Date Submitted:

Dates of Revision:

School Performance Plan
2020-2021

School Name: Walker 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 $ 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
Lorna Carnley	Principal
Mandy Lopez	Assistant Principal
Nita Springle	K-2 ELA
Kara Elmore & Lauren McMillan	Title 1 Remediation Teachers
Jamie Sheldon	3-5 ELA
Maureen Kinney	3-5 ELA & Math
Ashley Watson	3-5 ELA
Amber Alley & Selena Alford	ESE Resource Teachers
Marcy Weslowsi; Jennifer Ferrell	Instructional Coaches

Stakeholder Involvement: Describe the process taken to create the School Performance Plan.
The SPP process began in early June with an evaluation being sent out to all teachers. Teachers were given the opportunity to share feedback as to whether we should edit, remove, or revise initiatives within the SPP from the previous school year. Teachers were also asked their thoughts on professional development needed at the school level to help achieve these initiatives, and for ways to bridge the gaps between grade levels due to Covid-19. Administrators analyzed available data & identified exemplary teachers to serve as part of the initial SPP Review Team. This team met on 7/13 to review the responses to the evaluations, and began holding informal conversations among content area teachers to identify student performance concerns and instructional needs. The team began revising the SPP. Content area meetings were then held on 7/22 (ELA K-2 and ELA 3-5) and 7/23 (math and science) to review MAP Winter data and look at the revisions made to the SPP, with the option to further revise as needed. During pre-planning, a draft of the SPP was distributed to all teachers. A meeting was held on Aug 6 giving teachers an opportunity to voice suggestions and offer changes. Teachers were given until the end of August to suggest changes or additions. When our team's work was presented to SAC, comprised of faculty, administrators, parents, and community members, all stakeholders were encouraged to provide feedback. All concerns and suggestions were considered.

School Profile

In August of 1989, Walker Elementary opened with a faculty and staff committed to excellence in education to serve the growing student population of Crestview. Our school currently has 581 Walker Owls walking our halls and 186 students participating in online learning. Walker is a Title I school with an economically disadvantaged population of 63%. The SWD (students with disabilities) subgroup comprise 17% of our student population, and we have a minority rate of 33%. We believe that every student regardless of ethnicity, gender, economic status, or disability is expected to reach his or her academic potential.

Walker has an instructional staff of 63 teachers and support professionals who are held to high, measurable standards of performance and conduct. In addition, our two site-based administrators as well as our guidance counselor are veteran classroom teachers, with a combined 44 years of teaching experience. Our 21 support staff members and 14 classroom assistants work collaboratively with the faculty to create the strongest learning environment possible for our students. Our professional staff seeks to stay abreast of current educational research and teaching strategies. We believe it is essential for all staff members to communicate and collaborate through a total team effort to provide a model of cooperative, nurturing learning community. Education is the shared responsibility of the entire community of stakeholders, and our many volunteers are a vital part of the effort to make our school successful.
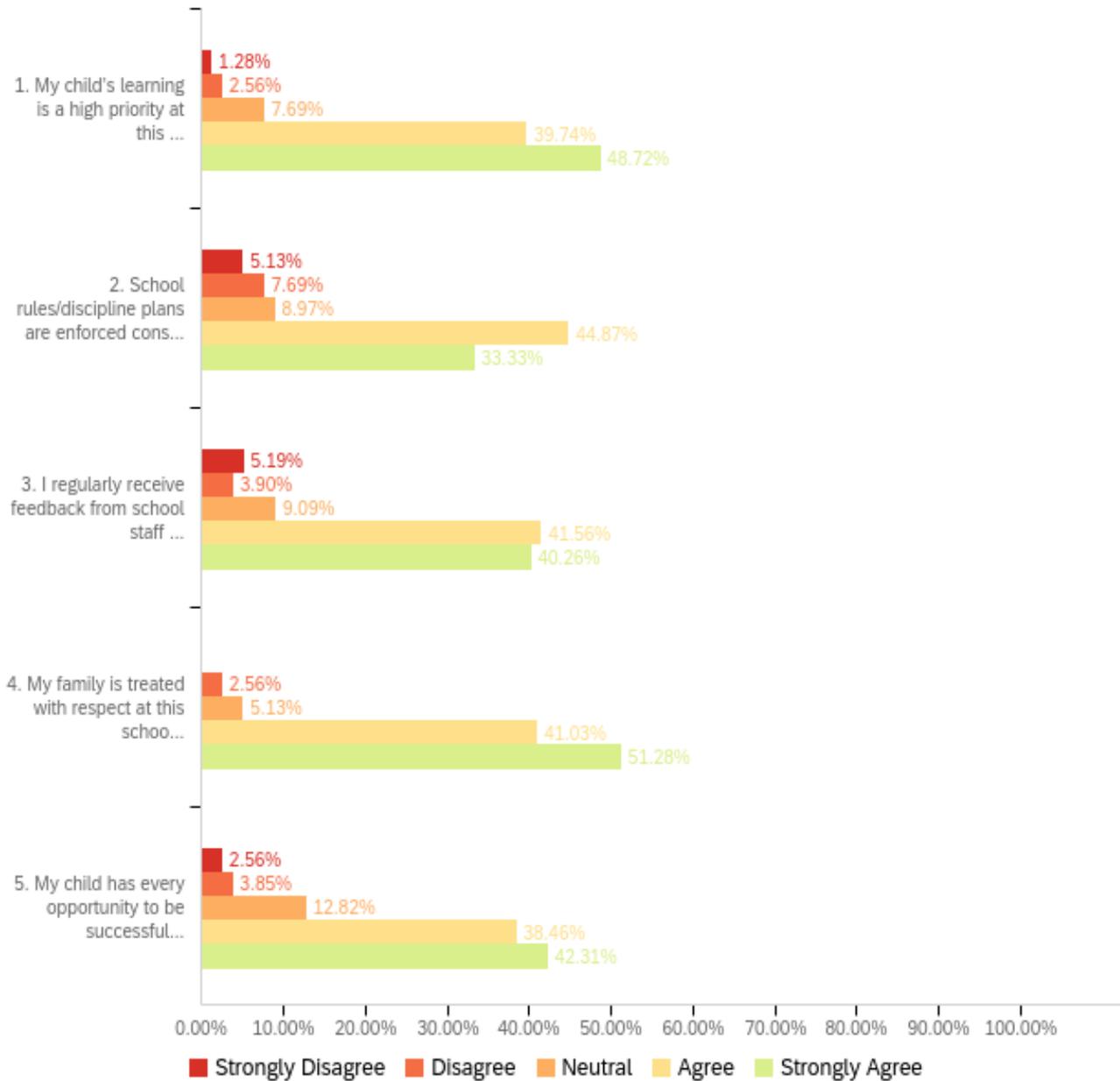
Walker's School Advisory Council and Parent Teacher Organization are vital partners in helping us to achieve a positive and safe learning environment. Working as a team, our teachers, parents, community members, and students have continued to expand and refine our programs to enhance students learning and performance in the areas of reading, mathematics, science, and writing. The members of these two support groups provide input informally at meetings, as well as formally by approving our School Performance Plan. The combined efforts of these stakeholders bring vital support for Walker Elementary students each year.
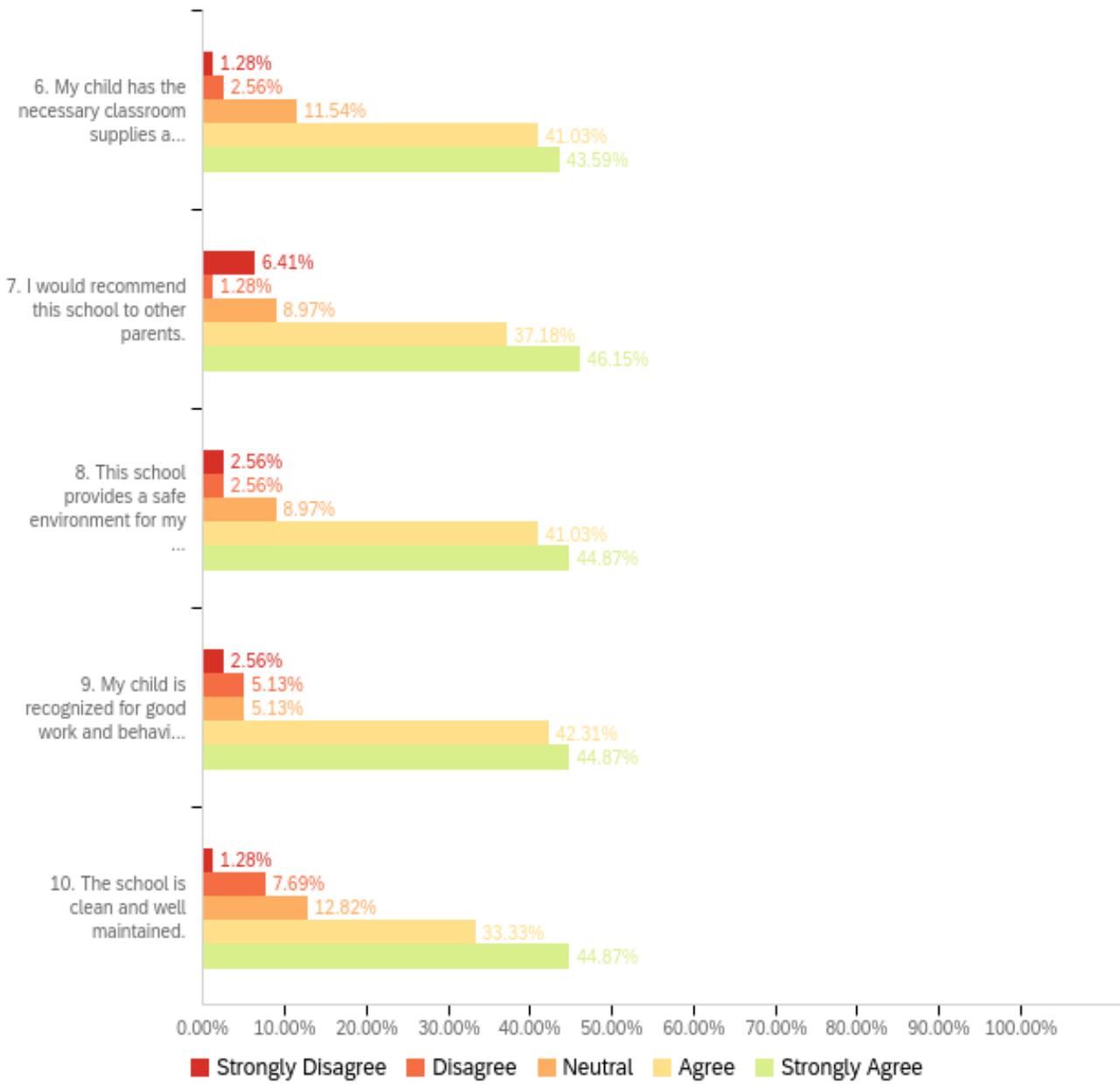
We continue to seek out the needed change in curriculum and classroom practice that will consistently improve the achievement of our students. As our staff continues to learn and grow through research-based professional development, we believe Walker Elementary will nurture a love for learning as we offer children a top-notch education!
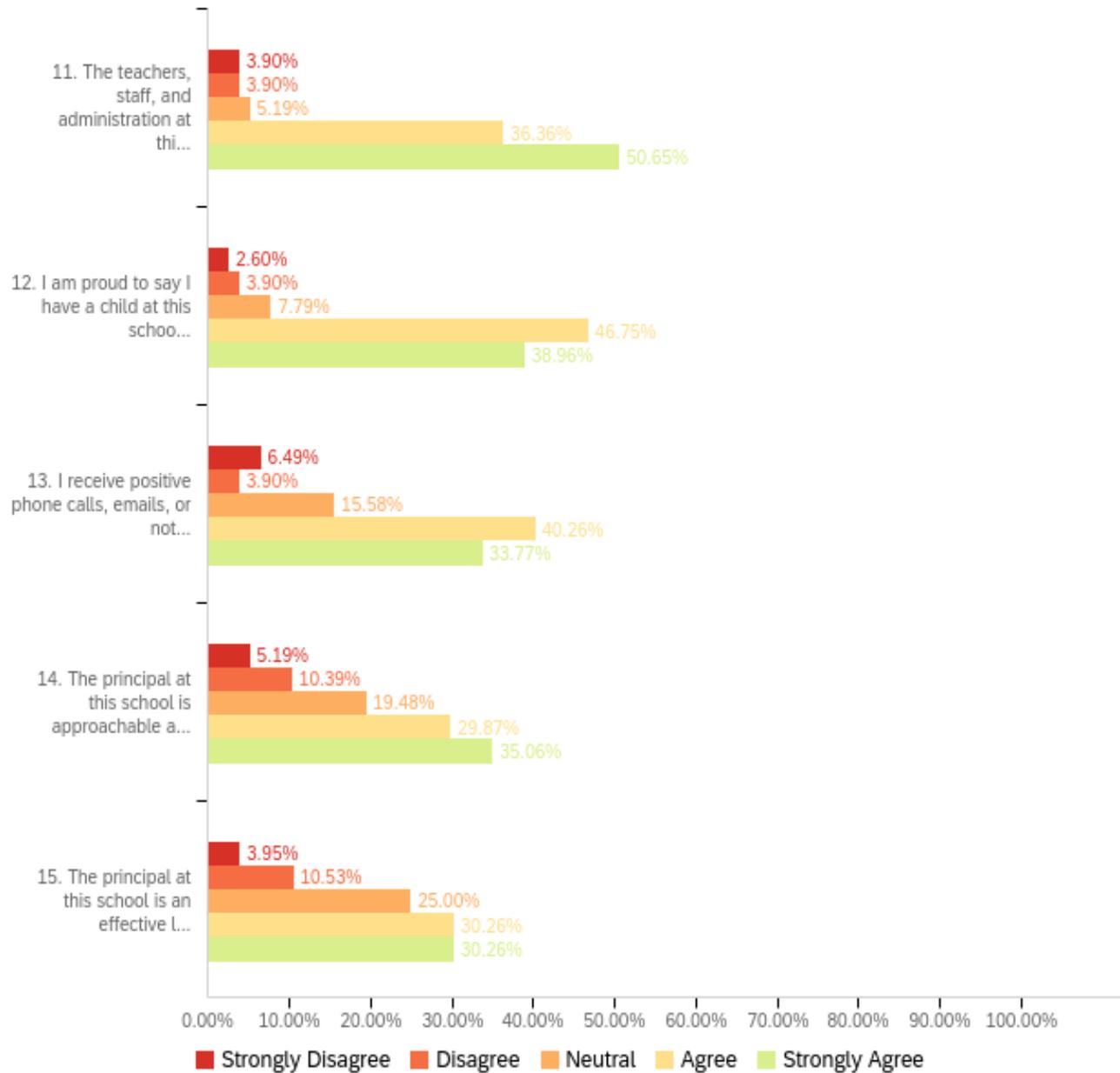
Parent and Community Awareness

	Mean	Count	Top Box
1. My child's learning is a high priority at this school.	4.32	78	48.72%
2. School rules/discipline plans are enforced consistently at this school.	3.94	78	33.33%
3. I regularly receive feedback from school staff on how well my child is learning.	4.08	77	40.26%
4. My family is treated with respect at this school.	4.41	78	51.28%
5. My child has every opportunity to be successful at this school.	4.14	78	42.31%
6. My child has the necessary classroom supplies and equipment for effective learning.	4.23	78	43.59%
7. I would recommend this school to other parents.	4.15	78	46.15%
8. This school provides a safe environment for my child to learn.	4.23	78	44.87%
9. My child is recognized for good work and behavior at this school.	4.22	78	44.87%
10. The school is clean and well maintained.	4.13	78	44.87%
11. The teachers, staff, and administration at this school demonstrate a genuine concern for my child.	4.26	77	50.65%
12. I am proud to say I have a child at this school.	4.16	77	38.96%
13. I receive positive phone calls, emails, or notes about my child from the school.	3.91	77	33.77%
14. The principal at this school is approachable and reachable.	3.79	77	35.06%
15. The principal at this school is an effective leader.	3.72	76	30.26%

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
1. My child's learning is a high priority at this school.	1	2	6	31	38	78
2. School rules/discipline plans are enforced consistently at this school.	4	6	7	35	26	78
3. I regularly receive feedback from school staff on how well my child is learning.	4	3	7	32	31	77
4. My family is treated with respect at this school.	0	2	4	32	40	78
5. My child has every opportunity to be successful at this school.	2	3	10	30	33	78
6. My child has the necessary classroom supplies and equipment for effective learning.	1	2	9	32	34	78
7. I would recommend this school to other parents.	5	1	7	29	36	78
8. This school provides a safe environment for my child to learn.	2	2	7	32	35	78
9. My child is recognized for good work and behavior at this school.	2	4	4	33	35	78
10. The school is clean and well maintained.	1	6	10	26	35	78
11. The teachers, staff, and administration at this school demonstrate a genuine concern for my child.	3	3	4	28	39	77
12. I am proud to say I have a child at this school.	2	3	6	36	30	77
13. I receive positive phone calls, emails, or notes about my child from the school.	5	3	12	31	26	77
14. The principal at this school is approachable and reachable.	4	8	15	23	27	77
15. The principal at this school is an effective leader.	3	8	19	23	23	76

1. My child's learning is a high priority at this ...
- 1.28% Strongly Disagree
- 2.56% Disagree
- 7.69% Neutral
- 39.74% Agree
- 48.72% Strongly Agree

2. School rules/discipline plans are enforced cons...
- 5.13% Strongly Disagree
- 7.69% Disagree
- 8.97% Neutral
- 44.87% Agree
- 33.33% Strongly Agree

3. I regularly receive feedback from school staff ...
- 5.19% Strongly Disagree
- 3.90% Disagree
- 9.09% Neutral
- 41.56% Agree
- 40.26% Strongly Agree

4. My family is treated with respect at this schoo...
- 2.56% Disagree
- 5.13% Neutral
- 41.03% Agree
- 51.28% Strongly Agree

5. My child has every opportunity to be successful...
- 2.56% Strongly Disagree
- 3.85% Disagree
- 12.82% Neutral
- 38.46% Agree
- 42.31% Strongly Agree

Legend: ■ Strongly Disagree ■ Disagree ■ Neutral ■ Agree ■ Strongly Agree

6. My child has the necessary classroom supplies a...
- 1.28%
- 2.56%
- 11.54%
- 41.03%
- 43.59%

7. I would recommend this school to other parents.
- 6.41%
- 1.28%
- 8.97%
- 37.18%
- 46.15%

8. This school provides a safe environment for my ...
- 2.56%
- 2.56%
- 8.97%
- 41.03%
- 44.87%

9. My child is recognized for good work and behavi...
- 2.56%
- 5.13%
- 5.13%
- 42.31%
- 44.87%

10. The school is clean and well maintained.
- 1.28%
- 7.69%
- 12.82%
- 33.33%
- 44.87%

0.00% 10.00% 20.00% 30.00% 40.00% 50.00% 60.00% 70.00% 80.00% 90.00% 100.00%

■ Strongly Disagree ■ Disagree ■ Neutral ■ Agree ■ Strongly Agree

11. The teachers, staff, and administration at thi...
- Strongly Disagree: 3.90%
- Disagree: 3.90%
- Neutral: 5.19%
- Agree: 36.36%
- Strongly Agree: 50.65%

12. I am proud to say I have a child at this schoo...
- Strongly Disagree: 2.60%
- Disagree: 3.90%
- Neutral: 7.79%
- Agree: 46.75%
- Strongly Agree: 38.96%

13. I receive positive phone calls, emails, or not...
- Strongly Disagree: 6.49%
- Disagree: 3.90%
- Neutral: 15.58%
- Agree: 40.26%
- Strongly Agree: 33.77%

14. The principal at this school is approachable a...
- Strongly Disagree: 5.19%
- Disagree: 10.39%
- Neutral: 19.48%
- Agree: 29.87%
- Strongly Agree: 35.06%

15. The principal at this school is an effective l...
- Strongly Disagree: 3.95%
- Disagree: 10.53%
- Neutral: 25.00%
- Agree: 30.26%
- Strongly Agree: 30.26%

Legend: Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree

Parent and Community Awareness

What does the data tell you regarding the positive aspects of your school?
The 78 responses from our school community indicate that our families feel respected, that their child's learning is a top priority, and that school staff genuinely cares about their child. Additionally, they feel their child is safe at school and is recognized for good work and behavior.

What does the data tell you regarding the opportunities for improvement in your school?
The data tells us that our leadership can communicate more efficiently with our school community. Leadership can be more visible and create more opportunities to reach out to parents/guardians for positive phone calls, emails, and notes.

Provide a description of the various forms of communication to your community and parents.
Parents and stakeholders are informed of school news and student progress through multiple means. Information such as calendar events and school news is sent home in the form of a monthly principal's newsletter, scrolled across the LED school sign, sent to parent phones by our call-out system, and shared through our school's social media page. Teachers send home weekly newsletters with class-specific news and information. Up-to-date student grades and course averages are perpetually available to parent/guardians through the online PAWS gradebook system. Every 4 ½ weeks, students take home a printed Progress Report showing current course averages. Every nine weeks, a printed report card is sent home. As students complete standardized assessments, reports are printed and shared with parents. Teachers and administrators are available by phone and through email for timely contact as parent concerns arise.

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

ESSA Subgroup Focus
Subgroup: Students with Disabilities

School Focus

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

Our students with disabilities were only at 34% proficient, thus below the minimum requirement of ESSA's 41%. We are concerned for the students in this area as our school has two units of Emotional Behavior Disability (EBD) units, three units of Varying Exceptionalities (VE), almost fifty students that receive speech and language and/or SLD services.

We have difficulty getting our students in our EBD units to work through the test without having behavior issues and therefore refusing to complete their test, resulting in low pass rates. Their behaviors also affect their classroom grades. With their disabilities, they tend to have ODD and if anything gets frustrating they stop. We typically see behaviors as a result of low self-esteem and low self-worth, all playing a part in their low performance scores.

What are we doing to target this subgroup?

-Our first strategy to target this subgroup is to improve the amount of time students in EBD classrooms are out of the classroom. We are using the Positive Behavior Interventions and Support (PBIS) program school-wide to reinforce positive behaviors, with the goal of minimizing undesirable behaviors.

-In addition to receiving positive reinforcements from the PBIS system, our EBD units also have their own positive token economy system.

-We are using the AIM curriculum for our students in EBD classrooms to build self-worth, self-esteem and the ability to complete difficult tasks. A Social Thinking curriculum will also be used in our VE settings as well as EBD settings. These programs will be used to facilitate the development of positive attitudes toward self, school and community. The AIM culture is one that emphasizes participation, respect, caring and trust. Our behavior analyst will be coordinating with the author of the AIM curriculum and providing support to our teachers, as well as assisting the team with data collection.

Targeted School-based Professional Development:

-August 25: PEER IEP training

-August 25: Social Emotional Learning Training

-August 27: Unique Learning Systems (ULS) for VE teachers

-Monthly PBIS meetings with notes and updates sent out

-Monthly ESE trainings with our school staffing specialist

-September – May: SEL Curriculum training with Matt Alford, Behavior Analyst, as needed for support

Action Steps for Implementation

Classroom Implementation Action Steps (Teachers and Students):
-First week of school: introduce/refresh the PBIS school-wide system to students
-First week of school: introduce classroom ticket economy system to students
-August-May: implement the SEL curriculums in order to build self-esteem, self-worth, and perseverance
-August-May: implement tiered system of behavior management
-August-May: meet with ESE team to collaboratively plan and have collegial conversations on best practices, helpful behavior management and de-escalation techniques.

School Implementation Action Steps (Administration, Teachers, and Students):
-Summer--Paint EBD classrooms and redecorate rooms (selective seating, new furniture) to make a calming learning atmosphere
-Purchase PBIS and ticket economy system rewards for positive reinforcements
-schedule monthly ESE meetings
-schedule PD as needed for the SEL Curriculums

Progress Monitoring

Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Monthly ESE trainings w/ school psychologist & staffing specialist	Attendance sign-in sheet	Monthly	Admin, staffing specialist
PBIS system being used	Ticket tracking; conversations w/ESE teachers	Monthly	Admin, ESE team, PBIS team
Token economy being used	Student notebooks; conversations w/ ESE teachers	Monthly	Admin, ESE teachers

Evaluation Following Mid-Year Data

Evaluation of Targeted School-based Focus & Implementation:

Refinement of Targeted School-based Focus:

School Action Plan

ESSA Subgroup: Strategies & Programs to Support the Objectives

ESSA Subgroup Focus
Subgroup: Black Students

School Focus
What is the cause(s) for this subgroup being an area of focus? Our African American students were below the district average in ELA, Math, and Science. Our largest area of concern for them was our fifth-grade math at twenty-eight percent proficient and fifth grade science at twenty-six percent proficient. We are also concerned for our third grade and fifth grade for their proficiency at thirty-four percent in ELA. Our total African American population is around thirty-two percent.
What are we doing to target this subgroup? We will be using the MaxScholar Program for our level 1 students in grades K-3. This program has systematic, explicit, multi-sensory instruction to meet educational deficits in our students' reading abilities. The iReady program will be used for remediation in all grades and with all students, targeting student deficiencies. Our teachers will meet with our students who scored a level one five days a week, and our students who scored a level two at least three times per week. This small group instruction will be standards-based and data driven, using the backwards design planning model. We will also be using MobyMax to support growth in math and reading, in grades K-5. This program provides deep math and reading practice at the unique level's students need in order for them to grow—from foundational skills to grade-level standards. Students begin with a practice of an assigned standard, and if that is passed, move on to an assessment to show mastery. If mastery is not shown, the teacher is notified and can work individually with these students. Additionally, we will promote our mentoring program to recruit more mentors to support this subgroup of students. Mentors will assist with academics and social and life skills, ultimately serving as a positive role model.
Targeted School-based Professional Development: -August 25: SEL training -August 26: Curriculum in-service training for i-Ready and Accelerate -September 3-4: MaxScholar training for Title 1 teachers -September: MaxScholar training for SLD ELA teacher and classroom teachers, as needed by Instructional Coach

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

-August/September—Analyze data to determine level 1s and 2s (with all students and within subgroups)
-attend iReady and MaxScholar PDs
-meet with identified students weekly
-attend curriculum trainings and schedule school-based PDs as needed, based on need

School Implementation Action Steps (Administration, Teachers, and Students):
-purchase iReady for all 1st students
-purchase MobyMax for grades K-5
-schedule Professional Development sessions
-promote the mentor program through social media and in the school newsletters as well as throughout the community

Progress Monitoring

Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
MaxScholar	Online reports	Monthly	Admin, Teachers
iReady Remediation	Online reports	Monthly	Admin, Teachers

Evaluation Following Mid-Year Data

Evaluation of Targeted School-based Focus & Implementation:

Refinement of Targeted School-based Focus:

School Action Plan
ELA: Reading & Writing

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

Objectives:
The percentage of all curriculum students who will make learning gains in reading as defined by the State of Florida on the Florida Standards Assessment Test will be at least 68%.
The percentage of students in the lowest 25% who will make learning gains in reading as defined by the State of Florida on the Florida Standards Assessment Test will be at least 68 %.
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 65 %

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

Central Focus: ELA Focus Kindergarten- Grade 2
Keeping the Balanced Literacy Model in mind, use the ELA Foundation Standards and data (e.g., MAP, Max Scholar, iReady, formative) to create lessons • Collaboratively develop targeted, engaging multi-sensory phonemic awareness and phonics lessons for use within the Balanced Literacy Model • How to use Max Scholar in a blended learning environment for identified students • Use data (e.g., MAP, iReady, Max Scholar, and formative) to collaboratively plan whole group mini-lessons, small group instruction, and stations

School Focus
Targeted School-based Focus: Within the Balanced Literacy Block (BLB), students will participate in strategic differentiated activities that support their learning engagement and enhancement. -Teachers will use the LPs and Foundation Standards for ELA to develop phonemic awareness and phonics lessons/activities throughout the BLB.
Targeted School-based Professional Development: -During pre-planning: teachers review the expectation guide for the BLB with admin. -During pre-planning: Review of SPP, provide feedback for revision. -During pre-planning—introduction/refresher to iReady via district PD. -During pre-planning: Develop site-based content-area, same grade level, same hall, peer support for teachers new to the school or grade level. -September: MaxScholar training hosted by Instructional Coach -At the close of each iReady Diagnostic and MaxScholar placement test: Data analysis and instructional planning with administration and/or instructional coach. -Ongoing September-May: PD days will be scheduled with the instructional coach as needed/requested by admin and or/grade levels. Topics will include reading data, instructional implications of data, differentiating instruction, etc.

-Ongoing August - May: Instructional Coach will conduct Partnership Plans, co-teaching, model lessons, and hold coaching conversations as requested by teachers
-Ongoing August - May: Principal Chats- Admin will meet at least once a month with grade levels to review student progress and analyze data. Each meeting will include discussion of those students identified as lowest 25% or high 2s and progress toward SPP goals. Teachers will share instructional resources. Admin will also meet with teachers individually as necessary.
-Ongoing August - May: Observation time in site-based and off-campus classrooms, as appropriate and safe.
-Ongoing September-April: Instructional coach will provide (early morning, all day, and after school) brief monthly introductions ("Guac and Talk") to research-based practices such as online text selection resources, small group/individual planning, station resources, use of LPs, reading MaxScholar and/or iReady reports, Understanding by Design, and other topics as needs present.
-May: Teachers will reflect on the common assessment and consistent grading practices to determine instructional impact and make changes for the next year.

Action Steps for Implementation

Classroom Implementation Action Steps (Teachers and Students):
Teachers will use data (iReady, Max Scholar, FLKRS) and LPs to form and drive strategic differentiated activities that support student learning engagement and enhancement. This can include small group/individual instruction, differentiated accountable stations/activities and/or cooperative groups, as appropriate and safe. Additionally, teachers will use the Foundation ELA Standards (Print Concepts, Phonological Awareness, Phonics and Word Recognition, and Fluency) to develop phonemic awareness and phonics lessons/activities throughout the BLB.
1. BEST PRACTICES
Teachers will…
-Within two weeks of completing diagnostic testing, complete Student Data Chart, identifying instructional needs. Analyze and discuss student progress once a month with administrators.
-by November, hold a beginning of year conference with the parent/guardian of every student.
-access the Cold Reads and Cold Read/Writes to allow for backward design of meaningful instructional units. Administer assessments each quarter and report scores in the online gradebook for the current nine weeks. Analyze Cold Read and Cold Read/Writes data to determine student progress toward independent analysis and synthesis of text. Adjust instruction and groupings regularly as needed to improve student learning.
Teachers will create instruction that allows for engagement that is culturally appropriate for all students. Culturally responsive library books (provided by Title I) will be available for teacher use and read-alouds by our media specialist.
-regularly consult with Instructional Coach and have the opportunity to attend voluntary PD. Request to observe site-based classrooms and/or visit exemplary classrooms at other schools, as appropriate.
-complete and turn in to an administrator a SPP Self-Reflection at the end of the first and second semester.
-set professional goals and hold themselves accountable for a high level of performance.
-collaborate with colleagues to create formative and interim assessments with DOK-leveled TDQs of all phases. These assessments will be adapted for individual students as needed. Data results will be used to inform instructional focus, grouping, and use of instructional materials.

-implement iReady with all students with fidelity for 45 minutes per week

2. Instruction within the BLB will include:

A. Purposeful Read Aloud & Shared Reading Lessons (fully implemented by the 3rd week of school)

**Teachers will select instructional text to model fluency, comprehension strategies, and higher-order thinking. As appropriate, lessons will be purposefully planned with TDQs that support the FL Standards and DOK levels 2 & 3.

B. Whole Group Mini-Lessons & Instruction (fully implemented by the 4th week of school)

**Whole group instruction includes explicit teaching, teacher modeling, student talk strategies, cooperative learning groups, etc.

**Teachers will create lessons informed by student performance data and/or the progression of the standards and LPs, including all phases of the standards, with emphasis on Foundational Standards.

C. Differentiated Instruction that can include (as appropriate to health guidelines) cooperative learning groups, stations, and teacher-led small group instruction utilizing assessment data (iReady, Max Scholar, classroom assessments) and LPs to plan for differentiated groupings and activities.

**Standards-based activities (fully implemented by the 5th week of school in 1st and 2nd, second quarter in K at the latest)

** When planning for activities/stations and/or Cooperative Learning Groups (CLGs), teachers will plan and implement at least 2 purposeful, differentiated stations and/or CLGs with an accountability piece, based on student data. Activities/stations will extend concepts previously learned in whole group or small group. Students will rotate through at least 2 stations/activities per day, 4-5 days per week.

**Differentiated teacher-led small group instruction (fully implemented by the 6th week of school)

**Teachers will use a variety of resources to differentiate phonemic awareness and phonics instruction, including iReady, Max Scholar, Phonics Dance, Reading A to Z, MobyMax and Heggerty Phonics.

**Teachers will immediately identify the lowest 25% of students per MAP or iReady reports to begin intensive remedial instruction. Level 1s, low 2s, and Title 1/ESE students will receive daily small group instruction; High 2s and 3s will meet 3 times per week, and all remaining students will meet at least one time per week to show improved performance.

**Teachers will meet with students who receive Title I or ESE services in small groups during the 90-minute block. Teachers will meet with remaining students who do not receive pull-out services during the 30 minutes Title I and ESE students are out of the classroom. Teachers WILL NOT have whole group instruction while Title 1 and ESE students are receiving pull-out services.

3. Multiple Sources/Complex Texts

A. Various sources (text, nontextual, mulitmedia) will be utilized to ensure appropriate text complexity when choosing sources (Journeys, NewsELA, ReadWorks, StoryWorks Junior, Studies Weekly, Reading A to Z).

B. In grade K-2, students will have regular practice analyzing multiple sources and integrating information to respond to TDQs.

C. Teachers will start with one source for instruction at the beginning of the year, building up to multiple sources as students indicate readiness.

4. Text-Dependent Questions

A. Teachers will write and/or edit standards-based, rigorous TDQs to be used throughout the BLB. They will be written from all phases of the standards, starting at DOK 1 and building to mostly DOK 2 & 3. By March, 80% of questioning will be at a level 2 or 3.

B. Teachers will use sequenced TDQs to lead and scaffold students to a culminating task. These TDQs will drive purposeful student talk to engage students within the text.

C. First and second grade teachers will explicitly model (through a think-aloud format) how to respond to TDQs, during the 1st quarter of school.

5. Text Marking & Annotations

A. Teachers will model and scaffold purposeful text marking and annotations as appropriate to the phonics skill, TDQ or culminating task.

B. After explicitly modeling and scaffolding, students will begin to purposefully and naturally text mark and annotate.

6. Multi-Sensory Instructional Strategies

A. Teachers will incorporate multisensory activities such as Read It-Build It-Write It, See it-Say It, Air Writing, Stand Up-Sit Down, etc within all areas of the BLB.

7. Purposeful Student Talk & Engagement

A. Teachers will regularly facilitate student talk activities. Students will engage with texts and TDQs using student talk strategies such as Go-Go-Mo, Fishbowl, Think-Pair-Share, Turn and Talk.

B. Students will use LPs as success criteria to reflect on their current performance and set goals.

Progress Monitoring

Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Differentiated Small Group Instruction & Accountable Stations	Walk-throughs, visible lesson plans, formal observations	Weekly	Admin
Data analysis	Collaborative learning group minutes	Weekly	Admin, teachers
Multi-sensory phonemic awareness	Walk-throughs, visible lesson plans, admin chats, weekly minutes	Weekly	Admin, teachers
iReady Implementation for all students	Reports	Weekly	Admin, teachers
MaxScholar implementation for identified students	Reports	Weekly	Admin, 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

Central Focus: ELA Focus Grades 3-5
Keeping the end in mind, use the ELA Standards, Item Specifications, Achievement Level Descriptors (ALDs), and data (e.g., MAP, FSA, formative) to create lessons • Collaboratively develop a culminating task (e.g., test, writing task, etc.) that reflects the standard(s) of focus • Use Item Specifications to create quality questions based on the standards and ALDs which prepare students for the developed culminating task • Investigate how to use grade-level texts from *Journeys* and supplemental materials as a **resource** to plan lessons which prepare students for the developed culminating task

School Focus
Targeted School-based Focus: Within the Balanced Literacy Block (BLB), students will participate in strategic differentiated activities that support their learning engagement and enhancement. -When planning instruction, keep the end in mind. Develop a culminating task to meet the requirements of the standard(s), select rigorous texts from a variety of resources, and create high-quality TDQs (using ALDs and Item Specs) which lead students to successfully completing the culminating task.
Targeted School-based Professional Development: -During pre-planning: teachers review the expectation guide for the BLB with admin. -During pre-planning: Review of SPP, provide feedback for revision. -During pre-planning—introduction/refresher to iReady via district PD. -During pre-planning: Develop site-based content-area, same grade level, same hall, peer support for teachers new to the school or grade level. -At the close of each iReady Diagnostic and MaxScholar placement test: Data analysis and instructional planning with administration and/or instructional coach. -Ongoing September-May: PD days will be scheduled with the instructional coach as needed/requested by admin and or/grade levels. Topics will include reading data, instructional implications of data, differentiating instruction, writing calibration, etc.

-Ongoing August - May: Instructional Coach will conduct Partnership Plans, co-teaching, model lessons, and hold coaching conversations as requested by teachers
-Ongoing August - May: Principal Chats- Admin will meet at least once a month with grade levels to review student progress and analyze data. Each meeting will include discussion of those students identified as lowest 25% or high 2s and progress toward SPP goals. Teachers will share instructional resources. Admin will also meet with teachers individually as necessary.
-Ongoing August - May: Observation time in site-based and off-campus classrooms.
-Ongoing September-April: Instructional coach will provide (early morning, all day, and after school) brief monthly introductions ("Guac and Talk") to research-based practices such as online text selection resources, small group/individual planning, station resources, use of LPs, reading iReady reports, Understanding by Design, and other topics as needs present.
-May: Teachers will reflect on the common assessment and consistent grading practices to determine instructional impact and make changes for the next year.

Action Steps for Implementation

Classroom Implementation Action Steps (Teachers and Students):
Teachers will use data and ALDs to form and drive strategic differentiated activities that support student learning engagement and enhancement. This can include small group/individual instruction and differentiated accountable stations/activities, and/or cooperative groups, as appropriate. When planning instruction, they will start with the end in mind, develop a culminating task to meet the requirements of the standard(s), select rigorous texts from a variety of resources, and create high-quality TDQs (using ALDs and Item Specs) which lead students to successfully completing the culminating task.

1. BEST PRACTICES
Teachers will…
- Within two weeks of completing diagnostic testing, complete Student Data Chart, identifying instructional needs. Analyze and discuss student progress once a month with administrators.
-by November, hold a beginning of year conference with the parent/guardian of every student.
-access the Cold Reads and Cold Read/Writes to allow for backward design of meaningful instructional units. Administer assessments each quarter and report scores in the online gradebook for the current nine weeks. Analyze Cold Read and Cold Read/Writes data to determine student progress toward independent analysis and synthesis of text. Adjust instruction and groupings regularly as needed to improve student learning.
-Teachers will create instruction that allows for engagement that is culturally appropriate for all students.
-regularly consult with Instructional Coach and have the opportunity to attend voluntary PD. Request to observe site-based classrooms and/or visit exemplary classrooms at other schools.
-complete and turn in to an administrator a SPP Self-Reflection at the end of the first and second semester.
-set professional goals and hold themselves accountable for a high level of performance.
-collaborate with colleagues to create formative and interim assessments with DOK-leveled TDQs of all phases. These assessments will be adapted for individual students as needed. Data results will be used to inform instructional focus, grouping, and use of instructional materials.

2. Instruction within the BLB will include:

    A. Purposeful Read Alouds (fully implemented by the 3rd week of school)

    **Teachers will select instructional text to model fluency, comprehension strategies, and higher-order thinking. As appropriate, lessons will be purposefully planned with TDQs that support the FL Standards and DOK levels 2 & 3.

    B. Whole Group Mini-Lessons & Instruction (fully implemented by the 4th week of school)

    **Whole group instruction includes explicit teaching, teacher modeling, student talk strategies, cooperative learning groups, etc.

    **Teachers will create lessons informed by student performance data and/or the progression of the standards, referring to ALDS.

    C. Differentiated Instruction that can include (as appropriate to health guidelines) cooperative learning groups, stations, and teacher-led small group instruction utilizing assessment data (FSA, MaxScholar, iReady, classroom assessments) and ALDS to plan for differentiated groupings and activities.

    **Standards-based stations/activities (fully implemented by the 5th week of school)

    ** When planning for activities/stations and/or Cooperative Learning Groups (CLGs), teachers will plan and implement at least 2 purposeful, differentiated stations and/or CLGs with an accountability piece, based on student data. Stations will extend concepts previously learned in whole group or small group. Students will rotate through at least 2 activities/stations per day, 4-5 days per week.

    **Differentiated teacher-led small group instruction (fully implemented by the 6th week of school)

    **Teachers will immediately identify the lowest 25% of students per MAP or FSA reports to begin intensive remedial instruction. Level 1s, low 2s, and Title 1/ESE students will receive daily small group instruction; High 2s and 3s will meet 3 times per week, and all remaining students will meet as needed to show improved performance.

    **Teachers will meet with students who receive Title I or ESE services in small groups during the 90-minute block. Teachers will meet with remaining students who do not receive pull-out services during the 30 minutes Title I and ESE students are out of the classroom. Teachers WILL NOT have whole group instruction while Title 1 and ESE students are receiving pull-out services.

3. Multiple Sources/Complex Texts

    A. Various sources (text, nontextual, multimedia) will be utilized to ensure appropriate text complexity when choosing sources (Journeys, CommonLit, NewsELA, ReadWorks, StoryWorks, Studies Weekly).

    B. By third grade, on a regular basis, students will reference two or more sources when responding to TDQs, by mid-November. Fourth and fifth graders will regularly synthesize and respond to up to four sources by the end of the first quarter.

    C. Students will be explicitly taught how to critically analyze one source for Key Ideas & Details before synthesizing multiple sources. Teachers will begin critical analysis of one source for Key Ideas and Details using a picture or photograph.

    4. Text-Dependent Questions

    A. Teachers will write and/or edit standards-based, rigorous TDQs to be used throughout the BLB. They will be written from all phases of the standards, starting at DOK 1 and building to mostly DOK 2 & 3. By March, 80% of questions will be at a level 2 or 3.

    B. Teachers will use sequenced TDQs to lead and scaffold students to a culminating task.

    C. TDQs will drive purposeful student talk to engage students within the text.

    D. Teachers will incorporate FSA Warm-Ups into daily instruction by the end of the 1st 9-weeks. Warm-ups with allow for teacher modeling and think-aloud of rigorous FSA-style questions, focusing on Phase 1 and 3 questions.

    5. Text Marking & Annotations

A. Teachers will model and scaffold purposeful text marking and annotations as appropriate to the TDQ or culminating task.

B. After explicitly modeling and scaffolding, students will begin to purposefully and customarily text mark and annotate.

6. Purposeful Student Talk & Engagement

A. Students will engage with texts and TDQs using student talk strategies and protocols such as Socratic Seminars, Fishbowl, Think-Pair-Share, Philosophical Chairs, Turn & Talk.

B. Students will use ALDs as success criteria to reflect on their current performance and set goals.

7. Writing Through Reading

A. Teachers will purposefully plan for engagement with texts through Writing through Reading activities such as exit tickets, graphic organizers, stop and jot, and ranking relevant text evidence.

8. Multi-Sensory Instruction

A. Third grade teachers will incorporate multi-sensory activities from the MaxScholar routines training within small group instruction for serviced students

Progress Monitoring

Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Differentiated Small Group Instruction and Accountable Stations	Walk-throughs, formal observations, visible lesson plans	Weekly	Admin
FSA Warm-Ups	Walk-through, formal observations, visible lesson plans	Monthly	Admin
Use of ALD's for planning with end in mind and student success criteria	Walk-through, formal observations, visible lesson plans	Monthly	Admin
MaxScholar implementations for Identified students	Reports	Weekly	Admin, teachers
iReady implementation for all students	Reports	Weekly,	Admin, 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

Central Focus: Text-based Writing

School Focus
Targeted School-based Focus:
X: Evidence and Elaboration
Targeted School-based Professional Development:
-Ongoing: each 9-weeks, the instructional coach will be invited to a grade level/CLG meeting for writing calibration training and discussions. -Ongoing September-May: PD days will be scheduled with the instructional coach as needed/requested by admin and/or grade levels. -September-May Vertical planning between grades 3-5 with teachers and coach

Writing Plan

Writing in the Balanced Literacy Model
- ✓ Teachers will allow for daily writing instruction beyond the required 90 minutes of reading instruction.
- ✓ Teachers will provide whole group instruction as well as differentiated small group and individual conferencing as needed for students to progress.
- ✓ Students will engage in writing activities of various lengths for a variety of purposes through Writing in Reading during content area lessons, Everyday Instructional Reading, Close Read Sequences, and writing instruction.
- ✓ Students will progress through all stages of the Writing Process: Prewrite, draft, revise, edit, and publish. Conventions will be taught in the context of writing. Students will correct conventions during the revising and editing steps. Correcting conventions should not impede the process of writing their essay.

Calibration and Scoring
- ✓ ELA teachers will meet with the Instructional Coach during grade level meetings at least once a 9-weeks to continue the process of calibration and scoring of student writing samples using the OCSD or FSA rubric and the FSA Sampler Sets for fourth and fifth grades.
- ✓ Teachers will increase student knowledge and use of the OCSD or FSA rubrics by modeling scoring and creating bulletin boards or anchor charts of exemplary writing.

- ✓ To create self-assessing learners, students will self-score and peer-score using the rubric and incorporating student talk as appropriate to the grade level.

Progress Monitoring
- ✓ Walker students will write from text-based prompts throughout the year. At the beginning of the year, students will complete a baseline assessment to be used to drive instruction. Students will complete multiple teacher-created tasks throughout the nine weeks, and at the end of each grading period students will complete the OCSD Cold Read/Writes. These writing tasks will be scored by either the OCSD or FSA rubric, and recorded into PAWS Gradebook. Teachers will use results to drive instruction.
- ✓ Assessed format (narrative, opinion, or informative) will follow the OCSD progression for writing instruction.
- ✓ Student writing grades will be clearly labeled and recorded in PAWS for timely reporting to parents and administration.   Rubric results of these writing grades will be used to plan whole group instructional lessons within Everyday Instructional Reading, culminating activities for Close Read Sequences, and writing instruction, as well as drive instructional need for small group and individual student/teacher conferencing. Students will reflect on teacher feedback and develop personal goals for writing.
- ✓ A display of student writing progress toward end of year expectations, to include non-negotiables, will be maintained in a central location to assist with progress monitoring.
- ✓ Teachers will collect end of year writing samples for each student. These samples will be distributed to the next grade level in order to inform writing instruction.

Teachers will provide modeling, guided, and independent practice in Everyday Instructional Reading, Close Read sequences, Writing Instruction, and during content area (science and social studies) lessons as appropriate for the following elements of writing:
Unpacking the Prompt and Time Management
- ✓ Teachers will model how to unpack the prompt using vertically-aligned common language. As appropriate to the grade level, students will text mark important words in the prompt that indicate format and topic.
- ✓ Students will practice unpacking prompts during Everyday Instructional Reading, using grade-level appropriate resources (anchor charts, a variety of teacher-created prompts, FSA Sampler Sets, SAGE practice, and Ohio practice).
- ✓ While practicing for timed writings, teachers will model and students will practice efficient use of their time. Guidelines for 120 minutes will include:

Unpack the prompt – 5 minutes
Close read and mark text – 25-30 minutes
Plan for your essay – 20-25 minutes

Draft, Revise, and Edit – 40-60 minutes

Kindergarten:
1. Underline topic.
2. Circle the type (narrative, opinion, informative).
3. Teacher models list of key words to use in essay.

First and Second:
1. Underline topic.
2. Circle the type (narrative, opinion, informative).
3. List key words to use in essay. (End of year second grade goal.)

Third, Fourth, Fifth:
1. Circle the type (opinion, informative).
2. Underline topic.
3. Box purpose and audience, when applicable. (If no audience is specified in the prompt, it is understood the audience is a "knowledgeable person".)
4. List any academic/domain specific words.
5. Star words that indicate a specific text structure.

Text Marking Specific to the Task
- ✓ Teachers will model purposeful text marking and annotating specific to the demands of the prompt.
- ✓ As appropriate to the grade level, students will text mark to identify, analyze, and determine the most meaningful sentences in the reading passages that could be used for evidence and/or to help with elaboration while answering TDQs and while writing to prompts. Students will identify Tier 3 vocabulary to be included in the student writing piece. Students will annotate thoughts in relation to the prompt in the margins or on a planning sheet.

Planning for the Essay
- ✓ Students will use a variety of prewriting strategies and planning devices appropriate to the grade level and task.
- ✓ Teachers will model use of planning organizers as appropriate to the demands and format of the writing task.
- ✓ Students will engage in guided practice using teacher-created planning organizers. Teachers will gradually discontinue providing copies of planning organizers as students are ready to plan independently.

Kindergarten:

Teachers will model planning for writing, implementing student talk, and allowing for illustrations that add appropriate elaboration and details.

First and Second:
Planning organizers will include an introduction, body, and conclusion. By the end of second grade, teachers will purposefully introduce and model planning for synthesis of two texts.

Third, Fourth, and Fifth:
 Students will continue to plan for an introduction, body, and conclusion. Teachers will use a variety of organizers to teach planning for synthesis and elaboration. Students will choose their preferred body organization method after introduction of It Says/I Say/And So, Warrant Workout, SPEC, SPRITE, and Elaborative Techniques. These strategies will be modeled and practiced to teach planning for elaboration. Students will be encouraged to adjust the plan as needed for independent use during assessment.

Scaffolded Instruction: One Source to Multiple Sources
- ✓ Everyday Instructional Reading and Close Read Sequences: In grade K through second, students will have regular practice analyzing multiple sources, including nontextual stimuli and multimedia, and integrating information to respond to TDQs. By third grade, on a regular basis student will reference more than one source when responding to TDQs.
- ✓ Writing Instruction: Grade K through second, students will become proficient at responding to one text source for writing assignments. By the end of second grade, teachers will model the use of two sources in writing. During third grade, students will independently respond to two sources. In fourth and fifth grade, students will become proficient in responding to tasks including three or more sources.

Introductions
- ✓ Teachers will use mentor texts to identify and model elements of an effective introduction.
- ✓ Students will practice including the thesis (topic) statement in the introduction of their writing pieces.
- ✓ Students will identify elements of effective introductions in exemplar papers.
- ✓ Introductions types could include imagery, funnel, drama, quotations, turnabout, interesting fact.

 Explicit Instruction will include:
Kindergarten:
- o Addressing the topic of the essay (answering the prompt)

First through Second:
- o Use a **relevant** statement to catch the reader's attention

- o Addressing the topic of the essay (answering the prompt)

Third through Fifth:
- o Use a relevant statement to catch the reader's attention
- o Addressing the topic of the essay (answering the prompt)
- o Stating the ideas or concepts that will be explained using sources (thesis statement/claim), and using background information as appropriate.

Conclusions
- ✓ Teachers will use mentor text to identify and model elements of an effective conclusion, specifically how a conclusion restates the introduction and remains focused on the prompt.
- ✓ Students will identify elements of effective conclusions in exemplar papers.
- ✓ Students will practice writing conclusions.
- ✓ Conclusion types could include a call to action, your two cents, future significance, etc.
- ✓ Explicit instruction will include:

Kindergarten:
- o The ending of the writing tells the reader why our text is important.
- o A good ending reminds the reader about the topic.

First and Second:
- o Thesis Statement: Usually the first sentence of a conclusion revisits the controlling idea of an essay, but is phrased differently from the original thesis found in the introduction
- o (Grade 2) Synthesis: The element of a conclusion that brings together the points of an essay in a new and interesting way to make a generalization or to draw a conclusion.

Third, Fourth and Fifth:
- o Thesis Statement: Usually the first sentence of a conclusion revisits the controlling idea of an essay, but is phrased differently from the original thesis found in the introduction.
- o Synthesis: The element of a conclusion that brings together the points of an essay in a new and interesting way to make a generalization or to draw a conclusion.
- o Extension: A memorable thought or idea that extends beyond the essay and pushes the reader into the real world.

Citing Relevant Evidence

Instruction and practice of citing relevant evidence will occur during explicit reading and writing instruction:

- ✓ Teachers will share exemplar papers and use mentor text to show effective use of evidence.
- ✓ Teachers will model how to purposefully text mark evidence and how to paraphrase evidence.
- ✓ Teachers will provide instruction to determine evidence that supports the purpose of the prompt, moving students toward independence.
- ○ Kindergarten and First: Read a prompt and pick out sentence strips containing relevant evidence that support the prompt.
- ○ Second and Third: Read a student writing piece and identify the examples and non-examples of relevant evidence.
- ○ Fourth and Fifth: Read a prompt and multiple passages. Identify relevant/non-relevant statements, analyzing support of prompt.
- ✓ Teacher and students will create anchor charts with sentence stems for citing evidence (with continued practice move to less formulaic writing).
- ✓ Intermediate students will paraphrase and cite from multiple sources and how using text evidence from multiple sources provides for synthesis/analysis.
- ✓ Students will practice citing evidence while writing responses in content areas.

Strategies for Elaboration

Instruction and practice of elaboration strategies will occur during explicit reading and writing instruction as well as during explicit writing instruction:

- ✓ Teachers will show how elaboration is used to support and extend text evidence while analyzing mentor writing as well as modeling written responses and essays. Teachers will use multiple elaboration strategies as appropriate to the needs of the learner and the expectations of the task. Strategies will include:
- ○ Kindergarten: Identify text to self-connections and elaborate through illustrations.
- ○ First and Second: Introduce each type of elaboration and create anchor charts for sentence stems. Second grade will use mentor text to show examples of elaboration. Teachers will model how to create relevant elaboration that supports the prompt. Students are encouraged to move away from sentence stems as appropriate.
- ○ Third through Fifth: Teachers will continue strategies introduced in first and second grade. In addition, teachers will provide instruction to include color coding parts of a paragraph or essay, and graphic organizers to include It Says/I Say/And So, Warrant Workout, SPEC, SPRITE, and Elaborative Techniques.
- ✓ Teachers and students will share student writing that exemplifies effective use of elaboration.
- ✓ Teachers and students will create anchor charts with sentence stems/frames for elaboration (with continued practice move to less formulaic writing).

✓ Students will practice elaboration strategies in short written responses as well as lengthier essays.

Use of Transitions
   ✓ Teachers and students will create an anchor chart that identifies both types of transitions – within (internal) paragraphs and between (external) paragraphs as appropriate to the grade level.
   ✓ Students will practice including effective transitions that are both appropriate for the text structure and relevant to the progression of the writing piece.
   ✓ Students will practice effective use of transitions while writing responses in content areas.

Content-Specific Vocabulary
   ✓ As appropriate to the grade level, students will mark text in reading passages that could be used for evidence and/or elaboration while answering TDQs.
   ✓ Students will identify in reading passages Tier 3 vocabulary to be included in the student writing piece.
   ✓ Students will practice effective use of content-specific vocabulary while writing responses in content areas.

Conventions non-negotiables for each grade level:
Kindergarten:
- Picture and words match
- Picture shows a setting
- A reader can tell what the illustration is without an explanation
- Beginning, middle and ending sounds are used
- Letters(s) for each sound heard in a word
- Spaced between words
- End marks
- Writes using mostly lowercase letters
- Mostly uses capitals correctly
- Capital "I"

First Grade:
*All "grade level" expectations are per the Florida Standards for Grade 1.
- No capital letters within words

- Finger spacing between words
- Capital "I"
- Correct formation of letters (no reversals by end of year)
- Letters written on the line
- Complete sentences
- Capital letters at beginning of a sentence
- Grade level appropriate punctuation (period, exclamation, question)
- Grade level appropriate grammar
- Phonetic spelling
- Sight words spelled correctly

Second Grade:
*All "grade level" expectations are per the Florida Standards for Grade 2.
- Capital letters at the beginning of sentence, capital "I", proper nouns
- No capital letters within words
- Grade level appropriate punctuation (period, exclamation, question mark, comma, and quotation marks)
- Finger spacing between words
- Correct formation of letters (no reversals and placed on paper/line correctly)
- Complete sentences with varied sentence structure
- Verb/Noun agreement
- Grade level appropriate grammar
- Sight words spelled correctly
- Words from the text or source will be spelled correctly

Third Grade:
*All content-area teachers will be provided a list of "No Excuse" words.
- Complete sentences with varied sentence structure
- Capitalize appropriate words (beginning of sentence, proper nouns, titles)
- Verb/Noun agreement
- Proper punctuation (comma, quotation, end mark)
- Words from the text or source will be spelled correctly
- "No Excuse" words will be spelled correctly (grade level appropriate)

- Apostrophes used correctly in contractions and possessives
- Writing is legible
- Like ideas will be grouped into paragraphs

Fourth Grade:
- Complete sentences
- Words from the text or source will be spelled correctly
- No Excuse words will be spelled correctly
- Capitalization of "I", beginning of sentence, and proper nouns, no random capitalizations within the writing
- Proper ending punctuation
- Paragraph separation is evident (indention or line spacing)

Fifth Grade
- Complete sentences with varied sentence structure
- Words from the text or source will be spelled correctly
- Paraphrase text evidence
- Capitalizing "I" beginning of a sentence, proper nouns, no random capitalizations within the writing
- Capitalize titles of articles and enclose in quotations marks
- Proper ending punctuation
- Paragraph separation is evident
- Place quotation marks around any text that is quoted

Progress Monitoring			
Initiative	**How Will It Be Monitored**	**Frequency of Official Monitoring**	**Who is Responsible to Monitor**
Walker collection of writing data	Data chart of students writing scores, broken down by PFO and EE	2 times per quarter (baseline and post)	Teachers, admin

Student/Teacher conferences	Anecdotal records	Quarterly	teachers
Writing calibration with instructional coach and each grade level	Observation of collaboration; instructional coach's schedule	Quarterly (once per 9-weeks)	Admin, instructional coach schedule

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:
Improved student development in skills in phonics and phonemic awareness through participation in differentiated small group instruction and station activities with classroom teachers, SLD teachers, and Title 1.
Targeted School-based Professional Development:
-As safe and appropriate, with the instructional coach, teachers will observe exemplary small group instruction and stations, differentiated for level 1s and 2s, and debrief with coach (as needed/requested).
-Ongoing starting in September--MaxScholar Training for K-3 (including EBD) teachers, as well as support for Title 1 teachers; iReady Training with a focus on executing lessons from the iReady Toolbox
-As needed, 4th and 5th grade ELA teachers will meet with the instructional coach to support implementation of the Phonics for Reading program.
-All grade levels will meet with admin in a Principal's Chat once a month to review student data, with an emphasis on progress of level 1s and 2s.

Action Steps for Remediation
Intervention/Title I Implementation Action Steps (Teachers and Students):
-Students will meet daily in a small group with their classroom teacher.
-Students in grades K-3 who have a substantial reading deficiency as determined by the state/district will participate in the MaxScholar program. This will occur 5 days per week for 30 minutes and will be done with either the Title 1 teachers, SLD or classroom teacher, as determined as data comes in after diagnostic testing is done.
-All K-5 students will participate in the i-Ready program for 45 minutes of computer time a week, plus face-to-face small group time with a teacher. Three diagnostic tests throughout the year will help determine student needs. Students who are struggling in grades 4-5 will additionally be screened for the Phonics for Reading Program. This program helps build phonemic awareness, decoding, and fluency skills to strengthen reading comprehension. Phonics for Reading offers systematic, explicit instruction that builds confidence and motivation. It is specifically designed to appeal to older students.
-Title 1 teachers will communicate student progress and instructional needs once a week with the classroom teachers.
-SLD teacher will communicate student progress as needed/requested in order to meet the needs of student IEP goals.
Level 1 INTERVENTION (for students who are not identified SLD):
-Classroom teacher is meeting with students daily in small group, providing individual instruction as needed.
-Classroom teacher is creating PMP, moving students through MTSS, and communicating progress with parent.

Progress Monitoring

Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Differentiated small group instruction--classroom teacher, ESE teachers, Title 1 teachers	Visible lesson plans, walk throughs, SPP reflections, Principal chats, student data	Weekly	Admin
Analyze data (MAP, FSA, iReady, Max Scholar, classroom formative and interim) to inform instruction	Through data-informed lesson plans and admin-led data sessions	Ongoing throughout the year individually, with instructional coach, and grade level. Once a month w/at Principal Chat.	Admin, grade chairs
iReady Reading remediation instruction for identified students ensuring each student receives 45 minutes of online instruction weekly and small group teacher-led instruction focused on individual student needs.	Visible lesson plans, walk throughs, Title I data records, iReady reports, walk throughs	weekly	Admin, Title I specialist, Title I
Title I data analysis days	Grouping lists, meeting minutes	After the administration of each iReady Diagnostic Assessment	Admin, Title I teachers
Title I and SLD collaboration with teachers	Weekly remediation progress reports	Weekly	Admin, classroom teachers, title I teachers, SLD 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:
Through the use of i-Ready, we will meet the needs of every student, closing gaps that occurred a result of a loss of instruction during the pandemic.

Action Steps for Implementation

Classroom Implementation Action Steps (Teachers and Students):
- Teacher curriculum i-Ready training on August 26th
- Diagnostic test 1 to be completed within the testing windows of 9/8-9/28 for grades 1-5 and 9/29-10/2 for kindergarten
- Data analysis with admin at a principal data chat after the close of each (of the 3) diagnostic testing windows
- K, 3, 4, and 5 teachers will receive i-Ready assistance via classroom assistants as it is their first year of implementation of the program.
- All K-5 students will complete 45 minutes of ELA i-Ready computer time each week
- Classroom teachers will pull small groups for remediation of lessons using diagnostic data to determine appropriate i-Ready instructional tools found in the i-Ready Teacher Toolbox
- Teachers and Title 1 assistants will pull students with similar gaps and fill gaps using i-Ready Teachers Toolbox

Progress Monitoring			
Initiative	**How Will It Be Monitored**	**Frequency of Official Monitoring**	**Who is Responsible to Monitor**
i-Ready diagnostic testing	Reports	Each of the 3 diagnostic tests	Admin/ teachers
i-Ready computer minutes	Reports	Weekly	Admin

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 70%.
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 60%.
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 70%

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

Central Focus: Math Focus

Use OCSD M3 Standards-based planning document to create student-centered standards-based lessons
- Collaboratively review student data to select and develop whole-group and small-group lessons and routines
- Embed instructional strategies to make targeted instructional choices for all students (ELLs, ESE, ESSA sub-groups)

School Focus

Targeted School-based Focus:
Within the Balanced Math Model, students will participate in purposeful small group instruction.

Teachers will collaboratively use data including ALDs/PLDs to form differentiated, small groups/stations/activities and drive instruction.

Targeted School-based Professional Development:
-During pre-planning: Review of SPP, provide feedback for revision.
-During pre-planning: Develop site-based content area, same grade level, same hall, peer support for teachers new to the school or grade level.
-Teachers will attend and participate in math PD as needed, based on needs seen from admin or as requested from teachers.
-At the close of each i-Ready diagnostic, and after FSA: Data analysis and instructional planning with administration and/or instructional coach.
-August-May: Instructional Coach will conduct Coaching Cycles, co-teaching, model lessons, and hold coaching conversations as requested by teachers.
August-May: Principal Chats- Admin will meet at least once a month with grade levels to review student progress and analyze data. Each meeting will include discussion of those students identified as lowest 25% or high 2s and progress toward SPP goals. Teachers will share instructional resources. Admin will also meet with teachers individually as necessary.

Action Steps for Implementation

Classroom Implementation Action Steps (Teachers and Students):
-Teachers will conduct data analysis, set goals, and share instructional practices during monthly Principal's Data Chats. Teachers will first look at available student data from the previous school year, and combine that with i-Ready diagnostic 1 data to make instructional implications.
  -Teachers will continue to embed the 8 Mathematical Practices, DOK level 2 & 3 questions, and set norms during the Balanced Math Model.
-Teachers will daily engage students in all components of the Balanced Math Model:

A. Whole group mini-lesson
1. Daily
2. Student-centered
3. Increases student discourse and comprehension of math vocabulary
4. Use manipulatives (as appropriate to safety precautions), math journals, high-yield routines, and white boards
5. Facilitate student-led discourse
6. Driven by data (FSA/FSAA, placemats, common assessments, i-Ready, MobyMax, teacher observation, etc.)
7. Spiraling standards/skills

B. Small group
1. Meets daily
2. Spiraling standards/skills
3. Use of manipulatives and tools (as appropriate to safety precautions) to increase conceptual knowledge
4. Use data including ALDs/PLDs from the M3 Planning Document
5. Purposeful and differentiated by content, process, and/or product
6. FSA/FSAA and i-Ready data will be used to identify the lowest 25% of students for intensive remedial instruction.
7. All teachers will meet with FSA/FSAA and i-Ready level 1s, low level 2s, and Title 1/ESE students daily in a small group or individual conference.
8. Teachers will meet with high 2s and 3s a minimum of 3 times a week.
9. Teachers will meet with 4s and 5s at least once per week.
10. 3-5 teachers will meet daily with students in small groups who receive Title 1 or ESE services during the math block and all other students during the pull-out time.
11. Whole group instruction will not occur while Title 1 and ESE students are receiving pull-out services.

C. Stations
1. Domain/standard-based and data driven
2. Norms established
3. Stations will be labeled by domain
4. Differentiated/flexible by using ALDs/PLDs
5. Accountability
6. Appropriate rigor
7. Spiraling standards/skills

D. Fluency/Routines
1. Daily use of high-yield routines (Which one doesn't belong? Number Line, Today's Number, Quick Images, Guess My Rule, etc.)
2. Number talks
3. Incorporate student discourse

4. Spiraling standards/skills

E. Resources
    1. Placemats, high rigor lessons from CPLAMS, Ready Teacher Toolbox, Engage NY, Educite, Edulastic, Go Math! MobyMax, M^3 Making Math Meaningful standards-based planning document, ALDs (3-5), PLDs (K-2), common assessments, Math in Practice, FSA item test specs, FSA practice tests, CPALMS formative assessments
    2. 1-5 teachers will use the quarterly common assessment at the end of the first, second, third, and fourth nine weeks and record the data in the designated quarter of the gradebook as well as the tracking sheet to be turned into administration.
    3. Teachers in grades K-2 will use FSA-style assessment questions (multi-select, equation response, matching, true/false, multiple choice, short response, grid response) within calendar math, spiraling, math journals, problem of the day, and formative assessments

Progress Monitoring

Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Purposeful small group instruction	Visible lesson plans, walk throughs, collaborative meeting minutes, data chats	Weekly	Admin
Standard-based, differentiated stations	Visible lesson plans, walk throughs, collaborative meeting minutes, data chats	Weekly	Admin
Collaborative data analysis for the use of planning	Collaborative meeting minutes, quarterly assessment tracking sheet, data chats with admin	Monthly	Admin

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:
Improved student performance on i-Ready and FSA (at least a 10-percentage point increase) through participation in intentional differentiated small group instruction with classroom teachers, SLD teachers, and Title 1.

Targeted School-based Professional Development:
-With the instructional coach/admin, teachers will analyze i-Ready and available FSA and classroom data to identify students scoring levels 1 and 2.
 -Teachers will collaborate with grade level peers and the instructional coach to plan intentional differentiated small group lessons as needed (ongoing throughout the year) for these students using ALDs/PLDs. Teachers will observe exemplary small group instruction and debrief with coach (as needed/requested, and as is safe).
-All grade levels will meet with admin (and coaches as available) in a Principal's Chat once a month to review student data, with an emphasis on progress of levels 1s and 2s. Chats will include discussion of instructional strategies to meet the needs of level 1s and 2s.

Action Steps for Remediation

Intervention/Title I Implementation Action Steps (Teachers and Students):
SLD INTERVENTION:
-ESE teachers will meet monthly with admin to have data chats to monitor student progress.
-SLD teachers will communicate student progress and instructional needs with the classroom teacher as needed to make progress towards IEP goals.
-Individual student data will be analyzed (i-Ready, FSA, teacher formative assessment, common assessments, online grades) and all teachers will create instruction based on student need and IEP goals, ensuring accommodations are met.
-Students will meet daily in a small group for 30 minutes with their SLD teacher. Individual instruction will be provided as needed.
-Students will meet daily in a small group with their classroom teacher.

Title 1 IMPLEMENTATION:
-Title 1 teachers will communicate student progress and instructional needs once a week with the classroom teachers.
-Students in Grades 3-5 will be screened using the iReady diagnostic assessments (3 times per year) and grouped based on skill needs for small group instruction. Groups will be fluid and will be adjusted as needed.

Level 1 INTERVENTION (for students who are not identified SLD or receiving Title I services):

-Classroom teacher is meeting with students daily in small group, providing intentional individual instruction as needed.
  -Classroom teacher is creating PMP, moving students through MTSS, and communicating progress with parent.

Progress Monitoring

Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Intentional differentiated small group instruction-classroom teacher, SLD teacher, Title 1 teacher	Walk throughs, couch support, SPP reflection, Principal chats, Student Data	Weekly	Admin
Analyze data (FSA, iReady, classroom formative and interim) to inform instruction	Through data-informed visible lesson plans, admin-led data sessions, collaborative group meetings	Ongoing throughout the year individually, with grade level. Once a month	Admin, collaborative groups
iReady Math remediation instruction with identified students, ensuring each student receives 45minutes of online instruction weekly and small group teacher-led instruction focused on individual student needs.	Title I data records/iReady reports, walk throughs	Weekly	Admin Title I specialist, Title I
Title 1 Data Days	Group listings, meeting minutes	quarterly	Admin, teachers, Title I teachers
Title 1 and SLD collaboration with classroom teachers	Weekly remediation progress reports	Weekly	Admin, teachers, Title I and SLD teachers

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: Through the use of i-Ready, we will meet the needs of every student, closing gaps that occurred a result of a loss of instruction during the pandemic.

Action Steps for Implementation
Classroom Implementation Action Steps (Teachers and Students): • Teacher curriculum i-Ready training on August 26th • Diagnostic test 1 to be completed within the testing windows of 9/8-9/28 for grades 1-5 and 9/29-10/2 for kindergarten • Data analysis with admin at a principal data chat after the close of each (of the 3) diagnostic testing windows • K, 3, 4, and 5 teachers will receive i-Ready assistance via classroom assistants as it is their first year of implementation of the program. • All K-5 students will complete 45 minutes of Math i-Ready computer time each week • Classroom teachers will pull small groups for remediation of lessons using diagnostic data to determine appropriate i-Ready instructional tools found in the i-Ready Teacher Toolbox • Teachers and Title 1 assistants will pull students with similar gaps and fill gaps using i-Ready Teachers Toolbox

Progress Monitoring			
Initiative	**How Will It Be Monitored**	**Frequency of Official Monitoring**	**Who is Responsible to Monitor**
i-Ready diagnostic testing	Reports	Each of the 3 diagnostic tests	Admin/ teachers
i-Ready computer minutes	Reports	Weekly	Admin

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 68%.

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:
Teachers will use data (Study Island, teacher observation, and formative assessment) to plan whole group, spiraling, and differentiated activities, allowing for student-to-student interactions.

Targeted School-based Professional Development:
-Grade levels will meet once a month during common meeting time to collaborate and plan a hands-on, standards-based experiment/exploration following the district's pacing guide. Teachers can model experiments as needed based on availability of materials.
-Teachers will attend optional OCSD science PD, as offered for their grade throughout the year.
-Teachers will voluntarily schedule consultations with the instructional coach as needed to implement standards-based science content into the balanced literacy block, as well to incorporate ELA strategies in the science block.

Action Steps for Implementation

Classroom Implementation Action Steps (Teachers and Students):

Self-contained teachers will….
- Strategically design science and ELA instruction to address all the science standards for their grade. Use the Science Question Stems Flipcharts to create rigorous TDQs.
 - Conduct science standards-based hands-on activities twice a month.
- Develop sequenced lessons based on the science standards to implement during either ELA or science instruction at least once nine weeks.
-Incorporate science content into guided reading groups and literacy work stations.
-3rd-5th grade teachers will assess their students on Study Island, and then students will complete 30 minutes on the program weekly.

2nd, 3rd, 4th, and 5th Departmentalized Science teachers will…
- Collaborate with the ELA teacher to strategically design instructional sequences implementing text marking and annotating, multiple resources, and rich student talk opportunities to address all the science standards for their grade, to include high complexity questions for

all science standards. Use Title 1 leveled readers. Use the Science Question Stems Flipcharts to create rigorous TDQs. Grades 3-5 will administer OCSD Science Formative Assessments once per 9 weeks.
- Conduct science standards-based hands-on activities, a minimum of twice per month.
- Fourth and fifth grade teachers will utilize the Test Item Specs to design tasks and DOK-leveled TDQs.
 -3rd-5th grade teachers will assess their students on Study Island, and then students will complete 30 minutes on the program weekly.

Progress Monitoring

Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Design lesson sequences for both science and ELA instruction that addresses current grade-level and previous grade level standards.	Visible lesson plans, walk throughs, PD sessions	Monthly	Admin
Integrate science content into ELA whole and small group instruction.	Visible lesson plans, walk throughs, PD sessions, share during faculty meetings	Monthly	Admin
4th and 5th grade Science teachers use 5th grade Test Item Specs and pacing guides to design meaningful instruction and assessment.	Visible lesson plans, walk throughs, PD sessions	Monthly	Admin
Administer and disaggregate Study Island diagnostic test (3rd-5th grade)	Study Island reports and data analysis	After each test	Admin, teachers

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: Through the use of integration and Study Island, we will meet the instructional needs of students, closing gaps in the science content area that have occurred as a result of the pandemic.

Action Steps for Implementation
Classroom Implementation Action Steps (Teachers and Students): -School-based Study Island PD as requested by teachers, given by Tami Ellis within the first 9-weeks -All teachers will integrate science topics into ELA texts -All teachers will model hands-on science activities, and give students the opportunity to participate, as safely appropriate -3-5 teachers will give the Study Island diagnostic during the month of September -Teachers will participate in an admin data chat after the close of the first diagnostic window -Students will work on Study Island for 30 minutes per week completing activities assigned individuals based on need

Progress Monitoring

Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Integration of science topics into ELA texts	Visible lesson plans as seen through walk-throughs, discussions at monthly data chats	Monthly	Admin
Study Island Diagnostic	Reports	As assessed	Admin/Teachers
Study Island minutes	Reports	Monthly	Admin

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

School Action Plan
CTE/STEMM: Strategies & Programs to Support the Objective

Describe how students are involved in the CTE/STEMM activities at your school (e.g., clubs, programs, school initive,etc.).
Students will be presented with the opportunity to learn through hands-on experiences, interactive videos to elicit engagement, iPads with scientific apps purchased through the school district, and student talk experiences to deepen understanding. As appropriate, students within the STEMM club will share with their classmates during the regular school day any information gained from their club experience. Community volunteers will be brought in to explain and demonstrate how they use science in their career field(s). Students will receive the opportunity to explore career fields through investigations with the volunteers and teacher.

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?
Feedback from parents is gathered both formally through surveys and informally through conversations and group discussions during open forums such as PTO and SAC. Our Title 1 survey is conducted with the help of our district office. The data is collected and returned to the school. This information gathered from parents is then considered when making decisions regarding the development of the Title 1 Parent Family Engagement Plan. When determining how to spend Parent Family Engagement Funds, parents will be surveyed at the beginning of the school year to indicate how they would like to see those funds spent throughout the school year. Walker's SAC will also be notified as to how Parent Family Engagement Funds are spent and will have opportunities to provide feedback on the events and items purchased with those funds. The plan will be monitored by Title 1 and Admin using meeting sign-in sheets and meeting minutes.

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.*
Walker's Parent and Family Engagement Plan (PFEP) documents the various activities that are held and offered throughout the year for parents and students. Activities occur throughout the year and parents are encouraged to attend. Activities include awards assemblies, curriculum nights and open house, Pre-K transition event, science night, book fair, carnivals, annual Title 1 informational meeting for parents and hands-on/parent workshops. Each event is advertised through Blackboard Connect, classroom weekly and monthly newsletters, Walker Facebook page, website, digital sign, and flyers. The plan identifies the various barriers that prevent parents from attending events held at Walker. We acknowledge and work to decrease barriers such as: childcare issues, transportation issues, and interfering work schedules. Parents are asked to provide feedback on each event through a brief evaluation. These evaluations are analyzed by Title 1 staff and administration and suggestions are considered to improve upcoming events. Family engagement will increase with advanced notice of events. Events will be advertised as family-friendly, and information will be translated for those with limited English proficiency as needed/requested. Due to COVID-19, Walker will work to reach out to families with virtual events. Participation may increase if parents are able to attend at their leisure.

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?
Walker holds an annual Pre-K transition event in the spring, which provides parents of incoming kindergarten students and the students themselves an opportunity to visit the school. The parents participate in an informational session which covers various topics. These topics include but are not limited to: student safety, school lunches, information about the clinic and medications, transportation and bus safety, and discipline. Students and parents spend this time touring the school where they make visits to kindergarten classrooms, PE classes, and art classes. Students are provided with a snack, take home coloring book about getting ready for kindergarten, and a child-friendly book about beginning kindergarten. The event is advertised in a variety of ways. It is included in Walker's monthly newsletter, school web page, advertised in the local newspaper, and flyers are distributed to various neighborhood childcare centers and pediatrician offices, and private phone calls are even made. Parents are invited to attend Parent Orientation and workshops and are provided vital information about how to help their child succeed academically. This event is monitored by Title I and admin, and monitored by sign-in sheets and evals. For transitioning 5th graders, Walker advertises Davidson's orientation event during the Spring, as well as coordinating with DMS guidance to provide time and a space for counselors and teachers to come and register students for sixth grade classes. For our ESE students who are going to Shoal River Middle School, the ESE teachers and a staffing specialist visit Walker, reviewing the students' IEPs and meeting with students one-on one to register them.

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.
We have three community mentoring programs: adult community members come once a week and work one on one with students, our secondary students ride a bus to Walker each afternoon and work with students, and our high school mentors come once a week to work one on one with students. These mentoring programs provide assistance to our academically and behaviorally fragile student population. We have 3 Title 1 assistants who work with small groups in the K-5 classrooms, providing supplementary academic support. In accordance with the Prohibition of Bullying and Harassment, we provide a specialized curriculum for use in the classroom and schedule speakers during the PE time. Our EBD students are served by 2 social workers once a week. The Families First agency provides counseling support to students who are in the watch-care of the Department of Children and Families. Once a week a military liaison visits with students who are dependents of the armed forces, providing counseling and offering hands-on projects to provide necessary emotional and social support. Our POC tutoring is offered twice a week for students who have been identified as in need of academic support. This tutoring is offered to all retained students and then student who are struggling academically in grades three, four, and five.

Accreditation Page

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

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

Our teachers' plans and practice reflect knowledge of content standards, assessment expectations, and emerging research areas of new and innovative instructional methods. Through professional development sessions throughout the year, teachers are introduced to resources and materials purchased by the school or available through the internet that provide access to rigorous and complex curriculum. Teacher-selected differentiated whole group, small group, and practice instructional materials reflect an understanding of students' backgrounds, cultures, skills, learning levels and styles, language proficiency, interests, and special needs. Students who are identified in the lowest 25% are served daily in guided small groups with the classroom teachers. ESE students are serviced daily in a resource room setting with a highly-qualified certified ESE teacher. Our VE and EBD population is provided daily instruction in self-contained classrooms, provided with out-class opportunities throughout the day. After a screening process, our Title 1 department comprised of 2 certified full-time teachers and 3 trained aides serve at-risk students in both reading and math. Technology is heavily embedded in all aspects of learning, with each classroom having stationary devices available to students. In addition, we offer portable class sets of Chromebooks and iPads available to each grade level. Teachers have document cameras and LCD projectors for use during instruction and practice. Parents and stakeholders are informed of student progress through multiple means. Up-to-date student grades and course averages are perpetually available to parent/guardians through the online PAWS gradebook system. Every 4 ½ weeks, students take home a printed Progress Report showing current course averages. Every nine weeks, a printed report card is sent home. As students complete standardized assessment, reports are printed and shared with parents. Teachers and administrators are available by phone and through email for timely contact as parent concerns arise

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.

As enrollment climbs, we actively maintain state-mandated class average limits by maintaining spaces used for instruction. We currently have 8 portables placed within the fenced boundary of our campus. We participate in an annual health inspection by an outside agency that prioritizes repairs needed throughout campus, and actively request needed repairs through our maintenance department. Our campus provides for three separate outdoor play areas to accommodate the different needs of primary and secondary students during recess and PE, as well as a covered pavilion to protect students and employees from the heat and Florida UV. Students and teachers are held to the high expectations of our Florida Standards and the Florida Standards Assessment and are awarded accordingly. Scaffolded support is provided to students through differentiated instruction, as well as provided to teachers through coach-supported professional development and consultation. Our campus is under constant surveillance by our security system which includes 16 cameras that are continuously recording and monitored by a minimum of three employees during the hours that students are on campus. Our buildings are locked throughout the day, with one main door open for enter and exit of visitors. We operate a closed campus, with a fenced and locked-gate perimeter. We have a well-rehearsed crisis reduction system for Accreditation Standards 1. Leadership Capacity 2. Learning Capacity 3. Resource Capacity 72 emergency exits, lock-downs, severe weather, and missing children. Teachers' doors remain locked throughout the day, and unnecessary interruptions to instruction are kept to a minimum.