Date Submitted:

Dates of Revision:

School Performance Plan
2020-2021

School Name: Southside Primary School

Legend

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

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

Principal's Signature
SAC Chairperson's Signature

Okaloosa County School District

Vision Statement:

We inspire a lifelong passion for learning.

Mission Statement:

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

Core Values:

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

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

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

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

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

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

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

School Performance Team

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

Name	Title
Debra Haan	Principal
Candis Sharon	Teacher, Parent
Laura McEntire	Teacher, Parent
Lauren Kreger	Teacher
Kaleigh Goss	Teacher
Danielle Justice	Teacher
Monique Hawkins	Teacher
Connie Murray	Title 1 Assistant
Jan Robinson	School Counselor

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

All faculty and staff were invited to participate in the SPP creation process. They were invited in written form, documented in email. SAC Parents were invited to participate and contribute to the SPP.

SPP Team will involve all stakeholders, but the documented team members represent elementary, special area, administration, and parents. The team was selected and developed through recommendations and volunteers.

 SPP Team was assembled in August 5, 2020. The second meeting was held during pre-planning.

*SPP was sent electronically on September 9, 2020 for additions from faculty and staff, and was discussed at faculty meeting.

* SPP Team continued to work weekly, through submission date of September 11, 2020 - this is a review time for District

Southside Primary School was reconfigured in 2009/2010 to Southside Center, a facility serving preschool-aged children with disabilities and voluntary preschool students. The 2014/2015 school year saw the addition of kindergarten and 1st grade students; and in the 2015/2016 school year, Southside added 2nd grade. During the 2015/16 school year, Southside Center officially changed their name to Southside Primary School (SPS).

Southside Primary School, home of the Tiger Cubs, is a public school located in the Florida Panhandle with approximately 400 students enrolled. The enrollment at Southside has steadily increased over the past few years due to rapid growth in the North Okaloosa County area, particularly with the addition of the Army's 7th Special Forces.

At present, Southside has a population of 244 students with 36% of the students being in the Elementary program, and 64% of the students being in the Preschool program. Southside has a population of 73% White and 27% Minority. The enrollment at Southside will continue to increase as prek children with disabilities are eligible to enroll at 3 years of age.

The Preschool program is made up of PreK D, preschoolers with disabilities, and VPK, voluntary pre-kindergarten 4-year olds. VPK includes children who attend a partial day, and children who attend a full day. Funding for the full-day VPK is provided by the district Title 1 department and is utilized for any child that qualifies for VPK.

90% of the VPK children that attend our program are served in the full-day option. The Free and Reduced program serves 51% of our students.

Due to the 2020 Covid 19 pandemic, students were given the option of attending the brick and mortar site or online instruction for at least the first 9 weeks of the school year. At present, 8% of the students including Prek D and elementary students, are being instructed via online instruction.

Under the direction and leadership of our School Advisory Council, the P.T.O., the faculty, staff, and parents at SPS, high academic standards are set. The staff is committed to providing a safe, inviting, and challenging environment for all students. Students are expected to master the Florida Learning and Developmental Standards for Four-Year-Olds, and the Florida Standards for Kindergarten, 1st, and 2nd grade students. That goal is supported by highly qualified teachers; school-based professional development; research-based instruction in small groups; a budgetary practice which directs every available dollar to the classroom to support student progress; and hands-on instructional programs emphasizing reading, writing, mathematics, social studies, and science.

Parent and Community Awareness

Southside Primary 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 Leadership℠ 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 Southside Primary School.

School-Level Summary

▼ A total of **74** 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 **4.73**, 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.	4.78	74	81.08%
2. School rules/discipline plans are enforced consistently at this school.	4.58	74	71.62%
3. I regularly receive feedback from school staff on how well my child is learning.	4.62	74	74.32%
4. My family is treated with respect at this school.	4.86	74	86.49%
5. My child has every opportunity to be successful at this school.	4.80	74	82.43%
6. My child has the necessary classroom supplies and equipment for effective learning.	4.72	74	77.03%
7. I would recommend this school to other parents.	4.78	74	85.14%
8. This school provides a safe environment for my child to learn.	4.73	74	79.73%
9. My child is recognized for good work and behavior at this school.	4.75	73	83.56%
10. The school is clean and well maintained.	4.53	73	73.97%
11. The teachers, staff, and administration at this school demonstrate a genuine concern for my child.	4.80	74	83.78%
12. I am proud to say I have a child at this school.	4.80	74	85.14%
13. I receive positive phone calls, emails, or notes about my child from the school.	4.64	74	72.97%
14. The principal at this school is approachable and reachable.	4.76	74	77.03%
15. The principal at this school is an effective leader.	4.80	74	82.43%

Parent and Community Awareness

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

Parents and caregivers rated southside Primary Schools as a 4.7 on a scale of 1 to 5. Southside parents reported that they felt welcome and respected by school staff. Most agreed that teachers, staff and administrators are genuinely concerned about their children with learning and safety being a high priority.   About 50% of all response choices on the Parent Satisfaction Survey were in the "Strongly Agree" category or "Top Box".

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

Southside parents and caregivers indicated that they would enjoy more positive communications about educational and behavioral progress.   Parents reported that although the school plant is dated and requires more updating and cleaning, the staff still make the school pleasant for the students.

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

Monthly Newsletter from School	Weekly Newsletter from Classroom	Twitter
Personal Phone Calls	Email and Texting to Individual Parents	Instagram
School Marque	Automated Phone System	Remind App
Student Journals	Conferences	Letters about Events
Facebook	Face-to-Face	Websites
Zoom Meetings		

School Action Plan
ESSA Subgroup: Strategies & Programs to Support the Objectives

ESSA Subgroup Focus
Subgroup:

School Focus
What is the cause(s) for this subgroup being an area of focus?
What are we doing to target this subgroup?
Targeted School-based Professional Development:

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

Progress Monitoring			
Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor

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.

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

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., MaxScholar, 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 MaxScholar in a blended learning environment for identified students
- Use data (e.g., iReady, MaxScholar, and formative) to collaboratively plan whole group mini-lessons, small group instruction, and stations

School Focus

Targeted School-based Focus:

Continue using Learning Progressions in the Balanced Literacy Model, utilizing collective data to develop multi-sensory whole group and small group phonemic awareness, phonics, and language lessons.

Targeted School-based Professional Development:

Professional Development

• Professional Learning Communities (PLCs) will meet weekly and will work with LPs with a focus on a specific standard(s) each week, starting with the priority standards to be determined based on iReady Diagnostic and FLKRS data, to create targeted whole and small group activities.

• iReady/Accerlate training (August 26, 2020)

- MaxScholar Training for K-2 teachers date TBA

- Tyner, Heggerty, and Tucker phonics program training for new ELA teacher (August)

• ELA iReady training with focus on close reading component for first and second grade teachers (TBA)

Action Steps for Implementation

Classroom Implementation Action Steps (Teachers and Students):

Data Driven Instruction

- Teachers will plan and implement at least 3 purposeful, differentiated stations with accountability based on student data by the end of the 1st nine weeks. (learning progressions, formative assessments, MaxScholar (K-2), iReady (2))
- Teachers will plan and implement targeted small group reading instruction based on student data. (iReady, MaxScholar, LPs, formative assessments)

Foundational Skills

- Kindergarten Teachers will utilize Tucker Signing and Heggerty phonics programs in which students will physically implement student learning to enhance their knowledge of foundational skills. Kindergarten Teachers and students will also utilize the Beverly Tyner and/or MaxScholar phonics program in small groups which builds students abilities to manipulate sounds and form words, as well as, strengthen high frequency words and beginning writing and reading skills.
- First and Second Grade students will utilize learned Heggerty and Tucker phonics motions and routines in their daily language activities.
- First and Second Grade Teachers will utilize the Tyner and/or MaxScholar phonics program in differentiated small groups to enhance students' foundational skills.

Language/Vocabulary

- Teachers will utilize purposeful read aloud/shared reading lessons that incorporate preplanned TDQs at varying DOK levels (2,3,4) with an emphasis on phase 2 and 3 of Integrating Knowledge and Ideas being a focal point for Kindergarten and First Grade and Craft and Structure being a focal point for First Grade (by the end of the year) and Second Grade for the full year with mastery by the end of the year.
- Teachers create an interactive print rich environment to include a word wall(s), student/teacher created anchor charts, graphic organizers, and student work.
- Students will use word walls, anchor charts, and graphic organizers to aid in the reading and writing process through stations, whole group and small group lessons with teacher guidance.

- Teachers will plan and instruct standards-based, focused mini-lessons using multiple sources to include text, illustrations, and multi-media selections, poetry, informational text with diagrams, comics, personal responses, and diaries when appropriate to the task.
- These lessons will include-Close Reads, EIRs, and Multi-Sensory Lessons.
- (K-1 through teacher read aloud with prompting and support beginning of the second nine weeks) 2 sources
- (Second grade students will compare two texts by the beginning of the second nine weeks)
- Teachers will explicitly teach text marking/annotating, student talk, teacher developed and properly sequenced TDQs at all three phases with varying DOKs, high quality texts, stations, independent practice, high-quality small groups, and writing through reading.

EIRs/Culminating Tasks/Student Talk

- Teachers will select increasingly complex purposeful text and multiple sources for text marking, annotating, phases 2,3, and 4 of DOK, and TDQs in order to achieve a standards-based Culminating Task based on targeted LPs.
- Culminating tasks will vary based on the text(s) or resources used and will be appropriately purposeful for the students, such as, short answer, creating a diagram, completing graphic organizer, writing piece…etc.
- Teachers will utilize district ELA resources to: create TDQs at varying levels of targeted LPs and phases of DOK to implement components of EIR which will be completed at least once per month after the first nine weeks.
- Students will participate in purposeful Student Talk activities and/or Writing Through Reading in order to complete a Culminating Task.
- Purposeful student talk will be modeled and practiced using multiple activities.

Assessments

- Teachers will promote students to become Assessment Capable Learners by using resources such as LPs and incorporate multiple assessment types for students to become familiar with such as, true/false, multiple entry, short answer, multiple choice.
- (Kindergarten students will be introduced to multiple choice, multiple entry, and true/false assessment by the end of the third nine weeks
- First and Second Grade students will be familiar with true/false, multiple entry, fill in the blank, short answer, and multiple choice response by the beginning of the second nine weeks.)

iReady

• K-2 grade students will participate in the i-Ready Reading Program at least 45 minutes per week with fidelity.

• Teachers in grades K-2 will utilize the Ready Toolbox and iReady data to plan for whole group, and differentiated small group/stations with accountability.

• Students in Grades 1 and 2 will utilize accountability sheets to track their progress towards posted learning intentions and success criteria for the iReady and Accelerated Reader Programs. Provide Professional Development for grading progressively on the rubric. (quarterly, first and second grades, PLCs)

• K-2 grade writing calibration with PLC and Literacy Coach (if assigned)

• PLCs assist with creating writing continuum with each grade level with the assistance of Literacy Coach (if assigned)

• Professional Development on writing conferencing through PLCs

Progress Monitoring

Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Differentiated Balanced Literacy Stations with accountability	Walkthroughs, PLS's, Observations	Daily/Weekly	Administrator/Teacher
Teacher led, targeted small group instruction	Walkthroughs, PLS's, Observations	Daily/Weekly	Administrator/Teacher
Purposeful Read Alouds/Shared Reading incorporating TDQs at Varying DOK levels with a focus On 2,3,4	Walkthroughs	Daily/Weekly	Administrator/Teacher
Interactive Whole Group Mini-Lessons	Walkthroughs, PLC's	Daily/Weekly	Administrator/Teacher
Multi-Sensory Lesson	Walkthroughs, PLC's	Monthly	Administrator/Teacher
EIR	Walkthroughs, PLC's	Monthly	Administrator/Teacher

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:
Targeted School-based Professional Development:

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

Progress Monitoring

Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor

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, Organization, Evidence and Elaboration

Targeted School-based Professional Development:

Provide Professional Development for grading progressively on the rubric. (quarterly, first and second grades, PLCs)

• K-2 grade writing calibration with PLC and Literacy Coach (if assigned)

• PLCs assist with creating writing continuum with each grade level with the assistance of Literacy Coach (if assigned)

• Professional Development on writing conferencing through PLCs

Writing Plan

<u>Southside Primary School- Writing Plan 2020-21</u>

** The Southside writing instructional expectation is that this plan will be carried out over a series of days or weeks, taught in a rational progression based on student readiness. Lessons will follow the gradual release model (I do, we do, small groups do, you do) and each step in the process would be explicitly taught and modeled. Students will be provided with both guided and independent practice.

<u>Writing Modes for Instruction and Assessment Per Quarter:</u>

This instruction is delivered by ELA Classroom Teachers.	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Kindergarten	Creative	Personal Narrative	Informational	Opinion

1st Grade	Personal Narrative	Informational	Opinion	Spiral
2nd Grade	Personal Narrative	Informational	Opinion	Spiral

Grade Level	Writing Instructional Component
KINDERGARTEN	**UNPACKING THE PROMPT**

	Teacher Will
	• Model text marking the prompt (verbal and/or written prompt)
	    o Circling the topic and boxing the mode
	• Model use of non-examples to understand the topic to address
	• Establish prior knowledge, addressing unfamiliar terms through discussion and relating experiences.
	• Provide concrete learning experiences using the 5 senses before exposure to the prompt
	
	Students Will
	• Participate in whole group text marking of the prompt (verbal and/or written prompt)
	    o Circling the topic and boxing the mode
	• Recognize non-examples to understand the topic to address Share prior knowledge, addressing unfamiliar terms through discussion and related experiences.
	• Participate in concrete learning experiences using the 5 senses before exposure to a prompt.

	TEXT MARKING AND ANNOTATIONS
	Teacher Will • Question students about background knowledge on the topic to establish purpose for reading and then writing. • Plan and implement Read Alouds or shared reading with text dependent questions in all phases and at varying DOKs. • Create charts and/or use molded writing to show the text marking and annotations for a specific source and prompt. Students Will • Throughout the year, with Read Alouds or shared reading, students will participate in highlighting and text coding relevant details as described in the prompt, with teacher prompting and support. • Use background knowledge on the topic to establish purpose for teaching and then writing. • Participate in interactive Read Alouds or shared reading experiences while engaging with text dependent questions in all phases and at varying levels of DOK. • Help create charts or participate in shared text marking and annotations for a specific source and prompt.
	PLANNING FOR THE ESSAY
	Teacher Will

- Provide for multiple reads of a text with guiding TDQs in all phases and DOK levels.
- Discuss text evidence to support the focus of the prompt to determine the controlling idea of the writing.
- Chart of complete a graphic organizer collaboratively with students to support comprehension and development of the writing.
- Clarify misconceptions and non-relevant details.
- Use a shared writing or molded writing to show students how to write a topic sentence.

Students Will
- Participate in multiple reads of a text while engaging with guiding TDQs (to aide in comprehension) in all phases DOK levels
- Discuss text evidence to support the focus of the prompt to determine the controlling idea of the writing.
- Participate in the completion of a graphic organizer collaboratively with the teacher to support comprehension and development of the writing.
- Participate in shared writings or watch modeled writings to understand how to write a topic sentence.

SCAFFOLDING INSTRUCTION TO MULTIPLE SOURCES
Teacher Will
- Read the passage(s) multiple times with guiding TDQs and student talk opportunities leading to two sources by at least the second semester.

Students Will
- Listen to passage(s) read aloud multiple times while engaging with TDQs and participating in student talk protocols, with exposure to two sources by at least the second semester.

WRITING EFFECTIVE INTRODUCTIONS
Teacher Will
- Model, provide practice, and scaffold/support to assist students in writing topic sentences or phrases (which includes developmentally appropriate phonetic spelling) and illustrating the topic with limited extraneous information.
- Teachers will use mentor text read louds to show effective introductions in writing.

Student Will
- With prompting, support, and appropriate resources, write and illustrate the topic (sentence or phrase) with limited extraneous information.

WRITING EFFECTIVE CONCLUSIONS
Teachers Will
- Model, provide practice, and provide prompting and support to assist a student with writing concluding phrases or sentences (which includes developmentally appropriate phonetic spelling) and illustrating the topic with limited extraneous information.

Student Will
- With prompting, support, and appropriate resources, write and illustrate the conclusion (sentence or phrase) with limited extraneous information.

CITING REVELEVANT EVIDENCE
Teachers Will

- Provide modeling, practice, and prompting/support to assist students in providing evidence and elaboration through drawing, dictation, and writing, which may include *some* extraneous information.

Students Will
- With prompting, support and available supplemental resources, provide evidence and elaboration through drawing, dictation, and writing which may include *some* extraneous information.

ADDRESSING ELABORATION

Teachers Will
- Model, provide practice, and give prompting and support to assist students with providing evidence and elaboration through drawing, dictation, and writing, which may include *some* extraneous information.
- Teachers will illicit student talk protocols that encourage elaboration on topics (and prompts).

Students Will
- With prompting and support, and use of available supplemental resources, provide evidence and elaboration through drawing, dictation, and writing which may include *some* extraneous material.
- Participate in student talk opportunities that illicit elaboration on given topics and writing prompts.

TRANSITIONS BETWEEN IDEAS

Teachers Will
- Model and provided guided practice of using temporal words to support organization in writing.
- Point out temporal and other transition words during read-alouds and shared reading experiences.

Students Will
- Practice using temporal words when engaging in student talk and classroom discussions.
- Recognize temporal and transition words in short grade appropriate texts.

CONTENT SPECIFIC VOCABULARY

Teachers Will
- Using grade appropriate complex texts, model and provide practice for the use of a variety of methods to demonstrate understanding of unknown words from within the text or illustrations.
- Model how to choose important words from a text to include in a writing prompt's controlling idea (topic sentence).

Students Will
- BY THE END OF THE YEAR, using grade appropriate complex texts, use a variety of methods to demonstrate understanding of unknown words from within a text or illustration, with prompting and support.
- With prompting and support, identify words from a text that would be pertinent to be included in a writing's controlling idea or topic sentence.

Grade Level	Writing Instructional Component

1st Grade	**UNPACKING THE PROMPT**
	Teacher Will
	- Question students about topic and models text marking the prompt through think alouds.
	- Facilitate class discussions to determine the mode of writing (Opinion, Informational, Narrative)
	- Establish prior knowledge, addressing unfamiliar terms through discussion and relating experiences of students.
	Students Will
	- Be supported toward identification of the topic and be able to text mark the prompt with support and prompting (verbal and/or written prompt)
	- Through class discussion, will determine mode of writing (Opinion, Informational, Narrative) by the end of the year using clue words in the prompt.
	- Share prior knowledge, addressing unfamiliar terns through discussion and relating experiences, scaffolded toward relating topic to their own background knowledge by the end of the year.
	TEXT MARKING AND ANNOTATIONS
	Teacher Will
	- Question students about background knowledge on the topic to establish a purpose for reading and then writing.
	- Plan and implement shared reading (student and teacher has copy of text) with guiding TDQs in a phases and varying DOKs
	- Throughout the year, with shared reading, teachers will provide opportunities for students to participate in highlighting and text coding relevant details as well as annotating to address the prompt, with teacher support.
	Students Will
	- Use background knowledge on the topic to establish purpose for reading and then writing.
	- Participate in shared reading (student and teacher has a copy of the text) with guiding TDQs in all phases and at carrying DOK levels.
	- Throughout the year, students will participate in shared reading experiences while being guide to highlight and text code relevant details as well as annotating to address the prompt, with teacher support.
	PLANNING FOR THE ESSAY
	Teacher Will
	- Provide for multiple reads of the text with guided TDQs to aid in comprehension
	- Using the prompt and the sources, model for students how to plan using a graphic organizer or chart using a controlling idea.
	- Provide opportunities for class discussion and activities to clarify misconceptions about relevant and non-relevant details.
	Students Will
	- Participate in multiple reads of the text while engaging in TDQs to aide in comprehension of the text.
	- Engage in shared writing experiences (first modeled by the teacher) using charts or graphic organizers to plan for the writing.
	- Participate in class discussions and activities that clarify misconceptions about relevant and non-relevant details.

SCAFFOLDING INSTRUCTION TO MULTIPLE SOURCES

Teacher Will
- Model the reading and think-aloud processes of reading a source multiple times in the first semester.
- Plan for and initiate reading and collaboratively analyzing 2 sources by the second semester.

Students Will
- Participate in Read-Alouds and class discussions regarding at least one complex text in the first semester.
- Participate in collaborative (with teacher and other students) reading and analysis of 2 sources by the second semester.

WRITING EFFECTIVE INTRODUCTIONS

Teacher Will
- Model and provide practice of writing an introduction (topic) sentence that addresses the prompt with respect to sources.
- Use mentor texts and Read-Alouds to identify and model elements of and effective introduction.

Student Will
- Practice writing introductions in response to reading when responding to prompts and other reading tasks (writing through reading).
- By the end of the school year, write an introduction sentence that addresses a given prompt with respect to sources.

WRITING EFFECTIVE CONCLUSIONS

Teachers Will
- Model and provide practice of writing a concluding sentence that addresses the prompt with respect to sources.
- Use mentor texts and Read-Alouds to identify and model elements of and effective conclusions.

Student Will
- Practice writing conclusions in response to reading when responding to prompts and other reading tasks (writing through reading).
- By the end of the school year, write a concluding sentence that addresses a given prompt with respect to sources.

CITING REVELEVANT EVIDENCE

Teachers Will
- Model and provide practice for referring back to text-marking, anchor charts, and graphic organizers to incorporate at least one piece of relevant evidence from the text into the writing.
- Use student writings to model use of relevant evidence.

Students Will

- Refer back to text-marking, anchor charts, and graphic organizers to incorporate at least one piece of relevant evidence from the text into their writing.
- Use student writing samples to increase their understanding of and ability to use relevant evidence from the text in their writing.

ADDRESSING ELABORATION

Teachers Will
- Define elaboration and explain how it is used to enhance an author's purpose, develop the controlling idea, and connect details and evidence within the writing.
- Teachers will create anchor charts with sentence stems for elaboration such as "*I think this because…*" with the students (with continued practice to move toward less formulaic writing.)

Students Will
- With guidance and support, explain the relevance of text-based evidence they have chosen.
- Students will use anchor charts with sentence stems for elaboration such as *"I think this because…"* with the teacher (with continued practice to move toward less formulaic writing).

TRANSITIONS BETWEEN IDEAS

Teachers Will
- Use temporal words to signal event order with two or more events.
- Create an anchor chart (or other visual reminder- reference page in writing notebook) that identifies examples of temporal (time-order) words with the students.

Students Will
- Use temporal words to signal events order with two or more events.
- Practice effectively using temporal words in both responding to a writing prompt or engaging in a writing through reading task.
- Use anchor charts or other resources to identify and use temporal words in their writing to connect and transition between events and/or ideas.

CONTENT SPECIFIC VOCABULARY

Teachers Will
- Using grade-specific text, model and provide practice of the use of a variety of methods to demonstrate understanding of unknown words from within the text or other multimedia sources.
- Scaffold and support students in determining the important vocabulary from the text that should be included into the students' writing to address the prompt.

Students Will
- By the end of the year, using grade-specific text, use a variety of methods to demonstrate understanding of unknown words from within text or other multimedia sources with prompting and support as needed.

	• With support from the teacher, determine the important vocabulary from the text that should be included into the writing to address the prompt.

Grade Level	Writing Instructional Component
2nd Grade	**UNPACKING THE PROMPT** Teacher Will • Question students about topic and models text marking the prompt, through questioning students to determine the needed text marking for the prompt. • Facilitate student talk and questioning to determine the mode of writing (Opinion, Informational, or Narrative), model use of clue words in the prompt to determine mode of writing with teacher support as needed. • Students Will • Address and engage with questions about topic and participate in text marking the prompt to determine the mode and topic for writing. • Participate in student talk and scaffolded teacher questioning to determine the mode of writing (Opinion, Informational, or Narrative) by the end of the year. • Use clue words in the prompt to determine mode of writing with teacher support as needed.
	TEXT MARKING AND ANNOTATIONS Teacher Will • Question students to establish purpose for reading/writing to the topic. Use student input to determine how to code the text. • Plan and implement shared reading (students and teacher have copies of text) with guiding TDQs in all phases and varying DOKs to aid in comprehension of the text(s). • Using the discussions from the TDQs, teachers will collaboratively, with students, identify relevant text evidence to support writing. • Provide opportunities for students to participate in highlighting and text coding relevant details as well as annotating to address the prompt and elaborate on evidence, with teacher support. Students Will • Establish a purpose for reading/writing to the topic. Students will help the teacher determine how to code the text. • Participate in shared reading (students and teachers have copies of the text) with TDQs in all phases and at varying DOKs. • Using the discussions from the TDQs, students will collaboratively, with the teacher's support, identify relevant text evidence to support writing. • Throughout the year, while engaging in shared reading opportunities, students will participate in highlighting and text coding relevant details as well as annotating to address the prompt, with teacher support.

PLANNING FOR THE ESSAY

Teacher Will
- Provide for multiple reads of the text with guided TDQs to aid in comprehension
- Using the prompt and the sources, model for students how to plan using a graphic organizer or chart using a controlling idea.
- Provide opportunities for class discussion and activities to clarify misconceptions about relevant and non-relevant details.

Students Will
- Participate in multiple reads of the text while engaging in TDQs to aide in comprehension of the text.
- Engage in shared writing experiences (first modeled by the teacher) using charts or graphic organizers to plan for the writing.
- Participate in class discussions and activities that clarify misconceptions about relevant and non-relevant details.

SCAFFOLDING INSTRUCTION TO MULTIPLE SOURCES

Teacher Will
- Model the reading and think-aloud processes of reading a source multiple times throughout the first semester, with gradual release of responsibility to students.
- Plan for and initiate reading and collaboratively analyzing 2 sources by December.

Students Will
- Participate in Read-Alouds and class discussions regarding at least one complex text with support towards two complex texts.
- Participate in collaborative (with teacher and other students) reading and analysis of 2 sources by December.

WRITING EFFECTIVE INTRODUCTIONS

Teacher Will
- Model and provide practice for writing an introductory paragraph to include a topic sentence (thesis statement) to introduce the controlling idea with a transitional sentence.
- Use mentor texts or books to identify and model elements of an effective introduction.

Student Will
- Write an introductory paragraph to include a topic sentence to introduce the controlling idea with a transitional sentence.
- Practice writing introductions in response to a text (writing through reading) or during a writing prompt.

WRITING EFFECTIVE CONCLUSIONS

Teachers Will
- Model and provide practice for writing a concluding paragraph focusing specifically on how an effective conclusion reinforces the introduction in relation to the purpose and task of the prompt.

- Use mentor texts or books to identify and model elements of an effective conclusion.

Student Will
- By the end of the year, write a concluding paragraph that reemphasizes the topic and gives a concluding sentence.
- Identify the elements of an effective conclusion in anchor papers.
- Practice writing conclusions in response to a text (writing through reading) or during a writing prompt.

CITING REVELEVENT EVIDENCE

Teachers Will
- Model and provide practice for referring back to text-marking and annotations, anchor charts, graphic organizers, or other resources to determine the most relevant pieces of evidence to include into the essay (at least 2 pieces of evidence).
- Model and provide practice for integrating relevant evidence into writings.
- Use student writings (anchor papers) to model use of relevant text evidence.

Students Will
- Refer back to text-marking and annotation, anchor charts, graphic organizers, or other resources to determine the most relevant 2 pieces of evidence to include in their writings.
- By the end of the year, integrate at least 2 pieces of evidence in to their writings.
- Use anchor papers as a resource for relevant evidence integration.

ADDRESSING ELABORATION

Teachers Will
- Model and provide practice for effective elaboration using the 6 Elaborative Techniques.
- Conduct writing conferences to help students with their elaboration.
- Define elaboration and explain how it is used to enhance an author's purpose, develop the controlling idea, and connect details and evidence within the writing.
- Share anchor papers that show examples and non-examples of effective elaboration.
- Create anchor charts with sentence stems for elaboration such as "*This is important because…*" with the students (with continued practice towards less formulaic writing).
- Provide opportunities for students to practice elaborating during responding to writing prompts and writing through reading activities.

Students Will
- Include elaboration into their writing with guidance and support (writing conferences).
- Use anchor papers to see examples and non-examples of effective elaboration.
- Use anchor charts and/or other resources for elaboration stems in their writings.
- Practice elaborating in their writing when responding to prompts and during writing through reading activities.

TRANSITIONS BETWEEN IDEAS

Teachers Will
- Model and provide practice for appropriate use of transitions between ideas and introductions, body, and conclusions with use of posted and handy resources.
- Create an anchor chart of give a handout for writing folder that identifies appropriate transitions for student use in their writings.
- Provide practice of writing effective transitions in both essay writing and Writing through reading activities.

Students Will
- By the end of the year, use appropriate transition words to create a smooth flow from beginning to end when responding to a writing prompt.
- Use an anchor chart or other transition resource to determine transitions to use when writing.
- Practice writing effective transitions in essay writing and during writing through reading activities.

CONTENT SPECIFIC VOCABULARY

Teachers Will
- Use grade specific text to model and provide practice for use of a variety of methods to demonstrate understanding of content specific vocabulary from within a text.
- Provide resources, practice, and scaffolding to include content specific vocabulary into students' writings.

Students Will
- By the end of the year, using a grade specific text, use a variety of methods to demonstrate understanding of known content specific from within a text.
- Using resources, include content specific vocabulary into their writings to further their controlling idea.

Progress Monitoring

Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Writing Scores Report	Checklist/Score Sheet	4 ½ & End of 9 Weeks	Administration/Teachers
Observations of Writing Lessons	Walkthroughs and Observations	Weekly	Administration/Teachers
Conferencing with Students	Walkthroughs and Observations	Quarterly	Administration/Teachers
Small Group Writing Lessons	Walkthroughs and Observations	Weekly	Administration/Teachers
Writing Calibration	Walkthroughs and Observations	Quarterly	Administration/Teachers

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 School-based Focus:

By the end of the year, we expect our students to be able to increase fluency through the use of small group instruction and independent practice based on the use of LP's, MaxScholar, and iReady Data in our lowest 25% of the student population.

Targeted School-based Professional Development:

Targeted School-based Professional Development:

*iReady Data Training attended by elementary teachers and Title 1 assistant who will return to review and implement information

*During PD days teachers will receive training on implementing iReady/MaxScholar data into teacher led, differentiated small groups.

*During PD days teachers will receive training on effectively implementing iReady into the Balanced Literacy Block.

Action Steps for Remediation

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

Teachers will write PMPs for those students that meet PPP criteria for scores in iReady and FLKRS

*Teacher will meet with lowest quartile students 3-4 times weekly in targeted small group instruction.

* Qualifying (low score) Students will utilize the MaxScholar multi-sensory program

*Teachers will utilize data from MaxScholar/iReady Reading for Tier 2/3 students to diagnose and monitor weak areas for targeted small group instruction, and differentiated stations.

*Title 1 Specialist will be utilized to print, organize, and review iReady reports per class, and push in for targeted small group intervention

instructions directed by classroom teacher.

* Differentiated station work using MaxScholar/iReady data.

• Teacher will differentiate small group instruction to ensure remediation of standard deficiencies as identified by iReady and FLKRS testing

report.

• Teacher will utilize the Beverly Tyner and/or MaxScholar phonics program to differentiate and reinforce small group foundational skills.

Progress Monitoring

Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
iReady Diagnostic Report	Ready Report	3 X's per Year	Teacher, Title 1 Specialist, Administration
iReady Instructional Minutes	Weekly minutes report	45 minutes weekly	Teacher, Title 1 Specialist, Administration
iReady Tracking Sheets	Observation	Weekly/monthly	Teacher, Title 1 Specialist, Administration
iReady Journals	Observation	Monthly	Teachers

Data-based, differentiated, teacher led small group instruction	lesson plans, lesson plan reflections, walkthroughs	Weekly	Administration/Teachers
MaxScholar	Data Reports	Weekly	Administration/Teachers

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: By the end of the 2020-2021 School Year we expect students to close their academic gaps created by COVID-19 and be on grade level

Action Steps for Implementation
Classroom Implementation Action Steps (Teachers and Students): Teachers will use iReady Diagnostic to determine students' entry level during the first weeks of school. 2. Teachers will create small groups to address specific foundational learning gaps. 3. Students will work in targeted stations to improve struggling skills. 4. Teachers will use Formative assessments at the end of each nine weeks to determine student progress and mastery. 5. Teachers will use resources such as Core Teaching Reading Sourcebook, iReady, Ready Reading, Heggerty, MaxScholar, Tyner phonics, and domain specific leveled task cards for small group and station instruction/tasks. 6. Teachers will follow district provided pacing guide while also implementing Accelerate and iReady. By the end of the 20-21 school year, we expect students to close the academic gaps created by COVID-19 and be on or above grade level.

Progress Monitoring

Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Diagnostic Assessment	Standard Growth Reports	3 x's per year	Teacher, Title Assistant
Formative Assessment	Checklists, standards, rubrics	Weekly/1 per Quarter	Teacher
Small Group	Checklists, Data notes	Weekly	Teacher
Station	Checklists/accountability sheets	Weekly	Teacher

Evaluation Following Mid-Year Data

Evaluation of Targeted School-based Focus & Implementation:

Refinement of Targeted School-based Focus:

School Action Plan
Math

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

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

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 • Differentiate small group lessons using new HMH textbook resources; flipcharts

School Focus

Targeted School-based Focus:
Our students will engage in the Balanced Math Model on a weekly basis with an increased focus on purposeful targeted small group lessons/activities.
Targeted School-based Professional Development: 1. Goss, Hawkins, and McEntire participated in Accelerate and iReady trainings (August 26). 2. Teachers will plan small group instruction and mini lessons, incorporating Accelerate lessons when applicable. 3. Data Chats with each grade level at the discretion of administration. 4. Teachers will share examples of small group planning and implementation on a monthly basis at departmentalized planning meetings. 5. Instructional math coach will assist with differentiating meaningful stations and small groups through collegial meetings as well as classroom observations and modeled lessons. 6. Teachers will adhere to the district provided pacing guides while working in Accelerate lessons.

Action Steps for Implementation

Classroom Implementation Action Steps (Teachers and Students):
1.   Teachers will analyze iReady data to plan for targeted small group instruction, differentiated stations, and spiraling activities.
2.   Teachers in K-2 grades will align Performance Level Descriptors ("PLDs") to plan for targeted small group instruction and to set student goals.
3.   Teachers in K-2 grades will use grade-level appropriate data tracking tools (chart, checklist, assessment folders, iReady, PLDs, etc.).
4.   Teachers will continue to embed the 8 Mathematical Practices (make sense of problems and persevere in solving them, reason abstractly and quantitatively, construct viable argument and critique the reasoning of others, model with mathematics, use appropriate tools, attend to precision, look for and make use of structure, look for and express regularity and repeated reasoning) in the Balanced Math Model.
5.   Teachers will utilize instructional resources to supplement Go Math including but not limited to: Curriculum Guides, CPalms lessons, Engage NY, M3 (Making Math Meaningful) chart, HMH online resources, HMH flipcharts, iReady, Accelerate, and Instructional Math Coach.
6.   Teachers in grades K-2 will scaffold FSA-style questions into daily routines and include FSA style questions into assessments throughout the year.
7.   Teachers will use appropriate math vocabulary to engage students in meaningful discourse with fidelity interacting with math word walls/anchor charts/models.
8.   All teachers will provide opportunities for technology integration in order to prepare for Computer Based Testing (iReady).
9.   Teachers will engage students through the use of manipulatives throughout the balanced math model with a specific focus on small group as follows:
First Quarter - Kindergarten students will be given multiple opportunities to explore manipulatives freely and be explicitly taught how to use them as math tools. First and second grade students will be given time during the first week of school to explore the manipulatives freely, and will be taught to use them solely as math tools from then forward.
Second Quarter - Teachers will model the purpose and use of each type of manipulative for specific problem-solving tasks, allowing time for students to practice.
Third Quarter - Teachers will model how to choose an appropriate manipulative for the task at hand, focusing on the idea that more than one manipulative may be appropriate.
Fourth Quarter - Students will choose the appropriate manipulative to solve a problem with little or no assistance from teacher.
10.   Teachers will encourage and provide opportunities for multiple solutions to a problem during whole group, small group, and stations.
11.   Teachers will engage students through the use of mathematical discourse throughout the balanced math model as follows:
First Quarter - Teachers and students will create classroom norms for math discourse to include how to respond and how to actively listen within the first two weeks of school. Classrooms will partner so that two teachers can model appropriate discourse using given sentence stems. Students will then practice using teacher selected stems for the remainder of the quarter.
Second Quarter - Students will independently engage in mathematical discourse, choosing from the given sentence stems. Second Grade: Teachers will model and teach appropriate discourse over student work (e.g.: Two students will explain their work to a problem solving task and discuss the similarities and differences in the solutions within a whole group).
Third Quarter - Kindergarten and first grade: Teachers will model and teach appropriate discourse over student work (e.g.: Two students will explain their work to a problem-solving task and discuss the similarities and differences in the solutions within a whole group). Second Grade: Students will engage in mathematical discourse using their own work within small group situations that are monitored by the teacher.

Fourth Quarter - All students will engage in independent small group discussions of their own work, identifying similarities and differences in the solutions and the methods used, as well as identifying errors, and the most efficient and effective way to solve the problem presented. Additional monitoring and modeling will be provided in kindergarten and first grade classrooms as needed.

12.   Teachers will focus on the structure of the balanced math model, adhering to the district recommended time allotments for: routines, fluency, mini lesson, and small group/station instruction.

13.   Teachers will use the standards, the Making Math Meaningful planning document, PLD's, HMH online resources and flipcharts, Accelerate, and iReady during departmentalized planning sessions in order to drive instruction for small group and whole group lessons.

14.   Teachers will encourage multiple representations of a solution in order to create purposeful student discourse Balanced Math Model.

Progress Monitoring

Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Balanced Math Model	walk throughs, observations, lesson plans	weekly	administration, teachers
Domain based math stations/small group instruction	walk throughs, observations, lesson plans	3 - 5 times per week	administration, teachers

Student Discourse	walk throughs, observations, lesson plans	daily	administration, teachers
Purposeful spiraling	walk throughs, observations, lesson plans	daily	administration, teachers
MFSA style formative/summative assessment	walk throughs, observations, lesson plans	weekly	administration, teachers
Data Chats	data chat forms/notes	after iReady testing (fall/winter)	administration, teachers, counselor, Title 1 Assistant

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

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

ELA Levels 1 and 2 Focus

School Focus
Targeted School-based Focus: _Southside has no ELA Level 1 or 2 students._ By the end of the school year, we expect our students to be able to increase fluency through the use of small group instruction and independent practice based on the use of LP's, MaxScholar, and iReady data in our lowest 25% of the student population. By the end of the school year, students will be able to utilize multiple texts for the purpose of analysis and synthesis in order to answer text-based questions on grade level.
Targeted School-based Professional Development: Data chats will be conducted during ELA PLC's to review data and set goals for improvement in the 2020-2021 school year. iReady data training attended by and elementary, ELA teacher and guidance counselor who will review information and strategize implementation plans. iReady training attended by K-2 teachers and Title 1 staff. During PD days, teachers will review training on implementing iReady/MaxScholar data into teacher-led, differentiated small groups. During PD days, teachers will review training on effectively implementing iReady into the Balanced Literacy Block.

Action Steps for Remediation
Intervention/Title I Implementation Action Steps (Teachers and Students): Teachers will write PMP's for those students scoring Level 1 on Fall/Winter or Spring iReady, or those students that meet PPP criteria. Level 1 students will utilize the MaxScholar multi-sensory program. Teachers will utilize data from MaxScholar/iReady Reading for Tier 2/3 students to diagnose and monitor weak areas for targeted small group instruction and differentiated stations. Title 1 Assistant will be utilized to review iReady reports, set goals, monitor goals and push-in for targeted small group intervention instruction.

Differentiated station work using MaxScholar/iReady data.

Teacher will differentiate small group instruction to ensure remediation of standard deficiencies as identified by iReady testing report.

Teacher will utilize the Beverly Tyner phonics program to differentiate and reinforce small group foundational skills with Level 1 and Level 2 students.

Progress Monitoring

Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
iReady Diagnostic Report	iReady Report	3 X's per year	Title 1 Assistant, Administration
iReady Instructional Minutes	Weekly Minutes Report	45 minutes weekly	Title 1 Assistant, Administration
iReady Journals	Observation	Monthly	Teachers
Data-based, differentiated, teacher-led small group instruction	Lessons plans, lesson plan reflections, walkthroughs	Weekly	Administration/Teachers
MaxScholar	Data Reports	Weekly	Administration

Evaluation Following Mid-Year Data

Evaluation of Targeted School-based Focus & Implementation:

Refinement of Targeted School-based Focus:

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

Pandemic Math Instructional Gaps Focus

School Focus
Targeted School-based Focus: By the end of the 2020-2021 school year we expect students to close the academic gaps created by COVID-19 and be on grade level.

Action Steps for Implementation
Classroom Implementation Action Steps (Teachers and Students): 1. Teachers will use formative assessments to determine students' entry level during the first weeks of school. 2. Teachers will create small groups to address specific learning gaps. 3. Students will work in small group and targeted stations to improve struggling skills. 4. Teachers will use formative assessments at the end of each nine weeks to determine student progress and mastery. 5. Teachers will use resources such as: GoMath, iReady, HMH flipcharts, ETA Hand to Mind, and domain specific leveled task cards for small group and station instruction. 6. Teachers will follow district provided pacing guide while also implanting Accelerate and iReady.By the end of the 2020-2021 school year we expect students to close the academic gaps created by COVID-19 and be on grade level.

Progress Monitoring			
Initiative	**How Will It Be Monitored**	**Frequency of Official Monitoring**	**Who is Responsible to Monitor**
Formative assessments	Rubrics, checklists, standards	Weekly	teacher
Small group	Checklists	Weekly	teacher
Station	Checklists, graded work	Weekly	teacher

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.

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 %.

Southside Primary School does not have a 5th grade.

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., 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: Our students will engage in whole group, cooperative group, and station learning opportunities with an emphasis on student-to-student interactions in order to demonstrate mastery of science concepts.
Targeted School-based Professional Development: Professional development opportunity to visit other schools to observe science classrooms. 2. Professional development opportunity for science teachers to become knowledgeable about Everyday Instructional Reading, as needed. 3. Utilize DOK Flip Charts to generate higher level TDQ's. 4. Professional development opportunities for teachers to participate in district led Science PD as available.

Action Steps for Implementation
Classroom Implementation Action Steps (Teachers and Students): 1. Teachers will set classroom norms for student talk and hands-on activities. 2. Grades K-2 teachers will implement one/two standards based hands-on activities per week such as: journals, and various science-based manipulatives. 3. Grades K-2 teachers will facilitate in class science investigations that cover the steps of the scientific method. 4. Teachers will create opportunities for student-to-student interactions through purposeful text-dependent, standard based questions at various complexity levels across the curriculum by using the science question stem flip chart. 5. Teachers will routinely incorporate literacy standards and components of Everyday Instructional Reading specifically incorporating text marking/note taking, student-to-student interactions, and writing through reading in the classroom. 6. Grades K-2 teachers will provide students with the opportunity to participate in standards-based science stations within ELA and/or Math blocks.

Progress Monitoring			
Initiative	**How Will It Be Monitored**	**Frequency of Official Monitoring**	**Who is Responsible to Monitor**
Hands on Activities K-2	lesson plans, observations, walk throughs	1-2 times per week	teachers, administrator

DQ district created flip charts	weekly	weekly	teachers, administrator
Components of everyday instructional reading	lesson plans, observations, walk throughs	weekly	teachers, administrator

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:
Students will master all grade level science standards by the end of 2020-2021.

Action Steps for Implementation

Classroom Implementation Action Steps (Teachers and Students):
1. Teachers will adhere to the new science pacing guides.
2. Teachers will implement digital lessons to keep pace with online learning.
3. Teachers will review previous grade level's standards and fill any gaps from the 4th quarter of 2019-2020.
4. Students will engage in standards-based lessons, experiments, and hands on activities.

Progress Monitoring

Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Pacing guides	Lesson plans	Weekly	Teacher, 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?

The School Advisory Committee (SAC) had approval authority over the Title 1 parental involvement budget.   SAC members were elected by their respective peer groups, except for business and community members and the principal. Teachers were elected by
teachers, educational support employees were elected by educational support employees, and parents were elected by parents. Feedback from parents was formally gathered via the Title 1 Survey with assistance from the district office. An additional school-specific Title I Survey was used to gain information as to what type of workshops parents requested. Data was collected and returned to the school for review.

Input from parents and other stakeholders was also gathered informally through conversations and group discussions during open forums such as PTO and SAC meetings. Input from these sources was documented by minutes from the regularly scheduled SAC meetings and considered when making decisions regarding the use of Title 1 Parent Involvement funds. The SAC will continue to monitor the implementations and effectiveness of their funding decisions.

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.

Communication to inform parents and community of school activities, meetings and events is accomplished through a variety of methods such as monthly school newsletter, classroom newsletters, school website, school sign, Facebook page, Twitter, Instagram, Remind App, event fliers and the phone call-out system. Use of alternative scheduling allowed for events take place during the day and the evening.
Elementary Information Night held September 2019 and Pottery Bowl and Soup Night held November 2019 provided opportunities for parents to meet teachers, view student work and network with other families. Pending the status of the Covid pandemic, these activities will occur during the 20-21 school year.

Parents were invited to attend SAC and PTO meetings to discuss questions or concerns. Suggestions and concerns were documented and reviewed as part of the school improvement process. The Parent Family Engagement Plan was reviewed and discussed at the last SAC meeting of the school year. Title 1 staff and teachers met daily to discuss individual student data and needs.
Pamphlets describing the Title 1 Program includes information on parent involvement and Title 1 services are available in the front office.

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?

An orientation was held prior to the beginning of the 2020-2021 school year for all incoming students and their families. Due to the Covid 19 pandemic, orientation for 1st and 2nd grade students was held as a "drive-by" with teachers providing written information to parents and students as they drove through a car line. All teachers provided an online video introducing themselves and describing their class and the upcoming school year.

Transition for Prek D students moving to Kindergarten was coordinated through the school staffing specialists, teachers, psychologist and therapists. IEP meetings were conducted in the Spring with possible receiving school staff in attendance to determine the most appropriate Kindergarten placement. In January 2020, Prek D and VPK teachers collaborated with Kindergarten teachers and held the Growing and Going workshop for parents of prek students transitioning to Kindergarten. Kindergarten expectations were reviewed as well as possible Kindergarten placement options. Due to the Covid 19 pandemic, IEP meetings were conducted via Zoom conferencing with required personnel in attendance.

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 School Counselor works with classroom teachers to identify students in need of counseling, support services, or mentoring. She works with available resources to provide needed support. Volunteer training was offered on site. The School Counselor coordinated the MTSS process and works with teachers and therapists to identify students' needs.

A Licensed Mental Health Counselor (LMHC) or ESE Social Worker is assigned to the school for 1 day/week. She is available to provide crisis counseling to students and short-term counseling to students with behavioral concerns addressed on their PMP or IEP as well as serving on the MTSS team and Threat Assessment Team.

The Child and Youth Behavioral Military and Family Life counselor (CYB-MFLC) provides support to students who were military dependents with weekly sessions that provided emotional and social support.

Accreditation Page

Strategic Plan Focus Area: Improving and Advancing Student Achievement	**Cognia Performance Standards related to this Focus Area**
• 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	**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.

During the 2019-20 school year, educational services were provided to approximately 405 students in grades Prek-2. Students ages 3 years – 5 years, received services through the Prek D program which ended the school year with 16 self-contained classrooms. An additional four (4) classrooms served approximately 80, 4-year-old, VPK students and 6 classrooms housed K-2 students. Other services were provided by the art teacher, PE teacher, speech language therapists, occupational therapist, physical therapist, teacher of the visually impaired, and teacher of the hearing impaired

Due to the Covid 19 pandemic, brick and mortar schools were closed in March though the end of the 19-20 school year and teachers provided instruction via distance learning plans and online instruction. The school district provided technology devices to elementary students so that online instruction was available. Teachers of prek students including VPK and Prek D provided packets of instructional activities and supplies as well as scheduling online activities via Zoom.

The 20-21 school year was delayed until August 31, 2020 due to the pandemic. As of this date, approximately 250 students are attending the brick and mortar schools with 29 students enrolled in MySchoolOnline The school district offered a choice of in class instruction and online instruction. Specific online teachers were selected to provide instruction to both Prek D and elementary students. These online teachers were trained in the Unique Learning Skills program as well as in the elementary Accelerate program in order to provide comparable instruction.

Prekindergarten students identified as having an ESE eligibility received special education and related services via special class placement, resource, itinerant and the consultation models. Elementary students who are eligible for 504, ESE or ELL received services and

accommodations in an inclusive setting as provided for in their respective plans i.e. IEP, 504 or ELL plan. Buddy classes which paired a general education elementary class, VPK class and/or Prek D self-contained class provided opportunities for inclusive and mentoring activities.

All teachers continually monitored the progress of their students and developed appropriate intervention and strategies to address areas of concern. Elementary teachers provided teacher-selected differentiated whole and small group instruction, and practice of instructional materials which reflected an understanding of students' backgrounds, cultures, skill and learning levels and styles, language proficiency, interests and special needs. Flexible seating in the K-2 classes continued to yield positive results in both student achievement and focus. The elementary and ESE teachers participated on the MTSS team to address students with more specialized needs, share learning strategies, and help to develop PMP's for at-risk students.

Elementary and Prek D teachers participate in professional development sessions throughout the year to increase their knowledge of resources and materials that would enhance classroom instruction. Technology was heavily embedded in all aspects of learning with each classroom having LCD projectors, Mimeo Teach Interactive Systems, Ozmos in math classes, Apple TV, IPads and Chromebooks. Title 1 services were provided for elementary students who were identified as being in need of more intensive reading and math strategies and intervention. Differentiated instruction was utilized to address both enrichment and remediation opportunities for the individual student.
Student progress was communicated to parents and stakeholders via individual parent conferences, IEP, ELL, 504 meetings, and the online Parent Portal for 1 & 2 grades.   Progress Reports for elementary students were sent home every 4 ½ weeks with a formal report card sent home every nine weeks.   Results of student progress and achievement were presented to the School Advisory Committee (SAC) as well being reviewed with classroom teachers via data chats. ESE students also received progress reports addressing their specific IEP goals (Elementary - every 9 weeks.

Accreditation Page

Strategic Plan Focus Area: Learning and Working in a Safe and Productive Environment	Cognia Performance Standards related to this Focus Area
• Provide adequate and appropriate facilities • Provide a culture conducive to learning and working • Maintain a safe learning and working environment	**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.

Southside Primary School endeavored to provide a safe and favorable environment for all students by providing developmentally appropriate instruction that addressed diverse learning styles and individual differences. The school housed 26 classrooms and additional spaces for special programs and itinerant staff. Attention is given not only to the environment of the classroom but to the entire school campus including the cafeteria, hallways and PE field to ensure that students feel safe and respected by other students and staff. Due to the Covid 19 pandemic, instructional staff and therapists worked to provide online instruction and materials to students including technology devices and paper/pencil type materials for the remainder of the 19-20 school year.

Regularly scheduled safety and health inspections ensured that the campus was well maintained and safe for students and staff. Three separate outdoor play areas accommodated the needs of Prek and primary students during recess and PE as well as the Discovery Center used during inclement weather. Southside is a closed campus with a fenced and locked-gate perimeter. Buildings/classrooms were locked during the day with one main door for entry and exit of visitors. "Safety Zones" were established in classrooms to indicate a safe area away from windows and doors. Regularly scheduled rehearsals for crisis situations included fire drills, lock down drills and severe weather drills.

A School Resource Officer (SRO) was assigned to the school and assisted in traffic control for buses and car lines as well as implementing safety procedures and processes. A Threat Assessment Team was established to conduct the assessment of students whose behavior posed a threat to the safety of the school, students, faculty, staff, themselves and others.

The use of the Monique Burr Foundation (MFB) Child Safety Matters program during the school year allowed elementary children to select a "Safe Adult" in the school environment as well as emphasizing awareness of safe and unsafe situations. The program focused on bullying, cyberbullying, all types of child abuse, digital abuse and other digital dangers. K-2 Teachers presented the grade-specific Easy Tech Online Safety Training in order to comply with the E-Rate Children's Internet Protection Act (CIPA): K & 1st Grade – Netiquette and Cyberbullying; 2nd Grade – Texting Safety Discussion.

A weekly Character Trait was addressed in all classrooms to promote awareness and practice of attributes that create a culture of mutual respect and tolerance.   Students were given opportunities for cooperative learning, small group experiences and peer/classroom tutors. Student work was proudly displayed throughout the school recognizing all students' efforts and accomplishments.