

zaSXAXDate Submitted:

Dates of Revision:

School Performance Plan 2022-2023



School Name:
Destin Elementary School

Legend

AICE	Advanced International Certificate of Education	MtSS	Multi-tiered System of Supports
AP	Advanced Placement	NGCAR-PD	Next Generation Content Area Reading Professional Development
BEST	Benchmarks for Excellent Student Thinking	NGSSS	Next Generation Sunshine State Standards
DA	Differentiated Accountability	PERT	Postsecondary Education Readiness Test
ED	Economically Disadvantaged	PMP	Progress Monitoring Plan
ELA	English Language Arts	PMS	Progress Monitoring System
ELL	English Language Learners	POC	Plan of Care
EOC	End of Course Exam	PPP	Pupil Progression Plan
ESE	Exceptional Student Education	PSAT	Preliminary Scholastic Aptitude Test
ESSA	Every Student Succeeds Act	SAC	School Advisory Council
FAIR	Florida Assessment for Instruction in Reading	SAI	Supplemental Academic Instruction
FAST	Florida's Assessment of Student Thinking	SAT 10	Stanford Achievement Test
F/R	Free & Reduced	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

SAC Information

All school advisory agendas, minutes, memberships, and guidelines of operations are bound at the school site as well as the District Office. These reflect the process used in the preparation and evaluation of the School Performance Plan and the school's annual budget.

SAC funds in the amount of \$131.88 will primarily be used for purchase of books for students who cannot afford one from the book fair.

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

Principal's Signature
SAC Chairperson's Signature

OKALOOSA SCHOOLS



THE NEXT GENERATION...

Our Vision:

To grow critical thinkers capable of overcoming any challenge by fostering a growth mindset and a love for learning.

Our Mission:

Placing students on a pathway to success by providing high quality instruction, a wide array of marketable experiences, and unparalleled extracurricular opportunities while developing relationships that meet both their academic and emotional needs.

Our Shared Values:

We are **PASSIONATE** about what we do.

We make **DATA-BASED** decisions.

We are personally **ACCOUNTABLE** and have courage to hold others accountable.

We **LISTEN** and seek to understand.

We are lifelong **LEARNERS**.

We are committed to **COACHING** and **DEVELOPING** our people.

We value **HUMILITY**.

We are grounded in the **RELATIONSHIPS** we build.

School Performance Team

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

Name	Title
Amy Meyer	Principal
Jessica Brown	Assistant Principal
Kristen O'Shea	Literacy Coach
Karen Osborn	Math Coach
Dayna Kimberly	4 th Grade ELA teacher
Ashley Matyac	3 rd Grade Math teacher
Lisa Brown	2 nd Grade ELA teacher
Elizabeth Nissley	2 nd Grade Math teacher
Leah Howell	Kindergarten teacher
Claire Oosterveen	Kindergarten teacher
Dawn Worley	ESE teacher

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

As a faculty, we evaluate the SPP from the previous year to determine which initiatives need to be continued, altered or deleted. Grade levels meet to discuss these changes and grade chairs bring suggestions back to the SPP team. The team makes a draft of SPP goals and initiatives for the next year and continues to meet and make changes as data comes in from progress monitoring tests and state assessments. Drafts of the SPP are given to grade chairs to bring to grade level meetings to get feedback from teachers and staff. All teachers and staff are invited to attend any SPP team meetings. The team attends meetings with district staff to receive guidance and feedback. The SPP final draft is presented to SAC before being finalized.

School Profile

Destin Elementary School (DES) is a public school located in the heart of a growing vacation destination known as Destin, Florida. This once small northwest Florida Panhandle school opened its doors in 1955 to an energetic fishing community that has since become an integral part of Okaloosa County. Destin, FL being a vacation destination for fishing, beaches, shopping, and golf makes for a population that can be somewhat transient in nature which changes with the tourism seasons. The current population of Destin Elementary is 970 students. Currently, 42% of the student body qualifies for the Free and Reduced Lunch Program. The minority population of 30.4% consists of 4.2% African American, 15% Hispanic, 7.4% Multi-racial, and 3.8% Asian. Destin Elementary successfully serves its 970 students in grades Pre-Kindergarten through fourth grade. Sixty certified teachers provide quality instruction to meet high academic standards. Students are assessed frequently to verify levels of academic performance followed by appropriate instruction designed to move all students forward at the most appropriate rate possible. Instruction is differentiated in the classrooms to meet the needs and challenge our high, average, and low performing students. Students are enrolled in a 50-minute activity block of time daily which consists of 4 days per week of physical education and 1 day every week alternating Art and Music. Reading and Math acceleration programs along with tutoring and remedial programs are used to reinforce the general curriculum based on the BEST standards. DES has an academically supportive child-care program through the Boys and Girls Club and offers a variety of after school activities such as art, drama, archery, violin lessons, lego club, Little Bits Kids Code and a drone team. Establishing high expectations for every student and addressing individual academic needs has contributed to DES achieving twenty-two A+ ratings from the State of Florida Department of Education. The academic success at DES has placed us among the top performing schools in Okaloosa County. The following programs are provided to help students meet their individual academic needs: Pre-Kindergarten Disabilities, Specific Learning Disabilities, Varying Exceptionalities K-2nd grade, Speech and Language Therapy, and Gifted Education. Students performing below proficiency receive additional interventions outside the 120-minute ELA block and 90-minute math block. We offer Plan of Care tutoring before, during and after school to meet individual's ability to attend. Community and parental involvement play a major role in the success of DES and we are blessed to have a strong and supportive PTO and community volunteer base.

Parent and Community Awareness

Destin Elementary ▼						
Question	Responses	Very Low Quality Strongly Disagree	Low Quality Disagree	Neither High nor Low Quality Neither Agree or Disagree	High Quality Agree	Very High Quality Strongly Agree
My child's school emphasizes academic performance as the number one priority.	163		1%	6%	38%	55%
Our principal is an effective leader who meets the needs of our students.	163	2%		7%	22%	69%
As a parent, I am made aware of the curriculum program for my child's grade level or course.	163	1%	3%	7%	34%	55%
The school uses a variety of methods for parent communication.	163		1%	1%	37%	60%
Parent input is valued at my child's school.	163	1%		19%	39%	41%
Clear expectations of conduct and behavior are communicated to my child.	163		1%	5%	39%	55%
I receive positive phone calls, emails, or notes about my child from the school.	162	1%	10%	13%	30%	46%
My child's school maintains a safe environment.	163	1%	1%	6%	31%	62%
My child's school treats everyone fairly, regardless of race, economic status, or other relationships.	163	1%	3%	11%	29%	56%
School funds are used to support the school in a financially responsible manner.	163	1%	2%	18%	31%	47%
The guidance department at my child's school provides for the educational success of my student.	163	1%	2%	37%	23%	37%
I am satisfied that my child's teachers do a good job educating my child.	163		2%	2%	21%	74%
My child's school is well maintained.	163	3%	4%	10%	32%	51%
The health services provided at my child's school support his/her wellness.	163	1%	6%	13%	32%	48%
Overall, my child's school is welcoming and the staff is friendly and helpful when I have questions or concerns.	163		4%	3%	31%	62%
My overall opinion of the quality of my child's school is	163		1%	9%	29%	62%

Parent and Community Awareness

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

Parents and community members agree that Destin Elementary is doing well academically. Parents are happy with the quality of the education received at our school and with the teachers and staff. They feel that our school has strong leadership and that we welcome their children and keep them safe and cared for while here. The expectations for behavior are clear and they feel knowledgeable about the curriculum being taught in each grade level.

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

Overall, we need to improve communication with parents and the community. We will focus on our social media, school website, classroom newsletters and other methods of communication, sharing more of what is happening at school. Our PBIS program recognizes positive behaviors throughout the school day, however, more of that needs to be shared with parents through phone calls and notes home. We will also be opening our campus back up for more parental involvement in classrooms and on campus through volunteer opportunities, open houses and academic nights. We will continue to use positive postcards and phone calls home as well.

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

Destin Elementary has a website that is updated weekly. We have an electronic sign outside at the front of the school that advertises upcoming events and important dates. We have both a school Facebook and Instagram page as well as a PTO Facebook and Instagram page. Printed flyers and letters are sent home with students containing upcoming and current school events, or important information that needs to be shared. Teachers use Class Dojo, Remind 101, class newsletters, phone calls, texts and emails to communicate with the whole class and/or individual parents. The electronic gradebook through FOCUS is updated regularly and available to parents 24/7 so they can access their child's academic standing, view attendance and communicate with their child's teacher.

School Culture

What is your school's vision?

To grow critical thinkers capable of overcoming any challenge by fostering a growth mindset and a love for learning.

What action steps are you taking to achieve your school's vision?

We are a model PBIS school with school-wide expectations that Destin Dolphins are “safe”, “respectful”, “responsible” and “ready to learn”. Teachers and staff use Dolphin Dollars as a school-wide incentive to encourage positive behaviors and interactions. Students may earn whole class rewards with their dollars such as extra time with preferred activities, dress up days, popcorn parties, etc. Teachers and staff will also work together to recognize weekly ‘model’ Dolphins in each grade level. This recognition comes with recognition during morning announcements and on our website and social media and added privileges such as going to the front of any line, saying the pledge on the intercom in the morning and free choice seating at lunch and of Specials (PE, Art, Music) for the week.

Students take leadership roles at the school through our Safety Patrol, Junior Deputy, Dolphin Ambassadors and peer mentor opportunities. When students come to school, it is our goal for them to feel as though they belong to and are part of the school community.

We have a block of 30 minutes per day in each grade level called DIVE time that is designed specifically for 2 days of PBIS character education, 1 day of accelerated learning, and 2 days of Critical Thinking Activities.

DES has a new STEM room in our media center where classes will be able to visit to interact with STEM activities such as legos, robotics, virtual reality games, chromebooks, smartboard, etc.

We have after school activities that include LittleBits Kid Code, Lego Club, Drone team, violin, drama kids, and archery as well as in school clubs to include yearbook, morning show, multi-cultural club and gardening club and we are looking to increase the opportunities for participation in these and new clubs.

Supporting our students emotionally, as well as academically, is vitally important. Small groups of students who are identified by teachers and staff as needing more of this support, will meet 2-3 days per week during the first 10-15 minutes of the school day with one of our support staff or guidance counselor to “check-in” and review some social/emotional skills to support their academic day. A mentor program will match students with mentors from the community to provide additional support.

School Action Plan

ESSA Subgroup: Strategies & Programs to Support the Objectives

ESSA Subgroup Focus

Subgroup: ELL

School Focus

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

This is a continually growing group. ELL students remain an area of focus due to the extra support this group requires as they learn the English language and assimilate into our school and culture. ELL students comprise a considerable percentage of our low performing students. At DES we recognize that language acquisition is not a disability and takes time. We want to support the academic growth of these students while they work to learn a new language so that they can independently access their education. The push-in model that began last school year improved growth and we will continue that model this year.

We also have one 1st grade teacher and one 2nd grade teacher researching new and innovative strategies to work with our ELL population and they will be collecting data this year on the efficacy of these strategies.

Action Steps for Implementation

Academic Implementation:

Approximately, our lowest 25% of ELL students who have little to no English language acquisition will continue to be pulled out in small groups to work with an interpreter on learning English. This group along with our middle 50% will also receive push-in support in the classroom from an interpreter. Approximately, the top 25% (in language acquisition) of ELL students will be on consult with their teacher and interpreter. The goal is to provide as much support as needed with as little time out of the classroom as possible.

Teachers will provide a combination of ELL push-in time, Plan of Care Tutoring and Acceleration push-in services while making sure to provide students with the accommodations outlined in their individual ELL plans.

Programmatic and/or Behavior Implementation:

K- 2nd grade students who score in the red zone in iReady diagnostic will receive instruction using Max Scholar for 20-30 minutes daily. 3rd and 4th grade students who score in Tier A in WIDA will be given access to the Mango Language program that will be used to build English language skills. This will be used in the classroom and also offered to family members to use at home to help learn the English language.

Any ELL student exhibiting areas of concern that are not due to English language acquisition will begin the MTSS process to identify any further strategies or services that may help them be more successful.

Progress Monitoring

Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Push-in services with interpreter	Walkthroughs, PLC conversations, Academic progress on iReady lessons and classroom assessments	Ongoing/Routinely	Teacher, admin
Pull-out time for lowest tier ELL	Walkthroughs, PLC conversations Academic progress on iReady lessons and classroom assessments	Ongoing/Routinely	Teacher, admin
K-2 nd Max Scholar instruction	Walkthroughs, PLC conversations Academic progress on iReady lessons and classroom assessments	Ongoing/Routinely	Teacher, admin
3 rd -4 th Tier A Mango Language Use	Walkthroughs, PLC conversations Academic progress on iReady lessons and classroom assessments	Ongoing/Routinely	Teacher, admin
2 nd grade ELL cluster classes	Walkthroughs, PLC conversations Academic progress on iReady lessons and classroom assessments,	Ongoing/Routinely	Teacher, admin

Evaluation Following Progress Monitoring Assessment
Baseline Data
Evaluation of Progress Monitoring Data:
Refinement of Instructional Practices:
Mid-Year Data
Evaluation of Progress Monitoring Data:

Refinement of Instructional Practices:

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:	
PENDING FAST INFORMATION	

School Action Plan

ELA: Strategies & Programs to Support the Objectives

ELA Focus

Utilize data-driven academic growth strategies within the components of the Balanced Literacy Model with an emphasis on interactive whole group instruction and cooperative learning opportunities centered around comprehension and analysis of appropriately complex text(s) through:

- Purposefully integrate the six B.E.S.T. ELA Expectations into standards-based lessons and tasks.
 1. ***Cite evidence to explain and justify reasoning.***
 2. Read and ***comprehend grade-level complex texts proficiently.***
 3. ***Make inferences to support comprehension.***
 4. Use appropriate ***collaborative techniques*** and active listening skills when engaging in discussions in a variety of situations.
 5. Use the accepted rules governing a specific format to create quality work.
 6. Use appropriate voice and tone when speaking or writing.
- Deliver instruction that fosters ***student engagement*** via meaningful interactions with text(s) utilizing approved resources to include ***Benchmark Advance and i-Ready*** to develop lessons and tasks that promote comprehension and analysis of complex text(s).
- Implement the gradual release framework within **whole group and small group instruction**.
 - ***I do*** (teacher modeling), ***We do*** (teacher/student collaboration), ***You do it together*** (student collaboration with teacher assistance, as needed), ***You do it alone*** (student demonstrates skill/concept independently)
- Strategically integrate the ***components of close reading*** that lead to a culminating task using grade level complex text(s) to include purposeful text-dependent questions, text-marking, annotating, writing through reading, and student talk.
- Implement a strong focus on multi-sensory systematic foundational learning to support comprehension and analysis of grade level appropriate complex text(s) found in *Benchmark Advance* and *i-Ready*. (Kindergarten-Grade 2)
 - Oral Language
 - Phonological Awareness
 - Phonics
 - Fluency

School Focus

Targeted School-based Professional Development:

1. New Teacher Specific:
 - New teacher onboarding will be provided during voluntary Flex Days in pre-planning. This will include tours, school information, policies, procedures, curriculum and expectations.
 - Coaches/Specialist support and PD on Benchmark and iReady
 - Every new teacher will be assigned a Mentor Teacher at DES

- Quarterly: Visit Content Area Classroom to observe implementation of Best Practices

2. ELA coach will provide professional development monthly before school. Sessions will include Benchmark Advance training and Engagement Strategies with B.E.S.T. standards. (September PD, October PD, February PD)

Engagement is defined as **Participating** (Students are completing tasks and following directions), **Investing** (Students are more active, as they are asking content-related questions and using their own interests and knowledge to understand), and **Driving** (Students are actively seeking feedback so they can determine where conceptually they need to go next. They are monitoring their progress against learning targets and self-assessing to make decisions about their learning).

3. ELA Coach will provide iReady PD as needed; i-Ready Administrator will routinely monitor Online Personalized Instruction and provide feedback as needed.
4. Literacy Leadership Team will be trained to review school data and help support instructional decisions.

5. Training and support for Smart Boards by Smart Board Company and our DES technology committee.
 6. All teachers are provided a printed copy of the benchmarks and the district made pacing guides for their specific grade level.
 7. General PD for All Faculty:
 - Gradual Release Framework within the Balanced Literacy Model with a focus on interactive whole group instruction
 - o Standing Faculty Meeting agenda item on incorporating the gradual release framework within the Balanced Literacy Model specific to interactive whole group instruction
 - o Standing Grade Level agenda item to evaluate ongoing data from iReady and classroom assessments.
 - o Coaching Cycles (as needed)
 - o PD presented by teachers on effective teaching strategies and activities
 - Benchmark Advance:
 - o Standing agenda item on “Tuesday Tidbits” facilitated by Instructional Coach
 - Data driven small group instruction:
 - o FAST Data Chats (repeats after subsequent assessments)
 - ◆ After each FAST assessment, the administrator will share overall school data in a faculty meeting.
 - ◆ Grade level teams will analyze the data to identify areas of strengths and weaknesses for instructional planning purposes and goal setting with students.
 - ◆ During ANCHORS Team Meeting, grade level chairs will share areas of focus with administration and instructional strategies.
 - ◆ Administrator will meet with individual teachers for data chats regarding FAST assessment data.
 - o Teachers will schedule time to meet with instructional coach to determine resources, strategies, and enrichment needed to target growth.
 - o Standing Faculty Meeting agenda item on interpreting FAST and iReady data to drive instruction
 - o Once a month during a grade-level team meeting, teachers will use the Instructional Grouping Report and Teacher Toolbox to identify a B.E.S.T. strand area of focus for instructional planning based on student needs.
- Coaching Cycles (as needed)

ELA Classroom Instruction

Classroom Instruction:

Use the model classrooms to model best practices using approved resources.

Teachers will use Benchmark Advance resources, district pacing guides, iReady resources and B.E.S.T. Benchmarks (including components of close reading) to plan for and implement classroom instruction.

New teachers will have a teacher mentor at DES on their same grade level to provide guidance and support on teaching strategies and how to use the available resources.

Interactive Whole group Instruction

- Consult the B.E.S.T. (District Created Resource) to deepen understanding of benchmarks, content, and instructional strategies when planning interactive whole and small-group instruction.
 - o Refer to the ***Spiraled Standards in a Vertical Progression*** to identify potential learning gaps to provide scaffolds for students needing remediation.
 - o Utilize the B.E.S.T. ***Benchmark Clarifications*** and ***Glossary of Terms*** to promote a common understanding of the new standards among both teachers and students.
 - o Employ instructional strategies for teaching the complexity of the benchmark in both interactive whole and small-group instruction.
 - o Mini lessons: include explicit instruction on B.E.S.T. standards, phonics and word study.
 - o Learning targets provided to students that tell them “what, how, why how” (what they are learning, what activities/assignments they will be using to learn, why they are learning this and how they will be assessed) (Benchmark Advance, iReady, and other approved resources)
 - o Close Reading components with TDQ’s
 - o Purposeful Read Aloud: Content-based and For the Love of Reading to model metacognitive strategies. Grade level specific strategies can be found in the Pacing Guides, Benchmark Advance, iReady, and other approved resources with TDQ’s at varying levels, writing and culminating activities
 - o Modeling: Text Marking, Fluency, reading and comprehension strategies; explicitly model, integrate and reinforce the B.E.S.T. ELA expectations as described in the *Florida’s B.E.S.T. Standards English Language Arts booklet* (pg. 147).
 - o Purposeful Student Talk
 - o Interactive Activities: Students are engaged in discussion with partners and small groups
 - o Collaborative techniques and protocols are in place such as wait time, conversation and question stems.

Vocabulary

- Affixes (Greek and Latin Roots, prefixes, and suffixes) as defined by the B.E.S.T. benchmarks and reinforced within Benchmark Advance and iReady. In the B.E.S.T. standard document, you can find grade level vocabulary expectations on the following pages: Appendix D, pgs. 198-205; Kindergarten pg. 32
- Tier 2 and Tier 3 Content-specific vocabulary

Differentiated Stations/Small Group Instruction

***Groups will be based on data using iReady diagnostic results as well as classroom formative assessments.**

- Use data to plan and facilitate interactive whole group instruction and small group instruction.
 - Refer to FAST and iReady progress monitoring data to determine student instructional needs.
 - Consult iReady Instructional Grouping Report and Tools for Scaffolding Comprehension (grades 3-5) to create and plan for small group instruction.
 - Access resources in i-Ready Central to set goals and engage students to take ownership of their learning.
 - Use approved resources (e.g., iReady Instructional Toolbox, *Benchmark Advance* resources) to target interactive whole group instruction small group instruction, based on student/class need.
 - Activities and instruction include accelerated and remedial lessons and are based on individual student needs.
 - Cooperative learning groups with accountability
 - During this time, students are engaged, working with the teacher or are working on take away activities from small group instruction. Students are also working on iReady and other activities including literature circles, writing in response to reading, partner reading and reading independently.
 - Use the following criteria based on the most recent i-Ready Diagnostic/FAST progress monitoring to determine how often to meet with students:
 - Students Who Score 2 or More Grade Levels Below: Daily during the ELA block.
 - Students Who Score 1 Grade Level Below: 3 times each week (at a minimum).
 - Students Who Score On or Above Grade Level: 1 time each week (at a minimum).

iReady (45 min per week)

- Students' iReady Online Personalized Paths are routinely monitored (iReady Best Practice- weekly) for AMP: **Alerts, Minutes, and Passing!**
 - **A- Alerts**: Yellow or red flags require investigation, remediation, and resetting (red flag only) after intervention is provided.
 - **M- Minutes**: iReady online lessons should be completed within the program's suggested lesson minutes. Students will work on their Online Personalized Path for the recommended weekly usage by grade level:
 - **Kindergarten**: 30 minutes per week first semester then increasing to 30-49 minutes per week second semester
 - **Grade 1-5**: 30-49 minutes per week
 - **P- Passing**: Passing rates are 75% or higher (year-to-date completed lessons). Passing rates are monitored to determine if students are working at their instructional level.
- Online Personalized Paths should be adjusted based upon the following criteria:

- Achievement of consecutive 100s (scores) in a particular domain
- Completion of lessons well-under suggested minutes
- Demonstration of skill during classroom instruction
- Routinely conference with students regarding students' i-Ready Online Personalized Instruction performance/data to set goals

Progress Monitoring			
Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Interactive Whole Group Instruction	Walk-throughs/PLC conversations	Weekly	Admin
Vocabulary	Walk-throughs/PLC conversations	Routinely/On-going	Admin
Stations/Differentiated Small Group Instruction	Walk-throughs/PLC conversations	Weekly	Admin
iReady	Online monitoring/Walk-throughs/PLC	Weekly	Admin

Evaluation Following Progress Monitoring Assessment
Baseline Data
Evaluation of Progress Monitoring Data:
Refinement of Instructional Practices:
Mid-Year Data
Evaluation of Progress Monitoring Data:
Refinement of Instructional Practices:

School Action Plan

ELA: Strategies & Programs to Support the Objectives

Text-based Writing

School Focus

Targeted School-based Professional Development:

Writing evidence was below the district average at 48% proficient. Purpose and Organization was also low at 50% proficient. ELA coach will provide PD on specific writing strategies. Benchmark writing will be used in every ELA class. Teachers will be provided time each quarter to visit other classrooms to learn from each other.

Writing Plan

Writing Workshop

- I do, we do, you do together, you do independently: Gradual release based on student needs and ability
 - **I do.** The teacher conducts a think aloud demonstration while purposefully interacting with text(s) to model skills and strategies to address text-dependent questions, such as text marking and annotating, based on specific learning targets found in Benchmark Advance's scope and sequence. Students follow along mimicking the teacher's actions on their own text.
 - **We do.** During guided instruction, the teacher strategically uses questions (clarifying and text-dependent), prompts, and cues to facilitate student understanding. The teacher focuses on releasing responsibility to students while providing instructional scaffolds to ensure students are successful. This strategy features student-to-student as well as teacher-to-student interactions.
 - **You do it together.** Students collaboratively complete assignments tightly aligned to the same skills and strategies previously taught while the teacher monitors and leads small-group remediation when necessary. (application of text marking, annotating, and answering text-dependent questions)
 - **You do it alone.** Students demonstrate proficiency of unit objectives and benchmarks independently. For example, tests, quizzes, exit passes or other culminating tasks.
- Use multiple sources on the same topic
- Students will text mark and annotate the sources for relevant text evidence.
- Writing through reading: Read and text mark, use information from text to write opinion, narrative, and informational passages including elaboration techniques that are on topic
- Plan using organizers
- Independent practice
- Journaling

- Students will revise and edit conventions and spelling
- Writing conferences

Kindergarten Specific Writing Plan:

*Teachers will use the Scope and Sequence from Benchmark to focus on beginning writing skills and where the student is in mastery of the standards.

*Quarter 1-4: Writing will be assessed using the KG Report Card Rubric and each Quarter's Writing Expectations are provided in the Rubric.
· Kindergarten standards provide the scaffold of "using a combination of drawing, dictating, and/or writing." Kindergarten students will use any or all of the scaffolds in order to convey their ideas. The expectation is for students to increase the amount of independent writing as the year progresses.

Everyday Instructional Reading Connections:

· Teacher will use iReady resources, Benchmark resources, and/or create their own text dependent questions with content specific vocabulary (with an emphasis on Phase 2 and 3) requiring students to analyze text before writing.

Benchmark Writing Instruction

*Teachers will first look over the Kindergarten Report Card Rubric to see the grading Quarter's Expectation for Kindergarten Writing that quarter.

*Teacher instructional steps below come from the Benchmark Advanced Reading Series

*All steps are not in every writing lesson each day in Kindergarten. Ex. Some days the lesson may not have independent writing due to a shared writing activity. Or some days you may not have to model the writing lesson, because you modeled the day before. Benchmark lays out the steps for each day of your lesson.

Engage Thinking

· Teachers will use Benchmark lesson plans as a guide to engage the students' thinking. Establish the focus and purpose of the lesson during engagement.

· Teachers will model how to unpack a prompt when a prompt is given. What is the prompt asking? What are going to show in our writing? This is the writing task AND the purpose for reading!

Model (when needed)

· Teachers will use Benchmark lesson plans as a guide to model how to draw, dictate, and/or write about an informational topic (Expository Writing), to express their opinion on a topic/text (Argumentative Writing), or to create a narrative with events in chronological order (Narrative Writing).

Guided Practice/Guide Shared Writing/Guide Interactive Writing

· Teachers will use Benchmark lesson plans as a guide to give students guided practice of the lesson modeled. Students will interact in shared and interactive writing during some lessons.

Independent Practice/Small groups

· Students will practice writing independently based on the lesson for the day. Teacher will pull some students as needed to a small group to give more guidance in the independent writing process.

Share and Reflect

· Teachers will use Benchmark lesson plans as a guide to help them learn to share their writing with others.
· Teachers will model how to present orally using complete sentences.

Conventions

*Teachers will use the Kindergarten Report Card Rubric to assess Conventions but they are not expected to be mastered until Quarters 3 and 4.

*Teacher will provide explicit instruction of conventions.

*Teachers will provide daily practice by modeling expectations and engaging in shared writing experiences.

Kindergarten Expectations for Conventions are as follows:

Skills to be mastered at this grade level are as follows:

- Begin each sentence with a capital letter and use ending punctuation.
- Capitalize the days of the week, the months of the year, and the pronoun I.
- Form regular plural nouns orally by adding /s/ or /es/.
- Use interrogatives to ask questions.

Skills to be implemented but not yet mastered are as follows:

- Capitalize proper nouns.
- Form and use simple verb tenses for regular verbs by adding the affix -ed.
- Form and use complete simple sentences.
- Use possessives.
- Use subject-verb agreement in simple sentences

Grades 1-4:

Teachers will follow the school-based writing plan while utilizing resources through Benchmark Advance with a focus on utilizing text dependent questions, text marking, and purposeful annotations in order to write through reading. Teachers will provide modeling through writing mini lessons, as well as time for guided practice of specific skills, independent practice, writing conference focused on specific skills, and opportunities for peer sharing and editing when appropriate.

1st grade writing will be integrated through Benchmark Advance. 1st grade writing will be assessed according to common grade level rubrics based on writing skills taught for each unit in Benchmark Advance. 2nd-4th grade will utilize the Benchmark Advance weekly Blueprints. These Blueprints lead to a writing assessment through the Culminating Task at the end of each unit. Grade levels will collaborate to create a common rubric based on the writing instruction during the unit. The components of the B.E.S.T. Writing Rubrics will be incorporated as appropriate. This will be a 70% grade at the end of each Unit. 1st-4th grade writing assessments/Culminating Tasks will be kept in a file portfolio throughout the year as a form of progress monitoring.

3rd and 4th grade teachers will incorporate a keyboarding program daily/weekly in preparation for the computer-based 4th grade state writing assessment. (2nd grade teachers will also participate if funding is available to purchase iPad keyboards.)

Focus Area	KG	1-2	3-4				
Unpacking the Task/Prompt	Student orally answer ?s Teacher models	Students use prompts I Benchmark (1 st) Students use the Blueprint (2 nd)	Same as 1-2, Students use STANS (4 th grade)				
Text Marking	Students determine possible codes and justify why they might work with the prompt Teachers model using this code for text marking	Students determine possible codes and justify why they might work with the prompt and then actually start marking their text	Same as 1-2				
Planning <i>(These documents can be found on the V: drive)</i> Asking the question- “why did we text mark that?” should lead directly into what students include in elaboration.	Everyone will unpack the PFO expectations for their level						
	Will use the 4-Square (Drawings) and Evidence- Elaboration (Words) (1 reason) Graphic Organizer <table border="1" data-bbox="436 1029 764 1110"> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> </table>					Will use Evidence- Elaboration (3 reasons) Graphic Organizer The goal is for students to add their own boxes as they find solid evidence to support their stand.	Will use Evidence- Elaboration (3 reason extended) Graphic Organizer The goal is to move away from a graphic organizer in 4 th and have students use their evidence and annotations (which turn into their elaboration).
Scaffolding from One Source to Multiple	For writing- 1 source, students should be taught	Two sources	Up to 4 sources 3 rd - Add more than 2 after the 1 st semester				

<p><i>(Sample Text Structure Graphic Organizer to assist students with understanding different texts can be found on the V: drive)</i></p> <p>Remember to ask the students- “why are these texts paired together?” This should have them to maintain their PFO throughout.</p>	<p>to pull evidence from both the words and pictures <i>(They should still be exposed to multiple sources in reading, but they are not required to write from multiple sources yet).</i></p>		<p>4th- Add more than 2 after the 1st quarter</p>
<p>Writing a Beginning/ Introduction</p>	<p>Beginning Students will be required to orient the reader to the topic</p>	<p>Introduction Students will be required to orient the reader to the topic and use a grabber/hook.</p>	<p>Introduction Same as 1-2- however this group will be asked to move away from onomatopoeias.</p>
<p>Writing an Ending/ Conclusion</p>	<p>Ending Students will be required to remind the reader about the topic</p>	<p>Conclusion Students will be required to paraphrase the introduction 2nd- Will also need to provide a synthesis</p>	<p>Conclusion Students will be required to paraphrase the introduction, provide a synthesis and extension.</p>
<p>Citing Evidence</p>	<p>Everyone will unpack the EE expectations for their level</p>		
	<p>Students will need to make sure their pictures and words match and summarize the main idea(s)/point(s) from the text</p>	<p>Students will be expected to summarize, paraphrase, or quote (a nod must be given to the source, but direct quotes aren't required until 5th grade).</p>	<p>Same as 1-2</p>
<p>Elaboration</p>	<p>Students will be expected to make connections to self/world/text or use a real-life example. Teachers will teach how the different types of elaboration can be used</p>	<p>Same as KG + figurative comparison (metaphor/analogy) Same as KG. Teachers will also start monitoring what type of elaboration techniques the students</p>	<p>Same as 1-2 + explaining cause and effect (If..., then...), making a comparison or contrast, using definitions Same as 1-2. During practice pieces, students</p>

	by labeling which technique they have used in their modeled and shared writing.	are using and adjust instruction appropriately.	will be required to identify which technique they are using with each elaboration.
Transitions	NA	Students are expected to use internal and external transitions	Same as 1-2
Content Specific (from the sources) Vocabulary	NA	Students should learn to use context clues to write definitions to content specific vocabulary in the margins and determine when to appropriately use these terms in their writing	Same as 1-2

Progress Monitoring			
Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Writing Workshops	Walk-throughs, lesson plans, PLC's	Frequently, ongoing	Teachers, admin

Evaluation Following Progress Monitoring Writing Assessment Grades 4-5
Baseline Data
Evaluation of Progress Monitoring Data:
Refinement of Instructional Practices:
Mid-Year Data

Evaluation of Progress Monitoring Data:

Refinement of Instructional Practices:

School Action Plan

ELA: Strategies & Programs to Support the Objectives

ELA Students Below Grade Level

ELA Interventions

Intervention/Title I Instruction:

Grade level ELA teachers will identify which students/small groups within a classroom are currently in need of Acceleration (remediation) support. Two of our Acceleration support staff will be pushing into 3rd and 4th grade classrooms to support learning through iReady and remedial support in Benchmark. These groups will be fluid throughout the year depending on the data and needs of the students. The support provided to 1st and 2nd grade will come from our 4 Special Area teachers. Our third Acceleration support staff member will work with our Kindergarten students 3 days per week.

All of these staff members will attend training on iReady/Benchmark remediation materials by our ELA coach and be provided directions by the classroom teacher on what students should be working on. Support shall be provided in the classroom through a “push-in” model so that students do not miss classroom instruction time. Push-in time will occur during station/small group time whenever possible. Classroom teachers are responsible for learning paths and instruction provided for ALL students.

Plan of Care Tutoring will be available to students identified by teachers before and after school.

Progress Monitoring

Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Push-in support using iReady materials	PLC conversations, data tracking by teacher, walk-throughs	Routinely, ongoing	Teacher, admin
Push-in support using Benchmark materials	PLC conversations, data tracking by teacher, walk-throughs	Routinely, ongoing	Teacher, admin

Evaluation Following Progress Monitoring Assessment

Baseline Data

Evaluation of Progress Monitoring Data:

Refinement of Instructional Practices:
Mid-Year Data
Evaluation of Progress Monitoring Data:
Refinement of Instructional Practices:

School Action Plan

Math

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

School Action Plan

Math: Strategies & Programs to Support the Objectives

Math Focus

Utilize data-driven academic growth strategies to emphasize interactive whole group instruction and small group instruction centered around students demonstrating mastery of math benchmarks through:

- Identify B.E.S.T. Standards benchmark components within the B.E.S.T. Instructional Guide for Mathematics (B1G-M) to support high-quality instruction for teaching and learning.
- Plan **interactive whole group** grade-level lessons utilizing approved instructional materials such as the 2022 adopted mathematics textbook and iReady materials to include scaffolding, student discourse, and formative/summative assessments.
- Strategic integration of manipulatives, tools, and/or or technology to support **engagement** of all students toward conceptual understanding

School Focus

Targeted School-based Professional Development:

1. New Teachers/Teachers Identified by Admin
 - New teacher onboarding as Introduction to Destin ES to include school expectations, vision, daily processes and procedures (Admin and school personnel)
 - Math: Introduction to the Basics of the Balanced Math Model, the B1G-M and OCSD Expectations (August 2022 and monthly thereafter) with Instructional Math Coach
 - All new teachers will be assigned a Mentor/Grade Level Support teacher to provide guidance and support.
 - Visit to Content Area Classrooms: Visit to other classrooms to observe best practices (quarterly or more frequently as requested) with Instructional Math Coach and/or mentor teacher.
 - Support of Instructional Math Coach: as needed
2. OCSD Central Message Professional Development (PD) by Grade Level: 3 times per year, ½ day PD followed by ½ day grade level common planning:
 - Identify B.E.S.T. Standards benchmark components within the B.E.S.T. Instructional Guide for Mathematics (B1G-M) to support high-quality instruction for teaching and learning. (Instructional Math Coach)
 - Plan interactive whole group grade-level lessons utilizing approved instructional materials such as the 2022 adopted mathematics textbook and iReady materials to include scaffolding, student discourse, and formative/summative assessments. (Instructional Math Coach)
 - Strategic integration of manipulatives, tools, and/or technology to support engagement of all students toward conceptual understanding. (Instructional Math Coach).

Math Classroom Instruction

Classroom Instruction:

- Destin Elementary School uses the Florida Benchmarks for Excellent Student Thinking (B.E.S.T.) Math Standards to drive our instruction. The Best Instructional Guide for Mathematics (B1G-M) supports high-quality instruction for teaching and learning.
- Teachers will continue to implement various components of the Balanced Math Model while embedding the Mathematical Thinking and Reasoning Standards (MTRs).
- All components of the Balanced Math Model should be driven by data to address learning loss and accelerate student learning.
- Using the OCSD grade level pacing guides, Savvas *enVision* math textbook, and the B1G-M
- Teachers will implement the various components of the Balanced Math Model, embed the Mathematical Thinking and Reasoning Standards (MTRs), use DOK Level 2 & 3 questions, and set classroom norms during their math block.
- All components of the Balanced Math Model should be driven by data to address learning loss and accelerate student learning.

During Interactive and Engaging Whole Group Grade Level Lessons:

- Learning targets will be provided to students that tell them “what, how, why how” (what they are learning, what activities/assignments they will be using to learn, why they are learning this and how they will be assessed).
- Scaffolding – what do the students need to know before you can teach this lesson? This could mean that you review math vocabulary terms, or even a previously taught math skill.
- Instruction will be driven by multiple formative assessment approaches to check for understanding. Exit slips, independent work, math talks, and student conferencing are a few other methods of assessing a student’s knowledge level. (include as many of the senses into the lessons as possible (visual, auditory, kinesthetic, etc.)
- Benchmarks and skills will be spiraled and frontloaded.
- Students will actively participate in effortful learning both individually and collectively (cooperative learning).
- Understanding will be demonstrated by representing problems in multiple ways.
- Mathematical fluency will be a regular classroom practice
- Discussions will reflect on the mathematical thinking of self and others (student discourse).
- Use patterns and structure to help understand and connect mathematical concepts.
- Assess the reasonableness of solutions.
- Apply mathematics to real-world contexts.
- Use mathematical vocabulary to express ideas and engage in mathematical discourse.
- Use manipulatives and models appropriately.

- Check and make sure to align your mini lesson(s) with the grade level summative assessment(s).

During Purposeful, Targeted, Small Group Instruction:

1. Monitor students during mini lessons to determine who is mastering the lesson and who will need remediation. Interactive student learning goals can help with this. Exit slips, independent work, math talks, and student conferencing are a few other methods of assessing a student's knowledge level.
2. Use the following criteria based on the most recent i-Ready Diagnostic/FAST progress monitoring to determine how often to meet with students:
 - Students Who Score 2 or More Grade Levels Below: Daily during the math block.
 - Students Who Score 1 Grade Level Below: 3 times each week (at a minimum).
 - Students Who Score On or Above Grade Level: 1 time each week (at a minimum).

During their Daily Routines:

Taking into consideration all of the components of a math block, create routines and procedures that you want the students to be able to complete on their own without your guidance, and get into the routine of knowing what to expect from your lessons. Plan and teach these routines and procedures to your students to help your math block run smoothly. The more independent your students are, the more time you will have to work with small groups of students.

- Teachers will:
 - Use high-yield routines (examples found in *enVision* teacher editions).
 - Facilitate student-led discussions and prompt students to explain their reasoning.
 - Support students to represent and relate mathematical solutions orally, visually, and with tangible objects.
- Students will:
 - Engage with mathematics through number talks and various high yield routines.

During their Daily Fluency:

Fluency practice is something that should be quick and easy and happen every day. It doesn't have to stand alone in its own chunk of a math block, it can be part of a small group or station, but it is important.

Use standards to find out specific fluency skills required. Fluency Instruction and Practice should occur daily and include:

- Math discourse, daily number talks, purposeful spiraling and front loading of skills

- Using the Savas *enVision* adopted textbook and the B.E.S.T. Instructional Guide for Mathematics (B1G-M), the three stages of fluency (exploration, procedural reliability, and procedural fluency) instruction should be focused on:
 - Exploration Stage: use of manipulatives, visual models, discussions, estimations, and drawings
 - Procedural Reliability Stage: Students will develop their own reliable method with assistance from their teacher
 - Procedural Fluency: Using skills from the Procedural Reliability Stage, students will become efficient and accurate with a procedure including a standard algorithm.
 - Automaticity/Recall: This stage includes the direct recall of basic arithmetic facts from memory, and usually results from repetition and practice
 - What type of daily practice do you want your students exposed to? For example, timed worksheets, flashcards, apps/computer programs, etc.

During Standards-Based Stations:

- Stations are typically small groups of students working with each other or independently to complete a task. Examples of stations could be: technology, partner work, fluency practice, independent work, math games, forward and/or backwards spiraling activities, etc.
- “Small group” is typically referred to the group of students whose station is “teacher time.” This is the teacher(s) opportunity to remediate lessons with struggling students or practice some enrichment lessons with students who are already mastering the current mini lesson skills. Small groups can be comprised of same-level-learners or mixed-ability-learners.
- Students will engage in differentiated station tasks with accountability to include spiraling based on learning goals and data. Stations will be created using approved resources such as the i-Ready Teacher Toolbox, Personalized Online Instruction, Prerequisite Report and Instructional Groupings Report to differentiate stations and small groups. (iReady, FAST, formative assessments, etc.).
- Stations and Small Groups - Stations and small group is the time to divide your students into smaller groups in order to remediate and enrich. iReady diagnostic assessments and teacher driven formative assessments can help determine who needs to be grouped together.

iReady

iReady will be used as a resource to close learning gaps, accelerate learning, and address the individual needs of students working below, at, and above grade level.

- Students’ iReady Online Personalized Paths will be monitored at least weekly for AMP:
 - **A = Alerts:**

- Yellow or Red flag - require investigation and remediation.
- Red flag – reset lesson
- **M = Minutes:**
 - Students will work on their Online Personalized Path for the recommended weekly usage by grade level:
 - Kindergarten: 30 minutes/week for 1st semester. Increasing to 30-49 minutes/week 2nd semester
 - Grades 1-5: 30-49 minutes/week
- **P = Passing:**
 - Passing rates are 75% or higher (year-to-date completed lessons).
 - Passing rates will be monitored weekly to determine if students are working at their instructional level.
- Online Personalized Paths will be adjusted (in consultation with the Instructional Math Coach) based on the following:
 - Achievement of consecutive scores of 100 in a particular domain
 - Completion of lessons well under the suggested timeframe
 - Demonstration of skill during classroom instruction.

Progress Monitoring			
Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Interactive and Engaging Whole group instruction	Walk-throughs/PLC's	Ongoing	Admin and teachers
Small Group instruction	Walk-throughs/PLC's	Ongoing	Admin and teachers
Standards-Based Stations	Walk-throughs/PLC's	Ongoing	Admin and teachers
Daily Math Fluency	Walk-throughs/PLC's	Ongoing	Admin and teachers

Evaluation Following Progress Monitoring Assessment
Baseline Data
Evaluation of Progress Monitoring Data:

Refinement of Instructional Practices:

Mid-Year Data

Evaluation of Progress Monitoring Data:

Refinement of Instructional Practices:

School Action Plan

Math: Strategies & Programs to Support the Objectives

Math Students Below Grade Level

Math Interventions

Intervention/Title I Instruction:

Grade level math teachers will identify which students/small groups within a classroom are currently in need of Acceleration (remediation) support. Our 2 Acceleration support staff will be pushing into 3rd and 4th grade classrooms to provide additional small group learning using iReady and remedial support provided by Savaas. These groups will be fluid throughout the year. This same support will be provided to 2nd and 3rd grade will come from our 4 Special Area teachers. Our third Acceleration support staff member will work with our Kindergarten students 3 days per week.

All of these staff members will attend training on iReady and be provided direction by the classroom teacher on what students should be working on. Support shall be provided in the classroom through a “push-in” model so that students do not miss classroom instruction time.

Plan of Care Tutoring will also be available to students identified by teachers before and after school.

Progress Monitoring

Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Push-in support using iReady remediation materials	Walk-throughs, data review, classroom assessments	Routinely, ongoing	Teacher, admin
Push-in support using materials from	Walk-throughs, data review, classroom assessments	Routinely, ongoing	Teacher, admin

Evaluation Following Progress Monitoring Assessment

Baseline Data

Evaluation of Progress Monitoring Data:

Refinement of Instructional Practices:

Mid-Year Data

Evaluation of Progress Monitoring Data:

Refinement of Instructional Practices:

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 %.

School Action Plan

Science: Strategies & Programs to Support the Objectives

Science Focus

Utilize data-driven academic growth strategies to emphasize interactive whole group instruction and cooperative learning opportunities centered around students demonstrating mastery of science standards through:

- Deliver instruction that fosters *student engagement* via meaningful interactions with scientific text, including pictures, data charts and graphs, to include purposeful text dependent questions (TDQ), text marking, annotating, graphic organizers and teacher to student and student to student interactions.
- Utilize the 5E Instructional Model to create *interactive whole group instruction*.
 - **Engage** – Foster interest and create a common experience to build on.
 - **Explore** – Opportunity for students to examine a concept using concrete hands-on experiences.
 - **Explain** – Instruction to help students synthesize new knowledge and ask questions to further clarification.
 - **Elaborate** – Activity for students to apply what they have learned.
 - **Evaluate** – Formative or summative assessment.
- Strategic use of innovative technology as an instructional tool (i.e., Instructional applications, Study Island, Canvas, Apple Classroom etc.).

School Focus

Targeted School-based Professional Development:

A grade level rep from each grade will attend the District's Central Message PD on Sept. 30 and on Feb. 24th and bring back information to their grade level.

School-based PD on Study Island for our 3rd and 4th grade science teachers during 1st quarter.

Teachers present PD to others on using Generation Genius as a support to science instruction.

Science Classroom Instruction

Classroom Instruction:

Teachers will use the district created pacing guide to ensure they are covering the correct standards in the correct sequence and are able to teach all standards for their grade level within the school year. Each teacher will receive a printed copy of the pacing guides for their grade level.

Teachers will use study island to gauge individual students' mastery prior to testing on a topic.

Interactive whole groups will utilize interactive notebooks, K-2nd pacing guides and hands on activities (suggestions can be found in the back of the pacing guide)

3rd –4th will use district created pacing guides, Study Island (grade level reps will be trained in study island) and hands on activities (suggestions can be found in the back of the pacing guide)

During instruction, incorporate charts, graphs, pictures, data and text. Students should be interacting, moving around and engaged with materials and instruction. Integrate technology where able. Our school has purchased Generation Genius to help with the incorporation of technology through videos and weekly hands on activities. Emphasis should be placed on the “Essential Questions” of the unit and vocabulary.(can be found in the pacing guide)

Teach using backward design, which means to look at how students will be assessed on the material and design your instruction and activities back from that. Continue to use the 5 E’s which are ENGAGE, EXPLORE, EXPLAIN, ELABORATE and EVALUATE with a focus on “Explore”.

DES will purchase Generation Genuis and Science Weekly to supplement the science curriculum.

Progress Monitoring			
Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Teach the 5 E’s using the district pacing guides.	Walk-throughs, lesson plans, classroom assessments	Routinely, Ongoing	Teacher, admin
Use Study Island to monitor student progress/mastery	Study island reports	Routinely, Ongoing	Teacher, admin

Evaluation Following Progress Monitoring Assessment

Baseline Data
Evaluation of Progress Monitoring Data:
Refinement of Instructional Practices:
Mid-Year Data
Evaluation of Progress Monitoring Data:
Refinement of Instructional Practices:

School Action Plan

CTE/STEMM: Strategies & Programs to Support the Objective

Describe how students are involved in CTE/STEMM activities at your school (e.g., clubs, programs, school initiatives, etc.)

Our 3rd and 4th grade students participate in an after school club, Littlebits Kid Code and our 4th grade participates in Drone team and Robotics. We have a STEM room in our library that has materials and computers where classes and individual students can come interact with stem manipulatives and programs such as virtual reality and computer-based programs. We are currently working on fundraising/grant writing to be able to purchase a 3-D printer for students to interact with. We are working with Mathnasium (a local tutoring service) to provide a math/science night for students to attend with their parents and come into classrooms to support interactive labs to enhance learning. Last year, we were able to work with our PTO to purchase 34 Smart Boards to use for interactive classroom instruction. We plan another purchase this fall to finish outfitting all classrooms with this technology. We also have two 30 minutes blocks during the week where all grade levels incorporate critical thinking activities that often integrate technology.

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

Standard

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

Performance Standards Worksheet for Schools

The Performance Standards Worksheet contains all the Cognia™ Performance Standards and related Key Concepts. It was designed to help you prepare for your Accreditation Engagement Review by helping you to organize and document your evidences and artifacts around the Standards. It is not a required document and you are not required to share it with your Accreditation Engagement Review Team; however,

- It will help you organize your collective thoughts, documentation, and information sources.
- It can provide the team with introductory information about your institution. You can even submit it in workspace™ if you wish.
- It can help you with your **Improvement Journey**.

Each Cognia Performance Standard is defined by five or more Key Concept statements representing the elements of the i3 Rubric. The elements are as follows: Engagement (EN), Implementation (IM), Results (RE), Sustainability (SU) and Embeddedness (EM). The i3 Rubric is a change management tool that can help you determine how your improvement initiatives are progressing. The Accreditation Engagement Review Team will use the i3 Rubric to evaluate the degree to which your institution meets the Cognia Performance Standards

You might find it helpful to turn the Key Concept statements into questions. For example, read the first Key Concept in Standard 1.1 below:

- *“The institution provides opportunities for representative internal and external stakeholder groups to build a commitment to the institution’s purpose statement.”*

You might rephrase that as:

- *“How do we provide opportunities for representative internal and external stakeholder groups to build a commitment to our purpose statement?”*

Beside each Key Concept is a placeholder for you to add evidences and artifacts about your institution related to the Key Concept. Answering the questions contained can help to guide your discussion with key stakeholders. In addition, you may want to ask the following:

- *What are our practices and procedures?*
- *How do we know how we are doing?*
- *What documentation do we have?*
- *Who (e.g. students, teachers, parents, etc.) can speak to this statement?*

In your notes, you may want to:

- describe your processes and practices
- reference documents you will provide in your workspace

- identify stakeholder groups with whom the Accreditation Team could talk
- provide “look fors” the Team might see during observations.

Completion of this document, if you choose to do it, will work best if you break it into small “chunks.” You may want to have different small groups or committees review and respond to different sections or certain Standards. If you use it as a running record of your Improvement Journey, keep a copy posted where people can access it, add to it, update it, and make changes.

Do not create documents or other information just to list in this document! If you have difficulty identifying any information for a Key Concept (or you simply do not want to), don’t worry about it; just leave it blank. Please keep your notes concise and targeted directly to the Key Concept statements. Also, do not worry about rating yourself at the highest levels, even if you plan to give the document to the Accreditation Team. The Team will appreciate your candidness and transparency, and your rating will not affect how the Accreditation Team rates the Standards.

The Cognia Glossary of Terms and the School and System Evidence Guide are helpful documents as you begin to engage your stakeholders in completing the Performance Standards Worksheet.

If you like, you can use the “Rating” column to rate your institution from 1 to 4 (see the scale below). Make sure the information you provide supports your rating. And please keep in mind that, while the Engagement Review Team will *review* your ratings if you provide them, they are not required to *concur* with your ratings.

Key Concept Rating Scale	
Score	<i>In support of the degree to which our institution meets this Key Concept:</i>
1	we have little or no information, and/or we do not engage in this activity.
2	we have some information, and/or we engage in this activity minimally.
3	we have high-quality information, and/or we partially engage in this activity.
4	we have multiple sources of high-quality information, and/or we fully engage in this activity.

Here’s a sample of what you could include in your descriptions.

1.7 Leaders implement operational processes and procedures to ensure organizational effectiveness in support of teaching and learning.			
i3	Key Concept (What are we looking for?)	Information (How do we know? What are our practices and procedures? What documentation do we have? Who can speak to this statement?)	Rating
EN	All staff use documented standard operating procedures (SOPs) and practices related to the policy and general organizational operational processes	Teacher, Student, and Parent Handbooks document SOP’s. Human Resources Manual, Security and Crisis Management Plan, Technology Plan all document procedures.	4
IM	SOPs are implemented, monitored and adjusted to ensure effective and efficient operations	Teachers, parents, and students all sign the Handbooks. Every year we update/adjust the handbooks, Security Plan and Technology Plan.	2
RE	Data are analyzed and used to evaluate effectiveness and inform the review and revision of SOPs	We do not have data to support the effectiveness of the handbooks or Security and Technology plans.	1

SU	Longitudinal data and evidence from the analysis of SOPs show growth and improvement in effective and efficient implementation of routine operations	Perhaps yearly surveys would guide the discussions on these when we update them (consider as part of Continuous Improvement Plan Goal)	1
EM	All staff consistently hold each other accountable to the adherence and application of SOPs to ensure effective and efficient routine operations	Routines and SOP's are in place and staff routinely follow them. Improving data collection on SOP's might drive more improvement.	2

2.2	The learning culture promotes creativity, innovation and collaborative problem-solving.		
i3	Key Concept (What are we looking for?)	Information (How do we know? What are our practices and procedures? What documentation do we have? Who can speak to this statement?)	Rating
EN	All learners engage in projects and inquiry-based activities across courses and subjects	Cross curriculum instruction is a regular in the classroom across all grade levels. Lesson Plans and teacher evaluations are evidence of these collaborative problem-solving activities.	3
IM	Educators implement specific actions and instructional activities to ensure learner engagement and development of creative, innovative, and problem-solving skills The institution executes processes to monitor the quality of the implementation of learning experiences that promote creativity, innovation and collaborative problem solving	Cross curriculum instruction is a regular in the classroom across all grade levels. Lesson Plans and teacher evaluations are evidence of these collaborative problem-solving activities. The SPP documents and provides evidence of the plan to implement and monitor these activities. Increasing technology to 1 to 1 has helped in providing these innovative opportunities.	3
RE	Data are collected, analyzed and used to measure the development of creativity, innovation and problem-solving of learners eProve™ (eleot®) (A4, B2, B4, D2, D4, G2, G3)	Evidence of this is not formally tracked outside of the SPP and iReady student growth data. Classroom data tracking in terms of grades and grading categories is trackable by students and teachers but not school-wide.	2
SU	Longitudinal results demonstrate growth and improvement in the development of creativity, innovation, and problem solving of learners	Evidence of this is not formally tracked outside of the SPP and iReady student growth data. Classroom data tracking in terms of grades and grading categories is trackable by students and teachers but not school-wide.	2
EM	Educators demonstrate shared beliefs about learner engagement and development of creative, innovative, and problem-solving skills in all courses and subjects	Cross curriculum instruction is a regular in the classroom across all grade levels. Lesson Plans and teacher evaluations are evidence of these collaborative problem-solving activities. Extra-Curricular STEMM programs to include Drone Team , Robotics Team , and Kid's Code are in place to support this initiative. InfinitiD Program implementation .	3