

Date Submitted:

Dates of Revision:

All school advisory agendas, minutes, memberships, and guidelines of operations are housed 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.

School Performance Plan

2017-2018

School Name: Bob Sikes Elementary

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.

Victoria L Hayden
 Principal's Signature

Benjamin Iannucci
 SAC Chairperson's Signature

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		



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
Victoria Hayden/Nathaniel Chatman	Administrators
Loren Caison	School Counselor
Angelique Cox	Resource Teacher/OCEA President
Debra Vegas	ESE Resource Teacher
Cyndee Laramore/Amanda Tatman	Title I
Peggy Murray/Lindsey Flatau	Grade 1
Nichoel Morton	Grade 2
Kimberly Johnson/Joe Johnson/Kristen Kearns/Tiffany Mathews	Grade 3
Jordan Appelberg/Kimberly Lebron	Grade 4
Melissa Grant/Christi Collinsworth	Grade 5
Jennifer Ferrell/Karen Sanders	Instructional Coaches
Jessica Myers/Richard Cummins/Christie Pawlak	Parents

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

SPP Team will involve all stakeholders but the documented team members represent each grade level, special area, administration and parent. All instructional staff were required to provide administration w/ a 2017 SPP reflection for PD/SPP implementation. April 27 and May 17 team held brainstorming sessions and started the planning and writing based on the strengths, needs, and goals for the coming year. The team met in June to discuss and begin process of developing SPP. Administration participated in district SPP training. Partial team met twice in June by department and worked on specifics under PD-School Based, Action Steps--School and Classroom. Team met July 13 to finalize draft prior to summer grade level meetings. Grade level summer meetings were held July 20th and 26th to further refine and adjust the SPP.

SPP Team will meet on August 18 to review grade level input and update SPP.

Grade levels will meet on August 22 to review and make recommendations before submitting SPP to the district by September 2.

SPP will be discussed at Faculty Meetings, PD and will be an agenda item at grade level meetings.

Grade Level meetings 2x a month (one will be math/science focus and one will be ELA focus) with SPP focus and feedback delivered to principal. Revision process of the SPP will be on-going. September review with staff and school advisory counsel for final input and approval.

School Profile

Bob Sikes Elementary School, home of the Bull Pups, was originally founded in 1958 for our Kindergarten through Sixth Grade. Today, with close to 840 students, the faculty, staff, volunteers, parents, and community have set high standards of academic achievement for the children we serve. Working together, we instill a desire for learning in our students as well as the motivation to achieve their goals of both academic and personal growth.

Located in the Adams-Powell neighborhood of Crestview, our diverse population includes military families, those whose heritage language is other than English, and many families native to this area. Our facility and staff are dedicated to ensuring that all children, based on their individual needs, receive the best education possible. To provide this for our students, Bob Sikes is home to a faculty of 44 K-5 teachers, an SLD teacher, two Title I teachers, a 60% remediation teacher, three teachers with a Gifted Endorsement, providing instruction 3 hours a week to identified students, a Media Manager, a Speech/Language therapist, two Instructional Coaches, a Music teacher, and a Physical Education teacher. Additionally, these teachers are supported through the efforts of 4.5 classroom paraprofessionals. Thirty seven percent of the faculty has an advanced degree, with sixty percent of the staff teaching six years or more. School average class size for KG-3 is 18 students with grades 4-5 at 22 students.

Our commitment to educating children extends beyond the classroom; to that end, Bob Sikes and our community offer a variety of programs designed to give students a broader experience. Not only do we have two computer labs with stand-alone computers and other instructional technology, but one Third Grade classroom is an iPad lab. These resources provide teachers with the opportunity to integrate technology into the curriculum on a daily basis. Both staff and community work to offer extracurricular opportunities for our students. Some of these are the Robotics Club, Recorder Club, One Way Club, Art Club, Minority Council and Student Council.

The faculty and staff are supported by an active PTO and an equally involved corps of volunteers. These parents and community members assist in classrooms, work for students, provide resources for classroom projects and contribute in a variety of invaluable ways.

Community and Parent Awareness

BOB SIKES ELEMENTARY (0051)	Strongly Agree		Slightly Agree		Slightly Disagree		Strongly Disagree		No Opinion		Total Responses
	%	Total	%	Total	%	Total	%	Total	%	Total	
1. My child's school emphasizes academic performance as the number one priority.	79%	68	19%	16	1%	1	1%	1	0%	0	86
2. Our principal is an effective leader who meets the needs of our students.	79%	67	9%	8	6%	5	1%	1	5%	4	85
3. As a parent, I am made aware of the curriculum program for my child's grade level or course.	73%	62	20%	17	5%	4	2%	2	0%	0	85
4. The school uses a variety of methods for parent communication.	78%	67	16%	14	3%	3	2%	2	0%	0	86
5. Parent input is valued at my child's school.	78%	67	15%	13	2%	2	2%	2	2%	2	86
6. Clear expectations of conduct and behavior are communicated to my child.	91%	78	8%	7	1%	1	0%	0	0%	0	86
7. My child's school maintains a safe environment.	76%	65	15%	13	6%	5	1%	1	2%	2	86
8. Homework is used to reinforce what is taught in the classroom.	65%	56	22%	19	3%	3	6%	5	3%	3	86
9. My child's school treats everyone fairly, regardless of race, economic status, or other relationships.	83%	71	10%	9	2%	2	0%	0	5%	4	86
10. School funds are used to support the school in a financially responsible manner.	71%	61	14%	12	2%	2	1%	1	12%	10	86
11. As a parent, I feel welcome at my child's school.	90%	77	6%	5	3%	3	1%	1	0%	0	86
12. The guidance department at my child's school provides for the educational success of my student.	63%	53	11%	9	5%	4	4%	3	18%	15	84
13. I am satisfied that my child's teachers do a good job educating my child.	81%	70	12%	10	5%	4	2%	2	0%	0	86
14. My child's school is well maintained.	74%	64	15%	13	6%	5	3%	3	1%	1	86
15. The amount of time required for my child's homework assignments is appropriate.	74%	64	15%	13	3%	3	2%	2	5%	4	86
16. The health services provided at my child's school support his/her wellness.	77%	66	9%	8	3%	3	2%	2	8%	7	86
Total Survey Results	77%	1056	14%	186	4%	50	2%	28	4%	52	1372

Community and Parent Awareness

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

The data shows parents believe the principal is an effective leader, the school implements a variety of methods for parent communication, homework is used to reinforce what is taught in the classroom, the school treats everyone fairly, parents feel welcome at the school, and health services support students' wellness. All of these areas either remain the same from the previous year or increased.

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

The data shows that some areas for improvement are awareness of curriculum by parents/guardians, parental awareness of school funds being used to support the school in a financially responsible manner, and disseminating information regarding the guidance department at the school. All of these areas went down by 4-6% in the parent survey.

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

Weekly classroom newsletters	Title I meetings, PIP, and Compact
Monthly School newsletter	Parent conferences, emails, and telephone contact
Parent/student handbook	Open House
PTO/SAC Meetings	School webpage and Facebook page
Math/Literacy/Science Night	Auto call-Blackboard Connect

Teachers encouraged to use: Remind 101, Padlet, agenda books (Grades 3-5)

Historical School Grade Data

Elementary School	School Year	Achievement			Learning Gains				Total Components	Total Points Earned	Overall Percentage	Grade	Title I*	Free or Reduced Lunch Rate*	Minority Rate*
		% English/Language Arts	% Mathematics	% Science	% English/Language Arts	% Mathematics	% English/Language Arts: Low 25%	% Mathematics: Low 25%							
Bob Sikes	2015	57	69	56					3	182	61	B	YES	50	31
Bob Sikes	2016	56	70	53	54	58	49	62	7	402	57	B	YES	50	30
Bob Sikes	2017	60	69	62	61	57	68	60	7	437	62	A	YES	50	30
District	2017	65	73	65	62	67	55	58			64	A			
State	2017	55	61	51	57	61	52	51			55	B			

**Percentages not Counted in Calculation*

School Action Plan
ELA: Reading & Writing

District Goal:	Students shall demonstrate reading proficiency at or above the expected grade level.
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Objectives:	
The percentage of all curriculum students who will make learning gains in reading as defined by the State of Florida on the Florida Standards Assessment Test will be at least 50%.	
The percentage of students in the lowest 25% who will make learning gains in reading as defined by the State of Florida on the Florida Standards Assessment Test will be at least 50%.	
The percentage of Level 4 and 5 students who will make learning gains in reading on the Florida Standards Assessment Test will be at least 45 %	

DEA Reading Proficiency (By Grade)

ELA (Reading): Data

Bob Sikes ELA		DEA [%Proficient]								
		K			1			2		
		'15	'16	'17	'15	'16	'17	'15	'16	'17
# Students Tested		110	105	125	140	117	135	141	130	135
Overall Proficiency		84	80	82	75	84	80	70	68	67
Level 4-5		38	32	50	19	32	20	18	15	19
Level 3		45	48	32	56	52	60	52	53	49
Level 2		9	14	17	25	16	20	28	28	24
Level 1		7	6	2				2	5	8
Gender	M	73	80	72	75	82	80	62	60	62
	F	93	80	92	75	85	80	79	77	72
Ethnicity	A			100						
	B	71	60	60	60	73	70	57	53	53
	H	85	78	100	57	91	100	50	60	77
	I		100				0			
	M	80	100	91	69	67	73	67	64	38
	W	87	80	80	79	87	81	75	71	71
Group	ESE	73	50	60	67	60	60	44	36	38
	ELL	75	75	100	25	75	100	67	50	67
	F/R	79	77	75	76	75	74	66	62	55
Literature		77	79	82	78	79	75	76	71	70
Information		56	81	82	73	78	77	71	69	68
Language		68	81	81	66	75	72	64	73	76
Writing					74	74	67	68	62	61

Numbers in a red font denote the score is below the District average.

Bob Sikes ELA		DEA [%Difference from District Score]								
		K			1			2		
		'15	'16	'17	'15	'16	'17	'15	'16	'17
# Students Tested		110	105	125	140	117	135	141	130	135
Overall Proficiency		+8	+0	+3	-1	-2	-3	-6	-1	0
Level 4-5		+4	-15	+5	-6	-4	-12	-7	-4	+1
Level 3		+4	+15	-2	+5	+2	+8	+2	+3	-1
Level 2		-7	+0	+2	+2	+2	+3	+6	+2	-1
Level 1		0	0	-5				0	-1	+2
Gender	M	+2	+4	-3	+2	-2	-1	-10	-5	-2
	F	+12	-4	+11	-5	-2	-6	-1	+5	+2
Ethnicity	A			+20						
	B	+11	-7	-7	-6	-1	-6	-3	-4	+5
	H	+14	+6	+32	-15	+12	+22	-20	+4	+22
	I		+17				-83			
	M	+5	+19	+13	-5	-22	-11	-7	+0	-30
	W	+7	-4	-2	0	-2	-4	-4	-3	-2
Group	ESE	+17	-1	+0	+8	-6	-3	-9	-3	-3
	ELL	+15	+11	+43	-32	+2	+31	+8	+14	+29
	F/R	+10	+4	+6	+6	-5	-5	-2	+3	-4
Literature		+4	-1	+3	-3	-2	-4	-2	-1	-3
Information		+0	0	+2	-4	-1	-1	-4	0	-1
Language		+1	-1	+1	-1	-2	-3	-3	-2	+2
Writing					+1	+1	-4	-2	-1	-1

Numbers in a red font denote a score below the district average.

FSA ELA Data (By Grade)

ELA: Data

Bob Sikes ELA		FSA [%Proficient]								
		3			4			5		
		'15	'16	'17	'15	'16	'17	'15	'16	'17
# Students Tested		142	137	156	115	140	125	120	123	138
Overall Proficiency		63	55	62	55	55	59	48	53	59
Level 5		9	8	6	2	6	4	7	4	7
Level 4		23	22	20	20	15	19	17	15	18
Level 3		31	26	35	33	34	36	25	33	35
Level 2		20	28	26	34	21	28	30	31	26
Level 1		17	17	12	11	24	13	22	16	14
Gender	M	59	47	59	49	59	49	41	44	59
	F	66	65	65	60	51	71	55	63	60
Ethnicity	A	50			0	50		100	100	0
	B	31	29	59	33	31	27	24	47	33
	H	88	60	25	80	57	70	63	71	67
	I				50				50	0
	M	71	64	62	30	71	62	50	29	75
	W	65	58	64	59	56	62	52	53	62
Group	ESE	43	29	25	16	29	47	34	13	22
	ELL	0	0	20		0		100	50	
	F/R	51	45	49	48	44	52	37	48	49
Key Ideas		60	61	52	73	65	57	54	57	59
Integ of Knowl		47	44	47	59	51	57	53	51	48
Language		72	78	77	76	66	72	73	75	76
Writing					51	48	52	57	56	58
Craft & Struc		58	64	59	70	58	69	69	54	62

Numbers in a red font denote the score is below the District average.

Bob Sikes ELA		FSA [%Difference from District Score]								
		3			4			5		
		'15	'16	'17	'15	'16	'17	'15	'16	'17
# Students Tested		142	137	156	115	140	125	120	123	138
Overall Proficiency		+1	-10	-5	-9	-6	-7	-14	-9	-3
Level 5		+0	-2	-4	-8	-2	-5	-2	-5	-2
Level 4		+1	-2	-5	-3	-7	-5	-6	-8	-6
Level 3		0	-7	+4	+1	+3	+3	-6	+4	+6
Level 2		-4	+6	+4	+9	-1	+6	+4	+6	+3
Level 1		+3	+4	+1	0	+7	+1	+10	+3	0
Gender	M	+2	-16	-4	-12	+1	-16	-17	-16	0
	F	+1	-3	-4	-6	-13	+4	-12	-2	-4
Ethnicity	A	-32			-63	-35		+30	+37	-76
	B	-13	-18	+9	-12	-12	-23	-22	-2	-14
	H	+33	+4	-23	+29	+8	+10	+11	+17	+18
	I				-20				-14	-33
	M	+14	+0	-2	-28	+15	-6	-10	-25	+17
	W	-1	-12	-8	-10	-9	-7	-14	-13	-4
Group	ESE	+12	-4	-8	-19	+4	+16	+5	-12	+2
	ELL	-22	-21	-8		-10		+83	+27	
	F/R	-1	-8	-5	-3	-6	-3	-13	-1	-3
Key Ideas		+1	-5	-3	-1	-1	-2	-5	-5	0
Integ of Knowl		+0	-2	-1	-2	-2	-3	-5	-2	-1
Language		0	-2	-2	-3	-2	-1	-2	-5	-3
Writing					-8	-10	-5	-6	-6	-1
Craft & Struc		+0	-2	-3	+0	-1	-3	-3	-4	-2

Numbers in a red font denote a score below the district average.

FSA ELA Data (By Grade)

ELA: Data

Bob Sikes ELA		FSA [% Gains]								
		3			4			5		
		'15	'16	'17	'15	'16	'17	'15	'16	'17
# Students Tested						121	113		111	130
Overall Gains						52	47		56	66
Level 5						60	44		100	70
Level 4						52	37		61	73
Level 3						63	55		68	73
Level 2						27	44		46	64
Level 1						52	58		44	55
Gender	M					54	47		48	70
	F					50	46		64	63
Ethnicity	A					50			100	50
	B					53	27		54	53
	H					40	50		67	71
	I								50	0
	M					55	20		57	73
	W					52	52		55	68
Group	ESE					52	56		29	31
	ELL					0			100	
	F/R					44	38		56	62
Low 25%						50	45		37	55

Numbers in a red font denote the score is below the District average.

School Action Plan

ELA (Reading): Assessment Data Analysis

What does the analysis of your school data tell you about your school's academic strengths?

Kindergarten--- Showed improvement in all areas....83% of students tested as proficient on DEA Test D.

First--- Showed improvement in all areas...80% of students tested as proficient on DEA Test D.

Second--- Improved in overall proficiency by 30%.

Third----Increased overall proficiency from 55% to 62%.

Fourth---Increased overall proficiency from 55% to 59%.

Fifth---Increased overall proficiency from 53% to 59%.

What does the analysis tell you about your school's opportunities to improve?

Kindergarten---Lowest number of points earned is in strand of Listening and Speaking

First--- Lowest number of points earned is in strand of Listening and Speaking

Second--- Lowest number of points earned is in strand of Listening and Speaking

Third--- Lowest number of points earned is in strand of Integration of Knowledge and Ideas.

Fourth--- Lowest number of points earned is in the strand Writing. Subgroups of males, black and ESE are all below 50% proficiency.

Fifth--- Lowest number of points earned in the strand Integration of Knowledge and Ideas. Subgroups of black, ESE and Free/Reduce are below 50%.

School Action Plan

ELA: Strategies & Programs to Support the Objectives

Central Focus: ELA Focus 1

Implementation of the Balanced Literacy Model (Whole Group, Teacher-led Small Group Instruction, and Standards-based, Differentiated Stations with Accountability). A focus will be placed on:

- Utilizing Text Dependent Questions (TDQs) at varying DOKs and Phases within Everyday Instructional Reads, which lead to a rigorous culminating task
 - TDQ Flip Chart
- Achievement Level Descriptors (ALDs, Gr. 3 - 5) and Learning Progressions (Gr. 1 and 2)
- Utilize data to inform instruction (MAP, iReady, etc.)
- Emphasizing complex text while using multiple sources
 - Resources: Common Lit, NewsELA, Achieve 3000, Read Works, Time for Kids, Story Works, etc.
- Text markings and annotations derived from the TDQs
- Purposeful student talk derived from the TDQs
- Purposeful Read Aloud

Bob Sikes's Focus

Targeted School-based Focus:

Differentiation for students by implementing standards-based accountable stations, targeted small group instruction/Guided Reading based upon student data, ALDs/Learning Progressions to move all students toward mastery of grade level standards.

Targeted School-based Professional Development:

1. Professional Development in targeted small group instruction, differentiated, standards based stations, and analyzing MAP data for student grouping and targeted instruction will be provided during the school provided half day sessions (3 total for first semester).
2. Professional Development focused on utilizing ALDs/Learning Progressions, and Flip Charts to create higher level questions with a focus on DOK/Phase 3 questions.
3. PLC time after Central Message PD will provide time for teachers to plan lessons implementing balanced literacy components, differentiating stations and small group work, crafting questions that address various levels of cognitive complexity.
4. Ten Minute Tuesdays - day long drop ins with Instructional Coach. Topics will be flexible and based upon teacher feedback during monthly first semester PD but will include: Components of Balanced Literacy, Everyday Instructional Reads, Differentiated Accountable Stations, MAP data, and creating higher level questions based upon ALDs, DOKs, and Phases.
5. Teachers with three years or less in OCS D will attend three half day PD sessions to be held on September 14th, December 13th, and February 14th.

Action Steps for Implementation:**Administrative Implementation Action Steps:**

During the summer, June 15, SPP met and began creation of professional development calendar and school based focus areas based upon school data and team input.

Ordered ELA Resource for 2017-2018 school year to disperse during pre-planning.

Classroom Implementation Action Steps (Teachers and Students):

1. All teachers will utilize the elements of an Everyday Instructional Read in their classrooms.
2. All teachers will implement at least 2 Everyday Instructional Reads based upon science content per quarter. Teachers will work with their grade level/Team and science teacher will teach content and ELA will provide support with literature based texts and other components of an Everyday Instructional Read.
3. Teachers will create purposeful, differentiated, standards-based for Balanced Literacy Model lesson plans that allow for multiple means of representation, action and expression and engagement.
4. Teachers will guide students to select texts that are on the appropriate level for them, based on the MAP prescribed Lexile level (iReady and/or AR). MAP and other assessment data will be used to determine small group and differentiated station placement. Stations and grouping will be fluid and data will be routinely checked for placement reassessment based upon skill/standard being addressed.

Follow expected schedule of implementation of balanced literacy components and routines:

By September 16, implement purposeful use of whole group lessons with norms for balanced literacy routines posted.

By September 30, implement differentiated and/or spiraling literacy work stations.

By October 14, implement differentiated small groups/Guided Reading and balanced literacy routines. In KG classrooms, administrators will observe balanced literacy routines upon completion of the First Quarter Checklist.

Alignment of instruction with the Balanced Literacy Model to ensure that instruction is standards-based utilizing the Curriculum Guides, Item Specs (3-5), ALDs/Learning Progressions and other available resources to provide effective differentiation and instruction for all students.

Use of data (FSA, MAP, iReady, and formative assessments) when planning for instruction and differentiation.

Use of multiple texts of varying genres to create and implement TDQs with particular focus on DOK/Phase 3 questions at appropriate DOK levels.

Provision of differentiated small group guided instruction based on data to support and foster independence with increasingly complex text.

Creation of differentiated/spiraling accountable stations that extend concepts in order to provide students with independent practice with previously learned standards.

Provision of opportunities for independent reading while monitoring student choices through conferences and/or Interactive Reading Logs to provide accountability and student goal setting.

Teachers will guide students to use strategies such as self-questioning, while they are reading so that they increase their awareness of the text's important ideas.

Models and provides practice opportunities for purposeful text marking based on TDQs during Everyday Instructional Reading building towards utilizing multiple sources (text graphics, charts, media, etc.)

Utilization of resources such as the Everyday Instructional Reading Tools and TDQs to create standards-based lessons that provide opportunities for students to engage in purposeful student talk, text marking, and writing through reading.

Students will:

Participate in components of the Balanced Literacy Model daily; however, every student may not engage in Small Group Differentiated Instruction daily as this is based on student need. Students who are at higher levels of proficiency may participate in small group lessons less frequently than those who need daily support from the teacher.

Regularly interact with leveled texts, using text dependent questions (TDQs) as a guide to navigate the texts and increase understanding; teachers will scaffold questions by increasing the complexity of the questions for deeper understanding.

Respond to texts that have been read aloud, through group/partner discussion, journalizing, note-takings, and/or other strategies from the Balanced Literacy Model.

Students will routinely answer questions of varying complexity constructed from ELA standards, ALDs, FSA Item specs. and OCSD FlipCharts.

Complete differentiated and/or spiraling tasks based on data that provide remediation and/or acceleration during small group instruction and stations.

Articulate their thinking about the text through conversations and/or writing.

Self-monitor and ask for help when comprehension breaks down in order to negotiate increasingly complex texts.

Be held accountable during differentiated/spiraling stations in order to demonstrate success toward mastering standard.

Purposefully text mark and discuss relevant evidence in response to TDQs using such methods as graphic organizers, margin notes, and/or sticky notes.

Progress Monitoring:			
Initiative	How Often	How Will It Be Monitored	Who Is Responsible To Monitor
Teacher created Text Dependent Questions focusing on DOK/Phase 1 and Phase 3 questions.	Weekly, Monthly	Grade level meetings, lesson plans, walkthroughs	Grade Level Chairs, Administration
Differentiated and/or Spiraling Stations, including Independent Reading	Weekly, Monthly	Formal and informal evaluations, lesson plans, department meetings	Teachers, Grade Level Chair, Administration
Grade level appropriate text and multiple sources	Weekly, Monthly	Formal and informal evaluations	Teachers, Grade Level Chair, Administration
Differentiated data/standards-based small group work	Weekly, Monthly	Formal and informal evaluations, lesson plans, data chats	Administration
PLC Groups	Monthly	Instructional Coach log-in sheet	Instructional Coach
Checking for understanding through classroom assessments and analysis	Quarterly	Lesson Plans, Gradebook audits, data chats	Administration

Evaluation:
Evaluation of Targeted School-based Focus & Implementation (Completed at the Beginning of Second Semester):
Refinement of Targeted School-based Focus (Completed at the Beginning of Second Semester):

School Action Plan

ELA: Strategies & Programs to Support the Objectives

Central Focus: ELA Focus 2

Writing: Teaching how Analysis and Synthesis lead to Elaboration

- Using Rubrics/FSA Writing Sampler Sets to calibrate teacher scoring and inform instruction with an emphasis on Analysis and Synthesis (Evidence and Elaboration)
- Increase student knowledge and use of the Rubrics with a focus on Analysis and Synthesis (Evidence and Elaboration)
- Differentiated writing instruction based on student needs identified through the Rubrics with an emphasis on Analysis and Synthesis (Evidence and Elaboration)
 - Writing Conferences, Small Group, Stations, etc.
- Writing the Essay: Teaching Students to Read like Writers and Write like Readers
 - How are we unpacking the prompt? (TDQ)
 - How are we addressing purposeful text marking and annotations specific to the prompt? (TDQ)
 - How are we planning for the essay? (Derived from TDQ and text marking/annotations)
 - How are we scaffolding instruction as we build from one source to multiple sources?
 - This is where an EIR assists in the writing process
 - How are we addressing writing an introduction?
 - How are we addressing writing a conclusion?
 - **How are we addressing citing *relevant* evidence? (EIR)**
 - **How are we addressing elaboration? (EIR)**
 - How are we addressing transitions?
 - How are we addressing content specific vocabulary?

Bob Sikes's Focus:**Targeted School-based Focus:**

By the end of the school year, we expect our students to be able to effectively cite relevant evidence from multiple sources demonstrating synthesis by providing effective elaboration when responding in written form.

Targeted School-based Professional Development:

1. Writing calibration training by grade level: (1/2 days) August 28th - 31st working with peers and Instructional Coach, teachers will review and score writing baseline assessment to allow opportunities for consistency of scoring and discussion of rubric. New teachers may schedule additional assistance from Instructional Coach as needed.
2. Grade level meetings: 2nd Thursday of each month ELA content area teachers will meet focusing on curriculum and writing instruction and topics will center around analysis of baseline assessments with a subsequent creation of a scope and sequence based on grade level strengths and weaknesses (may use Being a Writer and/or other resources).
3. Continue the practice of peer observations to gain knowledge and expertise in the various components of writing with a focus on evidence and elaboration. Time will include reflection on the lesson(s).
4. A monthly calendar will be posted in the teacher's lounge for teachers to invite peers to come in and observe best practices (i.e. stations, EIRs, TDQs, targeted skill, text marking, citing text evidence, student talk, small group instruction, whole group) .
5. Time for calibration of scoring using the FSA rubrics will be provided for each grade level per quarter.
6. PD opportunities will be offered during Ten Minute Tuesdays and/or after school on writing. These will be split with one offered for grades K-2 and a separate one for grades 3-5.

Action Steps for Implementation:

Administrative Implementation Action Steps:

1. Meetings with SPP Working Group May 2017-July 2017 to analyze data, plan PD sessions, establish goals, and determine dates of delivery for PD.
2. Grade levels will turn in minutes to show evidence of topics discussed.
3. Students will be given a baseline assessment (FSA writing task); must be completed by August 18, 2017. Grade levels will meet with Instructional Coach on their assigned day for baseline writing scoring, calibration, and instructional planning. August 30th, August 31st, and September 1st.
4. To encourage peer observations, exemplar writing lessons and student samples will be shared during PD sessions, grade level meetings, and SPP meetings. Coverage will be provided as needed for classroom observations. Observations should be scheduled, if possible, a week in advance.
5. Time will be allotted for grade level planning/calibration of writing samples during school PD days. FSA rubrics, writing samples, points of focus, and knowledgeable colleague (i.e. instructional coach, writing teacher) will be provided.

Bob Sikes Writing Plan 2017-2018

GOALS:

- Writing instruction will take place daily and throughout content areas.
- Students will become confident writers as evidenced by willingness to participate in school, district, and state writing assessments.

OCSD Quarterly Writing Focus

	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
Kindergarten	Foundational Skills	Foundational Skills	Informative	Opinion
First	Narrative	Informational	Opinion	**
Second	Narrative	Informational	Opinion	**
Third	Narrative	Informational	Opinion	**
Fourth	Informational	Opinion	Both	**
Fifth	Informational	Opinion	Both	Argumentative

***The writing focus for 4th quarter will be determined based on grade level writing needs as assessed by writing tasks and teacher observation.*

Assessment and Data Analysis

- A baseline writing task will be completed in each classroom by August 18, 2017. Each grade level will be provided with a ½ day for collaborative scoring of essays (August 30, 31 and September 1); the instructional coach will facilitate this process.
- Teachers will swap writings in order to score “questionable” writing pieces and allow for common formative assessment and grading.
- Teachers will utilize formative assessments to determine student mastery of mush haves, unpacking the prompt, purposeful text marking/note taking specific to prompt, planning for the essay, effective use of multiple sources, writing an introduction, writing a conclusion, determining and citing relevant evidence, transitions, elaboration, and use of content specific vocabulary.
- Small, targeted writing groups will be established based on formative assessment results for remediation/acceleration purposes.

Writing Sequence of Instruction (Kq – 5th)

Although these topics are the focus, each teacher should adjust as indicated by student data.

***See the Writing Topics section for detailed information on instructional routines*

Kindergarten Quarterly baseline and final assessments will be given, recorded on writing spreadsheet, and analyzed at grade level data chat meetings. Mid-quarter assessments will focus a specific skill(s).

August/September/October 1 st quarter focus – Foundational Skills
<ul style="list-style-type: none"> • Introduce students to the must haves of writing • Create anchor chart for must haves with timeline • Administer baseline writing and use data to establish student groups for small group differentiated instruction • Implement modeled, shared, interactive, and independent writing based on authentic experiences
October/November/December 2 nd quarter focus – Foundational Skills
<ul style="list-style-type: none"> • Continue to provide instruction in the conventions of writing (non-negotiable expectations) • Implement small group differentiated instruction based on student needs • Conference with students to provide feedback • Introduce the process of unpacking the prompt (verbal or written) • Model how to text mark and take notes for a purpose • Model how to plan for writing (use of a variety of graphic organizers/planning tools)
December/January 3 rd quarter focus –Informative
<ul style="list-style-type: none"> • Continue with writing strategies described previously and continue to review previous skills as needed • Introduce the use of multiple sources; provide explicit instruction on the relationship between illustrations and text to convey meaning • Provide opportunities for students to increase stamina
January/February/March 4 th quarter focus - Opinion
<ul style="list-style-type: none"> • Continue with writing strategies described previously and continue to review previous skills as needed • Model and provide explicit instruction on writing an introduction • Model and provide explicit instruction on writing a conclusion
March/April/May
<ul style="list-style-type: none"> • Continue with writing strategies described previously and continue to review previous skills as needed • Model and provide explicit instruction in determining relevant vs. irrelevant evidence • Model and provide explicit instruction in the use of evidence to provide support in student writing pieces • Model and provide explicit instruction in the use of elaborative techniques (connections to self/world/text & real life examples)

Additional details are provided for teaching strategies after grade level sequence of instruction. Must haves by grade level with standards follow the additional details.

First Grade Quarterly baseline and final assessments will be given, recorded on writing spreadsheet, and analyzed at grade level data chat meetings. Mid-quarter assessments will focus a specific skill(s).

August/September/October 1st quarter focus - Narrative
<ul style="list-style-type: none"> • Introduce students to the must haves of writing • Create anchor chart for must haves with timeline • Administer baseline writing and use data to establish student groups for small group differentiated instruction • Implement modeled, shared, interactive, and independent writing based on authentic experiences • Introduce the process of unpacking the prompt (verbal or written) • Model how to text mark and take notes for a purpose • Model how to plan for writing (use of a variety of graphic organizers/planning tools)
November/December/January 2nd quarter focus - Informational
<ul style="list-style-type: none"> • Continue to provide instruction in the conventions of writing (non-negotiable expectations) • Implement small group differentiated instruction based on student needs • Conference with students to provide feedback • Model and provide explicit instruction in the use of multiple sources (some tasks may require two sources, such as compare/contrast) • Model and provide explicit instruction on writing an introduction • Model and provide explicit instruction on writing a conclusion
January/February/March 3rd quarter focus - Opinion
<ul style="list-style-type: none"> • Continue with writing strategies described previously and continue to review previous skills as needed • Model and provide explicit instruction in determining relevant vs. irrelevant evidence • Model and provide explicit instruction in the use of evidence to provide support in student writing pieces (quotations, paraphrasing, and summarizing) • Model and provide explicit instruction in the use of elaborative techniques (connections to self/world/text, real life examples, & figurative comparisons)
March/April/May 4th quarter focus - <i>will be determined based on grade level writing needs as assessed by writing tasks and teacher observation.</i>
<ul style="list-style-type: none"> • Continue with writing strategies described previously and continue to review previous skills as needed • Model and provide explicit instruction on using content specific vocabulary from sources

Additional details are provided for teaching strategies after grade level sequence of instruction. Must haves by grade level with standards follow the additional details.

Second Grade Quarterly baseline and final assessments will be given, recorded on writing spreadsheet, and analyzed at grade level data chat meetings. Mid-quarter assessments will focus a specific skill(s).

August/September 1st quarter focus - Narrative
<ul style="list-style-type: none"> • Introduce students to the must haves of writing • Create anchor chart for must haves with timeline • Administer baseline writing and use data to establish student groups for small group differentiated instruction • Provide explicit instruction in the process of unpacking a prompt • Provide explicit instruction in purposeful text marking and note-taking based on the prompt/task • Provide explicit instruction on how to plan for writing (use of a variety of graphic organizers/planning tools)
September/October 2nd quarter focus - Informational
<ul style="list-style-type: none"> • Continue to provide instruction in the conventions of writing (non-negotiable expectations) • Implement small group differentiated instruction based on student needs • Conference with students to provide feedback • Provide explicit instruction on writing an effective introduction and conclusion • Provide explicit instruction in the use of multiple sources (some tasks may require two sources, such as compare/contrast) • Purposefully pair sources to include a variety of text types and stimuli
November/December/January 3rd quarter focus - Opinion
<ul style="list-style-type: none"> • Continue with writing strategies described previously and continue to review previous skills as needed • Provide explicit instruction in determining relevant vs. irrelevant evidence • Provide explicit instruction in the use of evidence to provide support in student writing pieces (quotations, paraphrasing, & summarizing) • Provide explicit instruction in the use of elaborative techniques (connections to self/world/text, real life examples, & figurative comparisons)
February/March/April/May 4th quarter focus - <i>will be determined based on grade level writing needs as assessed by writing tasks and teacher observation.</i>
<ul style="list-style-type: none"> • Continue with writing strategies described previously and continue to review previous skills as needed • Model and provide explicit instruction in the use of effective internal and external transitions (temporal words & phrases) • Model and provide explicit instruction in the use of content specific vocabulary from sources

Additional details are provided for teaching strategies after grade level sequence of instruction. Must haves by grade level with standards follow the additional details.

Third Grade Quarterly baseline and final assessments will be given, recorded on writing spreadsheet, and analyzed at grade level data chat meetings. Mid-quarter assessments will focus a specific skill(s).

<p>August/September 1st quarter focus - Narrative</p>
<ul style="list-style-type: none"> • Introduce students to the must haves of writing • Create anchor chart for must haves with timeline • Administer baseline writing and use data to establish student groups for small group differentiated instruction • Provide explicit instruction in the process of unpacking a prompt • Provide explicit instruction in purposeful text marking, note-taking, and annotations based on the prompt/task • Provide explicit instruction on how to plan for writing (use of a variety of graphic organizers/planning tools)
<p>October/November 2nd quarter focus - Informational</p>
<ul style="list-style-type: none"> • Continue to provide instruction in the conventions of writing (non-negotiable expectations) • Implement small group differentiated instruction based on student needs • Conference with students to provide feedback • Provide explicit instruction on writing an effective introduction and conclusion • Provide explicit instruction in the use of multiple sources (some tasks may require two sources, such as compare/contrast) • Purposefully pair sources to include a variety of text types and stimuli
<p>December/January/February (Introduction should begin in September/October) 3rd quarter focus - Opinion</p>
<ul style="list-style-type: none"> • Continue with writing strategies described previously and continue to review previous skills as needed • Provide explicit instruction in determining relevant vs. irrelevant evidence • Provide explicit instruction in the use of evidence to provide support in student writing pieces (quotations, paraphrasing, & summarizing) • Provide explicit instruction in the use of elaborative techniques (connections to self/world/text, cause and effect, compare and contrast, definitions, real life examples, & figurative comparisons)
<p>March/April/May (Introduction should begin in November/December) 4th quarter focus - <i>will be determined based on grade level writing needs as assessed by writing tasks and teacher observation.</i></p>
<ul style="list-style-type: none"> • Continue with writing strategies described previously and continue to review previous skills as needed • Model and provide explicit instruction in the use of effective internal and external transitions • Model and provide explicit instruction in the use of content specific vocabulary from sources

Additional details are provided for teaching strategies after grade level sequence of instruction. Must haves by grade level with standards follow the additional details.

Fourth Grade Quarterly baseline and final assessments will be given, recorded on writing spreadsheet, and analyzed at grade level data chat meetings. Mid-quarter assessments will focus a specific skill(s).

August/September 1 st quarter focus - Informational
<ul style="list-style-type: none"> • Introduce students to the must haves of writing • Create anchor chart for must haves with timeline • Administer baseline writing and use data to establish student groups for small group differentiated instruction • Provide explicit instruction in the process of unpacking a prompt • Provide explicit instruction in purposeful text marking, note-taking, and annotations based on the prompt/task • Provide explicit instruction on how to plan for writing (use of a variety of graphic organizers/planning tools)
October 2 nd quarter focus - Opinion
<ul style="list-style-type: none"> • Continue to provide instruction in the conventions of writing (non-negotiable expectations) • Implement small group differentiated instruction based on student needs • Conference with students to provide feedback • Provide explicit instruction in the use of multiple sources (some tasks may require two sources, such as compare/contrast) • Purposefully pair sources to include a variety of text types and stimuli
November/December
<ul style="list-style-type: none"> • Continue with writing strategies described previously and continue to review previous skills as needed • Provide explicit instruction in determining relevant vs. irrelevant evidence • Provide explicit instruction in the use of evidence to provide support in student writing pieces (quotations, paraphrasing, & summarizing) • Provide explicit instruction in the use of elaborative techniques (connections to self/world/text, cause and effect, compare and contrast, definitions, real life examples, & figurative comparisons)
January/February 3 rd quarter focus – Informational and Opinion
<ul style="list-style-type: none"> • Continue with writing strategies described previously and continue to review previous skills as needed • Provide explicit instruction in the use of effective internal and external transitions • Provide explicit instruction in the use of content specific vocabulary from sources
March/April/May 4 th quarter focus - <i>will be determined based on grade level writing needs as assessed by writing tasks and teacher observation.</i>
<ul style="list-style-type: none"> • Continue with writing strategies described previously and continue to review previous skills as needed • Continue instruction as needed to refine student writing in informative and opinion genres

Additional details are provided for teaching strategies after grade level sequence of instruction. Must haves by grade level with standards follow the additional details.

Fifth Grade Quarterly baseline and final assessments will be given, recorded on writing spreadsheet, and analyzed at grade level data chat meetings. Mid-quarter assessments will focus a specific skill(s).

August/September
<ul style="list-style-type: none"> • Introduce students to the must haves of writing • Create anchor chart for must haves with timeline • Administer baseline writing and use data to establish student groups for small group differentiated instruction • Provide explicit instruction in the process of unpacking a prompt • Provide explicit instruction in purposeful text marking, note-taking, and annotations based on the prompt/task • Provide explicit instruction on how to plan for writing (use of a variety of graphic organizers/planning tools)
October
<ul style="list-style-type: none"> • Continue to provide instruction in the conventions of writing (non-negotiable expectations) • Implement small group differentiated instruction based on student needs • Conference with students to provide feedback • Provide explicit instruction in the use of multiple sources (some tasks may require two sources, such as compare/contrast) • Purposefully pair sources to include a variety of text types and stimuli
November/December
<ul style="list-style-type: none"> • Continue with writing strategies described previously and continue to review previous skills as needed • Provide explicit instruction in determining relevant vs. irrelevant evidence • Provide explicit instruction in the use of evidence to provide support in student writing pieces (quotations, paraphrasing, & summarizing) • Provide explicit instruction in the use of elaborative techniques (connections to self/world/text, cause and effect, compare and contrast, definitions, real life examples, & figurative comparisons)
January/February
<ul style="list-style-type: none"> • Continue with writing strategies described previously and continue to review previous skills as needed • Provide explicit instruction in the use of effective internal and external transitions • Provide explicit instruction in the use of content specific vocabulary from sources
March/April/May
<ul style="list-style-type: none"> • Continue with writing strategies described previously and continue to review previous skills as needed • Continue instruction as needed to refine student writing in informative and opinion genres • Introduce, model and provide explicit instruction in the genre of argumentative writing

Focus topics for writing

- The following topics should be used as an instructional focus throughout the year based on analysis of student data.
- The specific routines and ideas are research-based and will provide consistent instruction across the grade levels.

Introduction to Must haves

Instruction:

- Teachers will introduce students to the must haves of writing and require them on writing across the curriculum:
- Teachers will posted must haves in all classroom and set up a time-line to have them in place.

Students outcomes:

- Students will begin to use must haves in their writing and dictation across the curriculum.

Small Group Differentiated Instruction

Instruction:

- Teachers will use data to form differentiated small groups based on student need.
Example: Students can be grouped in areas such as responding to the prompt, planning, introduction/organization, details/evidence, conclusion, or conventions.
- Teachers will conference with students about their writings and illustrations.

Student outcomes:

- Students will receive differentiated instruction based on their area of need.
- Student writing will improve based on small group instruction.

Unpacking the Prompt

Instruction:

- Grade level will choose an appropriate process to unpack the prompt such as:
 1. **Circle** Topic
 2. **Underline** Purpose and Audience, when applicable
 - a. *Note: If no audience is specified in the prompt, it is understood the audience is a "knowledgeable person"*
 3. **Box** Mode (opinion, informational)
 4. **List** any academic/domain specific words (if present)
- Teacher models the process for unpacking the prompt using the FSA Writing Sampler Sets and/or Okaloosa Writing Exemplars

Student Outcomes:

- Students will practice unpacking the prompt in Everyday Instructional Reading tasks.
- Students will write a possible prompt for a given mode of writing. Student prompts will be used as a tool for instruction (i.e., students unpack each other's prompts).

Purposeful Text Marking/Note Taking Specific to Prompt

Instruction:

- Teacher will use FSA Writing Sample Sets and/or Okaloosa Writing Exemplars to model how **unpacking the prompt determines purposeful text marking**.

Example: Write an informative essay to present to your class about the problem of light pollution in the United States today. Use information from the passages in your essay.

Possible Purposeful Text Marking: P= Problem, S= Solution

Student Outcomes:

- Students will use unpacked prompts (from previous section) to determine possible purposeful text marking.
- Using Student Talk, students will justify their purposeful text marking and how it relates to the prompt.

Planning for the Essay

Instruction:

- Teacher and students will unpack the Purpose, Focus, and Organization (PFO) category of the FSA Writing Rubrics (opinion, informational) by conducting an Everyday Instructional Read of each score point:
 - Highlight key terms in each section.
 - As a class, define and analyze each highlighted key term
 - *Example: "fully sustained"- What does this mean?*
 - Identify and discuss the elements of each score point
 - *Example: How is a "3" in PFO different from a "4" in PFO?*
- Create anchor chart of text structures (Compare/Contrast, Problem/Solution, How/Why, Sequence, etc.) with appropriate graphic organizer.
- Teacher will create Everyday Instructional Reading tasks requiring students to:
 - Unpack a prompt
 - Create a purposeful text marking pertaining to the prompt
 - Analyze a text to determine text structure
 - Complete appropriate graphic organizer (corresponding to text structure)

Student Outcomes:

- Students will list attributes to describe each score point of the FSA Writing Rubrics for PFO.
- Students will complete Everyday Instructional Reading tasks requiring the unpacking of a prompt, the creation of purposeful text marking, and effectively planning to respond to a Writing Through Reading or Student Talk activity.

Scaffolding Instruction to Build from One Source to Multiple Sources

Instruction:

- Teacher will provide explicit instruction on why multiple sources might be required to respond to a given prompt.
 - *Example: At least two texts are typically needed for a compare/contrast.*
- Teacher will model progression of analysis required for moving from one text to multiple sources.
 - This includes explicit instruction on:
 - Text type (i.e., letter, newspaper article, blog, etc.)
 - Text and non-text stimulus (i.e., cartoons, pictures, charts/graphics, etc.)
 - How multiple texts are related (i.e., content, theme, pro/con, etc.)
- When creating writing tasks, teachers will purposefully pair multiple sources. This includes the use of multiple text types and stimuli.
- Teacher will provide opportunities for students to increase reading stamina through instruction, differentiated stations, and Everyday Instructional Reading tasks.

Everyday Instructional Reading Connections:

- Teacher will create text dependent questions (with an emphasis on Phase 2 and 3) requiring students to analyze multiple sources.
- Teacher will provide collaborative opportunities for students to pair given sources together to create their own writing tasks.
 - *Example: Groups are provided with four potential sources and students must determine the three that best fit together and create a relevant prompt.*

Student Outcomes:

- Students will develop the stamina required to read, text mark, and analyze up to four texts.
 - **Note:**
 - ***4th and 5th grade will begin using at least two sources during the first quarter after explicit instruction is provided. Additional sources will be added at an incremental rate.***
- Students will use Everyday Instructional Reading strategies (i.e., purposeful text marking) to determine important connections across multiple texts.
- Given a text-based writing task, students will be able to answer the questions, “Why were these texts put together for this prompt? How are these texts related?”
- Students will increase the number of texts in both essay writing and Everyday Instructional Reading tasks at an incremental rate.

Writing an Introduction

Instruction:

- Teacher will provide explicit instruction on:
 - Grabbing the reader's attention through a **relevant** statement
 - Orienting the reader to the topic of the essay (answering the prompt)
 - Stating the ideas or concepts that will be explained using sources (thesis statement/claim)
- Teacher and students will create an anchor chart containing the three components of an introduction. When used effectively, "the introduction is the *doorway* to an essay that invites the reader to enter."
- Teacher will use FSA Writing Sampler Sets and Okaloosa Writing Exemplars to identify attributes of an introduction. Teacher may model color-coded method found in Additional Notes section to identify the thesis/claim.
- Teacher and students will utilize shared and interactive writing to collaboratively write introductions.
- Teacher will utilize formative assessments to determine student mastery of writing an introduction. Small, targeted writing groups will be established based on formative assessment results for remediation/acceleration purposes.

Everyday Instructional Reading Connections:

- To build writing stamina, teacher will provide students a specified time (refer to Additional Notes section) to unpack the prompt, develop purposeful text marking, and write an introduction.

Student Outcomes:

- Students will practice writing introductions using the three components of an introduction.
- Using introductions from the FSA Writing Sampler Sets and Okaloosa Writing Exemplars, students will rewrite a low scoring introduction.
- Students may utilize the color-coded method found in Additional Notes section to identify their thesis/claim.
- Using the FSA Writing Rubric, students will self-assess their introductions in writing and revise writing as needed.

Writing a Conclusion

Instruction:

- Teacher will define the term conclusion:
 - The last paragraph of an essay that explains why it all matters. It answers the question “So what?” A good conclusion revisits the thesis statement, synthesizes the main points of the essay, and extends beyond the essay.
- Teacher will provide explicit instruction on:
 - 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
 - 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.
 - Extension: A memorable thought or idea that extends beyond the essay and pushes the reader into the real world.
- Teacher and students will create an anchor chart containing the three components of a conclusion.
- Teacher and students will utilize shared and interactive writing to collaboratively write conclusions. Teacher may model color-coded method found in Additional Notes section to identify the concluding sentence.

Everyday Instructional Reading Connections:

- To build writing stamina, teacher will provide students a specified time (refer to Additional Notes section) to unpack the prompt, develop purposeful text marking, and write an introduction and/or conclusion.

Student Outcomes:

- Students will analyze FSA Writing Sampler Sets and Okaloosa Writing Exemplars to identify effective and ineffective conclusions.
- Students will practice writing conclusions based on their introductions from the previous section.
- Students may utilize the color-coded method found in Additional Notes section to identify their concluding sentence.
- Using the FSA Writing Rubric, students will self-assess their conclusions in writing and revise writing as needed.

Determining and Citing Relevant Evidence

Instruction:

- Teacher and students will unpack the Evidence and Elaboration (EE) category of the FSA Writing Rubrics (opinion, informational) by conducting an Everyday Instructional Read of each score point
 - Highlight key terms in each section.
 - As a class, define and analyze each highlighted key term
 - *Example: “relevant evidence integrated smoothly and thoroughly”- What does this mean?*
 - Identify and discuss the elements of each score point
 - *Example: How is a “3” in EE different from a “4” in EE?*
- Teacher will provide explicit instruction in determining relevant vs. irrelevant evidence from student’s own text marking.
- Teacher will provide explicit instruction on not over relying on one source when selecting relevant evidence.
- Teacher will provide explicit instruction on the three types of evidence:
 1. Quotations: Text that is taken word for word from the source material. A writer must give credit to the author when using a quotation. Direct quotes should be used sparingly in an essay.
 - I read...
 - I learned...
 - The author said...
 - In the text it says...
 - In paragraph __ it says...
 - **Note: When using direct quotations, 5th grade students must use quotation marks.**
 2. Paraphrasing: Condensing a passage from the source material and putting it into your own words.
 3. Summarizing: Putting the main idea(s) and main point(s) into your own words. Summaries are broad overviews of the source material.
 - **Note: A student paper that is entirely summary, will result in a score point of 2 in Evidence and Elaboration.**
- Teacher will provide explicit instruction on how to determine which of the three types of evidence will be most effective, based on their text marking and purpose.
- Teacher will model the use of a graphic organizer such as the Warrant Workout to assist in determining relevant evidence.
- Teacher may model color-coded method found in Additional Notes section to identify text evidence.

Everyday Instructional Reading Connections:

- Prior to writing, students will utilize purposeful Student Talk to share and justify relevant text evidence.
- After selecting evidence for a graphic organizer such as the Warrant Workout, students will utilize purposeful Student Talk to explain the type(s) of evidence (quotation, paraphrasing, summarizing) which will be used to most effectively respond to a given prompt.

Student Outcomes:

- Students will list attributes to describe each score point of the FSA Writing Rubrics for EE.

- Students will evaluate their text markings to determine relevant vs. irrelevant evidence.
- Students will effectively use all three types of evidence in both their essay writing and Everyday Instructional Reading tasks.
- Students may utilize the color-coded method found in Additional Notes section to identify their text evidence.

Transitions

Instruction:

- Teacher will define the term transition:
 - Transitions are the words and phrases that serve as a bridge from one idea to the next or one sentence to the next (internal transitions), or one paragraph to the next (external transitions). Transitions are like the glue that holds a writer's ideas together so the reader will not get lost in the reading.
- Teacher and students will create an anchor chart of effective internal and external transitions.
- Teacher may model color-coded method found in Additional Notes section to identify transitions in writing.
- Teacher will use FSA Writing Sampler Sets and Okaloosa Writing Exemplars to model effective use of transitional words and phrases.
- Teacher and students will utilize shared and interactive writing to create writing using transitional words and phrases.

Student Outcomes:

- Using the FSA Writing Rubrics, students will evaluate and revise usage of transitions in writing (FSA Writing Sampler Sets and Okaloosa Writing Exemplars).
- Students will routinely use transitions in both their essay writing and Everyday Instructional Reading tasks.
- Students may utilize the color-coded method found in Additional Notes section to identify their transitions.
- Using the FSA Writing Rubric, students will self-assess their use of transitions in writing and revise writing as needed.

Elaboration

Instruction:

- Teacher will define the term elaboration:
 - Elaborating is adding details/evidence and explaining connections. This is the way a writer makes connections between ideas for the reader to further their understanding. Even though the connections may be obvious to you (the writer), your essay is not for you, but for the audience that needs to understand your ideas without you being there to explain them.
- Teacher will provide explicit instruction on the effective use of the six elaborative techniques:
 1. Connections to Self/World/Text
 2. Explaining Cause and Effect (or “If... then...”)
 3. Making a Comparison or Contrast
 4. Using Definitions
 5. Using a Real Life Example
 6. Make a Figurative Comparison (Metaphor or Analogy)
- Teacher will model the use of a graphic organizer such as the Warrant Workout to assist in developing strong elaboration. This includes explicit instruction on which text evidence is worthy of elaboration.
- Teacher and students will utilize shared and interactive writing to practice developing elaboration using a graphic organizer such as the Warrant Workout.
- Teacher may model color-coded method found in Additional Notes section to identify elaboration in FSA Writing Sampler Sets and Okaloosa Writing Exemplars.
- Teacher will use FSA Writing Sampler Sets and Okaloosa Writing Exemplars to show examples of effective and ineffective elaboration.

Everyday Instructional Reading Connections:

- Students will engage in Socratic Seminars and Fish Bowl Activities using multiple sources, teacher created text dependent questions, citing relevant sources, and adding purposeful elaboration.
- After selecting relevant evidence for a graphic organizer such as the Warrant Workout, students will utilize purposeful Student Talk to develop and justify the type(s) of elaboration used.

Student Outcomes:

- Students will evaluate and revise student writing (FSA Writing Sampler Sets and Okaloosa Writing Exemplars) containing weak elaboration.
- Using the FSA Writing Rubric, students will self-assess their use of elaboration in writing and revise writing as needed.
- Students will effectively use the elaborative techniques in their essay writing and Everyday Instructional Reading tasks.
- Students may utilize the color-coded method found in Additional Notes section to identify their elaboration.

Content Specific (from the sources) Vocabulary

Instruction:

- Teacher will provide explicit instruction on referring to the source(s) to identify content specific vocabulary.
- Teacher will model writing content specific vocabulary in the margin of text.
- Teacher and students will utilize shared reading/writing to identify content specific vocabulary within text.
- Teacher will provide explicit instruction use of context clues to determine the meaning of content specific vocabulary.
- Teacher will provide explicit instruction on how and when to use content specific vocabulary from source material.
- Teacher will use FSA Writing Sampler Sets and Okaloosa Writing Exemplars to demonstrate effective use of content specific vocabulary.

Everyday Instructional Reading Connections:

- Teacher will create Phase 2/3 text dependent questions focusing on content specific vocabulary.
- Teacher will provide opportunities for students to apply instruction on content specific vocabulary in Everyday Instructional Reading tasks (i.e., Writing Through Reading, Student Talk).

Student Outcomes:

- Students will identify content specific vocabulary in their writing.
- Cooperative groups will collaborate to add relevant content specific vocabulary to a piece of writing.
- Students will revise writing (FSA Writing Sampler Set and Okaloosa Writing Exemplars) with ineffective use of content specific vocabulary.
- Students will routinely be provided opportunities to utilize content specific vocabulary from sources in essay writing and Everyday Instructional Reading tasks.

Additional Information

- Components of essay writing will be taught and practiced independent of each other through mini-lessons.
- Students should routinely be provided opportunities to write complete essays.
- Teachers and students may use a common color coding technique to assist in identifying components of essay writing:
 - Orange: Thesis/Claim, Green: Text Evidence, Pink: Elaboration, Yellow: Transitions, Blue: Concluding Sentence
- In order to develop stamina, students will routinely write a text-based essay to a given prompt. Students should be aware of the estimated time they should take on the FSA writing assessment for each component of essay writing:
 - Unpacking the prompt: 5 minutes
 - Reading/text marking (Everyday Instructional Read): 35 minutes
 - Planning: 20 minutes
 - Writing the essay: 50 minutes
 - Revising/Editing: 10 minutes

Bob Sikes Must Have for Conventions- Aligned to Grade Level Standards

Kindergarten

Capital letter at the beginning of sentence, capital "I" LAFS.K.L.1.2

No crazy capital letters (within words) LAFS.K.L.1.2

Ending punctuation: LAFS.K.L.1.2

Spacing between words: LAFS.2.L.1.1a – (legible by 2nd gr.)

Complete thought is written LAFS.K.L.1.2

Phonetic spelling LAFS.K.L.1.2

Word Wall Words spelled correctly LAFS.K.L.3.6

First Grade

Capital letter at the beginning of sentence, capital "I", proper nouns LAFS.1.L.1.1

No crazy capital letters (within words) LAFS.1.L.1.2

Grade level appropriate punctuation (period, exclamation, question, comma, quotes) LAFS.1.L.1.2

Finger spacing between words LAFS.K.R.F.1.1 (understands) LAFS.2.L.1.1a

Correct formation of letters (No reversals by end of year) LAFS.1.L.1.1

Letters written on the line LAFS.1.RF.1.1 (recognize) LAFS.2.L.1.1a (legible by 2nd gr.)

Complete sentences (placed on paper/line correctly) LAFS.1.L.1.1

Grade level appropriate grammar LAFS.1.L.1.1

Phonetic spelling LAFS.1.L.1.2d

Sight Words spelled correctly LAFS.1.L.2.e

Second Grade

Capital letter at the beginning of sentence, capital “I”, proper nouns LAFS.2.L.1.2

No crazy capital letters (within words) LAFS.2.L.1.2

Grade level appropriate punctuation (period, exclamation, question) LAFS.2.L.1.2

Finger spacing between words LAFS.2.L.1.1.a

Correct formation of letters (No reversals) (placed on paper/line correctly) LAFS.2.L.1.1.a

Complete sentences with varied sentence structure LAFS.2.L.1.1.g

Verb/Noun (pronoun) agreement LAFS.2.L.2.3

Grade level appropriate grammar LAFS.2.L.2.3

Sight Words spelled correctly LAFS.2.L.1.2.d

Words from the text or source will be spelled correctly LAFS.2.L.1.2.e

Answer addresses the task LAFS.2.W.1.1, LAFS.2.W.1.2, LAFS.2.W.1.3

Third Grade

Complete sentences with varied sentence structure LAFS.3.L.1.1.j

Capitalize appropriate words (Beginning of sentence, proper nouns, titles) LAFs.3.L.1.2.a

Verb/Noun (pronoun) agreement LAFS.3.L.1.1

Proper punctuation (comma, quotation, end mark) LAFS.3.L.1.2

Words from the text or source will be spelled correctly LAFS.3.L.1.2.g

Sight Words/Dolch Words will be spelled correctly (Grade level appropriate) LAFS.3.L.1.2.e

Contractions and Possessives spelled correctly LAFS.3.L.1.2.d

Writing is legible LAFS.2.L.1.1.a

Like ideas will be grouped into paragraphs

4th Grade

Complete sentences LAFS.4.L.1.1

Words from the text or source will be spelled correctly LAFS.4.L.1.2

Sight Words/Dolch Words will be spelled correctly LAFS.4.L.1.2

Capitalization of I, beginning of sentence, and proper nouns, no random capitalizations within the writing LAFS.4.L.1.2

Proper ending punctuation LAFS.4.L.2.3

Paragraph separation is evident

5th Grade

Complete sentences with varied sentence structure L.2.3a

Words from the text or source will be spelled correctly L.3.b

Sight Words/Dolch Words will be spelled correctly L.1.2e

Capitalization of I, beginning of sentence, and proper nouns, no random capitalizations within the writing 4.L.1.2a

Capitalize titles of articles and enclose in quotation marks L.1.2.d

Proper ending punctuation 4.L.2.3b

Paragraph separation is evident

Progress Monitoring:			
Initiative	How Often	How Will It Be Monitored	Who Is Responsible To Monitor
Baseline Writing Assessment/Calibration	August 2017	Data Summary sheet	Classroom Teacher
Peer observations of writing	As Scheduled	Calendar/Sign-Off Sheet	Teachers, Administrators
Monthly SPP/Instructional Meetings	Monthly	Minutes/SPP Leadership Participation	SPP Leadership Team
Writing through reading activities	Weekly	Formal and Informal	Literacy Coach, Administration
Data Chats	Quarterly	Grade Level Meetings	Grade Level Chairs, Administration

Evaluation:
Evaluation of Targeted School-based Focus & Implementation (Completed at the Beginning of Second Semester):
Refinement of Targeted School-based Focus (Completed at the Beginning of Second Semester):

School Action Plan

ELA: Strategies & Programs to Support the Objectives

ELA Levels 1 and 2 Focus

Bob Sikes's Focus

Targeted School-based Focus:

Increase skills in reading application by explicit instruction in differentiated small group reading to decode and comprehend grade level materials.

Targeted School-based Professional Development:

1. Paraprofessionals will be given an opportunity to work with Title I teachers to gain better understanding of iReady in daily data chats.
2. PLCs will have the opportunity to complete instructional rounds.
3. All teachers and paraprofessionals will receive training on analyzing data from MAP September 28-31.
4. All grade 2-5 ELA teachers will receive training on iReady, MAP, etc. to analyze data for providing intervention instruction.

Action Steps for Remediation:

Administrative Implementation Action Steps:

Locate/design resource room for check out of remediation materials.
Provide materials as teachers need additional remediation materials and funding becomes available.
Provide release time for collaboration, reflection, and future planning.
Include SLD teacher and other personnel such as the Instructional Coach in planning meetings.
All K-5 teachers are offered a 1/2 day TDE to meet with parents to discuss data, PMP, and support services.

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

Classroom teacher will provide core instruction in addition to the Title I remediation (which may be provided by a trained paraprofessional).
Identify and assign paraprofessionals to receive training so they may assist teachers in implementation.
Groups of 5 or less meet daily with Title I or paraprofessional.
Lessons will be completed with fidelity; time is scheduled daily for the appropriate length of time.
While level 2 students are receiving Title I support (push in/pull out) level 1 are receiving small group instruction through the classroom teacher/ESE resource teacher and level 3-5 students are in stations or small group with classroom teacher.

POC Plan:

Computer labs will open for any student using iReady, iXL, Moby Max, and homework support in September. Mornings 6:45-7:25 AM M-F and strictly POC students 2:00-4:00PM on W. The Wednesday after school support is for retained students and if space is available not retained struggle students will be invited.

Progress Monitoring:			
Initiative	How Often	How Will It Be Monitored	Who Is Responsible To Monitor
iReady	Weekly	Data Chat with Title I Support	Administration and Title I Teachers
Daily Lab access	Daily	Sign-in Sheet	Administration and Title I Teachers
Non Title I Identified Student Support with ESE and Classroom Teacher	Daily	Lesson Plans, Data Chats, ESE Response Log	Administration

Evaluation:
Evaluation of Targeted School-based Focus & Implementation (Completed at the Beginning of Second Semester):
Refinement of Targeted School-based Focus (Completed at the Beginning of Second Semester):

School Action Plan

ELA: Strategies & Programs to Support the Objectives

ELA Subgroup Focus

Subgroup:

Bob Sikes's Focus

Targeted School-based Focus:

Targeted School-based Professional Development:

Action Steps for Implementation:

Administrative Implementation Action Steps:

Classroom Implementation Action Steps (Teachers and Students):

Progress Monitoring:

Initiative	How Often	How Will It Be Monitored	Who Is Responsible To Monitor

Evaluation:

Evaluation of Targeted School-based Focus & Implementation (Completed at the Beginning of Second Semester):

Refinement of Targeted School-based Focus (Completed at the Beginning of Second Semester):

School Action Plan
Math

District Goal:	Students shall demonstrate math proficiency at or above the expected grade level.
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Objectives:	
The percentage of all curriculum students who will make learning gains in math as defined by the State of Florida on the Florida Standards Assessment Test will be at least 60%.	
The percentage of students in the lowest 25% who will make learning gains in math as defined by the State of Florida on the Florida Standards Assessment Test will be at least 50%.	
The percentage of Level 4 and 5 students who will make learning gains in math on the Florida Standards Assessment Test will be at least 55%	

DEA Math Proficiency (By Grade)

Math: Data

Bob Sikes Math		DEA [%Proficient]								
		K			1			2		
		'15	'16	'17	'15	'16	'17	'15	'16	'17
# Students Tested		110	106	125	140	117	134	141	130	136
Overall Proficiency		88	77	87	92	91	84	85	86	81
Level 4-5		52	28	41	29	18	22	30	25	31
Level 3		36	49	46	63	73	62	55	61	50
Level 2		11	22	12	7	8	16	15	14	17
Level 1		1	1	1	1	2	1			2
Gender	M	88	72	80	92	87	88	82	89	79
	F	88	84	95	93	94	79	89	82	83
Ethnicity	A			100						
	B	82	60	70	73	80	80	71	73	60
	H	77	78	100	71	91	89	75	100	85
	I		100				100			
	M	90	67	100	100	89	87	80	91	75
	W	91	81	86	95	93	83	89	87	84
Group	ESE	55	38	50	93	90	70	78	73	52
	ELL	100	75	100	100	100	100	67	50	100
	F/R	79	74	81	89	87	83	83	81	73
Operations		85	76	81	74	82	80	85	83	79
Measurement		84	76	81	78	83	79	80	85	81
Geometry		89	80	84	66	76	78	88	82	87
Base 10		83	71	75	83	81	77	84	81	79
Counting			76	80						

Numbers in a red font denote the score is below the District average.

Bob Sikes Math		DEA [%Difference from District Score]								
		K			1			2		
		'15	'16	'17	'15	'16	'17	'15	'16	'17
# Students Tested		110	106	125	140	117	134	141	130	136
Overall Proficiency		+4	-7	+3	-1	+0	-6	-1	+2	-1
Level 4-5		+8	-14	-1	-8	-12	-4	-6	-5	0
Level 3		-5	+8	+3	+7	+12	-2	+5	+7	-1
Level 2		-3	+7	-2	+1	0	+7	+2	-1	+0
Level 1		0	0	-1	0	0	-1			+1
Gender	M	+6	-10	-3	-2	-3	-1	-4	+5	-4
	F	+0	-3	+10	-1	+3	-11	+3	-2	+1
Ethnicity	A			+17						
	B	+10	-14	-3	-16	+0	-3	+1	0	-2
	H	-5	+3	+24	-20	+4	+2	-9	+25	+8
	I		0				0			
	M	+7	-18	+14	+5	-3	-3	-7	+8	-8
	W	+4	-6	-2	+1	+0	-8	+1	-1	-2
Group	ESE	-12	-21	-19	+11	+15	-3	+10	+7	-9
	ELL	+24	+3	+32	+12	+16	+18	-9	-19	+29
	F/R	-1	-5	+3	-2	+1	-3	+3	+3	-3
Operations		+3	-5	+1	-2	-2	-2	-1	+2	-2
Measurement		+0	-4	+2	-2	0	-3	0	+3	0
Geometry		+1	-3	+2	-1	-3	-1	-2	-5	+0
Base 10		+0	-4	+2	-2	-2	-5	0	+1	-1
Counting			-4	+1						

Numbers in a red font denote a score below the district average.

FSA Math Data (By Grade)

Math: Data

Bob Sikes Math		FSA [%Proficient]								
		3			4			5		
		'15	'16	'17	'15	'16	'17	'15	'16	'17
# Students Tested		141	136	157	114	141	124	120	123	138
Overall Proficiency		72	74	73	75	67	74	56	63	60
Level 5		23	13	11	14	10	10	6	7	9
Level 4		24	30	32	25	30	20	18	20	22
Level 3		26	32	29	36	26	44	32	35	29
Level 2		16	19	17	18	18	16	29	20	23
Level 1		11	7	10	6	15	10	15	17	17
Gender	M	74	70	73	79	74	70	55	64	63
	F	70	79	74	72	58	79	56	61	58
Ethnicity	A	100			100	100		100	100	0
	B	50	57	59	44	25	73	19	33	44
	H	75	90	67	100	57	100	75	71	56
	I				0				100	0
	M	54	91	77	50	79	85	50	57	50
	W	77	73	75	82	72	70	63	66	67
Group	ESE	64	47	31	37	42	65	41	39	36
	ELL	100	0	60		50		100	50	
	F/R	60	67	63	70	58	67	49	53	51
Operations		76	79	78	72	64	70			
Numbers		78	74	68	70	67	86			
Measure/Geo		78	80	73	67	68	52	70	56	56
Base 10					80	79	75	63	67	60
Fractions								61	57	58

Numbers in a red font denote the score is below the District average.

Bob Sikes Math		FSA [%Difference from District Score]								
		3			4			5		
		'15	'16	'17	'15	'16	'17	'15	'16	'17
# Students Tested		141	136	157	114	141	124	120	123	138
Overall Proficiency		+1	-2	+1	+2	-5	-3	-11	-7	-6
Level 5		+9	-2	-2	0	-6	-8	-9	-8	-7
Level 4		-4	0	+4	-1	+3	-9	-6	-5	-3
Level 3		-4	-1	-1	+2	-2	+14	+5	+5	+4
Level 2		0	+4	0	+3	+3	+3	+8	+2	+3
Level 1		-1	-2	-1	-5	+2	+0	+2	+6	+3
Gender	M	+2	-6	+1	+4	+1	-9	-11	-6	-4
	F	+0	+2	+2	-1	-12	+4	-10	-9	-8
Ethnicity	A	+13			+29	+6		+23	+23	-84
	B	-3	-2	+3	-11	-28	+14	-25	-20	-8
	H	+13	+17	+7	+35	-3	+30	+21	+8	+2
	I				-50				+36	-33
	M	-13	+18	+6	-21	+9	+8	-15	-12	-11
	W	+2	-7	-2	+3	-5	-10	-9	-8	-4
Group	ESE	+17	-4	-14	-8	+1	+15	+6	+4	+2
	ELL	+63	-50	+16		+20		+64	+13	
	F/R	-2	-1	+1	+6	-4	-1	-6	-7	-4
Operations		0	-1	+0	+2	-3	-3			
Numbers		-2	+4	-5	-1	-2	-1			
Measure/Geo		+6	+0	+4	-3	-4	-8	-6	-7	-6
Base 10					+3	+0	-3	-4	-5	-2
Fractions								-5	-6	-3

Numbers in a red font denote a score below the district average.

FSA Math Data (By Grade)

Math: Data

Bob Sikes Math		FSA [% Gains]								
		3			4			5		
		'15	'16	'17	'15	'16	'17	'15	'16	'17
# Students Tested						122	112		110	130
Overall Gains						56	56		56	56
Level 5						42	57		54	67
Level 4						68	46		50	58
Level 3						57	72		64	51
Level 2						45	45		52	40
Level 1						67	50		56	78
Gender	M					64	49		57	46
	F					46	64		56	67
Ethnicity	A					100			100	0
	B					47	55		31	63
	H					67	90		67	50
	I								100	0
	M					60	80		57	47
	W					55	49		58	59
Group	ESE					67	63		67	44
	ELL					0			100	
	F/R					65	47		51	54
Low 25%						57	46		53	67

Numbers in a red font denote the score is below the District average.

School Action Plan

Math: Assessment Data Analysis

What does the analysis of your school data tell you about your school's academic strengths?

Kindergarten--- The strongest area tested was Geometry, females were stronger in overall proficiency. Overall proficiency up 10% from DEA D 2016.

First--- The strongest area tested is Operations, males were stronger in overall proficiency. Overall proficiency up 3% from DEA D 2016.

Second--- The strongest area tested is Geometry, females were stronger in overall proficiency.

Third--- The strongest area tested is Operations/Algebra and Base 10.

Fourth--- The strongest area tested is Number and Operations: Fractions, with a 12% increase from 2016.

Fifth--- The strongest area tested is Number and Operations: Base 10, males are stronger in overall proficiency.

What does the analysis tell you about your school's opportunities to improve?

Kindergarten--- Even though all subgroups showed an increase in proficiency from 2016 our ESE population is still the lowest at 50% proficiency.

First--- Dropped in all subgroups and proficiency from 2016 but as a cohort they increased in all areas.

Second--- Overall proficiency down 5% from DEA D 2016. With significant drop in our ESE population.

Third--- The ESE subgroup still showing the least amount of proficiency.

Fourth--- Our male and white population below 50% showing learning gains.

Fifth--- Decreased 7% in overall proficiency from 2016. Cohort decreased by 19%.

School Action Plan

Math: Strategies & Programs to Support the Objectives

Central Focus: Math Focus

Use Achievement Level Descriptors (ALDs), Item Specifications, and the Math Instructional Shifts (Focus, Coherence, Rigor) to effectively implement the Balanced Math Model. A focus will be placed on:

- Student-centered Whole Group Mini-lessons
- Interactive Fluency and Routines
- Targeted Small Group Instruction
- Standards-based Stations tailored for differentiation with accountability

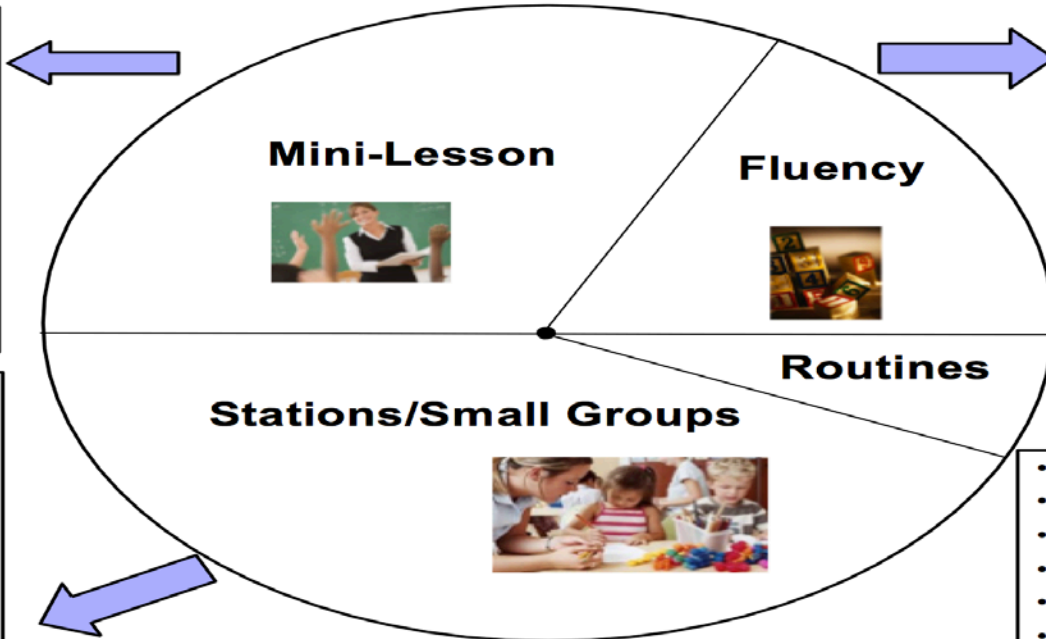


Balanced Math Model

Standards & Item Specs Drive Our Instruction

- Learning Goals
- Standards/Concepts
- Whole-Group Instruction
- Formative/Summative Assessments
- Vocabulary
- Problem Solving
- Math Talk
- Strategies
- Questioning Techniques

- Small Groups
- Stations
- Guided Math
- Math Talk
- Formative/Summative Assessments
- Student Conferencing
- Differentiation
- Purposeful Spiral Practice
- Independent Practice



- Daily Review
- Practice of Basic Facts
- Technology
- Hands-on
- Visual Models
- Math Talk
- Purposeful Spiral Practice

- High-yield Routines
- Math/Number Talks
- Problem of the Day
- Number of the Day
- Math Talk
- Math Journal
- Calendar
- Purposeful Spiral Practice

Utilizing Instructional Resources:
Curriculum Guides, Go Math, iReady, Ready Toolbox, Moby Max, Gizmo, Instructional Coaches

Bob Sikes's Focus

Targeted School-based Focus:

By the end of the year, we expect our students to be able to engage in the Balanced Math Model, while using data to drive targeted small group instruction, student-centered mini lessons, and differentiated standard-based station.

Targeted School-based Professional Development:

In May 2017, teachers, title one, and classroom assistants completed a Math Needs Assessment survey to address specific needs of The Balanced Math Model (Implementation of the balanced math model, differentiated stations, spiraling, item test specs, ALDs usage, common assessment, math talk, and MTSS). The survey will be used by the instructional math coach and administration to plan, develop, and calendar school-based professional development requests.

Based on the survey, teachers will be provided voluntary Professional Development on differentiated stations, student-centered mini-lessons, and math literature.

- Stations PD- teachers will have the opportunity to attend and participate in creation of standard-based stations
- Book Study- math teachers will have the opportunity to participate and attend book study on Math in Practice by Heinemann. Teachers and math coach will meet once a month and utilize the "team room" on mylearningplan to make purposeful reflections. Teachers will utilize the strategies and implement in to their whole- group, student-centered mini-lessons.
- On June 20 or 21, 2017, some teachers in grades 1-5 attended the Origo ThinkTanks workshop. Teachers will share what they learned during faculty meetings.

July 25th and 27th, the instructional math coach will provide an opportunity for math teachers at Walker, Bob Sikes, and Southside to create differentiated, standard-based math stations at voluntary workshops.

Following the district message on the Balanced Math Model, teachers will attend full-day professional development to include the following:

- September--- More in depth look at MAPS reports and data (3-5) and Standards-based planning based on MAPS data (K-2)
- October----Math ^3- Making Math Meaningful- a standards-based planning document and ALDs for planning targeted small group instruction
- November---Math Literature (mini-lesson and stations), instructional rounds, modeling from math coach

Math literature lessons and stations activities will be shared during school-based PD, grade level and/or faculty meetings to increase the use of math literature in OCSD Balanced Math Model.

Instructional math coach will review The Balanced Math Model with teachers and provide assistance in setting up math blocks to model after the OCSD Balanced Math Model.

Instructional coach will offer quarterly (more frequently if time permits) 10-minute trainings after school on The Balanced Math Model; differentiated math stations, targeted small group instruction, MAPS data and reports, ALDs, and student-centered mini-lessons.

Teachers will be given time during preplanning to meet and establish station norms.

Teachers with less than 3 years of experience in OCSD will be provide half day PD to spiral Central Message and School Based PD up to four half days in the year.

Action Steps for Implementation:**Administrative Implementation Action Steps:**

Meet with Leadership team on May 17, 2017 to work on SPP and discuss Professional Development at the school level.

Provide teachers with the opportunity to create standards/domain-based and differentiated math stations on July 25th and 27th for all grades K-5 with math coach support.

School will provide full- day release time for the September, October, and November Central Math Message Professional Development.

Meet with Instructional Math Coach to secure dates for school-based professional development on June 16, 2017.

Create a school-based calendar (electronic) of professional development, faculty, and grade level meetings for dissemination during preplanning.

In August, classroom teachers will have access to previous year's final student assessments (DEA Test A/B/C/D, FSA 2017, iReady, etc...) to establish appropriate remediation and enrichment small groups in the Balanced Math Model.

Principal will provide teachers with FSA test specs for grades 3-5 from print shop at July grade level meetings.

Principals will provide grades 3-5 teachers with the new M³ Standards-Based Planning Document.

Principal will support teachers and Instructional Coaches through the PLC process (grade levels will meet on the first Thursday of every month to discuss math curriculum - ALDs, Common Assessments, Lessons, M³ document, etc....

Principal will purchase station supplies for Math Station Creation summer workshop in June 2017.

Principal will purchase book study books (Math in Practice by Heinemann) in July/August for grades K-5 teachers who volunteered to participate in book study.

Principal will purchase Origo ThinkTank problem-solving cards (Measurements and Data and Geometry) for teachers and students to use in stations.

Classroom Implementation Action Steps (Teachers and Students):

Teachers will implement OCSD Balanced Math Model to include differentiated, rigorous domain/standards-based math stations, targeted small groups, routines/fluency, and student-centered mini-lesson on a daily basis:

- Math Stations: Spiraling, standard-based, rigorous, and differentiated.
- Small groups: data driven and targeted
- Routines/fluency: Number Sense Routines, Number Talks, and/or High-Yield Routines

- Mini-lessons: student-centered, integrate math literature, anchor charts

Teachers will set grade level station norms within the first two weeks of school.

Teachers will utilize the Origo Think Tanks in small group, stations, or problem of the day.

Teachers in grades 3-5 will utilize the Math³ - Making Math Meaningful - a standard-based planning document and ALDs for planning targeted small group instruction.

Teachers (volunteered) will attend and participate monthly in the Math in Practice book study provided and facilitated by the instructional math coach.

Teachers may attend and participate in the 10-minute trainings throughout the year when needed, provided by the instructional math coach.

Stations will be identifiable by appropriate domain/standards-based labeling---- Number and Operation in Base Ten, Geometry, Measurement & Data, etc...

Teachers in grades 3-5 will utilize FSA test specs, FSA practice tests, and FSA-style assessment questions through problem of the day, stations, and/or assessments.

Teachers in grades 3-5 will utilize the FSA infra-structure practice assessment to prepare students for the computer-based test.

Teachers in grades K-2 will utilize FSA-style assessment questions through problem of the day, stations, and/or assessments.

Students will engage with FSA test specs, FSA practice tests, and FSA-style assessment questions.

Teachers will continue to embed the 8 Mathematical Practices in the Balanced Math block through purposeful planning/questioning techniques and utilize talk moves/stems to increase student math talk.

Students will engage in student math talk during the balanced math block and utilize the 8 Mathematical Practices.

Teachers will use high yield routines in their Balanced Math block (Today's Number, Mystery Number, Alike and Different, Number Lines, Quick Images, Guess my Rule, How Do You Know?) during math block to spiral forward or backward on needed standards.

Students will engage daily in high yield routine tasks during the balanced math block.

Teachers will include the use of math journals during balanced math block to increase student math talk, high yield routines, and spiraling of standards.

Students will use math journals during balanced math block to increase student math talk, high yield routines, and spiraling of standards.

Teachers will utilize instructional resources: Curriculum Guides, high rigor lessons from CPALMS, iReady Teacher Toolbox (leveled math stations), MAPS, Moby Max, M³ Document, Go Math!, and Instructional Math Coach.

Students will utilize instructional resources: Moby Max, iReady, MAPS, AM, IXL will be used in stations and/or computer lab, students will go to differentiated stations daily, and interact with high rigor lessons from CPALMS taught by the teacher.

Teachers will conduct SPP progress checks, analyze data (MAPS, common assessments, fluency, etc...) monthly during grade level PLC.

Progress Monitoring:			
Initiative	How Often	How Will It Be Monitored	Who Is Responsible To Monitor
Student-Centered Mini-lesson	daily, weekly, monthly	Observations, Walk-throughs, lesson plans	Administration, teachers
Differentiated domain/standards-based stations	3-4 days minimum	Observations, Walk-throughs, lesson plans	Administration, teachers
M ³ Making Math Meaningful - standards-based planning document	daily	Observations, Walk-throughs, lesson plans	Administration, teachers
Math Literature	minimum 2 times per quarter	Observations, Walk-throughs, lesson plans	Administration, teachers
Small Group	Daily	Observations, Walk-throughs, lesson plans	Administration, teachers

Evaluation:
Evaluation of Targeted School-based Focus & Implementation (Completed at the Beginning of Second Semester):
Refinement of Targeted School-based Focus (Completed at the Beginning of Second Semester):

School Action Plan

Math: Strategies & Programs to Support the Objectives

Math Levels 1 and 2 Focus

Bob Sikes's Focus

Targeted School-based Focus:

Focus: Our student sin grades K-5 will be proficient in Measurement & Data and Geometry by end of year assessment.

Targeted School-based Professional Development:

iReady Math Remediation Training

The Balanced Math Model PD

Creating and Implementing Stations in all classrooms

Voluntary book study (K-5): Math In Practice

Principal will order Origo Measurement & Data and Geometry problem-solving task card.

Action Steps for Remediation:**Administrative Implementation Action Steps:**

All 3-5 Title I teachers and Paraprofessionals will provide computer station time for all iReady students.

Provide hardware for implementation of iReady

Require at least one Measurement and Data Domain Station implemented throughout the school year starting in August 2017.

Resources lab will be open 5 days per week for before and after school support.

All K-5 teachers are offered a 1/2 day TDE to meet with parents to discuss data, PMP, and support services.

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

Teachers will identify and honor a specific remediation time for level 1 (K-2 level 1 & 2) students in their classrooms for at least 4 days per week for a minimum of 20 minutes per remediation day, this is addition to any title one or ESE services.

Title I identified by the district level 2 students (3-5) will remediate at least 4 days per week for a minimum of 30 minutes per remediation day.

Title classroom will use iReady Computer station.

Implement at least one Measurement and Data Domain Station in general education classrooms throughout the school year starting in August 2017.

Teachers will honor Title I small group time for all students receiving Title I support for math.

Grade Levels will select one day a week to focus on a specific Math Domain.

POC Plan:

Computer labs will open for any student using iReady, iXL, Moby Max, and homework support in September. Mornings 6:45-7:25 AM M-F and strictly POC students 2:00-4:00PM on W. The Wednesday after school support is for retained students and if space is available not retained struggle students will be invited.

Progress Monitoring:			
Initiative	How Often	How Will It Be Monitored	Who Is Responsible To Monitor
Teachers provide remediation schedule	August 2017 and update as needed	Schedules, lesson plans, data chats	Title I Teacher, Classroom Teacher and Administration
iReady	Weekly minimum 30 minutes	District iReady Monitoring Report-- Weekly check	Title I Teacher and Administration
Measurement and Data Stations	Weekly	Walk Throughs, lesson plans, data chats, PD	Classroom Teacher, Administration
Non Title I Identified Student Support with ESE and Classroom Teacher	daily	Walk Throughs, lesson plans, data chats, PD	Classroom Teacher, ESE Resource Teacher, Administration

Evaluation:
Evaluation of Targeted School-based Focus & Implementation (Completed at the Beginning of Second Semester):
Refinement of Targeted School-based Focus (Completed at the Beginning of Second Semester):

School Action Plan

Math: Strategies & Programs to Support the Objectives

Math Subgroup Focus

Subgroup:

Bob Sikes's Focus

Targeted School-based Focus:

Targeted School-based Professional Development:
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Action Steps for Implementation:

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

Progress Monitoring:

Initiative	How Often	How Will It Be Monitored	Who Is Responsible To Monitor

Evaluation:

Evaluation of Targeted School-based Focus & Implementation (Completed at the Beginning of Second Semester):
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Refinement of Targeted School-based Focus (Completed at the Beginning of Second Semester):

School Action Plan
Science

District Goal:	Students shall demonstrate science proficiency at or above the expected grade level.
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Objectives:
The percentage of 5 th grade students who will be proficient in science as defined by the State of Florida on the Statewide Science Assessment (SSA) will be at least 62%.

School Action Plan

Science: Data

Bob Sikes Science		FCAT [%Proficient]		
		Grade 5		
		'15	'16	'17
# Students Tested		120	123	138
Overall Proficiency		57	51	59
Level 5		13	15	9
Level 4		13	11	14
Level 3		31	26	36
Level 2		31	33	25
Level 1		13	15	16
Gender	M	64	48	68
	F	50	54	50
Ethnicity	A	0	100	0
	B	33	20	27
	H	50	71	50
	I		0	0
	M	25	29	53
	W	65	57	68
Group	ESE	34	13	37
	ELL	50	50	
	F/R	45	44	49
Nature		70	73	71
Earth/Space		70	66	71
Physical Sci.		72	76	75
Life Science		72	69	65

Numbers in a red font denote the score is below the District average.

Bob Sikes Science		FCAT [%Difference from District Score]		
		Grade 5		
		'15	'16	'17
# Students Tested		120	123	138
Overall Proficiency		-6	-11	-4
Level 5		-3	-2	-7
Level 4		-4	-6	-2
Level 3		+1	-3	+5
Level 2		+7	+9	+2
Level 1		-1	+2	+1
Gender	M	-2	-15	+1
	F	-9	-7	-9
Ethnicity	A	-70	+38	-71
	B	-4	-20	-18
	H	+6	+25	-1
	I		-50	-17
	M	-35	-27	+0
	W	-4	-12	-1
Group	ESE	+6	-16	+3
	ELL	+35	+36	
	F/R	-5	-6	-4
Nature		-2	-3	-1
Earth/Space		+0	-2	-1
Physical Sci.		-3	-3	-2
Life Science		-1	-4	-4

Numbers in a red font denote a score below the district average.

School Action Plan

Science: Strategies & Programs to Support the Objective

Central Focus: Science Focus

Use Standards and Item Specifications to drive the instructional focus through constructing inquiry based learning opportunities, teacher-led small group instruction, and stations with accountability. A focus will be placed on:

- Utilizing the Science Standards-Based Question Stems Flip Charts to create rigorous Text Dependent Questions (TDQs) within Everyday Instructional Reads that support the Science Content
- Utilizing formative assessments and progress monitoring tools such as Study Island, MAP, etc. to establish teacher-led small group instruction, station activities, and spiral activities
- Utilizing Science resources such as: Super Science, Science A-Z, National Geographic for Kids, Gizmos, Science Fusion, Science Coach Books, etc.

Bob Sikes's Focus**Targeted School-based Focus:**

By the end of the year, we expect our students to be able to successfully apply the scientific method and respond to inquiry based questions in all scientific domains.

Targeted School-based Professional Development:

Grades 3-5 science and ELA teachers will continue to work collaboratively (with support from IC for ELA) to create close read sequences and/or Everyday Instructional Reading lessons. EIR will be created using multiple texts from rigorous resources that are aligned to both the science standards and the ELA informational text standards. Science teachers will be given pacing guides/Question Stems Flip Charts to utilizing when planning science lessons.

Provide voluntary training through district level contacts:

- * Study Island for grade 5
- * STEMScopes for grades 2-5

Provide mandatory training:

- * MAP at first Central Message PD days and at GL SPP Meetings

After the OCSD Satellite Trainings scheduled for September 11, October 23, October 25 and October 27 teachers will share and reflect on training with peers and administration.

Grade 3-5 science teachers will continue to implement lessons from GIC, BioBlitz and EMCSC.

Grade 3-5 cross grade level opportunities will be offered throughout the school year to address mastery and spiraling of standards assessed.

School wide Title I Family Science Night.

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

K-2 Science teachers will:

- * Design science and ELA instruction to address all science standards for their grade.
- * Incorporate science content into guided reading groups and literacy stations.
- * Conduct standard based hands-on activities and labs monthly.
- * Incorporate science content into guided reading.
- * Develop EIR/close reads based on grade level science standards to be implemented in either ELA or Science instruction.
- * Use of Science Notebooks and Science Flip Charts for planning purposes weekly.

3-5 Science teachers will:

- * Collaborate with ELA teacher to design and implement EIR's that address grade specific science standards.
- * Spiral assessed standards from previous grade level standards.
- * Utilize Test Item Specs in planning.
- * Utilize provided web based resources i.e. Gizmos, Study Island, STEMscope.
- * Utilize provided text based resources i.e. science leveled readers, Science Fusion.
- * Conduct standard based hands-on activities and labs monthly.
- * Incorporate science content into guided reading using ALD's.
- * Develop EIR/close reads based on grade level science standards to be implemented in either ELA or Science instruction.
- * Use of Science Notebooks and Science Flip Charts for planning purposes weekly.

Students will:

- * Engage in hands-on activities and labs while following the norms of collaboration.
- * Engage in science instruction implementing reading, writing, text marking and student talk.
- * Follow norms for small group collaboration.

Progress Monitoring:

Initiative	How Often	How Will It Be Monitored	Who Is Responsible To Monitor
Integrate science content in ELA	Year Long	GL Minutes, LP, Walk Throughs	ELA Teachers, Administration
Hands-on activities/labs	Monthly	GL Minutes, LP, Walk Throughs	Science Teachers, Administration
Close reads with science standards	Bi-Weekly	GL Minutes, LP, Walk Throughs	Science Teachers, Administration
Science Notebooks and Science Flip Charts for planning	Weekly	GL Minutes, LP, Walk Throughs	Science Teachers, Administration

Evaluation:
Evaluation of Targeted School-based Focus & Implementation (Completed at the Beginning of Second Semester):
Refinement of Targeted School-based Focus (Completed at the Beginning of Second Semester):

Title I Schools

Plans for involving parents in determining how Title I Parent Involvement funds will be spent. How will this plan be monitored and by whom?
Communication provided for all SAC, PTO and Title I meetings and events through website, Facebook Page, school automated sign, phone app and monthly school newsletters. Annual Title I Parent Meeting Orientation Three Family Nights Carnival All school events have an agenda and sign in sheet for monitoring purposes Input from all stakeholders in creating the Parent-Teacher-Student Compact

Specific strategies for increasing parental involvement. How will implementation of these strategies be monitored and by whom?
Use of alternative scheduling allowing for events to take place during the day and evening. Communication to inform parents and community of events is through a variety of methods such as: monthly school newsletter, classroom newsletters, website, school sign, phone APP, Facebook page, event fliers and phone call out system. Teachers are required to hold at least one parent conference by phone or face to face each term. Onsite Military Family Life Counselor works with our students and military families with transitioning, deployments and school based needs. SAC and PTO meet monthly...meetings are advertised and minutes are published. School counselor, administration and SRO will make home visits when necessary. Annual Title I and Volunteer meeting is held within the first two weeks of the year. Title I teachers and paraprofessionals meet daily to discuss student data and needs.

Plans For Assisting Preschool Children In The Transition From Early Childhood Programs To Local Elementary Programs (Preschool Transition Strategies). How will this plan be monitored and by whom?
Visitation for new KG students is scheduled each year in May. This includes a tour of the school, meeting KG teachers, visiting media center, computer lab, PE

and meeting the principal and assistant principal.

Moving on Up flyers are provided to local daycares and all registered KG students for the upcoming year are invited to attend this event.

Registration packets are available in the front office starting in April each year and staff are available to answer questions.

KG screening is completed in July to hopefully place students in the best learning environment based on strengths and needs.

Describe supplemental Counseling, Pupil, and Mentoring Services that are specifically targeted to address the at-risk population served at a Title I School.

Onsite school counselor, Military Family Life Counselor and a certified social worker are on campus five days a week. Our students and families have access to the school counselor and MFLC at no charge. The certified social worker is provided through Kugelman Counseling Center and Children's Home Society. This service is provided at a minimal fee after the family and school has completed the referral process. Our assistant principal works with our community to provide excellent role model support through our mentor program.



Accreditation Page

Accreditation Standards

1. Purpose and Direction
2. Governance and Leadership
3. Teaching and Assessing for Learning
4. Resources and Support Systems
5. Using Results for Continuous Improvement

Focus Area 1: Improving and Advancing Student Achievement

Goals:

- 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

We have several programs that are used in the classroom and some that are available to students for home use also. EX: Reading Eggs, Moby Max, iXL, close reading material, and Mimio Connect lessons.

*Teachers create opportunities for remediation/enrichment as part of the learning environment, based on individual student needs. Material resources, including text books and workbooks, are provided that support the purpose and direction of student learning at our school. Classroom supply money and Title I Funding are some of the fiscal resources that are allocated so that all students have equitable opportunities to attain challenging learning expectations.

*Bob Sikes Elementary, students are provided access to an equitable learning experience through a minimum of 30 minutes a day remediation/ enrichment block in every classroom, access to small group instruction with a classroom assistant and/or Title 1 specialist on per need basis, and through school wide incentives such as our morning/afternoon resource lab--technology web based resources and homework help...five days a week.

*Teachers have a year-long curriculum to pace out instruction throughout the year. Teachers create assessments for all subject areas which include writing across the curriculum, spiral assessment of skills, and rigorous questioning. Following classroom assessments, teachers analyze data across the grade level to determine which skills need to be spiraled back in to instruction and assessment moving forward. Teachers also analyze data from FSA, MAP and district assessments to determine where remediation and/or enrichment should occur. The pacing is adjusted as needed to fit the needs of the students, while still allowing for all standards to be taught in the course of the school year. Assess daily work, observations, checklist, running records, and small group activities.

* Teachers engage students in their learning through implementing student talk activities, small group learning centers in which students receive additional remediation and/ or enrichment, and by utilizing a variety of resources to provide instruction for every learning style. Teachers also use data to drive meaningful instruction. Math manipulatives, pictures, multiple ways to teach addition, and combining modalities to enhance learning. Student Talk, Differentiated Instruction, Spiral Review, Small Group Instruction, Variety of Technology, Stations, Rubrics, Power Strategies

*Both administrators read lesson plans each month and provide feedback based on what they see in the lesson plans. Administrators continue to remain cognizant of student scores on district and state assessments and use this information to ensure the needs of all students are met. Administrators provide time for teachers to participate in professional development activities. Administrators also participated in walking through teacher classrooms to provide

feedback without it counting against a teacher's evaluation score. Feedback on lesson plans, informal and formal walk-through, and providing professional development.

*Our teachers meet three times a month for grade level meetings with one meeting focused on our school performance plan data and activities. This allows time for teachers to discuss data and ask questions about the standards with other teachers on their grade level. We meet once a month for math professional development. At the math PD we are allowed the opportunity to build an understanding of the standards. We are given information on where to locate the latest technology and websites to find vetted lessons to meet our student's needs. We derive lessons, station, and journal activities during professional developments and share them with other teachers. As a team, we compare data from unit tests of all subjects to spiral questions into future tests to ensure student proficiency of the standards. Teachers are given common planning time daily to allow time for collaborative planning. The teachers at Bob Sikes work together as a team to ensure that the student's needs are our number one priority. Grade level meetings, professional development, data chats, lunch and sidewalk chats.

Focus Area 2: Learning and Working in a Safe and Productive Environment

Goals:

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

*Bob Sikes Elementary is a well-maintained facility. The custodians work very hard to keep the school clean and attractive, as well as safety being top priority. Fire extinguishers are kept filled and operational and monthly fire drills are conducted, providing practice and occasions to discuss other safety procedures, as well. The nurse administers medications, provides opportunities to get flu shots, and instructs teachers and students in health practices. Several teachers are CPR certified. An AED is available if needed.

*We also have our MFLC and CHS support for students/families needing support.

* Administration has an open door policy and families feel welcome at the school. Students, parents and community are encouraged to give feedback and bring concerns to the administration.

* Monthly SAC and PTO meetings are also an opportunity for feedback from stakeholders.

*Every grade level has one or more support staff per grade level for remediation purposes. We have an ELA and a Math title one staff member that meets with students daily. We have a full time nurse on staff to ensure the safety of all students. We have a full office staff, book keeper, and lunch room monitors to ease the duties of the teachers so that we have more time to focus on student needs. We also have a full time media specialist that provides our students and teachers with up to date media programs and books.

*We maintain a school web page, Facebook, callout message system and monthly school wide newsletter to provide multiple communication opportunities.