students first arrival/returning to school Jodie Morris, our Speech and Language Teacher, will perform Baseline assessments to determine readiness and learning paths (cold reads, FLKRS, etc.)

- Rubrics will be a tool for teachers and students to work collaboratively to assess, self-assess and peer-assess. **Because these rubric are an assessment of what students are able to do individually, these rubrics can become an integral part of the tools teachers use to create differentiated small group instruction.**
- Use of models of text and student writing: Students will be able to see how a text shows a concept, thought, Big Idea, etc. as well as the language used (figurative et al) and structure used (sequential, problem/solution, etc.) **As with the rubrics, these models can be differentiated in a small group. For example, students may be looking at different texts (complexity), but analyzing for the same Standard.**

Progress Monitoring			
Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Common Formative Assessments	Grade-level meetings, Data Chats, Walkthroughs, Conferences and/or meetings with admin/IC	ongoing Additionally- Cold Reads Assessments, C-Palms, FSA Warm-Ups	administrators instructional coach
Use of Learning Progressions for Small Groups and Vertical Alignment	Grade-level meetings, walkthroughs, Reflections, during Common Planning	ongoing	administrators
Focused Common Planning	Common small group and whole class mini-lessons should be shared as a part of the collaboration time and during grade-level meetings	ongoing	administrators, grade-levels and instructional coach
Differentiation in Small Groups	Common Planning, Vertical Planning Meetings, Lesson Planning, meetings with Instructional Coaches	ongoing	administrators, grade-levels and instructional coach

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

Refinement of Targeted School-based Focus:

School Action Plan

ELA: Strategies & Programs to Support the Objectives

Central Focus: ELA Focus Grades 3-5

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

- Collaboratively develop a culminating task (e.g., test, writing task, etc.) that reflects the standard(s) of focus
- Use Item Specifications to create quality questions based on the standards and ALDs which prepare students for the developed culminating task
- Investigate how to use grade-level texts from *Journeys* and supplemental materials as a **resource** to plan lessons which prepare students for the developed culminating task

School Focus

Targeted School-based Focus:

Designing small group instruction that is differentiated in order to purposefully remediate struggling students, supplement what is occurring during DIB, and to enrich the learning of our high achieving students.

Utilizing Data to plan for instruction which incorporates the Item Specifications, FSA item types, ALDS, and common assessments with specific focus on differentiation in small group instruction.

Targeted School-based Professional Development:

Ongoing Grade 3 professional development will include training with Being a Writer, which was implemented last year. Grades 2 and 4 will also be adopting Being a Writer. Being a Writer Training dates are TBD due to school opening delay.

As a part of the Being a Writer Training and what will occur due to students coming back to school at various points in the school year, teachers will also work with the instructional coach to create opportunities to conference with students regarding the students' reading and writing.

Teachers will be trained in iReady and the use of the Toolbox to target particular student needs.

In late August and early September, the focal point will be on differentiation in small group instruction to support the grade-level Standards, as well as spiraling in the learning that needs to be adapted in Standards and Learning Progressions. During September, teachers will work with the instructional coach and their grade-levels to create lessons for small group instruction. Special attention will be paid to how differentiation is meant to occur during small group instruction (supporting remediation that occurs in DIB, the purposeful use of iReady, enriching students who need additional engagement opportunities, as well as additional remediation for struggling students and our ESE students who are a part of our ESSA focus). Additionally, because of the gaps in instruction due to school closures, students

will be at varying levels of skills and working at various levels of the Standards as it pertains to the ALDs. Teachers will be trained on mySchool Online. Teachers will implement mySchool Online with fidelity and uniformly so that it matches the District plan.

In October, professional development will focus on the small group portion of the Balanced Literacy model and how to use small group instruction to differentiate and to purposefully target instruction for particular students. Purposeful use of digital resources (such as iReady and the iReady Toolbox, etc.) to differentiate instruction in small groups and providing meaningful formative assessment for students will also be addressed. As part of professional development and as a part of the vertical meetings and collaborative planning, the Item Specifications and Cold Read Assessments will be used as tools to "plan backwards from".

In November, the professional development will be on the intentional use of data from formative assessments to create differentiated small group lessons, sequence instruction, spiral Standards, and to create additional opportunities for remediation and/or enrichment in the small groups at each student's zone of proximal development. Teachers will re-visit their data from September's baseline assessments as well as the targeted data groups they created in August/September. Teachers will create differentiated lessons that engage students with increasingly complex text, using differentiation and comprehension & vocabulary strategies in small groups.

In December, the focus will be on spiraling Standards in small groups for individual students as well as revisiting the ALDs and vertical alignment, including how to use the ALDs within the Balanced Literacy Model. Using these ALDs, teachers will create targeted questions and lessons for differentiated small group instruction.

In January, teachers will re-visit the pacing guide to complete a plan for second semester that includes how differentiation in small groups will be used for instruction of particular Standards and ALDs. Teachers will create mini lessons that model how to interact with texts and questions, as well as lessons that are targeted for particular students as a part of small groups. Teachers will re-assess their students as they create a plan for student learning.

Throughout the school year, special attention will be paid during school-based PD and grade-level meetings to the pacing of Standards-based instruction. Teachers and the ELA instructional coach will work together to plan instruction based on both the pacing documents and the Standards that need to be spiraled, with consideration to which standards are taught when, how they are spiraled, and how they are assessed. They will use this "plan for instruction" to move students in and out of small groups as needed, based on students' individual needs.

Sequencing instruction for vertical alignment, with specific focus on the transition from grade 2 to 3 and grade 5 to 6 will be incorporated into the professional development and the grade-level meetings. Teachers will work with the instructional coach during grade-level meetings and collaborative planning to look at how the small group is a way to build stamina and to assist students with what they are unable to do without teacher support, in order to prepare them for these transitions.

The Standards Resource Book will be used during Professional Development, Grade-level meetings and Common Planning in order to create opportunities for students to interact with text during small groups, Stations, Whole Class and cooperative groups and as a part of Balanced Literacy. Using ALDs will assist with the differentiation will occur in small group instruction.

Teachers may visit other exemplar classrooms to observe differentiation in small group instruction and within the Balanced Literacy Model if possible at any point during the school year as allowable due to Covid constraints.

As a part of the transition to iReady, ongoing assistance with iReady, the online component of the program, and the iReady Toolbox. Additionally, at least one time per month one (1) lesson from Accelerate will be aligned to what is occurring in the in-person classroom via an in-person lesson taught.

Action Steps for Implementation

Classroom Implementation Action Steps (Teachers and Students):

Grade 3, 4 and 5 teachers and students will implement reading and writing conferences with students as a part of the focus on differentiation. What teachers learn about their students during the conferences will become part of the anecdotal data that will help teachers as they create their differentiated small group instruction. Along with this anecdotal data, teachers will also use formative assessments.

In September, beginning with their data, their Standards, and the ALDs, teachers will create lessons for small group instruction that supplements Multi-Sensory Instruction and components of Balanced Literacy. Students will interact with language and text as part of Balanced Literacy and with multiple ways to approach their understanding of a text and the ideas in a text.

Starting in September and throughout the entire year, teachers and students in Grades 2, 3, and 4 will be participating in a variety of writing activities as a part of Being a Writer, in order to create a community of writers who create multiple text types and analyze a variety of exemplar texts to see what writers do.

By October, teachers will have created targeted groups of students for small-group instruction. Students will interact with iReady as a part of formative assessment, small group instruction and whole group instruction. Teachers will use the data from these tools to create common formative assessments. Standards-based formative assessments from C-Palms will also be used as a part of instruction and establishing classroom routines. These assessments can also be adapted for small group and can be differentiated.

By November, teachers will use the data from these common assessments to create small groups for remediation and/or enrichment. Teachers will spiral the Standards they have already taught and choose which Standards should be taught next in the logical sequence of instruction, as well as how the Standards are sequenced on the Standards at a Glance documents.

By the end of December, teachers will focus instruction on how they are using small group instruction and the ALDs move students from lower-level interactions with the Standards to more engaged and meaningful interaction. Teachers will look at both horizontal and vertical alignment of the Standards. Students will also interact with the ALDs in small-groups and as a part of self-assessment.

During January, teachers will implement the plan for second semester that they create as part of school-based professional development. Teachers will use differentiation in small group instruction to remediate particular groups of students as they determine which students still need additional support, or are ready for enrichment.

Throughout the year, students will interact with the content and Standards using multiple types of approaches (assisting with Multi-sensory, incorporating multiple texts, using manipulatives, using technology, etc.) as part of the Balanced Literacy Model, in small-groups, and in other flexible groupings as appropriate to the task. Teachers will model for students how to interact with text within whole group, small group and Standards-based individualized Stations. Whole group/small group/Stations that include the foundational Standards to include explicit teaching, teacher modeling, various modes of multi-sensory instruction, differentiated, and based on students' individual needs.

Teachers will purposefully, and often, re-visit data in order to align instruction to students' needs and observed progress with the ALDs as evidenced through formative assessments and resources (Classroom, iReady, C-Palms Formative Assessments, CommonLit, Cold Reads, etc.). Teachers will align instruction within the Balanced Literacy Model for differentiated small groups.

Common Assessments, and especially Cold Reads, will be used not only to assess what students know and are able to do, but also for question types, item types, and text types which will be used as part of classroom routines ("bell ringers", question of the day, as a part of differentiated small group instruction, and modeling whole group mini-lessons) so that assessments are an indicator of students' success with what has been taught and the Standards.

Progress Monitoring			
Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Common Formative Assessments	Grade-level meetings, Data Chats, Walkthroughs, Conferences and/or meetings with admin/IC	ongoing Additionally- Cold Read Assessments, C-Palms, FSA Warm-Ups, etc.	administrators instructional coach
Use of Achievement Level Descriptors for Small Groups and Vertical Alignment	Grade-level meetings, walkthroughs, Reflections, during Common Planning	ongoing	administrators
Focused Common Planning	Common small group and whole class mini-lessons should be	ongoing	administrators

	shared as a part of the collaboration time and during grade-level meetings, purposeful spiraling, and vertical alignment		
Differentiated lessons in small groups	Lessons and walkthroughs	ongoing	administrators

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

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

Central Focus: Text-based Writing

School Focus

Targeted School-based Focus:

Evidence and Elaborations and Transitions

Targeted School-based Professional Development:

Teachers will be trained on mySchool Online. Teachers will implement mySchool Online with fidelity and uniformly so that it matches the District plan.

Being a Writer will be the focus for Grade 2, 3, and 4 ELA teachers. The Instructional Coach will do an introductory training with the teachers in August on the use of Being a Writer and mentor texts. The program trainer from Being a Writer will do a half day PD with these teachers on a date TBD. The intent of using Being a Writer is to incorporate strategies for narrative writing into the elaboration lessons which will be created after the first formative assessment.

After the first baseline assessment, Grade-level calibration will occur using scored writing and student samples with the baseline writing assessment

- a. Mini-lessons will be co-created based on weak areas
 - b. Mini-lessons to use for modeling how to use evidence and elaboration to prepare for the essay
 - c. How to conference with students for high-yield results
 - d. Mock Range Finders will occur around the time of the semester break
- B. Common Planning time to collaborate and develop plans for differentiation in small groups in Grades 3-5
- a. Strategies for helping struggling writers
 - b. Strategies for differentiating writing instruction
 - c. Strategies for Spiraling writing instruction
- C. Common Planning time to collaborate and develop instructional plans to include: Grades K-2
- a. Kindergarten - Introducing the topic with Purpose, Focus, Organization; and Appropriate Use of Text Evidence

b. First and Second - Introductions, Conclusions; Appropriate Use of Text Evidence

Ongoing Professional Development will occur with the implementation and creation of a Writing Lesson Binder for each grade-level. The instructional coach will work with the teachers to assist with the creating of the writing binders.

Ongoing Professional Development will occur in regards to student conferencing and teaching revision based on the outcomes of the conferences.

Ongoing Professional Development will include strategies for moving students from Summarizing texts to thinking, speaking, and writing about the ideas in a text/Text Set so that student writing is a synthesis of the ideas in multiple texts/a passage set.

Writing Plan

Continuation of Writing through Reading

Being a Writer for grades 2,3, 4

Use of Models

Building a Writing Community

Mentor Texts

Writing Focus for Kindergarten and 1st Grade

1. Provide explicit instruction on Foundational Skills, Non-Negotiables of Writing, and Modeled/Shared Writing for Quarters 1 and 2
2. Unpacking the Prompt/Planning
 - a. Instruction on what the prompt is asking a student to do
 - b. Instruction on the “mode” of writing – Opinion/Informational
3. Purposeful Text Marking
 - a. Modeling with text dependent questions using read-alouds or shared reading to identify relevant text evidence to support writing
 - b. Modeling of highlighting and text coding relevant details as well as annotating to address the prompt
4. Planning for the Essay
 - a. Provide for multiple reads of the text with TDQs
 - b. Participation in discussions of text evidence to support the focus of the prompt with student input
 - c. Chart or complete graphic organizer collaboratively with students to support comprehension
5. Scaffolding Instruction from One to Multiple Sources
 - a. K/1- Read passages multiple times with discussions, moving to two or more sources the second nine weeks.
 - b. 1- Model and provide practice for comparing two texts
6. Introductions and Conclusions
 - a. K- Model, provide practice with prompting and support to assist students in writing and illustrating the topic.

- b. 1- Model and provide practice of writing an introduction sentence that addresses the prompt. Use mentor sentences to identify and model elements of an effective introduction. Model and practice of writing a concluding sentence that provides a sense of closure.
- 7. Citing Relevant Evidence (Analysis)
 - a. K- Provide modeling, practice, and prompting and support to assist students in providing evidence and elaboration through drawing, dictation, and writing, which may include extraneous details.
 - b. 1- Model and provide practice of referring back to text-marking, anchor charts, graphic organizers to include at least one piece of relevant text-based evidence. Use student writings to model use of relevant text evidence
- 8. Elaboration (Synthesis)
 - a. K- Model, provide practice and provide prompting and support to assist students with providing evidence and elaboration through drawing, dictation, and writing, which may include extraneous details.
 - b. 1- Define elaboration and explain how it is used to enhance an author’s purpose. Teachers will create anchor charts with sentence stems for elaboration such as “I think this because...” with the students (with continued practice move to less formulaic writing).
- 9. Transitions
 - a. K- Model the use of a variety of temporal words to support organization in writing.
 - b. 1- Use temporal words to signal event order with two events or more. Create an anchor chart that identifies examples of temporal (time-order) words with the students.
- 10. Content-Specific Vocabulary
 - a. K- Using grade specific text, model and provide practice of the use of a variety of methods to demonstrate understanding of unknown words from within text or illustrations.
 - b. 1- Using grade specific text, model and provide practice of the use of a variety of methods to demonstrate understanding of unknown words from within text or illustrations.

Writing Focus for Grade 2

Provide explicit instruction on Foundational Skills, Non-Negotiables of Writing, and Modeled/Shared Writing for Quarters 1 and 2

Unpacking the Prompt/Planning

- a. Instruction on what the prompt is asking a student to do
- b. Instruction on the “mode” of writing – Opinion/Informational

Purposeful Text Marking

- a. Modeling with text dependent questions using read-alouds or shared reading to identify relevant text evidence to support writing
- b. Modeling of highlighting and text coding relevant details as well as annotating to address the prompt

Planning for the Essay

- a. Provide for multiple reads of the text with TDQs
- b. Participation in discussions of text evidence to support the focus of the prompt with student input
- c. Chart or complete graphic organizer collaboratively with students to support comprehension

Scaffolding Instruction from One to Multiple Sources

Model and provide practice for comparing two texts

Introductions and Conclusions

Model and provide practice in writing an introductory paragraph to include a thesis statement to introduce the topic and a transition. Use mentor sentences/texts to identify and model elements of an effective introduction. Model and provide practice of writing an effective conclusion, specifically how a conclusion reinforces the introduction in relation to the purpose of the task.

Citing Relevant Evidence

Model and provide practice of referring back to the text, text-markings and annotations, anchor charts, graphic organizers, etc. to include at least two pieces of relevant text-based evidence. Use student writings to model use of relevant text evidence.

Elaboration (including synthesis)

Model and provide practice of effective elaboration. Teachers will define elaboration and explain how it is used to enhance an author's purpose. Share anchor papers that show examples and non-examples of effective elaboration. Teachers will create anchor charts with sentence stems for elaboration such as "This is important because..." with the students (with continued practice move to less formulaic writing).

Transitions

Model and provide practice of using appropriate introductory, body, and concluding transitions with the use of their resources. Create an anchor chart that identifies types of transitions with their students. Provide practice of writing effective transitions in both essay writing and Everyday Instructional Reading tasks.

Content Specific Vocabulary

Model and provide practice of using appropriate introductory, body, and concluding transitions with the use of their resources. Create an anchor chart that identifies types of transitions with their students. Provide practice of writing effective transitions in both essay writing and Standards-based Reading tasks.

Writing Focus for Grades 3 through 5

Modeling

Rubrics

Writing Conferences

September	Administer Baseline Writing- Opinion Dissect the Rubric Analyze the Prompt Using narrative elements for elaboration and voice- mini-lessons Explicit instruction re: mode
October	Focus on Opinion Focus on PFO Formative Assessment with an opinion prompt Stations (“Individual”) and small group for remediation and enrichment Writing Conferences Assess PFO
November	Explicit instructions on transitions Focus on Evidence and Elaboration Six Elaborative Techniques Mini-lessons on elaboration using mentors Formative Assessment Stations and Small group for remediation and enrichment Assess Evidence and Elaboration
December	Writing through Reading- Transition to Informational How to synthesize Ideas -not Topics Mini-lessons on Synthesis and use of exemplars Baseline on informational Stations and Small groups for remediation and enrichment

	Writing Conferences
January	Mini-lessons re: Informational- Purpose, Focus and Organization Formative Assessment re: PFO Small Groups and Stations for remediation and enrichment Assess PFO First Mock Rangefinders
February	Mini-lessons re: Informational- Evidence and Elaboration Formative Assessment re: EE Small Groups and Stations for remediation and enrichment Assess EE
March	2nd Mock Rangefinders if needed Re-visit Voice Re-visit Description
After Writing Test	Creative Writing Poetry Narrative Modes in Mentor Texts

Progress Monitoring			
Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Being A Writer: Writing through Reading and with Exemplar Texts	Collaboration, Common Planning, Grade Level Meetings, Walkthroughs	Quarterly Formative Writing Assessments	administration instructional coach
Using Formative Assessments for Writing	Common Planning, Grade Level Meetings, Walkthroughs	Bi-Quarterly Writing Assessments- one to inform instruction and one to assess instruction	administration instructional coach
Mock Range-Finders	The mock Range-Finders will occur in January and at Grade level meetings following the mock Range-Finders Grades will share their plan addressing instructional implications	Monthly Grade-level Meetings	administration instructional coach
Using small group, individual conferencing, peer conferencing, and whole group mini-lessons to	walkthroughs	ongoing	administration instructional coach

address writing through reading with multiple texts			

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:

Targeted Differentiation during Small Group Instruction

Targeted School-based Professional Development:

Max Scholar and iReady trainings will occur as a part of the remediation and instruction for Level 1 and Level 2 students will occur both as a part of district PD and in collaboration with the Title teacher and the Instructional coach.

Teachers will be trained on mySchool Online. Teachers will implement mySchool Online with fidelity and uniformly so that it matches the District plan.

What occurs in small group...and how small group instruction is differentiated for students... will be a focus of ongoing professional development throughout the year. The topics below, but not limited to, will be addressed in school based professional development:

How to use data [FSA, Assessment, SIPPS (for a resource for small groups), Tyner, iReady Diagnostic, Max Scholar (K-3), and Teacher Assessments]. Grade levels will meet to analyze student data to determine a targeted intervention for grade levels, groups of students, and individual students. Teachers will collaborate to create differentiated small group lessons that are specific to areas of need and that will be taught during DIB and Balanced Literacy Block.

Title I teacher will assist with targeted PD for grades 2-5 to assist as they analyze diagnostic iReady results because of the familiarity the Title I teacher has with iReady. Title I teacher and Instructional Coach will guide teachers to help create differentiated small group instruction using the iReady Toolbox.

The instructional coach will lead targeted PD with grades K-3 to analyze data of Level 1 students to guide differentiated small group instruction.

The instructional coach will lead targeted PD with grades K-2 to analyze data of Level 2 students to address patterns to assist with differentiation in small group instruction.

Action Steps for Remediation

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

Progress Monitoring: Max Scholar, iReady Diagnostic et al, FSA Warm-Ups, Cold Reads, etc.

Teachers will use various assessments [FSA and Practice for grades 3-5, Tyner, SIIPS (again, as a resource), Max Scholar (K-3), iReady Diagnostic, et al] to identify and plan for targeted and differentiated small group instruction during DIB/Balanced Literacy Block that will require Level 1 and 2 students to work through missing skills/concepts and demonstrate understanding of the skill/concept.

- a. Level 2 students will meet with the classroom teacher in small group 5 days a week with iReady, Toolbox, and differentiated lessons.
- b. Title I teacher will service Level 1 in small group 5 days a week for K-3 and iReady for grades 3-5 for the lowest 12th percentile and as per guidelines.
- c. Level 3 students will meet with the classroom teacher in differentiated and small group at least 3-4 days a week.
- d. Level 4,5 students will meet with the classroom teacher in differentiated and small group at least 2 days a week

Title I and regular teacher will collaborate so that remediation supports and is supported by classroom instruction.

Progress Monitoring

Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Title I and regular teacher collaborate so that remediation supports and is supported by classroom instruction and in differentiated lessons in small groups	Data chats Grade-level Meetings	ongoing	administration
Title I teacher and instructional coach will work collaboratively to assist teachers with use of the iReady Toolbox	Lesson Planning	ongoing	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:

Building relationships with students in order to address gaps in instruction will be a focus, especially at the beginning of the 2020-2021 school year. Teachers stated that it is through the use of building relationships with students and families that Mary Esther will be best able to meet the needs of students due to the school closure in the 2019-2020 school year. The building of relationships will not only help to address gaps in instruction and learning, but will assist with any Online instruction that will/may occur due to students staying Online, or if another school closure is necessary at any time during the 2020-2021 school year.

The loss of instruction from the last nine (9) weeks of 2019-2020 will necessitate the spiraling of Standards. The spiraling of Standards will address missing skills and knowledge. Spiraling will occur not only during whole group instruction, but also in small groups and during lessons that are differentiated in small groups.

Teachers will utilize the new pacing guide as they plan instruction that aligns to the Standards and incorporates ALDs/LPs as a tool for differentiation and/or remediation to address student gaps in showing success with particular Standards or groups of Standards.

Assessments that are both formal and informal will be a necessary part of determining gaps that exist in student learning. Data-driven instruction derived from the baseline assessments, as well as ongoing assessments, will assist teachers in determining not only where students are, but also where they need to go. Teachers plan on using three (3) sessions of vertical alignment meetings in the first nine (9) weeks to determine how to spiral Standards and how to analyze the data from these assessments.

One Accelerate lesson will be taught in the Brick and Mortar school each month to maintain alignment between Online and In-Person Instruction.

Action Steps for Implementation

Classroom Implementation Action Steps (Teachers and Students):

During the first nine (9) weeks especially, third (3rd) and fourth (4th) quarter Standards and skills from students' previous grade will be spiraled as a part of new learning and instruction of current grade-level Standards. Assistance from the previous grade-level teachers will occur during three (3) sessions of vertical alignment that will occur during the first semester.

Teachers will find it necessary to Re-teach skills and Standards which were lost during the amount of time that students may not have had any instruction.

Teachers will also work with summer school teachers and summer bridge activities for individual plans for particular students as a part of differentiation which is meant to occur during small group instruction.

Formative assessments will be used to not only assess where students are, but to create a “Learning Map” for where students need to go. The data from these assessments will be used to assist teachers as they plan for differentiation in small groups. Formative assessments will be ongoing during the course of the year in order to differentiate instruction as students gain new learning, or to determine if students need additional remediation.

Teachers stated that they desire to create a focus on building a classroom community as soon as possible in the school year, especially as students also need to Social Distance and not sharing manipulatives and as “Parallel Play” occurs. Classroom community will be an important part of the writing conferences, reading conferences, small group instruction, etc. that will become a part of classroom routines.

Spiraling of Standards between grade levels will also be necessary because of the loss of instruction for particular groups of students from the last quarter of 2019-2020 SY. Teachers will have at least three (3) planned vertical alignment meetings during the first semester. Teachers stated that they desire to work together to create a plan for students to address gaps in Student Learning.

Targeted small group instruction that is based on student needs and that is differentiated will be a year-long focus. Teachers will work with students in order to remediate, re-inforce, and enrich student learning and their interactions with the Standards.

Being a Writer will be a part of addressing gaps in instruction. Being a Writer will assist teachers with providing models of different modes and styles of writing through the use of mentor texts. These mentor texts will be used to model writing because instruction that students missed during the 4th nine weeks of 2019-2020 SY was based on more creative and narrative types of writing, as well as informational texts.

Teachers will use the iReady Toolbox for small group, differentiated instruction to assist with gaps in learning from the previous year, as well as a spiraling tool. Teachers will pull lessons from the Toolbox to support student success with the Standards.

Teachers will use Recorded Lessons for Online instruction and to support students who need remediation or additional support with instruction.

Use of models will become a routine as teachers will use examples of texts, student writing, text-based responses, etc. in order to show students how to respond to what they are reading and what they are writing.

Use of Rubrics for reading and writing responses will be used as a tool for teacher response to students (and families), students to Teachers, and students to students. Rubrics may be created at common planning meetings so that teachers can have a common language for students and families as teachers are informing students and families of expectations and success with concepts and Standards.

Conferencing with peers will occur in classrooms and Online. Teachers and students will also conference with one another in regards to student writing, student response, student understanding of text, etc.

Cold Reads will be used as a tool for instruction, not just assessment. Text-types, Item Types, and Standards will be taught before students are assessed on the Quarterly Cold Reads. Questions and Standards will be spiraled. Cold Reads will also be used to Plan Backwards from as the teachers plan instruction and assist students with success with the Standards. Because students were not in school during the 4th quarter, Teachers will work with previous year’s Cold reads and the new pacing guides to create plans for instruction.

Core phonics will be used to show what was missed during the loss previous year will also be spiraled in order to support students’ learning.

FLKRS will also be used with Kindergarten students to determine remediation necessary for students.

Gradual Release will occur slightly differently for students who are participating in Face-to-Face instruction. Teachers stated that they will be looking at how they are using explicit instruction at the beginning of the year to ensure that students have the ability to begin to interact with text so that if another school closure occurs, or if it is necessary to go Online, that students are able to work with texts and concepts. Explicit instruction focus during the first few weeks and move to small groups to reinforce the explicit instruction through gradual release. The use of differentiation in small groups will assist with gradual release.

Teachers stated that they desire to look at ways for Flipped opportunities, so that if another school closure occurs, or if a student needs to go online, the teacher is able to provide opportunities for students to learn in a variety of ways. On way that teachers desire to do this is by also teaching how to use apps so that being proactive and flexible will assist students with their learning.

Progress Monitoring			
Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Use of Common Assessments to determine student progress with the Standards	Walkthroughs, conferences with admin., MTSS meetings, Data Chats, Grade-level meetings	ongoing	administration
Common Baseline Assessment	Planning meeting(s) with instructional coach and administration	At beginning of year for administering, but referencing data as part of data-driven instruction	administration instructional coach

Common Planning	Planning meeting(s) with instructional coach and administration	ongoing	administration instructional coach
Community Building in Classroom (and Online) amongst students and teacher	Walkthroughs, conferences, collaboration with Instructional Coach	ongoing	administration instructional coach
Learning Targets	Planning meeting(s) with instructional coach and administration	ongoing	administration instructional coach

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 65%.	
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 50%.	
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%	

School Action Plan

Math: Strategies & Programs to Support the Objectives

Central Focus: Math Focus

Use OCSD M3 Standards-based planning document to create student-centered standards-based lessons

- Collaboratively review student data to select and develop whole-group and small-group lessons and routines
- Embed instructional strategies to make targeted instructional choices for all students (ELLs, ESE, ESSA sub-groups)

School Focus

Targeted School-based Focus:

Differentiation in small group instruction will be the focus for the 2020-2021 SY. Teachers will use their iReady assessment data, as well as other data in order to create instruction that meets the individual needs of students as they meet with their teachers in small group. These differentiated small group lessons will allow students to move through the gradual release model of instruction with the supports of the teacher in place, but allowing students to work where they are at and move to show gains in their learning. The iReady toolbox will become an integral part of this process.

Teachers will be trained on mySchool Online. Teachers will implement mySchool Online with fidelity and uniformly so that it matches the District plan.

Professional Development at the school will occur not only by Grade-level, but also during the three vertical alignment sessions. The Instructional Coach will conduct Professional Development on how to spiral concepts and Standards, as well as how to work with gaps in instruction and Standards that still need to be taught from the School Year 2019-2020 4th Quarter. The Instructional Coach will use Collaboration between grade levels as a part of the professional development as teachers look at Gap Data.

Using resources (OCSD Curriculum website, iReady Toolbox, M3 Document, HMH textbook) to **differentiate instruction**, spiral instruction, and provide meaningful and rigorous formative assessments for students that informs instruction and can be remediated or enriched in small groups.

Targeted School-based Professional Development:

Focusing on differentiation and how it occurs in the small group will occur as a part of the school-based Professional Development. Designing standards based lessons using the M3 document to provide differentiated instruction and spiraling will also be included as a part of collaborative planning and school-based Professional Development.

During pre-planning in August, teachers will receive the new pacing guide. The Instructional Coach will work with the teachers to collaboratively plan lessons, create individual “stations”, spiral Standards, and align gaps in instruction to the progressions of the Standards. School-based professional development will also focus on the purposeful use of the M3 Document for pacing and alignment, as well as designing Standards-based lessons based on student data and using the M3 document to provide **differentiated instruction and to spiral learning opportunities in both whole group and small group instruction**. The Math Coach will assist teachers in setting up the math block based on the components of the Balanced Math Model, including what should be happening in small group and how that can be differentiated. Teachers will be trained on mySchool Online. Teachers will implement mySchool Online with fidelity and uniformly so that it matches the District plan.

In September, the school-based focus will be on using resources and data to determine what will need to be remediated and spiraled. Teachers will be administering a baseline assessment. Teachers stated their desire to collaboratively plan to also spiral items from the previous year’s 4th quarter Standards in order to determine where gaps in instruction exist. Teachers will work with the Instructional Coach on the use of resources (OCSD Curriculum website, Ready Toolbox, M3 Document, HMH textbook and Online resources) to **differentiate instruction to be used in the small group**, based on student data.

As a part of three sessions of vertical alignment during the first, semester, K-5 Math teachers and Math Coach will review SPP highlighting areas of focus and designing Standards-based lessons for whole group and **differentiated** small group learning opportunities that are differentiated based on students’ success with the Standards.

In October, teachers will work to provide meaningful and rigorous problem-solving tasks for students. Because of gaps in learning, teachers will use data from baseline assessments to determine student readiness and differentiate these tasks accordingly **as a part of small group instruction**.

In November, the math instructional coach and teachers will re-visit the OCSD M3 planning document (Standards Progression, ALDs/PLDs, Assessment Limits, and Learning Targets) and determine what interventions and instruction needs to occur after analysis of formative student data and include this data to create differentiated instruction and a plan for small groups. The professional learning opportunities will highlight various ways to integrate rigorous problem-solving tasks into small and whole group learning and how to integrate spiraling opportunities throughout the math block. Teachers will share out how they have been using assessment data and FSA data to plan instruction for groups.

As part of “real-time” professional development, as a Covid concerns eventually permit, teachers may visit other exemplar classrooms to observe small groups and the components of the Balanced Math Model.

Ongoing professional development will include:

- a. How to differentiate lessons as a part of small group instruction
- b. iReady Toolbox quizzes, station tasks, Tools for Instruction, and Performance Learning Tasks
- c. Using the M3 document for planning & tasks' difficulty levels
- d. OCSD Curriculum website resources for small groups- and then how to use those resources to differentiate in small groups**
- e. Use of HMH textbook and resources
- f. Exploring digital resources
- g. Common Planning
- h. Collaboration to analyze data, standards, ALDs/PLDs, KDG report card, and/or Test Specs to design formative and summative assessments.

Action Steps for Implementation

Starting in September, teachers will use adjusted pacing guides, ALDs/PLDs, FSA Test Specifications, and Standards to create purposeful student- centered and data-driven **differentiated small group lessons.**

- a. Teachers will incorporate additional resources that align with Standards/ALDs/PLDs to create **differentiated small group lessons**, whole class mini lessons, and differentiate instruction that addresses gaps in learning from school closure during the 4th nine weeks of the 2019-2020 SY.
- b. Use the ALDs/PLDs for **differentiated small group** tasks.
- c. Determine which formative assessments will be used throughout lesson sequences and how this information will be used to guide and differentiate instruction. **Teachers may use the data from these lessons and assessments to determine how to use gradual release to differentiate instruction in the small groups.**

After the first round of data from a baseline assessment given during the first few weeks of school are analyzed, teachers will use the data to determine skills and prior knowledge that students have and what is still needed to be taught and how that information can be spiraled.

Ongoing- Create and/or revise assessments that mirror FSA Item Specifications

- a. Follow assessment limits laid out in M3 planning document
- b. Determine how to use differentiated small group lessons that will remediate and/or enrich students' learning.
- c. Utilizing various Item Types which may include gridded response, multiple choice, multi-select, editing tasks, and written response to prepare students for the rigor of FSA.

d. Select standards-based resources for FSA-style assessment items (GoMath FSA style chapter assessments on ThinkCentral website, ReadyToolbox lesson quizzes and end of unit assessments, ENGAGENY, Edulastic website, and math quarterly assessments on the OCSD Curriculum website) to assist with differentiation.

Enrichment Opportunities: Based on student data, students needing enrichment will be given opportunities to engage in rigorous project based learning tasks incorporating student self-assessment rubrics during the Differentiated Instruction Block (DIB).

Using modified learning groups and/or “individual” stations, as well as small groups to provide opportunities for student differentiation and spiraling.

Classroom Implementation Action Steps (Teachers and Students):

Teachers will administer a Baseline assessment as soon as possible in the month of September. Teachers stated that they would like to use parts of the Math common assessment 4th Q for beginning of school year.

Use of ALDs, PLDs and LPs during differentiated small groups, planning lessons, and targeting student learning and success with the Standards.

Collaborative planning will occur, as well as vertical planning to determine and address the gaps in student learning.

Using the data from the baseline assessments, teachers will use the results to create questions that mirror assessment Item Types using scaffolded numbers and tasks.

Teachers and the Math Instructional Coach will collaborative plan to create stations that can be individualized.

Small group differentiated instruction will occur. Teachers will create these differentiated lessons using the Tool box to address gaps determined from data.

Teachers who are new to subject and/or grade-level will meet with the Math instructional coach for Data Analysis, the use of the pacing guide, the use of the M3 document, and creating FSA style questions that mirror practice tests. These “Mirrored Questions” will be used as a planning tool, not only for whole group instruction and formative assessments, but also for differentiated small group instruction. The Math instructional coach will work with these teachers to use performance learning tasks to create lessons and learning opportunities.

Teachers will plan differentiated activities and lessons to look at the type of tasks, questions and assessments that can help move students from Level 3 to Level 4 ALD. Teachers will use ALDs/PLDs with “scaffolded” numbers and tasks.

Grade-level meetings will occur with the Math Instructional Coach at least one (1) time a month. In addition to these grade-level meetings, vertical alignment meetings will occur three (3) times during the first semester. During these meetings with the Math Instructional Coach, teachers will obtain the Coach's help to analyze data from the baseline to create plans to address gaps.

Teachers will also meet collaboratively to examine how the baseline assessment could also include 4th Quarter of previous grade.

Progress Monitoring			
Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Utilizing the M3 Document	Walkthroughs	Ongoing	Administration Math coach
Purposeful use of differentiation in small groups	Walkthrough Grade-level meetings	Ongoing	Administration
Targeted Questioning	Walkthroughs Common Planning Grade-level meetings	Ongoing	Administration Math Coach

Evaluation Following Mid-Year Data

Evaluation of Targeted School-based Focus & Implementation:

Refinement of Targeted School-based Focus:

School Action Plan

Math: Strategies & Programs to Support the Objectives

Math Levels 1 and 2 Focus

School Focus

Targeted School-based Focus:

Teachers will use student data (Mid-Year MAP from 2019/2020 SY, teacher created formative and summative assessments, iReady Data, Dropbox Data, OCSD Quarterly Math Assessments for grades 1-5 and teacher observation) to identify student areas of need to plan for targeted small group instruction, differentiated station tasks, differentiation in small groups, and challenging lessons.

Targeted School-based Professional Development:

Teachers will be trained on mySchool Online. Teachers will implement mySchool Online with fidelity and uniformly so that it matches the District plan.

With the support of the math instructional coach, Title I Teacher, grade-level team members, teacher will analyze MAP data from 2019/2020 SY, iReady Data, Dropbox Data, beginning of the year diagnostics, and/or classroom assessment data to identify students scoring Levels 1 and 2.

Teachers will collaborate with grade level peers and the math instructional coach to plan data driven targeted small group lessons (September) and differentiated station tasks (September) for these students using the M3 planning document (Progression of the standard, Learning Targets, Assessment Limits, PLDs/ALDs, and Rigor of Mathematics). Teacher will use that data to incorporate differentiation in the small groups and to create lessons that increase in challenge, through the use of gradual release. Teachers will re-visit the data again from Fall data and use the same process to create lessons and plans for instruction while working collaboratively with the Math Instructional Coach and Math Title I teacher.

Teachers will have the opportunity to meet with instruction with the instructional coach and create small group lesson and differentiation “Look Fors” and then observe exemplary, differentiated small group instruction and stations. Following these observations, teachers and instructional coach will debrief to plan a path forward for implementation in their own classrooms.

Action Steps for Remediation

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

Title I Math teacher will provide instruction at the remediation level for specific students as determined by Mid-Year MAP from 2019/2020. These students will then take the iReady diagnostic to determine their areas of need and areas of strength.

Students will utilize iReady program appropriately and as instructed for an average of 45 minutes per week of computer based instruction. Students will graph progress (how many lessons they have passed 80% or higher, scores from Diagnostic 1 to Diagnostic 2 to Diagnostic 3, minutes worked, how many lessons they have passed with 100%) on charts and in their binders.

Title 1 math teacher will provide results of assessments/assignments to the MTSS committee for any student receiving Title 1 math services.

Classroom teachers will meet daily with Level 1 students in targeted data driven small groups to remediate and differentiate areas of student need.

Progress Monitoring

Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Small Group Lessons which include Differentiation	Walkthroughs Lesson Plans	Ongoing	Classroom Teachers Title I teacher Administration
Purposeful Use of Data to Inform Instruction	Assessments Results Lesson Plans Data Reports PMPs	Ongoing	Title I teacher Classroom Teacher Administration ESE teacher
Collaborative Planning	Plans from Collaboration Meetings Lesson Plans Walkthroughs	Once per month formally and as needed in addition	Title I teacher Classroom Teacher Administration ESE teacher
Vertical Alignment Meetings	Plans from Vertical Alignment Meetings Lesson Plans Walkthroughs	From September to November- once per month Meetings as needed December- June	Title I teacher Classroom Teacher Administration ESE teacher Math Instructional Coach
Student Self-Assessment as a Tool to create Differentiated lessons/activities	Journals Progress Monitoring Conferencing	Daily Journal entries will be used to conference with students and	Title I teacher Classroom Teacher Administration

	Assessment Data	to create small groups and lessons	ESE teacher Math Instructional Coach

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:

For kindergarten and 1st grade, starting in the beginning of October teachers will use PLDs for small group instruction. Kindergarten and 1st grade teachers will use data from baseline assessment to address student needs to be used in remediation in small groups.

Teachers in grades 2 through 5 will use information from baseline assessments, the M3 document, and the 4th quarter instruction that normally would have occurred in the previous grade.

Teachers will be meeting together during three sessions of vertical collaborative planning sessions in order to align and spiral instruction to address the gaps in student learning.

Differentiation during small groups will occur in order to address and target gaps in learning, where students are presently, and how to enrich student learning.

One Accelerate lesson will be taught in the Brick and Mortar school each month to maintain alignment between Online and In-Person Instruction.

Action Steps for Implementation

Classroom Implementation Action Steps (Teachers and Students):

Because much of the instruction on Measurement, Data and Geometry was lost during the school closure in the 2019-2020 final quarter - teachers will be using the 2nd and 3rd grade measurement activities as a tool for providing and spiraling the missed instruction. Teachers from students' previous grade will assist students' current teachers with 4th Quarter of 2019-2020 missing instruction/loss of instruction and how the current teachers can spiral not only Geometric and measurement and data, but also any additional needed instruction. Teachers will be trained on mySchool Online. Teachers will implement mySchool Online with fidelity and uniformly so that it matches the District plan.

At the beginning of the 2020-2021 School Year, a focus will be on routines and how those will look different based on the changes that need to occur because of Covid. Teachers will work with the Instructional Coach to focus on High Yield Routines and how to incorporate those High Yield Routines into classroom instruction. Additionally, during the first few weeks, a focus will be on not only the data from the baseline assessment to determine areas of focus, but how to use this data in a meaningful way.

As the school year progresses, teachers stated that there will be an increased necessity for accountability to know where “bridge” is for what has been taught, what needs to be taught, and how that information will need to be spiraled. Part of this instruction will be direct instruction, and some of it will occur in differentiated small group instruction.

Using this data and anecdotal information, teachers will work with the Math Instructional Coach on How to differentiate what occurs in small groups will be a focus for teachers so that students who are working with teachers in small groups will have tasks/items which are tailored to their students’ needs.

Teachers will focus on building relationships as soon as possible in the school year. Relationships between parents, teachers, families and students will be necessary in order to address the gaps from school closure, as well as any previously existing gaps. Teachers stated that relationships are more important than ever, especially during the pandemic.

Teachers stated that they want to look at how they can include opportunities for team building/community building due to the school closure during the last nine weeks, some students who may go Online or come to the building after being online, or if another school closure occur. Teachers and the Math Instructional Coach will also create opportunities for these types of purposeful activities which can also be aligned to Standards and Student Learning.

Teachers will use data in particular to differentiate what is occurring in small group as the October focus.

Vertical teams will meet three times: September, October and November to focus on how to address gaps in student learning and loss of instruction. Teachers will work together to Spiral Standards. Additionally, Collaborative planning will also occur at grade level one time per month. Teachers stated that during these collaborative planning sessions they desire to focus on the instruction of Measurement and Data and Perimeter and Area.

Teachers will also work collaboratively to create differentiated small group lessons that use ALDs, “individual” stations and Daily Routines. They will review previous grade level 4th 9 week Standards and how to use spiraling to create vertical alignment.

Progress Monitoring			
Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Spiraling through daily routines	Teacher walkthroughs	ongoing	administration math coach
Targeted questioning	Teachers, walkthroughs, and during common planning with administrator and/or coach	ongoing	administration math coach
Small groups with differentiated tasks	Teachers, walkthroughs, and during common planning with administrator and/or coach	ongoing	administration math coach
Purposeful use of the M3 document	During Common Planning with administrator and/or coach	ongoing	administration math coach
Differentiated targeted skill building that is Standards-based	During Common Planning with administrator and/or coach	ongoing	administration math coach
Learning Targets for skills, Standards and Concepts	During Common Planning with administrator and/or coach	ongoing	administration math coach

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 5 th grade students who will be proficient in science as defined by the State of Florida on the Statewide Science Assessment (SSA) will be at least 60%.

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., MAP, SSA, Study Island, formative assessments) to drive the whole group instruction, differentiated activities, and spiraling tasks that place a strong focus on student-to-student interactions

School Focus

Targeted School-based Focus:

Design differentiated lessons for small group, cooperative learning group, and Standards-based stations (as can be done with individual student materials) to lead to student's deep understanding of science Standards at each grade level.

Utilize data (FSA style, Study Island, Quarterly Assessment) to drive specific instruction and guide spiraling of the Standard as well as to determine grouping of students (i.e. differentiated small group and remediation and/or enrichment).

Targeted School-based Professional Development:

Teachers will be trained on mySchool Online. Teachers will implement mySchool Online with fidelity and uniformly so that it matches the District plan.

Because the school-based focus for Professional Development is differentiation of what occurs in small-groups, teachers will work collaboratively with one another and with Science Specialist as needed to determine how to individualize learning opportunities for students.

Beginning in August and September, Professional Development will focus on the new pacing guide and the incorporation of the 5 E's of Science Instruction:

1. Engage
2. Explore
3. Explain
4. Elaborate
5. Evaluate

TBD: a half day "training" on Study Island (3-5). Teachers stated that they will work collaboratively for this training and how to use not only the program, but the data form the program as well.

Professional Development will occur regarding the updated pacing guides.

During Common Planning, the pacing guides will be used for spiraled lessons.

Teachers will meet three times during the first semester to create vertical alignment due to school closure during the 2019-2020 last nine weeks.

Ongoing professional development will incorporate the use of FSA Item Specifications.

During grade level meetings, teachers will analyze science data, identify areas of concern, plan instruction to meet the students' needs in analyzing charts, maps, and graphs. At grade-level meetings teachers will look at strands or particular areas of concern for each of their subject areas.

Action Steps for Implementation

Classroom Implementation Action Steps (Teachers and Students):

To address gaps in learning, to differentiate instruction, and to enrich student learning, teachers will use the new pacing guide, the Science Standards, Test Items Specifications, and STEM activities to plan differentiated small group instruction, whole class interactions with content, spiraled Standards-based "Individual" Stations, and interactive lessons.

Teachers will implement the 5E's of science instruction to engage students in a student-centered, inquiry-based process that allows students to track their thinking that leads to analysis and synthesis. (Engage, Explore, Explain, Elaborate, Evaluate).

Students will participate in STEM-like activities as teachers work to differentiate learning experiences for students. Part of this type of learning will be through a modified use of the STEAM Buckets as teachers work to create these types of activities and Standards-based learning during class, but also how to use these STEAM buckets in a meaningful way and keep them sanitary as well.

Teachers will create multiple opportunities for students to engage in Science Discourse, reading about Scientific Concepts, applying scientific vocabulary, and interacting with Science texts.

Teachers will incorporate one Standards-based "Individual" science station per unit along with engaging whole group/small group/cooperative group activities, using the Item Specifications/data, with emphasis on analyzing charts, maps and graphs.

As a tool to assist with differentiation, students will utilize their science journals as they participate in differentiated small group /modified groups/ "Individualized" stations and hands-on activities to deepen Student understanding of Science content.

Teachers in grades 3-5 will utilize Study Island within the science classroom to spiral concepts learned, especially due to school closure during the last nine (9) weeks of the 2019-2020 School Year.

Teachers will model and construct science journals for student accountability (SPEC, Writing Through Reading, Write to Know, etc.) as students participate in small group/cooperative groups/ "Individual" stations and hands-on activities with a strong focus on student engagement.

Teachers will create and develop formative assessments for science that includes spiraling and review of previous taught content as well as varied question types.

During DIB and after school, fifth-grade students will be offered an enrichment opportunity through the Robotics program and the possible integration of a Coding Club. **NOTE: Coding and Robotics is planned at this time, but may change due to Covid concerns.**

Progress Monitoring			
Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Study Island for Grades 3, 4 and 5- @ least 30 minutes per week to supplement instruction: whole class, small group, and through individual instruction	Usage Reports	ongoing	administration Grade-Levels for grades 3, 4 and 5
Differentiating Instruction in small and whole group through the use of 5 E's of Science Instruction	walkthroughs	ongoing	administration Grade-levels
Differentiated Small Groups for remediating and enriching student learning	walkthroughs	ongoing	administration
Purposeful use of Science Journals to differentiate student learning and to extend thinking about science topics and concepts	walkthroughs Grade-level meetings	ongoing	administration
Targeted use of Data to inform instruction, remediate or enrich student interactions with science content, and to spiral concepts and standards	Data Chats Grade-Levels	monthly	administration

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:

Due to school closure during the 2019-2020 last nine (9) weeks, teachers will look at how to differentiate instruction for students to address gaps in instruction and student learning.

Spiraling Standards that were not taught during the closure will be incorporated during differentiated, small-group and whole group instruction.

Teachers will be meeting together during three sessions of vertical collaborative planning sessions in order to align and spiral instruction to address the gaps in student learning.

To address differentiation during small groups, teachers will use Study Island tools and the Science Coach books. Differentiation will occur in order to address and target gaps in learning, where students are presently, and how to enrich student learning.

One Accelerate lesson will be taught in the Brick and Mortar school each month to maintain alignment between Online and In-Person Instruction.

Action Steps for Implementation

Classroom Implementation Action Steps (Teachers and Students):

STUDY ISLAND will be the tool students and teachers will use to assist students in what will be lost as well as what currently needs to be taught. Teachers will use the new pacing guide to align instruction to what students Online and in-person are learning to streamline the instruction of the Standards and Science concepts.

Teachers will use data from Study Island to differentiate instruction to address student needs.

Teachers and students will utilize the additional resources in Study Island to work together to create a classroom community where teachers and students work together to create a community of learners who Engage, Explore, Explain, Elaborate, and Evaluate as a part of the 5E's of science instruction and learning about science content and concepts..

The Science Coach books will be used in differentiated small groups to target particular Standards. Teachers will use the assessments to determine student need and then will use the corresponding lessons for these Standards to remediate instruction for Students.

Teachers and Students will use the Science Journals not only as a tool for conferencing regarding science topics and concepts, but as a way to build relationships that will be necessary more than ever as student attendance in person and Online could become fluid.

Teachers will use Informational Text not only as a way to enrich and enhance student learning, but also as a tool for remediation regarding concepts and content that was lost during school closure and while students were Online only.

Progress Monitoring			
Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Study Island for Grades 3, 4 and 5- @ least 30 minutes per week to supplement instruction and to remediate students- with a beginning focus on addressing Gaps in Learning	Usage Reports	ongoing	administration Grade-Levels for grades 3, 4 &5
Differentiating Instruction through the use of not only the 5 E's of Science Instruction, but also the Florida Coach Science books	walkthroughs	ongoing	administration Grade-levels
Differentiation in Small Groups	walkthroughs	ongoing	administration
Purposeful use of Science Journals to extend thinking about science topics and concepts, as a tool for differentiation and rapport building between the teacher and student	walkthroughs Grade-level meetings	ongoing	administration
Targeted use of Data to inform instruction, remediate or enrich student interactions with science content, and to spiral concepts and standards	Data Chats Grade-Levels	Monthly	administration

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?

Mary Esther Elementary agrees to implement the following requirements in developing the Title I Family Engagement Plan:

Involve parents, in an organized, ongoing and timely way, in the planning, reviewing and improving of programs under Title I, Part A, including the planning, review and improvement of the school parent and family engagement policy

Involve parents, in an organized, ongoing and timely way, in the planning, reviewing and improving of programs under Title I, Part A, including the planning, review and improvement of the school parent and family engagement policy

- Update the school parent and family engagement policy periodically to meet the changing needs of parents and the school, distribute it to the parents of participating children and make the parent and family engagement policy available to the local community.
- Be governed by the following statutory definition of parent and family engagement and carry out programs, activities and procedures in accordance with this definition:
 - Parent and family engagement means the participation of parents in regular, two-way and meaningful communication involving student academic learning and other school activities including ensuring:
 - Parents play an integral role in assisting their children's learning;
 - Parents are encouraged to be actively involved in their children's education at school;
 - Parents are full partners in their children's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their children; and
 - Other activities are carried out, such as those described in Section 1116 of ESSA.

The school parent and family engagement policy includes a description of how the school will implement of accomplish each of the following components:

- Mary Esther will take the following actions to involve parents in an organized, ongoing and timely manner in the planning, review and improvement of Title I programs, including opportunities for regular meetings, if requested by parents, to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children and respond to any such suggestions as soon as practicably possible. These meetings may be online.

*Parents/Guardians will be afforded the opportunity to provide timely and relevant feedback in regard to the planning, revise, and improvement of Title I programs in the following manner: 1. Opportunities to complete parent/guardian surveys pertinent to the Title I program; 2. Direct feedback to the teacher(s)/principal during monthly SAC meetings; 3. Attendance at the school's annual Literacy\STEM Events as possible and permissible during the 2020-2021 SY due to Covid concerns.

- Annual Title I Meeting

Mary Esther will take the following actions to conduct an annual online meeting, at a convenient time, and encourage and invite all parents of participating children to attend to inform them about the school's Title I program, the nature of the Title I program, parents' requirements, the parent and family engagement policy, and the school-parent compact

*As prescribed in the federal requirements for implementation and participation in Title I programs, Mary Esther will conduct an annual online Title I Engagement Meeting during the month of September to inform parents of the previously noted actions and to further engage families in the support of childhood literacy\math. Mary Esther Elementary recognizes and values the input, cooperation, and collaborative nature of parents in the ongoing efforts to enhance student access and opportunity to Title I initiatives.

Communications

Mary Esther Elementary will take the following actions to provide parents of participating children the following:

- Timely information about the Title I programs;
- Flexible number of meetings, such as meetings in the morning or evening, and online. These meetings may provide with Title I funds materials and resources\materials to be utilized at home with parents\students.
- Information related to the school and parent programs, meetings and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request and, to the extent practicable, in a language the parents can understand.

School-Parent Compact

Mary Esther Elementary will take the following actions to jointly develop with parents of participating children a school-parent compact that outlines how parents, the entire school staff and students will share the responsibility for improved student academic achievement and how the school and parents will build and develop a partnership to help children achieve the state's high standards.

*Annually, the School/Parent Compact shall be made available to parents/guardians for suggested feedback, modifications, and/or revisions to the current agreement during the May SAC committee. The input of the family will drive the annual document

Mary Elementary agrees to implement the following requirements in developing the Title I Family Engagement Plan determining how Title I Family Engagement Funds will be spent:

- Reservation of Funds

Mary Esther Elementary will take the following actions to involve the parents of children served in Title I, Part A schools in decisions about how the 1 percent of Title I, Part A funds reserved for parent and family engagement is spent by:

*Mary Esther Elementary School shall share with parents/guardians its annual Title I budget along with the intent for purchases utilizing those funds. Families shall provide the opportunity to contribute to the decision-making process through direct feedback during May SAC.

- Provide parents with a description and explanation of the curriculum in use at the school, the forms of academic assessments used to measure student progress and the achievement levels of the challenging state academic standards;
- Provide materials and training to help parents work with their children to improve their children’s achievement, such as literacy training and using technology, as appropriate, to foster parent and family engagement; and
- Provide assistance to parents of participating children, as appropriate, in understanding topics such as the following:
 - The state and local academic assessments, including alternate assessments;
 - The requirements of Title I, Part A
 - How to monitor their children’s progress; and
 - How to work with educators to improve the achievement of their children.

How will this plan be implemented, monitored and by whom:

Parent Family Engagement Plan Implementation: Mary Esther Elementary faculty and staff

Ongoing Monitoring of Parent Family Engagement Plan: Jason McClelland, JulieAnn Smith, Title I department and additional stakeholders

The Principal\Assistant Principal will oversee the implementation and ongoing monitoring of Mary Esther Elementary’s Parent Family Engagement Plan. Monitoring federal programs helps ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education.

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.*

Recognizing the importance of timely and effective communication to a diverse group of stakeholders, Mary Esther Elementary School shall make Title I information readily available using the following formats: 1. Information shall be provided in the native language of the parent/guardian; 2. Interpreters shall be available to assist families in understanding the content of such communication; 3. Various mediums, including print, verbal, and technology-driven formats, will be utilized to reach such stakeholders in a format that is most appropriate for them.

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?

Coordination of Service:

Mary Esther Elementary will, to the extent feasible and appropriate, coordinate and integrate parent and family engagement programs and activities with other federal, state, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children by:

Mary Esther Elementary School shall partner with various community-based agencies and organizations to more fully support parents/guardians in the education of their child(ren). The school shall engage with local preschools, provide opportunities for students/parents to visit Mary Esther Elementary School and learn of educational opportunities including the Title I program.

Mary Esther Elementary School shall partner with various community-based agencies and organizations to more fully support parents/guardians in the education of their child(ren). The school shall engage with local middle schools, provide opportunities for students/parents to visit or receive a visit from Bruner Middle School to support the transition from elementary to middle school-along with the education programs offered.

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.

Mary Esther Elementary School readily provides numerous resources to families that support parents in aiding and assisting their children in realizing their full potential. Such resources shall include access to the Florida Standards, various educational websites, hard copies of pertinent educational supports, access to state and local assessments as well as practice opportunities for those assessment. Additionally, the school shall conduct an annual opportunity for parents/guardians to grow in their understanding of how to determine their child(ren)'s academic growth and progress towards meeting those standards. Inclusive of such meeting shall be a detailed explanation of the various processes to develop strong family/school relationships.

Students at Mary Esther Elementary have access to Title I Remediation, a MFLAC counselor if military, a school-based Mental Health Counselor, an on-site Guidance Counselor, two ELL interpreters, et al.



Accreditation Page

Accreditation Standards

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

Strategic Plan Focus Area: Improving and Advancing Student Achievement

- 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

Cognia Performance Standards related to this Focus Area

Leadership Capacity Domain

- 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.

Learning Capacity Domain

- 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.

Resource Capacity Domain

- 3.2 The system's professional learning structure and expectations promote collaboration and collegiality to improve learner performance and organizational effectiveness.

All students will pursue academic challenge through the Florida State Standards. Teachers will utilize continual assessment and data collection in order to drive instruction, determine areas of strength or deficit, and target instruction specifically for students' demonstrated areas of need and provide challenge for demonstrated areas of strength. Students with IEPs indicating participation in the Florida State Standards is not appropriate will be challenged through the Access Points (or Common Core Connectors) to the general education standards. Classroom teachers will monitor individual student progress, and the MTSS committee, comprised of teachers, guidance counselor, language therapist, psychologist, staffing specialist and a site-based administrator, will continually monitor students through the MTSS system. Parents will be updated on their child's progress through this system of supports, and parent input will be sought along the way through face-to-face or distance communication. The school staff will provide printed progress reports every 4.5 weeks so parents/guardians are aware of their students' progress and achievement toward mastery of academic goals. The school utilizes monthly newsletters, teachers send home information folders weekly, the principal utilizes an automated phone system in order to make parents/guardians aware of upcoming events and important happenings at the school. Parents are able to access students' grades online at any time through the Parent Portal maintained by the district, for an up-to-date report on students' grades. Through a school-based fund-raiser and thanks to the generosity of Okaloosa School District Board members, the school has purchased enough laptop computers for each teacher to have 4-6 computers in every classroom. All teachers have a projector system with the ability to demonstrate the use of technology in lessons and model use of that technology for students. Administrators have scheduled Grade Level meetings twice monthly in order to increase the communication among classroom, ESE, Title I and ELL teachers, in order to further improve the culture for learning and working together. All grade levels have common planning time, with the expectation that academic coaches will attend at least one of these monthly in order to facilitate planning according to standards, opportunities for differentiation in order to access the standards, and to help teachers align common assessments with standards-based instruction.



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	Cognia Performance Standards related to this Focus Area
<ul style="list-style-type: none"> • Provide adequate and appropriate facilities • Provide a culture conducive to learning and working • Maintain a safe learning and working environment 	<p>Leadership Capacity Domain</p> <p>1.4 The governing authority establishes and ensures adherence to policies that are design to support system effectiveness.</p> <p>1.7 Leaders implement operational processes and procedures to ensure organizational effectiveness in support of teaching and learning.</p> <p>Learning Capacity Domain</p> <p>2.2 The learning culture promotes creativity, innovation, and collaborative problem-solving.</p> <p>2.3 The learning culture develops learners' attitudes, beliefs, and skills needed for success.</p> <p>2.9 The system implements processes to identify and address the specialized needs of learners.</p> <p>2.12 The system implements a process to continuously assess its programs and organizational conditions to improve student learning.</p> <p>Resource Capacity Domain</p> <p>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.</p> <p>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.</p>

Classrooms are divided so that grade levels are in the same area to provide ease for collegial conversation and ease of transition for students who are departmentalized. Grade level teachers plan together, with a minimum of once a month specific planning with academic coaches in order to collaborate to share creative ideas for approaching teaching standards and methods of quality assessment. An emphasis on phonetic instruction across grade levels is in place to ensure all students, regardless of grade level, has the chance to learn or fill in gaps in their reading instruction in order to access grade-level standards. The emphasis on phonics and purchase of programs in support of this emphasis is part of a long-range plan to ultimately bolster reading proficiency for all students. A series of volunteer work days will be scheduled, similar to one that took place over the summer, to provide a sense of the school campus as an important and productive space in which to think and learn. Safety is stressed throughout the school day, with specific directions to students on how to follow directions in cases of emergency, a crisis plan provided and implemented and drills conducted at least at a minimum of times as recommended by the district. Volunteers, mentors and visitors to the school campus will utilize the new check-in system scanning driver's licenses in order to keep students secure. All classroom doors are kept locked throughout the school day. The district has provided, through the Okaloosa County Sheriff's Department, a School Resource Officer who conducts educational demonstrations about the importance of safety and appoints student leaders as safety patrol monitors, emphasizing the importance of students taking action to keep themselves safe. Each classroom teacher is responsible for establish behavioral expectations, with

positive consequences for following those expectations. These expectations are given to parents at the beginning of the year, or when the student is assigned to a classroom. A specific procedure is in place to dismiss car riders, walkers and bus riders each day and take them in each morning. Personnel are assigned to monitor the parking lot to ensure students are escorted to the school building and not dropped off in the parking lot. Access to the school building is limited to faculty and staff prior to the time students are allowed on campus, unless a parent has a meeting previously scheduled with a teacher, in order to protect teachers as well as provide a control for who has access to the campus prior to student take-in time. All faculty are aware of the ethical considerations involved in being a teacher and a professional, and model the utmost professional behavior and respect for one another and the differences in culture, religion, family makeup and ethnicity represented by faculty, staff, students and parents