

Date Submitted: 9-9-2020

Dates of Revision: 10-13-20

School Performance Plan 2020-2021



School Name: Northwood 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 \$ (unknown amount) will primarily be used for: parent communication folders and student calendars.

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

Principal's Signature <i>Donna Goode</i>
SAC Chairperson's Signature <i>Erika Holt</i>

Okaloosa County School District

Vision Statement:

We inspire a lifelong passion for learning.

Mission Statement:

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

Core Values:

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

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

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

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

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

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

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

School Performance Team

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

Name	Title
Dr. Donna Goode	Principal
Deanna Perry	Kindergarten Teacher
Jessica Miller	First grade teacher
Megan Mundle	Second grade teacher
Aimee Lewis	Third grade teacher
Adelia Slade	Fourth grade teacher
Victoria Barbata	Fifth grade teacher
Dr. Susan Spears	Instructional coach
Dr. Crystal Blake-Griffin	Instructional coach
Heather Graham-Williams	Assistant Principal
Melody Delpozo	CBS Teacher
Rhonda Piaget	Title I Teacher
Beth Patterson/Meredith Coleman	Art/Science Teachers

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

The Leadership Team virtually reviewed the 2019-2020 SPP with their grade level and provided input for revisions to the instructional coach. The leadership team met virtually and discussed many of the components of the SPP would remain the same. The leadership team also met with their respective grade levels to identify areas of concern related to missed instruction due to Covid-19. The instructional coach compiled the input from the leadership team to create the first draft of the 2020-2021 SPP, which was submitted back to the leadership team for review and approval.

- During the summer, the Leadership Team communicated. We communicating through emails.
- Grade level leaders met with teachers and asked for feedback.
- At the beginning of the year, the draft of the SPP was shared with the faculty and SAC members and input was requested.
- The leadership reviewed the input and made final adjustments. Then the plan was shared with parents, faculty, staff, and SAC.
- To continue to revise and edit the SPP, a focus is discussed at every grade level, faculty and leadership meetings.

School Profile

Northwood Elementary School, home of the Cougars, is centrally located in the heart of Crestview. The original red brick structure was completed in 1942. Northwood serves Kindergarten through fifth grade students and maintains a commitment to provide a variety and abundance of services and support across the spectrum of students' talents and abilities.

During the 2013-14 year, Northwood Elementary was recognized as Northwood Arts and Science Academy. The Academy provides North Okaloosa students with a broad educational foundation and skills repertoire upon which to build their future through extended experiences in art and science.

Our broader commitment is to provide a safe, healthy, well-rounded learning community which yields students who will be productive, contributing, well-adjusted citizens of the future. To this end, we offer the following programs or opportunities: Before and After School Child Care; After School Clubs (Clubs vary each year); Family Involvement Nights (Art, Literacy & Science); Mentor and Volunteer Orientations; Drone Club; Adopt-A-Classroom Program (Business Partner); Marker Space; Honors Assemblies; Field Trips; Field Days; and Increased Media Center/Arts Integration.

We know that children enjoy greater success in school when the adults they admire most actively participate in their education. Volunteers and mentors foster a supportive learning environment. Northwood logs thousands of volunteer hours annually and has the longest running mentoring tradition of the area's elementary schools.

The look, the character, and the high standards for academic excellence at Northwood Elementary have remained a constant source of pride and stability in this neighborhood. Northwood is fortunate to have the commitment of strong, hardworking, and many young visionary enthusiastic teachers and parents dedicated to maintaining the high standards of Northwood tradition, while also building a bridge to the exciting future of 21st Century ideals with opportunities for students in technology and the fine arts.

School Vision: Northwood Elementary School is a united school community that is dedicated to building a better world one child at a time.

School Mission: Meeting the educational challenges of today's world, we guide children to develop solid foundations for successful futures.

Parent and Community Awareness

Benchmark Items

Field	Mean	Count	Top Box
1. My child's learning is a high priority at this school.	4.56	104	67.31%
2. School rules/discipline plans are enforced consistently at this school.	4.52	104	60.58%
3. I regularly receive feedback from school staff on how well my child is learning.	4.24	104	57.69%
4. My family is treated with respect at this school.	4.66	103	71.84%
5. My child has every opportunity to be successful at this school.	4.38	104	60.58%
6. My child has the necessary classroom supplies and equipment for effective learning.	4.52	104	65.38%
7. I would recommend this school to other parents.	4.41	104	62.50%
8. This school provides a safe environment for my child to learn.	4.54	104	70.19%
9. My child is recognized for good work and behavior at this school.	4.55	104	67.31%
10. The school is clean and well maintained.	4.25	103	55.34%
11. The teachers, staff, and administration at this school demonstrate a genuine concern for my child.	4.55	104	66.35%
12. I am proud to say I have a child at this school.	4.51	104	66.35%
13. I receive positive phone calls, emails, or notes about my child from the school.	4.15	104	55.77%
14. The principal at this school is approachable and reachable.	4.17	103	54.37%
15. The principal at this school is an effective leader.	4.22	104	53.85%

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
1. My child's learning is a high priority at this school.	0	3	6	25	70	104
2. School rules/discipline plans are enforced consistently at this school.	0	3	3	35	63	104
3. I regularly receive feedback from school staff on how well my child is learning.	4	4	15	21	60	104
4. My family is treated with respect at this school.	0	2	2	25	74	103
5. My child has every opportunity to be successful at this school.	2	6	5	28	63	104
6. My child has the necessary classroom supplies and equipment for effective learning.	2	1	6	27	68	104
7. I would recommend this school to other parents.	1	4	11	23	65	104
8. This school provides a safe environment for my child to learn.	0	4	9	18	73	104
9. My child is recognized for good work and behavior at this school.	0	2	9	23	70	104
10. The school is clean and well maintained.	4	3	13	26	57	103
11. The teachers, staff, and administration at this school demonstrate a genuine concern for my child.	0	3	6	26	69	104
12. I am proud to say I have a child at this school.	1	2	9	23	69	104
13. I receive positive phone calls, emails, or notes about my child from the school.	4	7	16	19	58	104
14. The principal at this school is approachable and reachable.	5	4	15	23	56	103
15. The principal at this school is an effective leader.	4	1	19	24	56	104

Parent and Community Awareness

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

Positive areas:

- My family is treated with respect at this school.
- This school provides a safe environment for my child to learn.

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

Areas for improvement are:

- The principal at this school is approachable and an effective leader.
- I receive positive phone calls, emails, or notes about my child from the school

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

- | | | |
|---|---|---|
| • Teacher Weekly Newsletters (hard or digital) | • Open House (Virtually) | • Art Walk Night/Literacy Night/Science Night |
| • Monthly Cougar Chatter (School Newsletter) | • Student Data Reports (MaxScholar, iReady, FSA,) | |
| • Parent Conferences, Emails, and Telephone Calls | • SAC Meetings | • Title I Meetings; Title I Plan; Title 1 Compact |
| • Parent/Student Handbook | • School Webpage & Facebook | • Blackboard Connect Messages (Email & Telephone) |
| • Public Relations/Newspaper Publications | • Zoom Meetings | |

School Action Plan

ESSA Subgroup: Strategies & Programs to Support the Objectives

ESSA Subgroup Focus
Subgroup: ESE

School Focus
What is the cause(s) for this subgroup being an area of focus? Students have an identified deficit based on their IEP.
What are we doing to target this subgroup? ESE teacher will coordinate with Title I teacher to provide additional support as needed for math grades 3-5. ESE students will be included in Title I intervention services for reading with a classroom assistant. ESE students will be provided with testing strategies instruction. ESE students will be provided with small group instruction in their classroom daily and with ESE teacher as per their IEP. ESE students will be provided with organizational skills and learning strategies instruction.
Targeted School-based Professional Development: All teachers will participate in understanding accommodation in IEPs with ESE teacher. All teachers will participate in strategy workshop for behavioral interventions with behavioral specialist/ ESE teacher. All teachers will participant in strategy workshop for instructional interventions with school psychologist. All teachers will participate in organizational skills and learning strategies workshop with leadership team. All teachers will participate in PBIS professional development. The instructional coach will provide training/ coaching sessions on UFLI small group instructional framework, district PD, and/or Max Scholar for ESE teachers as needed. Teachers will be trained on implementing blended instruction (online and small group) using I-Ready. Books studies will be arranged for self-selected teachers to participate in: The Knowledge Gap and Bringing Words to Life.

Action Steps for Implementation
Classroom Implementation Action Steps (Teachers and Students): Teachers will provide accommodations as identified in an IEP with fidelity and documentation. Teachers will utilize behavioral interventions as needed to meet students' needs. Teachers will utilize instructional interventions as needed to meet students' needs. Teachers will sequence instructional priorities for ESE students based on identified needs. Teachers will teach students organizational skills and learning strategies as needed within their classroom. Teachers will implement PBIS to manage behavior and maintain a positive classroom culture.

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

Administration will provide time to discuss and review PBIS.

Teachers will meet and discuss PBIS.

Students will demonstrate appropriate behaviors.

Progress Monitoring

Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Accommodations	IEP documentation	Quarterly	Administration
PBIS	PD sign in sheet/ Classroom Walkthroughs and Observations	Quarterly	Administration
Organizational skills & learning strategies	PD sign in sheet/ Classroom Walkthroughs and Observations	Quarterly	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 70%.	
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 60 %.	
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 60%	

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., 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., iReady, Max Scholar, and formative) to collaboratively plan whole group mini-lessons, small group instruction, and stations

School Focus

Targeted School-based Focus:

Using the Balanced Literacy Model, we will focus on building strong foundational skills to include systematic and explicit phonemic awareness, phonics, vocabulary, and comprehension instruction for all students, and differentiated, teacher-led small group instruction to target needs and support all students to make growth beyond their current reading skills using I-Ready, Close Reading, Max Scholar, and additional resources as needed based on data analysis.

Targeted School-based Professional Development:

1. Instructional coach will provide training on phonemic awareness and phonics based on Heggerty's Phonemic Awareness Resource, A Fresh Look at Phonics, Phonics Dance, and Max Scholar as needed.
2. Select K-1 teachers will attend training for Phonics Dance and incorporate this into regular classroom instruction.
3. Teachers will be trained on Accelerate online learning platform. Kindergarten through fifth grade will utilize the pacing guide aligned to Accelerate to provide continuity in education in case students have to shift to online instruction due to Covid-19. Teachers will continue to integrate multiple sources aligned to the standards and item specifications to demonstrate a purposeful thread from whole groups, through small groups and stations/ cooperative groups and leading to application of learning through a close read.
4. Instructional coach will facilitate small group data analysis of I-Ready, FSA, quarterly common assessments, and classroom-based assessments to plan instruction based on students' needs. Select teachers will participate in individual data analysis.
5. Grade levels will collaboratively plan with a focus on the appropriate rigor of the standards, differentiation of each standard based on data and learning progressions. Grade levels will systematically plan with a continuous thread from whole group to small groups and stations/ cooperative groups leading to application in a close read and progressively building in complexity.
6. Select teachers will participate in peer observations and reflect upon the observed lessons with the instructional coach.
7. Embedded coaching will happen through co-teaching, modeling, conferencing, coaching cycles, and collegial conversations. The instructional coach would like to complete one coaching cycle with all ELA teachers.
8. The instructional coach will provide training to new teachers (new to ELA) on Balanced Literacy, Max Scholar, and teaching to meet the rigor of the standards.

9. Teachers will be trained on implementing blended instruction (online and small group) using I-Ready.
10. Books studies will be arranged for self-selected teachers to participate in: The Knowledge Gap and Bringing Words to Life.

Action Steps for Implementation

Classroom Implementation Action Steps (Teachers and Students):

1. Teachers will provide systematic, explicit instruction in phonemic awareness, phonics, vocabulary, fluency, and comprehension as needed based on standards and students' needs. Select teachers will implement Phonics Dance into instruction.
2. Teachers will utilize the yearly plan to carefully scaffold instruction towards increasing complexity and application.
3. Within the first month of school, all teachers will administer I-Ready/Max Scholar assessments to identify standards of focus for each student. Teachers will analyze student data to determine and plan for the instructional needs for the whole group, small groups, and individuals.
4. Teachers will follow the pacing outlined in Accelerate online learning platform and participate in collaborative planning to create lessons that meet the appropriate rigor of the standards, differentiate with learning progressions based on student data, and develop a continuous thread from whole group to small groups and stations/ cooperative groups to lead to application through a close read.
5. Teachers will collaborate with the instructional coach in a number of ways to reflect on and continuously improve instruction. Select teachers will participate in peer observations and implement newly learned skills in their classroom.
6. Teacher-led small groups will begin no later than the fourth week of school. Teachers will blend traditional small group instruction and I-Ready based remediation as needed based on students' data. Teachers will meet with below grade level students daily, on grade level students at least three times per week, and above grade level twice per week.
7. Teachers will plan standards-based, differentiated and accountable stations. All teachers have standards in place. Teachers will focus on either rigor or differentiation.
8. Teachers will model and students will use purposeful text marking/ note taking and annotation specific to the text and task to aid comprehension and facilitate student response to text-dependent questions of varying complexity.
9. Students will utilize student talk strategies to respond to text-dependent questions. Specific strategies include think-pair-share, table talk, fishbowl, conversations, and Socratic Seminars.
10. Teachers will build students skills from interacting with one text to interacting with two sources using text-dependent questions as a guide to navigate texts and guide students to synthesize across sources.
11. Teachers will use standards and learning progressions to model how to write and answer appropriately complex questions when reading a variety of texts. Students will ask and answer questions throughout the phases and DOK levels.
12. Teachers will provide opportunities for independent reading while monitoring students' choices through conferences, reading logs, and response logs. Students will self-monitor and apply a fix-up strategy when decoding and comprehension breaks down. Students will engage in daily independent reading and be held accountable through conferences, and reading logs.

Progress Monitoring

Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Phonological awareness/ Phonics	Walkthroughs/ Observations	Quarterly	Administration
Vocabulary	Walkthroughs/ Observations	Quarterly	Administration

Collaborative planning	Sign in sheets/ meeting notes	Quarterly	Administration
Data meetings	Sign in sheets/ meeting notes	Quarterly	Administration
Teacher-led small groups	Walkthroughs/ Observations	Quarterly	Administration
Standards-based, differentiated stations/ cooperative groups	Walkthroughs/ Observations	Quarterly	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

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., 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:

Using the Balanced Literacy Model, we will focus on phonics, vocabulary, and comprehension instruction for all students, and differentiated, teacher-led small group instruction to target needs and support all students to make growth beyond their current reading skills using I-Ready, Close Reading, Max Scholar (K-3), and additional resources as needed based on data analysis.

Targeted School-based Professional Development:

1. Instructional coach will provide training on phonics based on Max Scholar, A Fresh Look at Phonics, and Phonics for Reading. September Instructional Coach will provide teachers with training on syllabication and morphology.
2. Teachers will be trained on Accelerate online learning platform. Kindergarten through fifth grade will utilize the pacing guide aligned to Accelerate to provide continuity in education in case students have to shift to online instruction due to Covid-19. Teachers will continue to integrate multiple sources aligned to the standards and item specifications to demonstrate a purposeful thread from whole groups, through small groups and stations/ cooperative groups and leading to application of learning through a close read.
3. Instructional coach will facilitate small group data analysis of I-Ready/ Max Scholar (K-3), quarterly common assessments, and classroom-based assessments to plan instruction based on students' needs. Select teachers will participate in individual data analysis.
4. Grade levels will collaboratively plan with a focus on the appropriate rigor of the standards, differentiation of each standard based on data and ALDs. Grade levels will systematically plan with a continuous thread from whole group to small groups and stations leading to application in a close read.
5. Teachers will collaborate with the instructional coach in a number of ways to reflect on and continuously improve instruction. Select teachers will participate in peer observations and reflect upon the observed lessons with the instructional coach. Embedded coaching will happen through co-teaching, modeling, conferencing, coaching cycles, and collegial conversations. The instructional coach would like to complete one coaching cycle with all ELA teachers.
6. The instructional coach will provide training to new teachers (new to ELA) on Balanced Literacy, Max Scholar, and teaching to meet the rigor of the standards.
7. Teachers will be trained on implementing blended instruction (online and small group) using I-Ready.
8. Books studies will be arranged for self-selected teachers to participate in: The Knowledge Gap and Bringing Words to Life.

Action Steps for Implementation

Classroom Implementation Action Steps (Teachers and Students):

1. Teachers will provide systematic, explicit instruction in phonics, vocabulary, fluency, and comprehension as needed based on standards and students' needs.
2. Teachers will follow the pacing outlined in Accelerate online learning platform and participate in collaborative planning to create lessons that meet the appropriate rigor of the standards, differentiate with learning progressions based on student data, and develop a continuous thread from whole group to small groups and stations/ cooperative groups to lead to application through a close read. Teachers will carefully scaffold instruction towards increasing complexity and application.
3. Within the first month of school, all teachers will administer I-Ready/ Max Scholar to identify standards of focus for each student. Teachers will analyze student data to determine and plan for the instructional needs for the whole group, small groups, and individuals.
4. Teachers will participate in collaborative planning to create lessons that meet the appropriate rigor of the standards, differentiate with ALDs based on student data, and develop a continuous thread from whole group to small groups and stations to lead to application through a close read.
5. Teachers will collaborate with the instructional coach in a number of ways to reflect on and continuously improve instruction. Select teachers will participate in peer observations and implement newly learned skills in their classroom.
6. Teacher-led small groups will begin no later than the fourth week of school. Teachers will blend traditional small group instruction and I-Ready/ Max Scholar (K-3) based remediation as needed based on students' data. Teachers will meet with below grade level students daily, on grade level students at least three times per week, and above grade level twice per week.
7. Teachers will plan standards-based, differentiated and accountable stations. All teachers have stations in place. Teachers will focus on either rigor or differentiation.
8. Teachers will model and students will use purposeful text marking/ note taking and annotation specific to the text and task to aid comprehension and facilitate student response to text-dependent questions of varying complexity.
9. Students will utilize student talk strategies to respond to text-dependent questions. Specific strategies include think-pair-share, table talk, fishbowl, conversations, and Socratic Seminars.
10. Teachers will build students skills from interacting with two texts to interacting with two- four sources using text-dependent questions as a guide to navigate texts and guide students to synthesize across sources.
11. Teachers will provide opportunities for independent reading while monitoring students' choices through conferences, reading logs, and response logs. Students will self-monitor and apply a fix-up strategy when decoding and comprehension breaks down. Students will engage in daily independent reading and be held accountable through conferences, and reading logs.

Progress Monitoring

Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Phonics	Walk through/ observations	Quarterly	Administration
Vocabulary	Walk through/ observations	Quarterly	Administration
Collaborative planning	Sign in sheet/ meeting notes	Quarterly	Administration
Data meeting	Sign in sheet/ meeting notes	Quarterly	Administration

Teacher led small groups	Walk through/ observations	Quarterly	Administration
Standards-based, differentiated stations/ cooperative groups	Walk through/ observations	Quarterly	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

Central Focus: Text-based Writing

School Focus

Targeted School-based Focus: Purpose, Focus, and Organization (PFO)

Targeted School-based Professional Development:

1. Teachers will be calibrated to the writing rubric during the corresponding grading period. Teachers will score their writing with the provided rubric and calibrate their students to the writing rubric.
2. Teachers will engage in collaborative scoring and turn in the cold write scores for informational and opinion writing as scheduled on the yearly plan to Dr. Donna. Teachers and instructional coach will analyze grade level writing samples and collaborate to provide differentiated writing based on instructional needs using conferences, small groups, and stations.
3. Instructional coach will guide teachers through Being a Writer online modules and teachers will participate in Being a Writer PD.
4. Instructional coach will provide PFO writing sessions on introduction techniques, conclusion techniques, varied sentence structure as needed. Teachers will model writing and implement gradual release with their students. Teachers will teach introduction techniques, conclusion techniques, varied sentence structure, and student talk.
5. Instructional coach will provide EE writing sessions to include synthesizing across sources and the six elaborative techniques as needed. Teachers will continue to work on text-marking/ annotation, use of academic vocabulary from sources, synthesizing across sources, and elaboration techniques in grade level planning and with students.
6. Teachers will collaborate with the instructional coach in a number of ways to reflect on and continuously improve instruction. Select teachers will participate in peer observations and reflect upon the observed lessons with the instructional coach. Embedded coaching will happen through co-teaching, modeling, conferencing, coaching cycles, and collegial conversations. The instructional coach would like to complete one coaching cycle with all ELA teachers. Select teachers will attend district provided writing training. Select teachers will collaborate with the instructional coach to create writing lessons.

Writing Plan

Grades 1-3

Month	First Grade Topics, Mode and Assessment
August	The Writing Community (5 weeks) Focus on Conventions: non-negotiables, sentences, and paragraphs Stations and Small groups for remediation and enrichment on mode of writing, paragraphs, and conventions
September	Getting Ideas (3 of 6 weeks)
October	Getting Ideas (3 of 6 weeks)

November	Telling more (4 weeks)
January	<p>Stories about Me (4 weeks)</p> <p>How do I plan a narrative including story elements and a story structure?</p> <p>How do I choose appropriate transition words for a narrative?</p> <p>Stations and Small groups for remediation and enrichment of story elements, story structure, planning, and transition words</p> <p>How do I add elaboration to a narrative?</p> <p>Using narrative elements for elaboration and voice- mini-lessons</p> <p>Stations and Small groups for remediation and enrichment of elaboration and voice</p> <p>Writing Conferences</p>
February	<p>Writing Non-fiction (3 weeks)</p> <p>Mini-lessons re: Informational- Purpose, Focus and Organization</p> <p>How do I plan for an informational essay? What makes a good introductory paragraph?</p> <p>What are good introduction strategies? How do I choose appropriate transition words for an informational essay? What are good conclusion strategies?</p> <p>Stations and Small groups for remediation and enrichment of planning an informational essay and choosing appropriate transition words, using introduction and conclusion strategies.</p> <p>Mini-lessons re: Informational- Evidence and Elaboration</p> <p>What is the difference between evidence and elaboration? How can I use text marking to identify relevant evidence? What are appropriate elaboration strategies?</p> <p>Small Groups and Stations for remediation and enrichment identifying evidence and elaboration, text marking for relevant evidence, and using elaboration strategies</p> <p>Writing Conferences</p> <p>Formative Assessment re: EE</p> <p>Mock Rangefinders</p>
March	<p>Opinion Writing (2 weeks)</p> <p>Focus PFO</p> <p>How do I plan for an opinion essay? What makes a good introductory paragraph? What are good introduction strategies? How do I choose appropriate transition words for an opinion essay? What are good conclusion strategies?</p> <p>Stations and Small groups for remediation and enrichment of planning an opinion essay and choosing appropriate transition words, writing introduction and conclusion paragraphs</p> <p>Writing Conferences</p> <p>Formative assessment PFO</p>

	<p>Focus EE</p> <p>How can I use text marking to identify relevant evidence? What are appropriate elaboration strategies?</p> <p>Small Groups and Stations for remediation and enrichment identifying evidence and elaboration, text marking for relevant evidence, and using elaboration strategies</p> <p>Writing Conferences</p> <p>Mock Rangefinders</p>
April	Poetry (3 weeks)
May	Revisiting the writing community (1 week)
Month	Second Grade Topics, Mode and Assessment
August	<p>The writing community (7 weeks)</p> <p>Focus on Conventions: non-negotiables, sentences, and paragraphs</p> <p>Stations and Small groups for remediation and enrichment on mode of writing, paragraphs, and conventions</p>
September	The writing community (7 weeks)
October	Telling more (4 weeks)
November	<p>Fiction (4 weeks)</p> <p>How do I plan a narrative including story elements and a story structure?</p> <p>How do I choose appropriate transition words for a narrative?</p> <p>Stations and Small groups for remediation and enrichment of story elements, story structure, planning, and transition words</p> <p>How do I add elaboration to a narrative?</p> <p>Using narrative elements for elaboration and voice- mini-lessons</p> <p>Stations and Small groups for remediation and enrichment of elaboration and voice</p> <p>Writing Conferences</p>
January	<p>Non-fiction (5 weeks)</p> <p>Mini-lessons re: Informational- Purpose, Focus and Organization</p> <p>How do I plan for an informational essay? What makes a good introductory paragraph? What are good introduction strategies? How do I choose appropriate transition words for an informational essay? What are good conclusion strategies?</p> <p>Stations and Small groups for remediation and enrichment of planning an informational essay and choosing appropriate transition words, using introduction and conclusion strategies</p> <p>Writing Conferences</p>

	Formative Assessment re: PFO
February	<p>Non-fiction (1 of 5 weeks) Mini-lessons re: Informational- Evidence and Elaboration What is the difference between evidence and elaboration? How can I use text marking to identify relevant evidence? What are appropriate elaboration strategies? Small Groups and Stations for remediation and enrichment identifying evidence and elaboration, text marking for relevant evidence, and using elaboration strategies Writing Conferences Formative Assessment re: EE Mock Rangefinders Letter writing (3 weeks)</p>
March	<p>Opinion writing (3 weeks) Focus PFO How do I plan for an opinion essay? What makes a good introductory paragraph? What are good introduction strategies? How do I choose appropriate transition words for an opinion essay? What are good conclusion strategies? Stations and Small groups for remediation and enrichment of planning an opinion essay and choosing appropriate transition words, writing introduction and conclusion paragraphs Writing Conferences Formative assessment PFO</p> <p>Focus EE How can I use text marking to identify relevant evidence? What are appropriate elaboration strategies? Small Groups and Stations for remediation and enrichment identifying evidence and elaboration, text marking for relevant evidence, and using elaboration strategies Writing Conferences Mock Rangefinders</p>
April	Poems and words (3 weeks)
May	Revisiting the writing community (1 week)
Month	Third Grade Topics, Mode and Assessment
August	<p>The writing community (3 weeks) Focus on Conventions: non-negotiables, sentences, and paragraphs Stations and Small groups for remediation and enrichment on mode of writing, paragraphs, and conventions</p>

September	<p>The writing process (2 weeks) Personal narrative (2 of 4 weeks) How do I plan a narrative including story elements and a story structure? How do I choose appropriate transition words for a narrative? Stations and Small groups for remediation and enrichment of story elements, story structure, planning, and transition words Writing conferences</p>
October	<p>Personal narrative (2 of 4 weeks) Fiction (2 of 6 weeks) How do I add elaboration to a narrative? Using narrative elements for elaboration and voice- mini-lessons Stations and Small groups for remediation and enrichment of elaboration and voice Writing Conferences</p>
November	<p>Fiction (4 of 6 weeks)</p>
January	<p>Expository Non-fiction (4 of 6 weeks) Mini-lessons re: Informational- Purpose, Focus and Organization How do I plan for an informational essay? What makes a good introductory paragraph? What are good introduction strategies? How do I choose appropriate transition words for an informational essay? What are good conclusion strategies? Stations and Small groups for remediation and enrichment of planning an informational essay and choosing appropriate transition words, using introduction and conclusion strategies Writing Conferences Formative Assessment re: PFO</p>
February	<p>Expository Non-fiction (2 of 6 weeks) Mock Rangefinders Functional Writing (2 of 3 weeks)</p>
March	<p>Functional writing (1 of 3 weeks) Opinion writing (3 weeks) Focus PFO How do I plan for an opinion essay? What makes a good introductory paragraph? What are good introduction strategies? How do I choose appropriate transition words for an opinion essay? What are good conclusion strategies? Stations and Small groups for remediation and enrichment of planning an opinion essay and choosing appropriate transition words, writing introduction and conclusion paragraphs Writing Conferences</p>

	<p>Formative assessment PFO</p> <p>Focus EE</p> <p>How can I use text marking to identify relevant evidence? What are appropriate elaboration strategies?</p> <p>Small Groups and Stations for remediation and enrichment identifying evidence and elaboration, text marking for relevant evidence, and using elaboration strategies</p> <p>Writing Conferences</p> <p>Mock Rangefinders</p>
April	Poetry (2 weeks)
May	Revisiting the writing community (1 week)

Grades 4-5

Month	Topics, Mode and Assessment
August	<p>Administer Baseline Writing Test</p> <p>The Writing Community- 3 weeks</p> <p>Dissect the Rubric</p> <p>Explicit instruction re: mode (narrative, informational, opinion)</p> <p>Focus on Conventions: non-negotiables, sentences, and paragraphs</p> <p>Stations and Small groups for remediation and enrichment on mode of writing, paragraphs, and conventions</p>
September	<p>The Writing Process – 2 weeks</p> <p>Unpack the Prompt Focus on PFO</p> <p>Personal narrative- 2 of 4 weeks</p> <p>How do I plan a narrative including story elements and a story structure?</p> <p>How do I choose appropriate transition words for a narrative?</p> <p>Stations and Small groups for remediation and enrichment of story elements, story structure, planning, and transition words</p> <p>Writing Conferences</p>
October	<p>Personal narrative- 2 of 4 weeks</p> <p>How do I add elaboration to a narrative?</p> <p>Using narrative elements for elaboration and voice- mini-lessons</p> <p>Stations and Small groups for remediation and enrichment of elaboration and voice</p> <p>Writing Conferences</p>
November	Expository Non-fiction 4 of 6 weeks

	<p>Mini-lessons re: Informational- Purpose, Focus and Organization How do I plan for an informational essay? What makes a good introductory paragraph? What are good introduction strategies? How do I choose appropriate transition words for an informational essay? What are good conclusion strategies? Stations and Small groups for remediation and enrichment of planning an informational essay and choosing appropriate transition words, using introduction and conclusion strategies Writing Conferences Formative Assessment re: PFO</p>	
December	<p>Expository Non-fiction 2 of 6 weeks Mini-lessons re: Informational- Evidence and Elaboration What is the difference between evidence and elaboration? How can I use text marking to identify relevant evidence? What are appropriate elaboration strategies? Small Groups and Stations for remediation and enrichment identifying evidence and elaboration, text marking for relevant evidence, and using elaboration strategies Writing Conferences Formative Assessment re: EE Opinion Writing unit 2 of 3 weeks Focus PFO How do I plan for an opinion essay? What makes a good introductory paragraph? What are good introduction strategies? How do I choose appropriate transition words for an opinion essay? What are good conclusion strategies? Stations and Small groups for remediation and enrichment of planning an opinion essay and choosing appropriate transition words, writing introduction and conclusion paragraphs Writing Conferences Formative assessment PFO Mock Rangefinders</p>	
January	<p>Opinion Writing unit 3 weeks Focus EE How can I use text marking to identify relevant evidence? What are appropriate elaboration strategies? Small Groups and Stations for remediation and enrichment identifying evidence and elaboration, text marking for relevant evidence, and using elaboration strategies Writing Conferences Mock Rangefinders</p>	

February	Opinion Boot camp Small Groups and Stations for remediation and enrichment Writing Conferences Mock Rangefinders
March	Informational Boot camp Small Groups and Stations for remediation and enrichment Writing Conferences Mock Rangefinders
April- May	Poetry- 2 weeks Fiction- 6 weeks

Progress Monitoring			
Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Writing Calibration	Sign in sheets	Quarterly	Administration
Collaborative planning & scoring	Sign in sheets and score sheets	Quarterly	Administration
Being a Writer Training	Sign in sheets	Quarterly	Administration
PFO & EE sessions	Sign in sheets	Quarterly	Administration
Modeling, conferences, small groups, and stations	Walkthrough/ Observations	Quarterly	Administration

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

School Action Plan

ELA: Strategies & Programs to Support the Objectives

ELA Levels 1 and 2 Focus

School Focus

Targeted School-based Focus:

The goal is to help students develop reading skills and strategies in phonics, vocabulary, fluency, and comprehension to apply independently. All grades will analyze data to target needs and utilize ALDS/ LPs to scaffold students toward the rigor of the standard.

Targeted School-based Professional Development:

1. Select teachers will be provided half-day training on I-Ready by Curriculum Associates. Teachers will be trained on implementing blended instruction (online and small group) using I-Ready.
2. Instructional coach will facilitate small group data analysis of I-Ready, , FSA, Max Scholar, quarterly common assessments, and classroom-based assessments to plan instruction based on students' needs. Select teachers will participate in individual data analysis.
3. Instructional coach will provide training sessions for classroom assistants throughout the year on small group instruction, phonological awareness, phonics, fluency, and comprehension as needed based on data.
4. K-3 teachers will be provided training on Max Scholar.
5. 4-5 teachers will be provided training on syllabication, morphology, and Phonics for Reading as needed.
6. Books studies will be arranged for self-selected teachers to participate in: The Knowledge Gap and Bringing Words to Life.

Action Steps for Remediation

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

1. Within the first month of school, all teachers will administer I-Ready assessments to identify standards of focus for each student. Teachers will analyze student data FSA, I-Ready, and to determine and plan for the instructional needs of level 1 and 2 students. All level 1 K-3 students will use Max Scholar. Grades 4-5 students with identified phonics needs will use Phonics for Reading.
2. Lowest 25% will be identified and these students will be provided with additional small group instruction using Phonics for Reading, I-Ready, Tyner, and Fountas and Pinnell as appropriate based on data.
3. Classroom teachers will implement a blended model of I-Ready to analyze, interpret, and take action based on their students' diagnostic results. Teacher-led small group instruction may blend traditional format and I-Ready remediation to target identified students' needs. Students in grades 2-5 will complete I-Ready standards mastery assessments. All K-3 level 1 students will use Max Scholar.
4. Teachers will implement I-Ready Tools for Instruction and prerequisite Ready lessons from the Teacher Toolbox to address learning gaps in small group instruction based on identified deficit prescribed by I-Ready diagnostic and lesson proficiencies.
5. Teachers will use a combination of instructional-leveled texts and complex texts with scaffolding during small group instruction to close the gap between current level and grade level standards.

6. Teachers will plan to address all components of effective literacy instruction based on standards in a systematic manner to include phonemic awareness, phonics, fluency, vocabulary, and comprehension.
7. Teachers will extend work from whole group using ALDs/ LPs to small groups and standards-based, differentiated stations to provide independent practice.
8. K-3 teachers will use Max Scholar for all level 1 students.

Progress Monitoring			
Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Teacher-led small groups	Walk through/ observations	Quarterly	Administration
I-Ready	Reports/ Walk through/ observations	Quarterly	Administration
Phonics for Reading	Walk through/ observations	Quarterly	Administration
Max Scholar	Reports/ Walk through/ observations	Quarterly	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:

The goal is to identify and remediate instructional gaps that occurred due to students missing the last grading period of 2019-2020 school year.

Action Steps for Implementation

Classroom Implementation Action Steps (Teachers and Students):

Teachers identified potential instructional gaps at the end of the 2019-2020 school year to assist next year's teachers in planning.

Potential identified gaps by grade level are as follows: Kindergarten- opinion writing, letters/sounds, and sight words (if not mastered); First- RI 3.7- use illustrations and details in a text to describe its key ideas, RI 3.8- Identify the reasons an author gives to support points in a text, RI 3.9 Identify basic similarities in and differences between two texts on the same topic, L.1.1g conjunctions, and L.1.1j compound sentences; Second- RL 2.4, W2.6, SL 1.3, SL 2.5, Compound sentences, and commas in a greeting/closing; Third- completed all standards; Fourth- 4RL.2.6, 4RI2.6, 4RL3.7, and Opinion writing.

Teachers will incorporate the previous year's standards and scaffold to ensure students are prepared to be successful in their current grade level.

Teachers will use materials from Bridge program to spiral instructional gap standards in small groups/stations.

POC tutoring will begin in October to focus on closing the instructional gaps.

Teachers will analyze beginning of the year I-Ready data to further identify instructional gaps and plan accordingly.

Progress Monitoring

Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Instructional planning	Yearly plans/ Observations	Quarterly	Administration
POC tutoring	Tutoring documentation	Quarterly	Administration

Data analysis	Sign in sheets and meeting notes	First grade period, and end of semester	Administration
Collaborative planning	Sign in sheets and meeting notes	Quarterly	Administration

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 80 %.
The percentage of students in the lowest 25% who will make learning gains in math as defined by the State of Florida on the Florida Standards Assessment Test will be at least 75%.
The percentage of Level 4 and 5 students who will make learning gains in math on the Florida Standards Assessment Test will be at least 50%

Math: Strategies & Programs to Support the Objectives

Central Focus: Math Focus
<p>Use OCSD M3 Standards-based planning document to create student-centered standards-based lessons</p> <ul style="list-style-type: none"> • 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
<p>Targeted School-based Focus:</p> <ol style="list-style-type: none"> 1. Continue implementation of the OCSD Balanced Math Model, which includes: mini-lessons, fluency, stations, teacher led small groups, student talk, student- centered whole group, and routines. 2. Continue integration of purposeful stations by standards, working towards differentiation. 3. Continue teacher led small group instruction using higher order DOK 2/DOK 3 questions, ALDs/ LPs and appropriate manipulatives in math lessons.
<p>Targeted School-based Professional Development: 1. Self-selected teachers will attend the Summer Institute hosted at Antioch to target OCSD Math Instructional Best Practices.</p> <p>2. New teachers and teachers who need refresher will receive professional development on the Balanced Math Model, the OCSD M3planning document, the math on-line curriculum guides and resources, common assessments, management, engagement, lesson planning/ preparation, and lesson delivery.</p>

3. During the school-based, whole day sessions, teachers and math coach will collaborate to analyze data (FSA, I-Ready, formative and summative classroom assessments) and use their M3 planning documents, grade level standards, Item Test Specs, and/or curriculum guide to plan for teacher led small groups, purposeful math station activities and formative assessments to include student math discourse and spiraled standards. During these PD session Northwood math teachers will collaborate with teachers on the same grade level from three different schools in Okaloosa County to share standards-based resources and best instructional practices.
4. Teachers will collaborate to share grade level appropriate, rigorous, exemplar, standards/domain-based, engaging math stations and student samples during school-based PD, collaborative lesson planning sessions, grade level and/or data meetings, and faculty meetings.
5. During grade level data team meetings, teachers will analyze formative/summative assessments to drive standards-based small and whole group instruction.
6. A voluntary book study will be offered to teachers. Making Sense of Mathematics for Teachers in the Small Group (Dixon, et.al).
7. I Ready professional development will be offered that leads teachers in setting goals for everyday classroom differentiation and introduces replicable routines for data-driven planning using i-Ready.
8. Professional development will be offered by the math coach to assist with effective use of manipulatives when implementing/refining small groups and standards-based, differentiated, accountable stations into the Balanced Math Block.
9. Grade levels will meet after I-Ready diagnostic sessions to discuss data such as I-Ready, FSA, quarterly common assessments, and classroom assessments and adapt instruction in purposefully developed mini-lessons, fluency, stations/ teacher led small groups, student talk, routines, and student-centered whole group lessons to target students' needs and improve achievement.
10. Grade level pacing guides and district common assessments for yearlong standards will be reevaluated quarterly with math coach and grade level.
11. Select teachers will participate in instructional rounds and reflect upon the observed lessons with the instructional coach.
12. Self-selected teachers will participate in ghost walks focused on classroom organization for student discourse, teacher led small groups and differentiated, standards-based stations.

Action Steps for Implementation

Classroom Implementation Action Steps (Teachers and Students):

1. Continue the use of the OCSD Balanced Math Model that includes mini-lessons, fluency, stations/teacher led small groups, student discourse, student centered whole group lessons and routines.
 - a. Teachers will collaborate to utilize M3 documents, ALDs/ LPs, and common assessments to plan standards based mini-lessons to guide all students to grade level expectations. Teachers will ensure whole group sessions are appropriately paced, student centered, and engaging. Students will be actively engaged in whole group lessons as determined by formative assessment: participation, student math discourse, and culminating task.
 - b. Teachers will focus on grade level specific fluency standards. Kindergarten will focus on facts to five. First grade will focus on facts to ten. Second grade will focus on facts to 20 using mental strategies, and fluency add and subtract to 100 using preferred strategies. Third grade will focus on addition and subtraction to 1,000 and multiplication and division to 100 using preferred strategies: place value, properties, relationships between addition and subtraction. Third grade students will know from memory all products of two one-digit numbers. Fourth grade will focus on

- addition and subtraction to 1,000,000 using the standard algorithm. Fifth grade will focus on multi-digit multiplication using the standard algorithm. Students will develop fact fluency and strategy implementation.
- c. Teachers will collaborate to utilize the M3 document (ALDs/ LPs) to plan small groups and differentiated, standards-based stations with accountability based on individual student needs.
 - d. Teachers will utilize the M3 document (ALDs/ LPs) and quality questions to plan for purposeful student discourse to develop higher-level thinking and problem solving strategies to meet the rigor of the standards.
 - e. Teachers will use assessment data to purposefully utilize a variety of high yield routines to spiral the standards and build conceptual understanding: Everyday Calendar Math, daily math review (DMR), Math 4 Today, Four Square, High Yield Routines: number of the day, number line, quick images, what doesn't belong, etc.
2. Teachers and students will use manipulatives in small groups and differentiated standards-based stations to develop fluency.
 3. Kindergarten teachers will utilize Whole Group and Small Group Guided Math (Reagan Tunstall) for standards based, spiral math stations.
 4. All teachers will continue to utilize I-Ready Toolbox for remediation and enrichment in teacher led small group lessons and standards-based stations.
 5. All teachers will continue to develop purposeful, standards-based stations, working towards differentiation to ensure all students continue to make academic gains.
 6. All teachers will continue teacher led small group instruction using higher order DOK 2/DOK 3 questions and appropriate manipulatives in math lessons per standard.
 7. All teachers will continue to embed the eight mathematical practices into their class instruction: make sense of problems and persevere in solving them, reason abstractly and quantitatively, construct viable arguments and critique the reasoning of others, model with mathematics, use appropriate tools, attend to precision, look for and make use of structure, and look for and express regularity and repeated reasoning. Students will engage in the eight mathematical practices as evidenced by student math talk and independent practice.
 8. 3-5 grade teachers will utilize ALDs, FSA item specs, FSA practice tests, and OCSD common assessments to assess students on grade level standards.
 9. K-2 teachers will utilize LPs to scaffold FSA style questions into daily routines and include FSA style questions into assessments. First and second grade teachers will utilize the OCSD common assessments.
 10. Teachers will utilize M3 document (K-5) and i-Ready Standards Mastery data (grades 2-5) to effectively plan for standards based mini-lessons, teacher led small groups, and differentiated standards-based stations.
 11. Students will utilize a self- monitoring system in order to understand their proficiencies and opportunities for improvement related to standards and explain this information to their parents/teachers in student led conferences.
 12. Common Assessments in grades one through five will be graded.

Progress Monitoring			
Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Balanced Math Model	Walkthroughs and Lesson Plans	Weekly	Administration
Standards Based Lessons	Walkthroughs and Lesson Plans	Daily	Administration
Differentiated Small Groups	Walkthroughs and Lesson Plans	Weekly	Administration

Spiraling/Routines	Walkthroughs and Lesson Plans	Weekly	Administration
Purposeful Student Talk	Walkthroughs and Lesson Plans	Daily	

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:

Numbers and Operations

Targeted School-based Professional Development:

1. During the school-based, whole day sessions, teachers and the math coach will collaborate to analyze data and use standards, Item Specs, curriculum guides, M3 document (ALDs/LPs) to plan for teacher led small groups, purposeful math station activities, and formative assessments to include student math discourse and spiraled stations.
2. During grade level data team meetings, teachers will analyze formative/ summative assessments to drive differentiated, standards-based small and whole group instruction.
3. Additional training on high yield routines will be provided on strategies for working with struggling students: plan appropriate questions in focus domains to scaffold towards rigor of grade level standards, using ALDs to differentiate focus domains based on students' needs.
4. I- Ready professional development will be offered that leads teachers in setting goals for everyday classroom differentiation and introduces replicable routines for data-driven planning using I-Ready.
5. Grade levels will meet to discuss data to include I-Ready, FSA, and classroom assessments, common assessments and adapt instruction in mini-lessons, fluency, stations, teacher led small groups, student talk, routines, student centered whole group lessons to target students' needs and improve achievement.
6. A voluntary book study will be offered to teachers. Making Sense of Mathematics for Teachers in the Small Group (Dixon, et al.)
7. The Title I teacher will provide on-going professional development for targeted students based on ESSA data.

Action Steps for Remediation

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

1. By August 2020, set dates for IReady professional development.
3. Create Master Calendar for grade level data.
4. Order books for books studies.

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

1. Teachers will implement a blended model of I-Ready to analyze, interpret, and take action based on their students' diagnostic results.
2. Teachers will meet daily with level one students and at least three times a week with level two students in a small group setting to review prerequisite skills and scaffold students to on-grade level skills.
3. Teachers will implement I-Ready Tools for instruction and prerequisite I-Ready lessons from the Teacher Toolbox to address learning gaps in small group instruction based on identified deficits prescribed by I-Ready diagnostic and lesson proficiencies.
4. Teachers will use I-Ready Diagnostic, quarterly common assessments, and classroom tests to identify and target needs for intervention.

5. Students will reference a math word wall, binder, or anchor chart in order to develop and utilize academically appropriate mathematical vocabulary.
6. Title Teacher will provide intervention to identified Level 2 students, 3 times per week, and low level 3 students 2 times per week based on previous FSA data.
7. Classroom teachers will meet with the lowest 25% daily using I-Ready data to direct instruction. Small group instruction will be on student level. Deficient skills from I-Ready lessons will be remediated in small group.
POC Plan: We will invite level 2 students to POC first, then fragile level 3 students. Level ones will be invited too based upon space available. In addition, we will use Title I money to extend our POC. I-Ready will be the primary resource for guiding the instruction.
8. Title I ESSA teacher will identify targeted students and see students three times a week for remediation in math as first priority and ELA second.
9. Title I ESSA teacher will meet with teachers to discuss intervention plan for identified ESSA students.

Progress Monitoring			
Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
iReady	Online Instruction	Bi-Monthly	Administration
Small Groups	Walk Throughs	Bi-Monthly	Administration
ESSA Students	MTSS	Weekly	Title I Teacher & Administration

Evaluation Following Mid-Year Data

Evaluation of Targeted School-based Focus & Implementation:

Refinement of Targeted School-based Focus:

Math: Strategies & Programs to Support the Objectives

Pandemic Math Instructional Gaps Focus

School Focus

Targeted School-based Focus: The goal is to identify and remediate instructional gaps that occurred due to students missing the last grading period of 2019-2020 school year.

Action Steps for Implementation

Classroom Implementation Action Steps (Teachers and Students):

Teachers will incorporate the previous year’s standards and scaffold to ensure students are prepared to be successful in their current grade level.

Teachers will use materials from Bridge program to spiral instructional gap standards in small groups/stations.

POC tutoring will begin in October to focus on closing the instructional gaps.

Teachers will analyze beginning of the year I-Ready data to further identify instructional gaps and plan accordingly.

Progress Monitoring			
Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Instructional Planning	Lesson Plans	Monthly	Administration
Spiraling-Bridge	Walk Throughs	Weekly	Administration
POC	Walk Throughs	Monthly	Administration

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

School Action Plan

Science

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

The percentage of 5th 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 70 %.

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., 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: By the end of the year, we expect our students to be able to master the weakest standards (Nature of Science) that have been identified, and exhibit proficiency on current grade level standards. We expect our students to deepen their understanding of science standards by engaging in purposeful small group activities, which incorporate hands-on investigations and experiments, the science literacy standards of reading, writing, and rich student talk.

Targeted School-based Professional Development: Targeted School-based Professional Development:

1. Select teachers will attend PD on science-adopted textbooks, interactive science notebooks; 3-5 standards based flip charts, 3-5 science curriculum guides, and development of spiraling and hands-on experiments.
2. The science teachers will meet with district science instructional leaders to review curriculum expectations and share information with classroom teachers.
3. ELA Instructional Coach will be available to provide a coaching cycle on the following strategies: Close Reads, Teacher created TDQs, Student talk, Multiple sources to include graphs, charts, & data, writing through reading, reading standards related to science, and balanced science.
4. Science teachers will be provided with collaborative planning time to 1) create/ discuss classroom arrangements, which provide positive small group environments conducive to purposeful student talk, 2) create exemplar tasks and samples, and spiraling activities (station, bell ringers, formative and summative assessments) based on student data, 3) created exemplar formative assessment strategies, and common standards-based assessments and pacing.

5. Self-selected teachers will attend district offered science PD in order to develop rigorous TDQs, standards-based station activities, and technology integration.
6. Select science teachers will participate in PD with ELA instructional coach to increase reading and writing standards integrated into science.

Action Steps for Implementation

- Classroom Implementation Action Steps (Teachers and Students):**
1. Teachers will use the science standards, DOKs, NGSSS item specs, and standards-based question stems flipchart as a framework for developing questions and assessments tied directly to assessing students' knowledge of grade level standards. Grades 3-5 will use the district provided science curriculum guide for differentiated groups, test spec limitations, and additional student vocabulary.
 2. The science teacher will schedule lab experiences in grades K-5, as requested.
 3. The science committee will continue implementing a plan of action for keeping the grade level science vocabulary words active.
 4. Teachers will incorporate hands on and inquiry based activities in classrooms such as experiments, interactive science notebooks, Gizmos, Study Island (5th grade only). Students will actively engage in hands-on and inquiry based activities.
 5. Teachers will continue to use purposeful text marking, note taking, TDQs, multiple sources that include graphs, charts, and data, and the think aloud strategy while text marking. Students will use purposeful text marking and note taking for reading and writing through reading tasks. Students will use student talk to respond to TDQs during a close read of science content through the science coach, CPALMS, Newsela, and Achieve 3000, etc.
 6. Teachers will begin to implement spiraling assessment items in lessons, stations, and bell ringers based on classroom observations and assessments. Fifth grade teachers will use SSA released test items as well as the district quarterly assessments.
 7. Select science teachers will use science pacing guide to ensure all standards are being taught per the district guidelines of first nine weeks-nature of science, second nine weeks -Earth and space science, third nine weeks-physical science, and fourth nine weeks-life science.
 8. Grades 3-5 science teachers will administer and give a red grade in the gradebook the common district provided summative nine-week assessment to assess students' mastery of grade-level standards. We will begin to develop common nine-week assessments in grade first and second grades.
 9. In grades K-2, teachers will adhere to pacing guided. They will implement three hands -on activities per quarter.
 10. In grades 3-5, teachers will have cooperative groups or station activities at least three times a quarter. Administer district formative assessments.
 11. In grades 5, teacher will complete one Study Island at least biweekly.

Progress Monitoring			
Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Standards Planning	Lesson Plans	Quarterly	Administration
Common Assessments	Data	Quarterly	Administration
Balanced Science	Walk Throughs	Quarterly	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: The goal is to identify and remediate instructional gaps that occurred due to students missing the last grading period of 2019-2020 school year.

Action Steps for Implementation
Classroom Implementation Action Steps (Teachers and Students):
 Teachers will incorporate the previous year’s standards and scaffold to ensure students are prepared to be successful in their current grade level.

Progress Monitoring			
Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Spiraling	Lesson Plans	Quarterly	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?

Parents are invited on the Cougar Chatter, our parent information flyer, to share ideas. Parents are invited to attend the annual Title I meeting and share feedback. At each SAC meeting, we ask for suggestions. The Title I teachers and the principal will monitor the plan.

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.*

Northwood has meetings at different times to accommodate the needs of parents monitored by the counselor.
Northwood includes Fine Arts into meetings to encourage parents to attend monitored by the Special Area Grade Level Chair.
Northwood has a Facebook, School Webpage and Blackboard Connect to communicate with parents monitored by administration.
Northwood Teachers send home a weekly classroom newsletter and administration sends home a monthly and/or quarterly Cougar Chatter newsletter to keep parents informed monitored by the teachers and administration.

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?

Headstart and other preschool students will be invited to visit the Kindergarten classes in the spring as monitored by the principal. Middle school counselors visit our fifth grade students at the end of the year.

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.

The role of the guidance program at Northwood Fine Arts and Science Elementary School is to help promote the academic, social, and emotional development of all students. Classroom guidance lessons and character education lessons will be implemented to all students on a regular basis to help promote student development and a positive school climate. The guidance program will also offer individual student counseling and

small group counseling to meet individual student needs. The counselor will work closely with teachers and parents to help provide students with the services necessary for each student's success. Northwood has an adult mentoring program for students with approved parent permission. There are two additional counselors one is our military liaison and the other is from the Children's Home Society. An additional Title I teacher will be hired to assist with MTSS, lowest quartile students who are also in select ESSA sub groups. By assisting with MTSS, this will give the counselor a designated classroom time to provide whole group counseling and to increase small group counseling.



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.

1. Close Reading Lesson Plans are implemented and documented.
2. All teachers use the Balanced Literacy, Math and Science Models when planning.
3. Small groups and work stations are differentiated for students.
4. Writing through Reading is implemented in all classrooms and documented.

Address diverse educational needs through coordinated support system

1. Northwood offers and enrichment program that meets the needs of all students through art, and science. The master schedule indicates the times each student attends a fine art class.
2. Northwood also offers Before and After-School Child Care; Family Involvement Nights (Art Walk); Mentor and Volunteer Orientations; Academic Clubs, Adopt-A-Classroom Program (Business Partner); Fine Arts Productions; Honors Assemblies; Field Trips; Field Days.
3. Individualized strategies are developed during the MTSS process to meet the needs of struggling students. Records are kept of the meeting.

Integrate technology in learning by both educators and students.

Ensure access for all students to rigorous and challenging curriculum

1. Close Reading Lesson Plans are implemented and documented.
2. All teachers use the Balanced Literacy & Math Models when planning.
3. Small groups and workstations are differentiated for students.

4. Writing through Reading is implemented in all classrooms and documented.

Integrate technology in learning by both educators and students.

1. I Ready is used school wide in all grades in both Reading and Math. This program Individualizes reading and math lessons for each student's academic needs.
2. Moby Max is used as a supplemental program in and out of school. iReady is used during the school day.
3. Classrooms are equipped with iPads, laptops, desktops, and chrome books for student usage.
4. Teachers all have laptops, iPads, Mimio's, document cameras, and data projectors to help integrate technology in all subjects.

Use a variety of methods to communicate student progress with parents and stakeholders.

- A. School Newsletters called the Cougar Chatter are sent home with students. These newsletters are also posted on our school Facebook page and School Website.
- B. Teachers communicate regularly with parents via email, classroom newsletters, Remind 101, DoJo, and/or text messages.
- C. Some of the communication to the community and parents have included: Teacher Weekly Newsletters, Open House, Art Walk Night, Literacy Night, Science Night, Student Data Reports (iReady, and FSA) Parent Conferences, Emails, Telephone Calls, SAC Meetings, Title I Meeting, Title I Plan, Title 1 Compact Parent/Student Handbook, School Webpage & Facebook, Blackboard Connect Messages (Email & Telephone) and Public Relations/Newspaper Publications.



Accreditation Page

Accreditation Standards

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

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

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

Cognia Performance Standards related to this Focus Area

Leadership Capacity Domain

1.4 The governing authority establishes and ensures adherence to policies that are design to support system effectiveness.

1.7 Leaders implement operational processes and procedures to ensure organizational effectiveness in support of teaching and learning.

Learning Capacity Domain

2.2 The learning culture promotes creativity, innovation, and collaborative problem-solving.

2.3 The learning culture develops learners' attitudes, beliefs, and skills needed for success.

2.9 The system implements processes to identify and address the specialized needs of learners.

2.12 The system implements a process to continuously assess its programs and organizational conditions to improve student learning.

Resource Capacity Domain

3.7 The system demonstrates strategic resource management that includes long-range planning and use of resources in support of the system's purpose and direction.

3.8 The system allocates human, material, and fiscal resources in alignment with the system's identified needs and priorities to improve student performance and organizational effectiveness.

1. Monthly drills are conducted.
2. Trainings are provided on child abuse and safe school yearly.
3. Training is provided on discrimination and equity concerns.