



Date Submitted: September 24, 2015

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

20₁₅- 20₁₆

SAC funds in the amount of \$_____, will primarily be used for _____

School Name: Kenwood Elementary

Legend

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

AICE	Advanced International Certificate of Education	MtSS	Multi-tiered System of Supports
AMO	Annual Measurable Objectives	NGSSS	Next Generation Sunshine State Standards
AP	Advanced Placement	NCLB	No Child Left Behind
DA	Differentiated Accountability	PERT	Postsecondary Education Readiness Test
DEA	Discovery Education Assessment	PMP	Progress Monitoring Plan
ED	Economically Disadvantaged	PMS	Progress Monitoring System
ELA	English Language Arts	POC	Plan of Care
ELL	English Language Learners	PPP	Pupil Progression Plan
EOC	End of Course Exam	PSAT	Preliminary Scholastic Aptitude Test
ESE	Exceptional Student Education	SAC	School Advisory Council
FAIR	Florida Assessment for Instruction in Reading	SAI	Supplemental Academic Instruction
FCAT	Florida Comprehensive Assessment Test	SAT 10	Stanford Achievement Test
F/R	Free & Reduced	SESAT	Stanford Early School Achievement Test
FS	Florida Standards	SINI	Schools in Need of Improvement
FSA	Florida Standards Assessment	SPP/SIP	School Performance Plan/School Improvement Plan
IB	International Baccalaureate	SWD	Students with Disabilities
IEP	Individualized Education Program	VE	Varying Exceptionalities
IPDP	Individualized Professional Development Plan		

Angie Vaughan
 Principal's Signature

Ana Mettler
 SAC Chairperson's Signature



Okaloosa County School District

Vision Statement:

We inspire a lifelong passion for learning.

Mission Statement:

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

Core Values:

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

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

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

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

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

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

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

School Performance Team

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

Name	Title
Angie Vaughan and Joan Pickardl	Principal and Assistant Principal
Traci McDonough	Klndergarten- June and July
Marilyn Vu, Keri Howell	1st Grade- June and July
Karen Osborn, Toni Herbert, Crystal Cheeseman	2nd Grade- June and July
Michelle Mundy, Taffy McSheehy, Amy Kane	3rd Grade- June and July
Debbie Morris, Jenny Calderone	4th Grade- June and July
Chrystal Ramer	Special Areas /ESE- June and July
Pam Burns, Nikki Muckridge, Michele Bridwell	5th Grade - June and July
SAC Members	SAC Members August 25, 2015
All Teachers	Faculty Meeting August 27th, 2015
SPP Committees	August 10, 11, 12, 2015
SPP Workgroups-Kenwood Teachers	Quarterly Throughout the School Year 2015-2016

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

Kenwood’s School Performance Plan process included the opportunity for all school and community stakeholders to review school data and develop the plan based on that data in alignment with the Okaloosa County School Districts focus areas for ELA, mathematics, and science that includes specific plans in these areas for all students, Level 1 and 2 students, Level 4 and 5 students, Students with Disabilities (SWD), English Language Learners (ELL), and other subgroups within the school population. The following steps were part of this process:

May 20, 2015 SAC members were advised of SPP work-group dates and were given the opportunity to provide input into the 2015-2016 SPP.

June 1-5 – all teachers were provided a questionnaire to complete to include PD needs for next year, analysis of DEA scores to identify strengths and weakness and provide input on strategies they used which attributed to success and strategies they intended to use next year to address weaknesses. Teachers provided this input for all students, and then for specific subgroups.

Workgroups met in June and July with Mrs. Vaughan, Mrs. Pickard, and the district science specialist. June 11, 2015 a workgroup of teachers and administration attended SPP District Training.

Teachers and SAC members met in August to write and review the SPP with quarterly dates set to progress monitor its implementation in 2015-2016.

School Profile

Kenwood Elementary School was founded in 1968 and opened as a neighborhood kindergarten through sixth grade school. Today Kenwood is the learning environment for students ages 3 through 5th grade. Due to changing demographics, Kenwood has been designated as a Title I school since 2009. The faculty, staff, volunteers, and parents of Kenwood have set high standards of academic achievement for all students. Working together, we expect our students to consistently achieve their academic and personal goals.

Our faculty reflects the diversity of our students. Most of Kenwood's students are provided instruction in the general education classroom. In addition to discretionary funds, Title I and IDEA funds teachers, classroom assistants, and instruction materials for reading, mathematics, and writing for struggling students. Students with Disabilities (SWD) are provided developmentally appropriate academic instruction and/or support from teachers who are highly qualified and certified in Exceptional Student Education and Gifted/Talented students are provided enrichment facilitated by Gifted Endorsed staff. An ESOL Interpreter provides academic support to English Language Learners (ELL) students.

All students participate in physical education for 45 minutes, four days per week and 45 minutes of art once weekly to provide experiences in the fine arts. A full time media assistant makes available to students developmentally appropriate print and digital media. The school counselor supports students' social, emotional and behavior growth, coordinates the MTSS process, and along with the assistant principal is the schools test coordinator. In addition, she coordinates community resources for disadvantaged students. Mentors will be provided to fifty (50) students throughout the school year. After school and before school tutoring is provided through District and Title I funds and by teachers who volunteer their time to assist students.

Kenwood supports STEMM through the utilization of the Civil Air Patrol ACE (Aerospace Connections in Education) program in which supplementary curriculum is proved to all students. Intermediate grade students will participate in math and science activities at the STEMM Center and Armament Museum facilitated by teachers who have Engineers for America training, as well as participate in the Grasses in Classes and Biofilia programs.

Community and Parent Awareness

Kenwood Elementary													
0621		Strongly Agree		Slightly Agree		Slightly Disagree		Strongly Disagree		No Opinion		Total Responses	
		2015	2014	2015	2014	2015	2014	2015	2014	2015	2014	2015	2014
1. My child's school emphasizes academic performance as the number one priority.		90%	81%	6%	14%	0%	3%	0%	1%	4%	1%	48	78
2. Our principal is an effective leader who meets the needs of our students.		81%	69%	15%	18%	0%	6%	2%	4%	2%	3%	48	77
3. As a parent, I am made aware of the curriculum program for my child's grade level or course.		65%	69%	31%	22%	2%	5%	2%	3%	0%	1%	48	78
4. The school uses a variety of methods for parent communication.		71%	68%	21%	24%	8%	6%	0%	1%	0%	0%	48	78
5. Parent input is valued at my child's school.		73%	71%	19%	19%	4%	3%	0%	4%	4%	4%	48	78
6. Clear expectations of conduct and behavior are communicated to my child.		88%	87%	8%	12%	0%	1%	0%	0%	4%	0%	48	78
7. My child's school maintains a safe environment.		90%	86%	6%	14%	2%	0%	0%	0%	2%	0%	48	78
8. Homework is used to reinforce what is taught in the classroom.		83%	81%	11%	15%	4%	1%	2%	3%	0%	0%	47	78
9. My child's school treats everyone fairly, regardless of race, economic status, or other relationships.		81%	74%	10%	14%	0%	1%	0%	5%	8%	5%	48	78
10. School funds are used to support the school in a financially responsible manner.		79%	67%	10%	17%	0%	3%	0%	4%	10%	10%	48	78
11. As a parent, I feel welcome at my child's school.		85%	79%	15%	13%	0%	0%	0%	5%	0%	3%	48	78
12. The guidance department at my child's school provides for the educational success of my student.		56%	59%	10%	9%	4%	5%	2%	5%	27%	22%	48	78
13. I am satisfied that my child's teachers do a good job educating my child.		79%	85%	13%	13%	6%	0%	2%	3%	0%	0%	48	78
14. My child's school is well maintained.		81%	77%	17%	19%	0%	3%	0%	0%	2%	1%	48	77
15. The amount of time required for my child's homework assignments is appropriate.		72%	76%	21%	15%	2%	5%	2%	3%	2%	1%	47	78
16. The health services provided at my child's school support his/her wellness.		74%	63%	9%	19%	4%	4%	0%	1%	13%	13%	46	78
Total Survey Results		78%	74%	14%	16%	2%	3%	1%	3%	5%	4%		

Community and Parent Awareness

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

The results of the survey reflect that 95% or more of those surveyed feel that:

Their child's academic performance is a priority, the principal is an effective leader, they are made aware of their child's grade level curriculum requirements, expectation of their child's conduct is clear, they are made to feel welcome, the school is well maintained.

95-94% of parents agree that:

the amount of time for homework is appropriate, they are satisfied with their child's teacher, the school treats everyone fairly regardless of economic status, ethnicity, etc., homework is used to reinforce what is learned in the classroom, the school values parent input, the school uses a variety of methods to communicate with families.

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

The survey reflects that there is a need to improve the awareness of the role of the guidance department/school counselor with regard to the services provided to students and families, as well as the role of the Health Technician and the services provided to students and families.

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

School Webpage, School Calendar, Parental Involvement Newsletters, Parent Resources, School Monthly Newsletter, Blackboard Connect Phone Calls, School Marquee, Grade Level and Teacher Newsletters, Student Planners and Special Events Flyers, Grade Level and School Wide Parent Meetings and Trainings, Grade Level Open House Curriculum Events, Teacher-Parent Conferences during the first quarter with follow up conferences as needed

Historical School Grade Data

Elementary School	School Year	Grade	Reading Proficiency*	Adjusted Reading Proficiency	Math Proficiency*	Adjusted Math Proficiency	Writing Proficiency*	Adjusted Writing Proficiency	Science Proficiency	Reading Learning Gains	Math Learning Gains	Reading Learning Gains for Low 25%	Math Learning Gains for Low 25%	Total Points Earned (Including Adjusted Points)	Total Points Possible	Did this School Benefit from the One-Letter-Grade-Drop Protection?*	Free or Reduced Lunch Rate*	Minority Rate*
Kenwood	2013	B	70	70	68	68	44	44	68	64	68	61	55	498	800	NA	57	35
District	2013		68	70	62	65	54	57	64	66	68	65	66	521	800		54	35
State	2013		58	61	58	60	56	59	53	65	64	66	62	491	800		68	61

Kenwood	2014	A	68	68	68	68	20	20	75	75	74	80	90	550		NA	56	37
District	2014	A	68	68	65	65	48	48	63	70	72	74	73	533		NA	52	36
State	2014	B	59	60	59	60	53	54	54	68	66	71	64	497			66	61

Elementary School	School Year	Achievement			Learning Gains				Overall Percentage	Grade	Free or Reduced Lunch Rate*	Minority Rate*
		% English/Language Arts (includes Writing)	% Mathematics	% Science	% English/Language Arts (includes Writing)	% Mathematics	% English/Language Arts: Low 25%	% Mathematics: Low 25%				
Kenwood	2015											
District	2015											
State	2015											

***Percentages not Counted in Calculation**

Note: State and District Averages are Calculated per School Type (Elementary, Middle, High, Combination)

School Action Plan

ELA: Reading & Writing

District AMO:	The percent of Okaloosa County students who will be proficient in reading as defined by the State of Florida on the Florida Standards Assessment Test will be at least %.
District Goal:	Students shall demonstrate reading proficiency at or above the expected grade level.
Highly Qualified Status Administrators (Title I):	

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

DEA Reading Proficiency (By Grade)

ELA (Reading): Data

DEA ELA		PROFICIENCY (Based on Common Core Assessment)															
K	# Students Tested	Achievement Levels				% Proficient	Gender		Ethnicity						Status		
		LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4-5		M	F	A	B	H	I	M	W	ESE	ELL	F/R
2013 Post Test (C)	110	13%	23%	29%	35%	65%	68%	61%	40%	30%	50%		77%	67%	25%	50%	53%
2014 Post Test (C)	110	16%	14%	41%	29%	70%	65%	76%	100%	58%	55%		60%	76%	61%	17%	61%
2015 Post Test (C)	102	9%	14%	41%	36%	77%	78%	77%	100%	64%	0%	100%	71%	87%	57%	33%	67%
District 2015	2,400	8%	16%	42%	34%	76%	71%	81%	66%	59%	71%	45%	75%	81%	56%	60%	70%

DEA ELA		PROFICIENCY (Based on Common Core Assessment)															
Grade 1	# Students Tested	Achievement Levels				% Proficient	Gender		Ethnicity						Status		
		LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4-5		M	F	A	B	H	I	M	W	ESE	ELL	F/R
2013 Post Test (C)	105	4%	12%	35%	49%	84%	82%	86%	67%	68%	75%	50%	83%	90%	63%	0%	78%
2014 Post Test (C)	105	6%	18%	29%	48%	76%	75%	77%	67%	71%	50%		76%	78%	50%	20%	69%
2015 Post Test (C)	123	0%	31%	43%	26%	69%	66%	73%	100%	29%	56%		76%	75%	52%	40%	60%
District 2015	2,370	0%	23%	51%	25%	76%	73%	80%	84%	66%	72%	75%	73%	79%	59%	57%	70%

DEA ELA		PROFICIENCY (Based on Common Core Assessment)															
Grade 2	# Students Tested	Achievement Levels				% Proficient	Gender		Ethnicity						Status		
		LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4-5		M	F	A	B	H	I	M	W	ESE	ELL	F/R
2013 Post Test (C)	99	19%	33%	21%	26%	47%	48%	46%	0%	25%	57%		63%	47%	19%	0%	38%
2014 Post Test (C)	103	7%	18%	37%	38%	75%	66%	83%	67%	71%	80%	50%	80%	75%	50%	25%	71%
2015 Post Test (C)	96	2%	27%	40%	31%	71%	59%	82%	100%	33%	33%		79%	74%	40%	33%	66%
District 2015	2,351	3%	22%	51%	25%	76%	72%	80%	93%	60%	70%	80%	74%	79%	53%	58%	69%

DEA ELA		PROFICIENCY (Based on Common Core Assessment)															
Grade 3	# Students Tested	Achievement Levels				% Proficient	Gender		Ethnicity						Status		
		LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4-5		M	F	A	B	H	I	M	W	ESE	ELL	F/R
		2013 Post Test (C)	91	20%	24%		24%	32%	56%	55%	58%	100%	39%	100%		36%	63%
2014 Post Test (C)	87	13%	14%	34%	39%	74%	72%	75%	100%	58%	67%		86%	73%	41%	0%	70%
2015 Post Test (C)	99	7%	21%	40%	31%	72%	69%	74%	75%	64%	60%	50%	75%	74%	36%	0%	67%
District 2015	2,364	4%	24%	40%	31%	71%	68%	74%	91%	61%	60%	50%	68%	74%	47%	33%	62%

DEA ELA		PROFICIENCY (Based on Common Core Assessment)															
Grade 4	# Students Tested	Achievement Levels				% Proficient	Gender		Ethnicity						Status		
		LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4-5		M	F	A	B	H	I	M	W	ESE	ELL	F/R
		2013 Post Test (C)	98	6%	32%		22%	40%	62%	62%	62%		36%	67%		67%	67%
2014 Post Test (C)	38	29%	47%	21%	3%	24%	19%	29%	0%	17%	50%		50%	21%	38%	50%	26%
2015 Post Test (C)	81	6%	15%	63%	16%	79%	73%	85%	100%	75%	86%	100%	82%	76%	38%	67%	73%
District 2015	2,067	2%	13%	58%	27%	85%	84%	86%	73%	76%	76%	100%	86%	87%	64%	59%	78%

DEA ELA		PROFICIENCY (Based on Common Core Assessment)															
Grade 5	# Students Tested	Achievement Levels				% Proficient	Gender		Ethnicity						Status		
		LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4-5		M	F	A	B	H	I	M	W	ESE	ELL	F/R
		2013 Post Test (C)	94	5%	20%		29%	46%	74%	67%	83%	100%	83%	75%		69%	74%
2014 Post Test (C)	22	27%	23%	41%	9%	50%	60%	42%		50%	0%		33%	70%	38%		36%
2015 Post Test (C)	78	4%	18%	50%	28%	78%	75%	82%	100%	63%	100%		85%	80%	54%	100%	76%
District 2015	2,105	4%	19%	50%	27%	78%	75%	80%	79%	62%	70%	88%	75%	81%	51%	47%	69%

DEA ELA		Common Core STRANDS (Average score for each subgroup)												
K	All Students		Gender (%)		Ethnicity (%)						Status (%)			
	# Students Tested	Overall %	Male	Female	A	B	H	I	M	W	ESE	ELL	F/R	
Foundations	2103	110	68	66	69	78	58	76	73	66	52	60	64	
	2014	110	76	75	78	82	74	66	71	79	69	56	72	
	2015	102	84	86	82	100	75	83	100	80	87	75	86	81
	District	2,400	85	83	87	83	79	81	79	84	86	75	79	82
Literature	2103	110	48	48	48	53	45	33	51	48	39	38	45	
	2014	110	60	56	65	75	58	56	58	60	50	36	56	
	2015	102	73	74	71	100	69	30	100	71	76	66	47	65
	District	2,400	73	70	76	72	64	71	71	72	76	62	63	69
Language	2103	110	63	61	66	55	48	63	62	67	53	38	56	
	2014	110	72	70	74	88	60	73	68	74	71	63	66	
	2015	102	69	71	67	88	61	44	100	66	73	55	57	64
	District	2,400	67	66	69	66	59	66	61	67	69	59	59	64
Information	2103	110	38	39	38	33	30	25	38	41	32	21	38	
	2014	110	47	46	48	70	40	35	48	49	43	37	44	
	2015	102	58	57	59	75	54	31	75	51	62	46	46	49
	District	2,400	56	54	57	55	47	52	50	51	58	47	47	51

DEA ELA		Common Core STRANDS (Average score for each subgroup)												
Grade 1	All Students		Gender (%)		Ethnicity (%)						Status (%)			
	# Students Tested	Overall %	Male	Female	A	B	H	I	M	W	ESE	ELL	F/R	
Foundations	2103	105	77	77	76	61	71	71	58	75	80	76	25	75
	2014	105	78	78	78	72	81	75	76	79	71	60	76	
	2015	123	76	76	76	92	66	74	76	77	63	70	72	
	District	2,370	78	76	79	81	73	75	83	77	79	70	71	76
Literature	2103	105	64	62	65	55	50	50	58	72	68	53	33	58
	2014	105	68	69	68	72	50	59	64	73	55	36	65	
	2015	123	76	72	79	100	63	58	84	77	56	70	72	
	District	2,370	81	79	84	87	76	78	83	80	83	70	74	78
Language	2103	105	77	73	82	75	66	69	63	83	81	69	38	74
	2014	105	84	82	85	92	82	75	84	84	70	65	80	
	2015	123	62	58	66	100	41	57	62	66	54	36	56	
	District	2,370	67	65	68	71	60	62	62	65	69	59	54	63
Information	2103	105	75	78	72	50	66	67	92	89	78	73	58	73
	2014	105	74	73	74	83	57	67	77	74	63	53	72	
	2015	123	74	73	75	100	62	61	79	75	70	50	67	
	District	2,370	77	75	79	80	71	73	74	77	79	69	67	73
Writing	2103	105	49	50	48	58	45	13	38	54	52	44	25	49
	2014	105	57	61	54	42	57	75	59	57	44	50	53	
	2015	123	73	73	73	88	57	64	78	75	63	60	69	
	District	2,370	74	71	76	73	66	69	83	73	76	67	63	70

DEA ELA		Common Core STRANDS (Average score for each subgroup)												
Grade 2	All Students		Gender (%)		Ethnicity (%)						Status (%)			
	# Students Tested	Overall %	Male	Female	A	B	H	I	M	W	ESE	ELL	F/R	
Foundations	2103													
	2014	103	78	74	82	89	75	73	67	80	79	67	54	78
	2015	96	87	87	88	100	89	61		88	88	77	67	87
	District	2,351	88	88	89	94	87	86	92	88	89	78	82	86
Literature	2103	99	71	69	73	83	58	78		69	72	56	50	64
	2014	103	72	67	77	50	77	60	75	78	72	51	34	71
	2015	96	78	77	78	89	67	83		81	77	58	75	76
	District	2,351	78	77	80	86	71	74	80	79	79	67	68	75
Language	2103	99	59	59	59	75	48	46		62	61	43	25	54
	2014	103	76	72	80	78	66	73	67	80	78	67	42	73
	2015	96	72	68	75	100	55	61		69	74	59	50	68
	District	2,351	67	65	69	69	60	63	73	65	69	54	54	62
Information	2103	99	61	61	60	35	49	54		66	63	43	30	56
	2014	103	70	69	71	78	73	70	42	75	69	62	46	70
	2015	96	73	68	78	78	61	33		74	77	62	31	69
	District	2,351	75	73	78	78	67	69	67	73	78	63	62	70
Writing	2103													
	2014	103	51	52	51	50	59	40	50	48	51	45	31	47
	2015	96	70	67	73	83	53	75		75	69	58	63	66
	District	2,351	70	68	72	80	63	68	83	68	72	58	62	65

DEA ELA		Common Core STRANDS (Average score for each subgroup)												
Grade 3	All Students		Gender (%)		Ethnicity (%)						Status (%)			
	# Students Tested	Overall %	Male	Female	A	B	H	I	M	W	ESE	ELL	F/R	
Foundations	2103	91	84	81	87	100	83	100		91	82	56		92
	2014	87	89	94	83	100	92	50		100	88	100	100	88
	2015	99	81	80	83	81	86	85	63	78	81	63	55	78
	District	2,364	82	80	84	94	75	82	79	84	83	67	68	78
Literature	2103	91	53	55	50	100	35	33		42	60	42		51
	2014	87	68	70	66	76	65	69		73	67	53	43	65
	2015	99	65	63	68	54	58	70	67	54	68	54	50	64
	District	2,364	68	67	69	72	60	61	64	68	70	58	49	64
Language	2103	91	57	54	61	75	44	75		59	59	50		52
	2014	87	53	52	55	75	48	33		45	58	37	0	50
	2015	99	60	57	63	57	58	58	57	56	61	47	48	57
	District	2,364	59	58	60	69	52	56	50	56	61	48	43	55
Information	2103	91	56	54	58	86	51	57		57	57	45		54
	2014	87	65	63	66	57	55	52		72	67	47	43	63
	2015	99	78	75	81	66	80	78	57	66	80	52	43	73
	District	2,364	80	77	82	86	74	75	68	79	81	67	60	76
Writing	2103													
	2014													
	2015	99	63	61	66	63	58	60	63	58	65	48	50	61
	District	2,364	65	63	67	72	60	60	47	64	67	54	49	61

DEA ELA		Common Core STRANDS (Average score for each subgroup)												
Grade 4	All Students		Gender (%)		Ethnicity (%)						Status (%)			
	# Students Tested	Overall %	Male	Female	A	B	H	I	M	W	ESE	ELL	F/R	
Literature	2103	98	61	58	64	46	52	70	63	40	54			
	2014	38	36	33	40	33	32	39	47	36	42	28	36	
	2015	81	73	70	76	82	63	70	86	70	76	50	57	71
	District	2,067	79	78	79	78	73	74	87	76	81	68	63	75
Language	2103	98	70	70	71	60	71	72	72	63	63			
	2014	38	46	45	48	50	48	60	40	45	38	65	47	
	2015	81	64	62	66	75	61	68	100	64	62	43	75	60
	District	2,067	69	68	70	66	64	65	67	70	71	58	54	65
Information	2103	98	69	70	68	53	65	73	73	62	62			
	2014	38	50	47	54	63	45	57	54	51	61	76	50	
	2015	81	76	72	81	88	71	73	100	79	76	62	58	74
	District	2,067	81	80	81	80	75	77	81	81	82	70	66	76
Writing	2103													
	2014													
	2015	81	61	58	64	72	51	63	86	60	62	42	57	57
	District	2,067	68	67	69	67	63	64	71	67	69	56	55	63

DEA ELA		Common Core STRANDS (Average score for each subgroup)											
Grade 5	All Students		Gender (%)		Ethnicity (%)						Status (%)		
	# Students Tested	Overall %	Male	Female	A	B	H	I	M	W	ESE	ELL	F/R
Literature	2103	94	68	65	72	60	60	65	62	70	57	80	64
	2014	22	55	43	64	56	33	56	60	42	43		
	2015	78	82	82	82	92	77	100	83	82	69	83	81
	District	2,105	82	80	84	82	76	74	81	81	84	68	56
Language	2103	94	66	68	65	50	61	58	65	68	61	83	61
	2014	22	52	55	49	46	34	59	59	52	46		
	2015	78	83	81	84	82	72	92	86	85	67	75	83
	District	2,105	81	80	83	80	77	75	88	81	83	71	63
Information	2103	94	73	73	73	60	72	58	71	74	63	70	70
	2014	22	54	58	50	47	47	40	64	59	49		
	2015	78	62	60	65	82	54	63	69	63	47	63	60
	District	2,105	65	65	66	69	56	61	74	64	68	53	51
Writing	2103												
	2014												
	2015	78	68	67	69	94	59	71	68	70	53	88	64
	District	2,105	67	66	69	69	59	59	81	65	70	54	48

FSA ELA Data (By Grade)

ELA: Data

FSA ELA 2015 Grade 3			Percent at Lowest Quintile										
GRADE 3	# Students Tested	% at Lowest Quintile	Gender		Ethnicity						Status		
			M	F	A	B	H	I	M	W	ESE	ELL	F/R
Kenwood	99	19%	24%	15%	0%	9%	40%	50%	22%	19%	46%	60%	23%
District	2,441	12%	14%	10%	4%	16%	12%	33%	12%	11%	31%	33%	16%

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 has continued the 3 year trend of increasing the percentage of students proficient and overall percent correct. Strands of strength for them is foundations and literature.

First grade has continued the 3 year trend of increasing the percent correct in the literature and writing strand, with writing improving by 16%.

Second grade has continued to improve overall percentage numbers in 4 out of 5 strands with foundations showing the biggest improvement.

Third grade increased the overall percentage correct in the language and literature strands. They also exceeded the district in percent proficient.

Fourth grade increased the percent proficient from 24% last year to 79%. Overall percent increased in the literature, language, and information strand.

Fifth grade increased and matched the district average for percent proficient. They also increased overall percent correct in literature, language, and information and topped the district average in the new strand of writing.

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

Kindergarten's weakest strand is in the information strand and the language strand decreased by three percent for percent correct average.

First grade had improved the cohort percent proficient last year but was unable to do so this year. Overall percentage for the literature strand while improving from last year, is below district average. Information strand also did not improve for overall percentage from last year.

Second grade has not been able to maintain the proficiency rate of the students from first grade to second grade. And while the percentage of students scoring a level 1 decreased, the proficiency of all students as a whole decreased by 5% points from last year. Language is the weakest strand for this grade group.

Third grade decreased the overall percent correct in the foundation and literature strands.

Fourth grade's two lowest strands were language and writing.

Fifth grades's two lowest strands were information and writing.

School Action Plan

ELA: Strategies & Programs to Support the Objectives

ELA Focus 1

Focus: Pathway to Close and Critical Reading with an Emphasis on the Standards

Goal: By the end of the year, we expect our students to be able to... use text marking/note taking, writing through reading, text dependent questions, and student talk strategies in order to move basic comprehension (literal understanding) to deeper understanding (inferential understanding) of texts through Close Reading Process and Everyday Instructional Reading.

Professional Development and Activities:

District:

The central message provided (September, October, November/December, and January/February) will review and delve into the individual components of Close Reading with an emphasis on text marking/note-taking, and purposeful student talk aligned with Text Dependent Questions by focusing on the following:

- First Read: What Does the Text Say?
 - The first phase concerns the literal meaning of the text, especially as it applies to explicitly stated information, as well as the central ideas or themes.
- Second Read: How Does the Text Work?
 - The second phase involves the mechanics of the piece, especially as it applies to vocabulary, the structure of text, and the author's craft.
- Third Read: What Does the Text Mean?
 - The third phase involves the author's purpose and the inferences they can make based on their understanding of the text. Students also come to understand what a text means when they analyze multiple texts on the same theme or topic.
- Culmination: What Does the Text Inspire You to Do?
 - Text dependent questions will move students to transform their learning of the text into a product
 - Writing through Reading- during the Close Read as well as the culminating activity (essays, RAFT, posters, etc.)
 - Student talk can occur during the Close Read as well as the culminating activity

How the components of Close Reading are applied to Everyday Instructional Reading, specifically text marking/note taking, student talk, and writing through reading.

School-based:

1. The ELA Instructional Shifts training will be delivered through the first semester to all teachers who have not had the OCSD's training in the Instructional Shifts.(Training will be delivered to itinerants who support ELA instruction for example, SLP new teachers, and resource teachers.)
2. During the district provided half day session, teachers will collaborate to create a lesson using multiple texts/text types (ex. genres, interview, blog, chart, newspaper, non-text stimuli, etc.) focusing on text dependent questions of varying complexity throughout each read, text marking/note taking, student talk, and a purposeful culminating task. Teachers will participate in peer observations and reflect on the created lesson(s).
3. Teachers will use their standards and item specs, as well as Webb's Depth of Knowledge matrix, to write appropriately complex questions and utilize answer

stems as a framework for writing responses. Participants will apply knowledge to create text dependent questions (within Close Reading, Everyday Instructional Reading and teacher created assessments.)

4. Teachers participating in the the District ELA training will have collegial conversations with their peers regarding the training during a grade level meeting withing 20 instructional days of the training.

5. Based on teacher need and interest, professional development will be offered pertaining to the Close Reading Process or individual components of the process (such as text complexity, text dependent questions, etc) that may include the sharing of exemplar Close Reading lessons during school based PD on September 14, 15, October 13, 14, November 6, 9, and January 21, 22. as well as other days that may be deemed necessary.

6. Teachers will share exemplar close Reading lessons and student samples during school-based PD, grade level meetings, faculty meetings.

7. A refresh on the Instructional Shifts will be presented during preplanning and with follow up in faculty meetings and administrative memos throughout the school year.

8. Teachers will participate in professional development to understand the updated Balanced Literacy Model and new ELA Curriculum Guides during preplanning on August 11th and 12th. with follow up in faculty meetings throughout the school year.

9. Teachers will be provided an overview of Everyday Reading during pre-planning that includes the use of Close Reading Protocols with follow up training in the September District PD, grade level meeting collegial conversations, faculty meetings, and administrative weekly memos.

Action Steps for Implementation:**School Implementation Action Steps:**

1. Review results of Close Reading Needs Assessment during June and July SPP meetings to determine site based professional development needs. (get from Denise McLaughlin)
2. Meet with Grade Level Chairs in June and July 2015 and with teachers on August 12 to finalize SPP work groups that will meet at least quarterly to review and update the SPP goals and school-based PD protocols such as student talk, text marking/note-taking, and questions writing .
3. Administration will present the SPP to SAC at the end of the first semester to review progress on the SPP goals related to Close Reading/Text Dependent Questioning and seek input.
4. Schedule the date for the Instructional Shifts Training for new teachers with the Instructional Coach the week of September 14th.
5. Order and distribute to teachers copies of Fisher & Frey Text Dependent Questions Grades K-5 by June 8, 2015.
6. Secure dates for school-based professional development activities for # 1,4,5,7,8 with the Instructional Coach by August 1, 2015.
7. Order ELA Shifts Flip charts and FSA Item Specs from the Print Shop no later than July 10th for dissemination to teachers that do not currently have them.
8. Create a school-based calendar of professional grade level, department, SPP groups, faculty, and leadership team meetings for dissemination during pre-planning no later than July 24th.
9. Schedule class coverage for teachers to participate in peer observations of lessons created in District PD sessions. Grade levels will meet to debrief and reflect following the creation and observation of Close Read lessons.
10. Administration will infuse strategies from Fisher & Frey's Text Dependent Questions Grades K-5 into faculty meetings, leadership team meetings, and weekly memos- Kenny Bytes.
11. Grade levels will collaborate to share best practices associated with text marking/notetaking correlating them to the cognitive complexity of the task and developmentally appropriate to the student(s).
12. Order and distribute Webbs Depth of Knowledge question tool August 2015.
13. Highlight exemplars of the use of Close Reading Protocols in Everyday Reading using on site teacher's lesson plans (with permission from the teacher) and other resources such as the Teaching Channel and professional reading in faculty meetings, grade level meetings, and leadership team meetings.

Classroom Implementation Action Steps (Teachers and Students):

1. Teachers will use the ELA/Literacy Shift Flip Charts and Quarterly Standards Placemats to provide questions stems when developing instructional plans to guide them in the selection of appropriately complex text and the creation of text dependent questions.

- 1a. Students will engage with appropriately complex text and cite the evidence from multiple texts when responding to text dependent questions.
2. Teachers will model text marking/note taking appropriate to the purpose of the lesson, guide students through shared text marking/note-taking emphasizing examples and non examples of appropriate annotations and notes, and provide the opportunity for students to independently practice text marking/note-taking.
- 2a. Students will use text marking and note taking using tool appropriate to the task.
3. Teachers will use Webbs Depth of Knowledge, FSA Test Specs, and Quarterly Standards Placemats to provide question stems categorized by cognition levels when developing lessons to facilitate Elementary Best Practices developed by the OCSD. Teachers will use question stems appropriate to the cognitive demands of the task and the developmental level of the students. Teachers will model the use of question stems that involve higher levels of cognition. All teachers have been provided with the ELA Florida Standards Elementary Best Practices Resources.
- 3a. Students will discuss responses to questions and begin to formulate their own questions.
4. Teachers will use Close Reading Protocols such as student talk, text marking and note taking as a component of Everyday Instructional Reading.

Resources: Shift Flip Charts <http://www.okaloosaschools.com/files/school-district/Curriculum/ELA/Revised%20Shift%20Flip%20Chart.pdf>

Elementary Placemats <http://www.okaloosaschools.com/content/curriculum-ela-literacy-placemats-es>

Elementary Curriculum Guides <http://www.okaloosaschools.com/content/curriculum-ela-guides-k-12>

Flocabulary <https://www.flocabulary.com/>

FSA ELA Item Specs 3rd Gr <http://www.okaloosaschools.com/files/school-district/Curriculum/ELA/Grade-3-ELA-Test-Item-Specifications.pdf>

FSA ELA Item Specs 4th Gr <http://www.okaloosaschools.com/files/school-district/Curriculum/ELA/Grade-4-ELA-Test-Item-Specifications.pdf>

FSA ELA Item Specs 5th Gr <http://www.okaloosaschools.com/content/curriculum-assessments-fsa-teacher-resources-ela-grade-5>

CPalms <http://www.cpalms.org/Public/>

Progress Monitoring:			
Initiative	How Often	How Will It Be Monitored	Who Is Responsible To Monitor
Close Read Lesson Creation and reflection	at least 1 time quarterly	Lesson Plans and Reflections	Administration, Grade Chair, ELA Instructional Coach
Incorporate components of Close Read Process: text dependent questions, text marking/note-taking, purposeful culminating tasks	Weekly	Lesson Plans, Walk-Through, Faculty Meetings, Grade Level Meetings, Leadership Team Meetings,	Administration, Grade Level Chair
Use of K-5 Standards and Item Spec Questions to develop culminating activities	Weekly, Monthly	Lesson Plans, Teacher Created Assessments	Administration
Everyday Instructional Reading - identifying the components of Close Reading utilized in the Everyday Instructional Reading Lessons	Weekly, Quarterly	Weekly Walk Through, Lesson Plan Review	Administration
Student Talk	Weekly, Quarterly	Walk Through, Grade Level Meetings	Administration, Grade Level Chairs
ELA Shifts	Monthly	Lesson Plans, Walk Through	Administration

Evaluation:
Evaluation of Goal & Implementation (Completed at the Beginning of Second Semester):
Refinement of Goal (Completed at the Beginning of Second Semester):

School Action Plan

ELA: Strategies & Programs to Support the Objectives

ELA Focus 2

Focus: Writing: Opinion & Informational

Goal: By the end of the year, we expect our students to be able to...create and sustain original opinion/thesis statements in opinion/informational writing. Students will use evidence and information synthesized from the close reading of multiple sources to elaborate and demonstrate grammar and conventions based on grade level standards.

Professional Development and Activities:

District:

The central message provided (September, October, November/December, and January/February) will focus on individual components of effective writing, including the following:

- Unpacking the Prompt
 - How the task determines the purpose and audience
- Marking the Text
 - The purposeful text marking aligns with the task and purpose
- Planning for the Essay
 - Planning provides guidance and aids student's thesis/claim
- Writing the Essay
 - How are we scaffolding instruction as we build from one source to multiple sources?
 - How are we addressing introductions?
 - How are we addressing conclusions?
 - How are we addressing citing evidence?
 - How are we addressing elaboration?
 - How are we addressing transitions?
 - How are we addressing content specific (from the sources) vocabulary?

School-based:

1. All teachers will be provided training on how to use the grade level rubrics with provided grade level exemplar writing to include scoring and data analysis charts. Training will include text-marking the student samples to assist in scoring.
2. Best Practices in writing such as unpacking the prompt, planning, citing evidence, elaboration, use of Tier 2 and Tier 3 vocabulary etc. shared at least once per month in faculty meetings, grade level meetings, leadership team meetings and administrative memos.
3. Teachers will be provided training with a focus on Tier 2 and Tier 3 vocabulary use.

Action Steps for Implementation:**School Implementation Action Steps:**

1. Schedule the 2 hour grade level scoring/calibration training for each grade level: September 21st (Grades K, 4th, and 5th), October 1st (Grades 1st, 2nd, 3rd) with follow up training scheduled as determined by grade levels in collaboration with the Instructional Coach and Principal.

1a. Secure Grade Level Exemplar writing.

2. Administration will infuse best practices in writing such as unpacking the prompt, planning, citing evidence, elaboration, Tier 2 and Tier 3 vocabulary etc. during faculty meetings, grade level meetings, leadership team meetings and administrative memos.

Classroom Implementation Action Steps (Teachers and Students):

Following activities will take place in K - 5 based on grade level standards, the results of monthly Kenwood Writes, and student writing conferencing:

1. Teachers will teach the components of writing through the use of models or modeling their writing to include the introduction, the conclusion, citing evidence, elaboration, transitions, conventions, and vocabulary.

1a. Students will identify each of the components of writing in exemplar texts using text marking.

1b. Students will analyze mentor texts and student samples in order to evaluate the quality of each of the components of writing.

1c. Students will create each of the components of writing: introduction, conclusion, evidence, elaboration to include transitions and conventions.

2. Teachers will teach students how to unpack the prompt by modeling text marking the prompt using grade level appropriate strategies

2a. Students will analyze writing samples to evaluate if it addresses the purpose and audience of the prompt.

2b. Students will read and mark text based on the prompt.

3. Teachers will model planning using a grade level and task appropriate graphic organizer to include sentence stems.

3a. Students will analyze a prompt to complete a shared graphic organizer in preparation for writing to the prompt.

3b. Students will analyze a prompt and complete a graphic organizer independently.

4. Teachers will use the graphic organizer to model writing of introductions, conclusions, citing evidence, elaboration, transitions, conventions, and vocabulary.

4a. Students will use student samples to analyze and evaluate essays for each component of writing.

4b. Students will use information in a graphic organizer to write each of the components of writing while addressing the purpose and audience of the prompt.

5. Teachers will model writing to a prompt followed by students participating in shared writing to practice addressing the purpose and audience.

5a. Given a prompt students will create/complete a graphic organizer to address the task, purpose and audience of the prompt to write using the complete writing process.

Resources Writing for 1st and 2nd Grades <http://www.okaloosaschools.com/content/curriculum-assessments-fsa-teacher-resources-ela-grade-1>

<http://www.okaloosaschools.com/content/curriculum-assessments-fsa-teacher-resources-ela-grade-2>

Writing for 3rd - 5th Grades <http://www.okaloosaschools.com/content/curriculum-assessments-fsa-teacher-resources-ela-grade-3>

<http://www.okaloosaschools.com/content/curriculum-assessments-fsa-teacher-resources-ela-grade-4>

<http://www.okaloosaschools.com/content/curriculum-assessments-fsa-teacher-resources-ela-grade-5>

Florida Students.org

<http://floridastudents.org/#>

Progress Monitoring:			
Initiative	How Often	How Will It Be Monitored	Who Is Responsible To Monitor
Lessons that include modeling and activities for students to practice the components of writing	Weekly, Monthly	Lesson Plans, Walk Through	Administration
Lessons that include unpacking the prompt with student opportunity to practice	Weekly, Monthly	Lesson Plans, Walk Through	Administration
Lessons that include planning for writing which include student opportunities to practice	Weekly, Monthly	Lesson Plans, Walk Through	Administration
Lessons that include writing to a prompt with evaluation of the components of writing	Monthly Kenwood Writes or Cold Read Writes	Writing samples and data analysis of student work	Grade Level Chairs, Instructional Coach, Administration
Training on Grade Level Rubrics during school based PD release days	Monthly	Grade Level Meetings/PD, Faculty Meetings, Leadership Team Meetings, Administrative Newsletters	Grade Level Chairs, Instructional Coach, Administration
Sharing of best practices in writing such as unpacking the prompt, planning, citing evidence, elaboration, etc.	Monthly	Grade Level Meetings/PD, Faculty Meetings, Leadership Team Meetings, Administrative Newsletters	Grade Level Chairs, Instructional Coach, Administration

Evaluation:
Evaluation of Goal & Implementation (Completed at the Beginning of Second Semester):
Refinement of Goal (Completed at the Beginning of Second Semester):

School Action Plan

ELA: Strategies & Programs to Support the Objectives

ELA Focus 3 (Optional)
Focus:
Goal: By the end of the year, we expect our students to be able to...

Professional Development and Activities:
School-based:

Action Steps for Implementation:
School 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 Goal & Implementation (Completed at the Beginning of Second Semester):
Refinement of Goal (Completed at the Beginning of Second Semester):

School Action Plan

ELA: Strategies & Programs to Support the Objectives

ELA Levels 1 and 2 Focus 1 (Grades K-2)

Focus: Phonemic Awareness, Sight Words, and Reading Independently

Goal: By the end of the year, we expect our students to be able to...read text and answer text dependent questions from grade level texts.

Professional Development and Activities:

School-based:

1. Teachers will be provided training in reading and interpreting progress reports from the Tyner program.
2. Teachers will be provided training in selecting books for students independent reading time that will include books on their independent level, familiar selections, and student interest.
3. Teachers will be provided training on structuring purposeful spiraling of reading during stations and small group instruction.
4. Remediation Staff will be provided training in how to use the word study components of the Tyner program, the complete Fountas Pinnell program and completing Remediation Progress Reports.

Action Steps for Implementation:

- School Implementation Action Steps:**
1. Schedule time for teachers to be presented with the reading progress reports based on the Tyner model.
 2. Schedule time for teachers to collaborate as grade levels or independently with the instructional coach to make book selections related to independent reading.
 3. Provide tips and resources through faculty meetings, grade level meetings, leadership team meetings, and administrative memos related to purposeful spiraling of phonemic awareness and sight words.
 4. Level 1 and 2 students will be provided small group instruction daily for 30 minutes in addition to the small group instruction in their classroom.

- Classroom Implementation Action Steps (Teachers and Students):**
1. Teachers will provide books for student selection that are appropriate to the students' independent reading level, interest, and familiar text that will be used during independent reading time in and out of the classroom.
 2. Students will read books from these selections daily.
 3. Teachers will differentiate their small groups and stations to provide purposeful spiraling of phonemic awareness and sight words that have been mastered based on the implications of the Tyner Word Study Test results.

Progress Monitoring:

Initiative	How Often	How Will It Be Monitored	Who Is Responsible To Monitor
Remediation team Sharing of students' reading progress with classroom teachers	Mid and End of quarter	Remediation Progress Reports, MTSS Minutes, Grade Level Meeting Minutes	Administration and Grade Level Chairs
Teachers will select books for independent reading	Daily	Walk Through, Lesson Plans	Administration
Students will read independently daily	Daily	Walk Throughs, Lesson Plans	Administration
Students will be provided opportunities through small groups and stations to practice phonemic awareness and sight word mastery	Daily	Lesson Plans, Walk Throughs	Administration
Level 1 and 2 students will receive an additional 30 minutes of small group instruction daily	Daily	Fidelity Reports, Remediation Schedule, Remediation Lesson Plans, and Remediation Progress Reports	Administration

Evaluation:
Evaluation of Goal & Implementation (Completed at the Beginning of Second Semester):
Refinement of Goal (Completed at the Beginning of Second Semester):

School Action Plan

ELA: Strategies & Programs to Support the Objectives

ELA Levels 1 and 2 Focus 2 (Grades 3-5)

Focus: Tier 2 and Tier 3 Vocabulary, grammar and conventions, answering text dependent questions and reading independently

Goal: By the end of the year, we expect our students to be able to...read text and answer text dependent phase 2 questions from grade level texts.

Professional Development and Activities:

School-based:

1. Classroom Teachers will be provided training in reading and interpreting the Reading Remediation Progress Reports.
2. Classroom Teachers will be provided training in the selection of books for students independent reading that will include books on their independent level, familiar selections and student interest.
3. Classroom Teachers will be provided professional development on structuring purposeful spiraling of reading during stations and small group instruction.
4. Remediation Staff will be provided training in how to use the word study components of the Tyner program, the complete Fountas Pinnell program and completing Remediation Progress Reports.

Action Steps for Implementation:
<p>School Implementation Action Steps:</p> <ol style="list-style-type: none"> 1. Schedule time for teachers to attend presentations related to the Tyner and Fountas Pinnell progress reports. 2. Schedule time for teachers to collaborate as grade levels or independently with the instructional coach to make book selections related to independent reading. 3. Provide tips and resources through faculty meetings, grade level meetings, leadership team meetings, and administrative memos related to purposeful spiraling of vocabulary and developing/using text dependent questions. 4. Provide small group instruction 30 minutes daily for level 1 and 2 students and the Current 4th Grade Lowest Quintile students in addition to the small group instruction in their classroom. <p>Classroom Implementation Action Steps (Teachers and Students):</p> <ol style="list-style-type: none"> 1. Teachers will provide reading materials for student selection that are appropriate to the students' independent reading levels, interest, and some that are familiar to them for daily independent reading time in and out of the classroom. 2. Teachers will differentiate their small groups and stations to provide purposeful spiraling of vocabulary and answering text dependent questions.

Progress Monitoring:			
Initiative	How Often	How Will It Be Monitored	Who Is Responsible To Monitor
Remediation team sharing of students' reading progress with classroom teachers	Quarterly	Remediation Progress Reports, MTSS Minutes, Grade Level Minutes	Administration, Grade Chairs
Students will select and read books at their independent reading level	Daily	Walk Through/ Admin Reading conferences/ teachers	Administration, Teachers
Based on the balanced-literacy model students will be provided opportunities to practice vocabulary and answer text dependent question	Daily	Walk Throughs, Lesson Plans	Administration
Level 1 and 2 students will receive an additional 30 minutes of small group instruction	Daily	Fidelity Reports, Remediation Schedule, Remediation Lesson Plans, Remediation Progress Reports	Administration
Current 4th Grade Lowest Quintile students will receive 30 minutes of small group instruction in Reading	Daily	Fidelity Reports, Remediation Schedule, Remediation Lesson Plans, Remediation Progress Reports, CRT Lesson Plans	Administration

Evaluation:
Evaluation of Goal & Implementation (Completed at the Beginning of Second Semester):
Refinement of Goal (Completed at the Beginning of Second Semester):

School Action Plan

ELA: Strategies & Programs to Support the Objectives

ELA Subgroup Focus	
Subgroup: ELL	Focus: Vocabulary, answering text dependent questions
Goal: By the end of the year, we expect our students to be able to...read text and answer text dependent questions from grade level texts.	

Professional Development and Activities:
School-based: Review of strategies targeted to ELL students and matching those to specific instructional needs of students

Action Steps for Implementation:
School Implementation Action Steps: 1. Schedule PD to review ELL strategies. 2. Schedule the interpreter to push in to classes to provide continuity between classroom activities and ELL instruction that includes vocabulary and grammar..
Classroom Implementation Action Steps (Teachers and Students): 1. Teachers will use ELL strategies to target ELL students. ELL students will use these strategies in the class setting. 2. Teachers will work with the ELL interpreter during push in to provide a setting conducive to her working with the ELL students. ELL students will work with the ELL interpreter when she pushes into their classrooms.

Progress Monitoring:			
Initiative	How Often	How Will It Be Monitored	Who Is Responsible To Monitor
Purposeful use of ELL strategies in the classroom	daily	walk throughs, ELL student grades and DEA scores	ELL interpreter, teachers, administrator
ELL push in	daily	ELL schedule, walk throughs	ELL interpreter, teachers, administrator

Evaluation:
Evaluation of Goal & Implementation (Completed at the Beginning of Second Semester):
Refinement of Goal (Completed at the Beginning of Second Semester):

School Action Plan

ELA: Strategies & Programs to Support the Objectives

ELA SWD Focus
Focus: Close and Critical Reading strategies with an emphasis on the standards
Goal: By the end of the year, we expect our students to be able to...Effectively use high frequency and decodable words during the reading and writing process to increase ability to read informational text and answer text dependent questions.

Professional Development and Activities:
School-based: 1. Provide training about strategies for differentiation for students with disabilities as described in the IEPs during faculty, grade level, and individual collaboration as needed.

Action Steps for Implementation:
School Implementation Action Steps: 1. Provide opportunity for self contained ESE teachers and support ESE teacher to meet at least quarterly to collaborate and share strategies to use in the general education classroom when accomodating SWD as described in IEPs. 2. The ESE Resource Teacher will be provided the opportunity to attend District and School Based PD with differing grade levels to facilitate collaboration with all grade levels.
Classroom Implementation Action Steps (Teachers and Students): 1. Teacher will provide accomodations in classroom instruction as described in IEPs using strategies to assist students in reaching their goals. 1a. Students will use accomodations to move towards mastery of standards appropriate to their abilities.

Progress Monitoring:			
Initiative	How Often	How Will It Be Monitored	Who Is Responsible To Monitor
Training on IEP accomodations	2 times in first semester	grade level meeting minutes, faculty meeting agendas	administration
Implementation of accommodation strategies in the general education classrooms	daily	lesson plans, walk throughs	administration

Evaluation:
Evaluation of Goal & Implementation (Completed at the Beginning of Second Semester):
Refinement of Goal (Completed at the Beginning of Second Semester):

School Action Plan

Math

District AMO:	The percent of Okaloosa County students who will be proficient in math as defined by the State of Florida on the Florida Standards Assessment Test will be at least %.
District Goal:	Students shall demonstrate math proficiency at or above the expected grade level.

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

DEA Math Proficiency (By Grade)

Math: Data

DEA Math		PROFICIENCY (Based on Common Core Assessment)															
K	# Students Tested	Achievement Levels				% Proficient	Gender		Ethnicity						Status		
		LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4-5		M	F	A	B	H	I	M	W	ESE	ELL	F/R
		2015 Post Test (C)	102	1%	13%		50%	36%	86%	83%	91%	100%	86%	75%	100%	81%	89%
District 2015	2,387	1%	14%	41%	44%	85%	82%	87%	84%	72%	82%	82%	83%	88%	66%	76%	80%

DEA Math		PROFICIENCY (Based on Common Core Assessment)															
Grade 1	# Students Tested	Achievement Levels				% Proficient	Gender		Ethnicity						Status		
		LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4-5		M	F	A	B	H	I	M	W	ESE	ELL	F/R
		2015 Post Test (C)	124	2%	6%		57%	35%	92%	92%	92%	100%	93%	89%		100%	90%
District 2015	2,361	1%	6%	56%	37%	93%	93%	94%	98%	89%	91%	92%	95%	94%	82%	88%	91%

DEA Math		PROFICIENCY (Based on Common Core Assessment)															
Grade 2	# Students Tested	Achievement Levels				% Proficient	Gender		Ethnicity						Status		
		LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4-5		M	F	A	B	H	I	M	W	ESE	ELL	F/R
		2015 Post Test (C)	96	2%	11%		41%	46%	86%	85%	88%	100%	67%	67%		96%	86%
District 2015	2,351	1%	13%	50%	35%	86%	86%	85%	98%	70%	84%	90%	87%	88%	68%	76%	81%

DEA Math		PROFICIENCY (Based on Common Core Assessment)															
Grade 3	# Students Tested	Achievement Levels				% Proficient	Gender		Ethnicity						Status		
		LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4-5		M	F	A	B	H	I	M	W	ESE	ELL	F/R
2015 Post Test (C)	99	0%	18%	61%	21%	82%	81%	83%	75%	82%	80%	100%	50%	86%	71%	80%	74%
District 2015	2,367	1%	14%	64%	20%	84%	85%	84%	94%	73%	79%	67%	82%	88%	66%	55%	79%

DEA Math		PROFICIENCY (Based on Common Core Assessment)															
Grade 4	# Students Tested	Achievement Levels				% Proficient	Gender		Ethnicity						Status		
		LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4-5		M	F	A	B	H	I	M	W	ESE	ELL	F/R
2015 Post Test (C)	80	1%	23%	51%	25%	76%	68%	85%	75%	50%	71%	100%	73%	84%	56%	33%	78%
District 2015	2,062	1%	13%	65%	21%	86%	87%	84%	88%	75%	78%	90%	87%	88%	67%	66%	79%

DEA Math		PROFICIENCY (Based on Common Core Assessment)															
Grade 5	# Students Tested	Achievement Levels				% Proficient	Gender		Ethnicity						Status		
		LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4-5		M	F	A	B	H	I	M	W	ESE	ELL	F/R
2015 Post Test (C)	78	0%	4%	46%	50%	96%	95%	97%	100%	94%	100%		92%	98%	100%	100%	95%
District 2015	2,102	2%	14%	47%	38%	84%	83%	86%	88%	74%	79%	88%	87%	87%	60%	66%	77%

DEA Math		Common Core STRANDS (Average score for each subgroup)												
K	All Students		Gender (%)		Ethnicity (%)						Status (%)			
	# Students Tested	Overall %	Male	Female	A	B	H	I	M	W	ESE	ELL	F/R	
Operations	2015	102	82	83	82	100	76	83	100	80	84	67	83	78
	District	2,387	83	81	84	87	74	82	79	82	84	72	79	80
Meas. & Data	2015	102	81	80	83	100	76	63	83	79	84	70	72	77
	District	2,387	84	83	86	79	76	81	82	83	86	72	78	81
Geometry	2015	102	86	84	89	100	74	83	100	91	87	74	86	85
	District	2,387	88	87	89	87	82	87	88	88	89	80	84	86
Base Ten	2015	102	83	84	83	100	73	69	100	81	87	68	79	80
	District	2,387	83	83	84	93	72	82	86	83	85	73	81	80

DEA Math		Common Core STRANDS (Average score for each subgroup)												
Grade 1	All Students		Gender (%)		Ethnicity (%)						Status (%)			
	# Students Tested	Overall %	Male	Female	A	B	H	I	M	W	ESE	ELL	F/R	
Operations	2015	124	75	73	77	94	65	71		77	76	65	73	70
	District	2,361	76	76	76	83	69	73	66	77	77	64	73	73
Meas. & Data	2015	124	80	79	81	94	78	79		83	79	67	85	76
	District	2,361	80	79	80	82	69	77	80	79	82	72	74	76
Geometry	2015	124	66	65	67	75	58	65		71	66	57	67	63
	District	2,361	68	67	69	71	62	64	67	66	69	61	61	65
Base Ten	2015	124	85	84	86	100	77	82		91	85	75	85	81
	District	2,361	86	86	85	90	80	83	86	87	87	78	80	83

DEA Math		Common Core STRANDS (Average score for each subgroup)												
Grade 2	All Students		Gender (%)		Ethnicity (%)						Status (%)			
	# Students Tested	Overall %	Male	Female	A	B	H	I	M	W	ESE	ELL	F/R	
Operations	2015	96	86	83	89	100	78	79		90	85	75	73	81
	District	2,351	86	85	86	93	77	84	90	86	87	76	81	83
Meas. & Data	2015	96	81	82	81	88	65	79		85	82	74	69	77
	District	2,351	80	82	79	86	71	79	88	80	82	70	76	76
Geometry	2015	96	91	89	92	94	89	94		94	89	86	86	91
	District	2,351	90	90	91	92	88	91	88	91	90	84	90	89
Base Ten	2015	96	84	85	84	97	71	80		89	84	77	75	83
	District	2,351	84	86	82	90	77	81	89	83	85	76	80	81

DEA Math		Common Core STRANDS (Average score for each subgroup)												
Grade 3	All Students		Gender (%)		Ethnicity (%)						Status (%)			
	# Students Tested	Overall %	Male	Female	A	B	H	I	M	W	ESE	ELL	F/R	
Operations	2015	99	75	74	76	75	77	66	75	60	77	63	56	72
	District	2,367	76	75	76	86	70	71	55	75	77	62	61	71
Meas. & Data	2015	99	77	77	77	65	74	74	85	75	79	72	66	74
	District	2,367	78	78	77	85	69	74	73	76	80	68	65	75
Geometry	2015	99	69	70	68	69	66	50	88	59	72	55	65	67
	District	2,367	75	74	75	76	65	72	67	72	78	65	62	72
Base Ten	2015	99	76	75	76	69	70	65	75	59	79	66	60	72
	District	2,367	75	76	74	82	67	69	52	71	77	65	59	70

DEA Math		Common Core STRANDS (Average score for each subgroup)												
Grade 4	All Students		Gender (%)		Ethnicity (%)						Status (%)			
	# Students Tested	Overall %	Male	Female	A	B	H	I	M	W	ESE	ELL	F/R	
Operations	2015	80	70	68	73	63	61	53	50	74	76	60	33	69
	District	2,062	74	74	73	75	67	71	73	74	75	65	61	69
Meas. & Data	2015	80	73	70	76	82	58	63	100	74	77	60	59	71
	District	2,062	71	74	68	78	61	69	70	71	72	59	64	65
Geometry	2015	80	82	81	82	88	69	71	75	77	87	67	67	79
	District	2,062	83	84	82	82	76	81	80	81	85	72	73	79
Base Ten	2015	80	85	82	88	85	82	79	88	88	86	74	83	83
	District	2,062	89	89	89	93	85	88	92	91	90	80	83	86

DEA Math		Common Core STRANDS (Average score for each subgroup)												
Grade 5	All Students		Gender (%)		Ethnicity (%)						Status (%)			
	# Students Tested	Overall %	Male	Female	A	B	H	I	M	W	ESE	ELL	F/R	
Operations	2015	78	92	91	93	100	91	92		90	93	85	100	89
	District	2,102	86	86	86	88	81	83	91	85	87	76	72	83
Meas. & Data	2015	78	81	83	79	100	80	72		76	83	73	100	80
	District	2,102	77	77	77	86	70	72	79	77	79	64	65	72
Geometry	2015	78	90	89	92	100	89	83		90	91	77	100	88
	District	2,102	86	86	86	89	83	81	81	85	87	76	73	83
Base Ten	2015	78	87	86	88	95	88	89		86	86	80	89	84
	District	2,102	75	76	74	83	67	68	82	76	77	57	58	69

FSA Math Data (By Grade)

Math: Data

School Action Plan

Math: Assessment Data Analysis

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

Kindergarten overall percent correct correlated with the district average in base ten and was only one percent below in operations.

First grade overall percent correct correlated with the district average or was one percent below in operations, measurement and data, and base ten.

Second grade overall percent correct was one percent higher in measurement and data and geometry and matched the district average in operations and base ten.

Third grade was one percent higher in base ten and was one percent below the district in operations and measurement and data.

Fourth grade was two percent points higher than the district average in measurement and data and one percentage point lower in geometry.

Fifth grade exceeded the district average by six points in operations, four points in measurement and data, four points in geometry and 12 points in base ten.

96% of the fifth grade was proficient.

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

Kindergarten's lowest two strands were operations and measurement and data.

First grades lowest two strands were operations and geometry.

Second grades lowest two strands were measurement and data and base ten.

Third grades lowest strand was geometry.

Fourth grades lowest two strands were operations and measurement and data.

Fifth grades lowest strand was measurement and data.

School Action Plan

Math: Strategies & Programs to Support the Objectives

Math Focus 1

Focus: Strategies to Support Standards-based Instruction and Assessments

Goal: By the end of the year, we expect our students to be able to...unpack the math task, choose an effective and efficient strategy to carry out the task, and then explain the appropriate strategy they used to solve their problem/task.

Professional Development and Activities:

District:

The central message provided (September, October, November/December, and January/February) will provide strategies and routines to support standards-based instruction and assessments.

- Spiraling in the First 30 days! (Spiraling standards in the Balanced Math Model Block-Routines, Fluency, Mini-Lesson, Stations and Small Group student talk).
- Formative Assessments (Observations, Student Talk, Questioning, Peer/Self -Assessment, Exit Slips, Graphic Organizers)
- Differentiation (Whole Group, Small Group, Stations, Questioning, Tasks)
- Problem Solving-Promoting Productive Struggle (Mathematical Practice 1)

School-based:

1. Provide 1 hour site-based professional development on the 8 mathematical practices to all teachers new to the school and district (1. Make sense of problems and perservers in solving them, 2.Reason abstractly and quantitatively, 3. Construct viable arguments and critique the reasoning of others, 4. Model with mathematics, 5. Use appropriate tools strategically, 6. Attend to precision. 7. Look for and make use of structure, 8. Look for and express regularity in repeated reasoning). The group will include ESE teachers, Title I math staff, classroom assistants and teachers new to the school or district prior to the first District PD.
2. Provide professional development through scheduled faculty meetings, grade level meetings, and administrative communication to all teachers that reinforces how to purposefully use the 8 Mathematical Practices and High Yield Routines (High-Yield Routines Grades K-8 by McCoy, Barnett, and Combs) to facilitate the instruction of grade level math standards.
3. During school based PD, teachers will use grade level math standards and FSA item specs to create formative assessments to use for observation, student talk, questioning, peer/self-assessment, exit slips, and graphic organizers specific to the math standards assessment task.
4. Teachers will be provided with training on the Balanced Math Model during preplanning 2015- August 12, 2015 followed up by the Math Coach through collegial conversations with individual teachers, faculty meetings and grade level meetings.

Action Steps for Implementation:**School Implementation Action Steps:**

- 1a. Secure the 8 Math Practices Charts, Math Item Specs, High Yield Routines (by McCoy, Barnett, and Combs) and distribute to teachers and CRA new to the staff.
- 1b. Schedule 1 hour training for the 8 Mathematical Practices PD for identified staff.
- 2a. Schedule 1 hour training with math coach on Balanced Math Model and curriculum guide.
- 2b. Schedule faculty meetings, grade level meetings, and administrative communication on the 8 Mathematical Practices.
- 2c. Schedule book study for Teaching Student-Centered Mathematics: Developmentally Appropriate Instruction for Grades PreK-2 (Volume 1) (J. Van de Walle, L. Lovin, K. Karp, J. Bay-Williams 2013) with K-2 teachers.
- 3a. Provide teachers with models of the formative assessment strategies in grade level meetings and faculty meetings.
- 3b. Provide teachers with time to review current textbook-based math assessments and make adjustments to ensure the assessment is aligned to the standards by comparing the questions to the expectations for that standard.

Classroom Implementation Action Steps (Teachers and Students):

1. TEACHERS will incorporate the 8 Mathematical Practices into lessons as appropriate for the content/skills
 - 1a. Students will purposefully use the mathematical practices when engaged in mathematical skill practices.
2. Teachers will implement the OCS D Balanced Math Model during scheduled math block- Components include: .Mini -Lesson, Fluency, Routines, Stations/Small Groups
 - 2a. Students will be actively engaged and elicit purposeful student talk in completing tasks during the scheduled math block.
3. TEACHERS will use standards-based formative assessments facilitated through observation, questioning, peer/self assessment, student talk, exit slips, and graphic organizers.
 - 3a. Students will be formatively assessed at least twice weekly to progress monitor standards instruction.
4. TEACHERS will evaluate standards-based formative assessments to scaffold, differentiate instruction, and determine standards that need to be covered

Resources: Math Item Specs Grades 3rd, 4th, 5th <http://www.okaloosaschools.com/content/curriculum-assessments-fsa-teacher-resources-math>

8 Mathematical Practices

<http://www.okaloosaschools.com/content/curriculum-math-fs>

Elementary Quarterly Placemats/Guides	http://www.okaloosaschools.com/content/curriculum-math-fs
Balanced Math Model	http://www.okaloosaschools.com/content/curriculum-math-sept-2015-training
Florida Students.org	http://floridastudents.org/#
CPalms	http://www.cpalms.org/Public/

Progress Monitoring:			
Initiative	How Often	How Will It Be Monitored	Who Is Responsible To Monitor
Incorporate mathematical practices	daily	lesson plans, walk throughs	administrators
standards based formative assessments	daily	lesson plans, walk throughs	adminstrators
differentiated instruction	weekly	lesson plans, walk throughs	adminstrators

Evaluation:
Evaluation of Goal & Implementation (Completed at the Beginning of Second Semester):
Refinement of Goal (Completed at the Beginning of Second Semester):

School Action Plan

Math: Strategies & Programs to Support the Objectives

Math Focus 2

Focus: Purposeful Spiraling

Goal: By the end of the year, we expect our students to be able to...demonstrate mastery of mathematical standards.

Professional Development and Activities:

District:

Elementary math teachers will attend 4 half day professional development sessions (September, October, November/December, and January/February) to include; an hour of district message to provide strategies and routines to support standards-based instruction and assessments.

- Spiraling in the First 30 Days (Routines, Fluency, Mini-Lesson, Stations and Small Group)
- Formative Assessments (Observations, Questioning, Peer/Self -Assessment, Student Talk, Exit Slips, Graphic Organizers)
- Differentiation (Whole Group, Small Group, Stations, Questioning, Tasks)
- Problem Solving-Promoting Productive Struggle (Mathematical Practice 1)

School-based:

1. During the district provided half day session, teachers will collaborate to create a lesson that includes spiraling the standards based on data from assessments using strategies and routines to include fluency, mini-lessons, stations, and small group student talk. Teachers will participate in observations of math coach incorporated PD skill, peer observations and reflection of the created lessons.

Action Steps for Implementation:

School Implementation Action Steps:

1. Provide teachers time to share strategies and resources for spiraling of standards based instruction using data from DEA, classroom assessments, Moby Max, Think Central, etc. .
2. Provide teachers with time to review current textbook based math assessments and make adjustments so that the assessment addresses the rigor of the standards to include the assessment of spiraled standards.

Classroom Implementation Action Steps (Teachers and Students):

1. TEACHERS will provide standards based spiraling daily, using data from assessments to determine standards to spiral, through developmentally appropriate activities to include mini lessons, stations and small group student talk.
 - 1a. Students will participate in standards based spiraling daily through mini lessons, stations, and small group student talk selected based upon student's previous assessments.

Progress Monitoring:			
Initiative	How Often	How Will It Be Monitored	Who Is Responsible To Monitor
sharing of resources for spiraling	monthly	grade level minutes, faculty meetings	administration, grade level chairs
include assessment of spiraled standards	weekly	lessons plans, walk throughs	administration

Evaluation:
Evaluation of Goal & Implementation (Completed at the Beginning of Second Semester):
Refinement of Goal (Completed at the Beginning of Second Semester):

School Action Plan

Math: Strategies & Programs to Support the Objectives

Math Levels 1 and 2 Focus 1 (Grades K-2)

Focus: Standards based instruction and assessment to meet individual student needs

Goal: By the end of the year, we expect our students to be able to...demonstrate increased mastery of mathematical standards.

Professional Development and Activities:

School-based:

1. Teachers and Title I math team will receive training in the use of Moby Max to analyze student diagnostic assessments and monitoring of skill mastery.
2. Teachers will be provided training to become familiar with the comparable standard from the previous grade level(s) and resources and strategies to provide instruction to students to meet them where they are based on diagnostic assessments.

Action Steps for Implementation:

School Implementation Action Steps:

1. Placement of technology to allow students to utilize Moby Max during stations and while engaged in pull-out remediation.
2. Set up of classrooms and math remediation room to allow students to be engaged with technology and to receive instruction in small group and one-on-one setting with individual teachers and/or assistants as appropriate to meet student needs.
3. Math coach will create a document that has grade level standards in the middle and the correlating previous standards to the left and next grade standards to the right.

Classroom Implementation Action Steps (Teachers and Students):

1. TEACHERS will use Moby Max to provide diagnostic assessment of all level 1 and 2 students using data from last spring DEA and DEA scores throughout the year.
Students will use Moby Max for at least 1/2 hour per day at least 3 times a week during remediation.
2. TEACHERS will provide off-line activities for students to remediate standards using data from the diagnostic test in Moby Max through mini-lessons, small groups, stations, and one-on-one instruction as necessary to meet students' needs.
3. TEACHERS will use the standards document mentioned in #3 school action step when differentiating instruction and scaffolding for students below grade level and for enrichment for students as appropriate.

Progress Monitoring:			
Initiative	How Often	How Will It Be Monitored	Who Is Responsible To Monitor
diagnostic testing of students	3 times a year, beginning of year and after DEA tests A, C, and D	reports from Moby Max	administration, Title I Math remediation team
standards based instruction based on diagnostic test data	daily	lesson plans, walk throughs, reports from Moby Max	administration, Title I math remediation team

Evaluation:
Evaluation of Goal & Implementation (Completed at the Beginning of Second Semester):
Refinement of Goal (Completed at the Beginning of Second Semester):

School Action Plan

Math: Strategies & Programs to Support the Objectives

Math Levels 1 and 2 Focus 2 (Grades 3-5)

Focus: Standards based instruction and assessment to meet individual student needs

Goal: By the end of the year, we expect our students to be able to...demonstrate increased mastery of mathematical standards.

Professional Development and Activities:

School-based:

1. Teachers and Title I math team will receive training in the use of Moby Max (3rd gr.) and iReady (4th and 5th gr.) to analyze student diagnostic assessments and monitoring of skill mastery.
2. Teachers will be provided training to become familiar with the comparable standard from the previous grade level(s) and resources and strategies to provide instruction to students to meet them where they are based on diagnostic assessments.

Action Steps for Implementation:

School Implementation Action Steps:

1. Placement of technology to allow students to utilize Moby Max during stations and use of iReady (grades 4th, 5th, and retained 3rd) while engaged in pull out remediation.
2. Set up of classrooms and math remediation room to allow students to be engaged with technology and to receive instruction in small group and one-on-one setting with individual teachers and/or assistants as appropriate to meet student needs.

Classroom Implementation Action Steps (Teachers and Students):

1. TEACHERS will use Moby Max to provide diagnostic assessment of all level 1 and 2 students using data from last spring DEA and DEA scores throughout the year.

Students will use Moby Max for at least 1/2 hour per day at least 3 times a week in 3rd grade and iReady in 4th and 5th grades during remediation.

2. TEACHERS will provide off-line activities for students to remediate standards using data from the diagnostic test in Moby Max or iReady through mini-lessons, small groups, stations, and one-on-one instruction as necessary to meet students' needs.

Progress Monitoring:			
Initiative	How Often	How Will It Be Monitored	Who Is Responsible To Monitor
diagnostic testing of students	3 times a year, beginning of year and after DEA tests A and B	reports from Moby Max and iReady	administration, Title I Math remediation team
standards based instruction based on diagnostic test data	daily	lesson plans, walk throughs, reports from Moby Max	administration, Title I Math remediation team

Evaluation:
Evaluation of Goal & Implementation (Completed at the Beginning of Second Semester):
Refinement of Goal (Completed at the Beginning of Second Semester):

School Action Plan

Math: Strategies & Programs to Support the Objectives

Math Levels Subgroup Focus	
Subgroup: ELL K-5	Focus: Use of Close Read Protocols to unpack work problem
Goal: By the end of the year, we expect our students to be able to... unpack word problems in order to use appropriate operations and strategies to solve them.	

Professional Development and Activities:
School-based: Review of strategies targeted to ELL students and matching those to specific instructional needs of students.

Action Steps for Implementation:
School Implementation Action Steps: 1. Schedule PD to review ELL strategies. 2. Schedule the interpreter to push in to classes to provide continuity between classroom activities and ELL instruction.
Classroom Implementation Action Steps (Teachers and Students): 1. Teachers will use ELL strategies to target ELL students. ELL students will use these strategies in the class setting. 2. Teachers will work with the ELL interpreter during push in to provide a setting conducive to her working with the ELL students.

Progress Monitoring:			
Initiative	How Often	How Will It Be Monitored	Who Is Responsible To Monitor
Purposeful use of ELL strategies in the classroom		ELL student's grades and DEA scores	ELL interpreter, teachers, administrator
ELL push in		ELL schedule, walk throughs	ELL interpreter, teachers, administrator

Evaluation:
Evaluation of Goal & Implementation (Completed at the Beginning of Second Semester):
Refinement of Goal (Completed at the Beginning of Second Semester):

School Action Plan

Math: Strategies & Programs to Support the Objectives

Math SWD Focus
Focus: Spiraling
Goal: By the end of the year, we expect our students to be able to... use purposeful spiraling in order to increase the mastery of operations within the math standards.

Professional Development and Activities:
School-based:
<ol style="list-style-type: none"> 1. General Ed teachers will have training on understanding components of IEP's. 2. General Ed teachers will be given training on how to further differentiate for students with disabilities.

Action Steps for Implementation:
School Implementation Action Steps:
<ol style="list-style-type: none"> 1. Provide time for classroom teachers to collaborate with case manager of SWD on individual student's disability and the impact on mathematics. 2. Provide time for classroom teachers to participate in the IEP trainings with ESE teachers/case managers.
Classroom Implementation Action Steps (Teachers and Students):
<ol style="list-style-type: none"> 1. Classroom teacher will conference with SWD quarterly to discuss progress. <ol style="list-style-type: none"> 1a. Students will participate in conferences and set goals and discuss personal progress. 2. Teachers will provide authentic math opportunities daily. <ol style="list-style-type: none"> 2a. Student will add, subtract, multiply and divide in developmentally appropriate math problems.

Progress Monitoring:			
Initiative	How Often	How Will It Be Monitored	Who Is Responsible To Monitor
IEP trainings	2 in first semester	grade level minutes, faculty meeting agendas	administrator
authentic math opportunities	daily	lesson plans, walk throughs	administrators

Evaluation:
Evaluation of Goal & Implementation (Completed at the Beginning of Second Semester):
Refinement of Goal (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.
-----------------------	---

Objectives:
The percentage of 5 th grade students who will be proficient in science as defined by the State of Florida on the Florida Comprehensive Assessment Test will be at least %.

School Action Plan

Science: Data

FCAT SCIENCE 2013-2015 Proficiency (By School/Grade)																				
Year	School	Grade	# Students Tested	Achievement Levels					% Proficient	Gender		Ethnicity						Status		
				LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5		M	F	A	B	H	I	M	W	ESE	ELL	F/R
2013	Kenwood	05	92	15%	21%	33%	13%	18%	64%	65%	63%	0%	17%	40%		53%	74%	27%	0%	47%
2014	Kenwood	05	99	13%	15%	40%	17%	14%	72%	75%	67%		55%	57%		67%	78%	53%		66%
2015	Kenwood	05	80	15%	20%	33%	14%	19%	65%	71%	57%	100%	56%	33%		54%	72%	33%	100%	59%
2015	District	05	2,226	13%	24%	30%	16%	17%	63%	66%	59%	70%	37%	44%	88%	60%	69%	29%	15%	50%
2015	STATE	05		22%	25%	27%	13%	12%	53%											

GRADE 5		FCAT SCIENCE 2013-2015 STRANDS (By School)													
Year	Name	All Students		Gender		Ethnicity						Status			
		# Students Tested	Overall	Male	Female	A	B	H	I	M	W	ESE	ELL	F/R	
NATURE	2013	Kenwood	92	73%	71%	75%	60%	52%	48%		67%	78%	65%	20%	66%
	2014	Kenwood	99	75%	74%	75%		68%	64%		77%	76%	65%		72%
	2015	Kenwood	80	68%	67%	68%	85%	61%	63%		65%	70%	49%	80%	64%
	2015	District	2,226	72%	71%	73%	77%	62%	66%	78%	69%	74%	56%	50%	66%
ERTH/SPC	2013	Kenwood	92	78%	78%	77%	75%	65%	71%		74%	80%	65%	50%	71%
	2014	Kenwood	99	75%	77%	72%		73%	65%		72%	77%	72%		72%
	2015	Kenwood	80	70%	73%	66%	94%	65%	67%		69%	71%	58%	88%	67%
	2015	District	2,226	70%	72%	67%	77%	58%	61%	80%	69%	72%	58%	47%	64%
PHYSICAL	2013	Kenwood	92	68%	69%	67%	56%	45%	60%		65%	71%	56%	47%	62%
	2014	Kenwood	99	77%	78%	76%		74%	71%		74%	80%	73%		76%
	2015	Kenwood	80	73%	75%	71%	91%	66%	63%		71%	77%	63%	81%	70%
	2015	District	2,226	74%	75%	73%	78%	65%	66%	82%	73%	77%	61%	49%	69%
LIFE	2013	Kenwood	92	72%	74%	70%	71%	58%	63%		72%	74%	64%	50%	68%
	2014	Kenwood	99	74%	77%	70%		64%	68%		72%	76%	65%		68%
	2015	Kenwood	80	74%	77%	71%	89%	71%	57%		73%	76%	64%	79%	71%
	2015	District	2,226	73%	73%	72%	80%	64%	63%	85%	72%	75%	59%	46%	68%

School Action Plan

Science: Strategies & Programs to Support the Objective

Science Focus

Focus: Purposeful Spiraling

Goal: By the end of the year, we expect our students to be able to... use close read protocols through Everyday Reading when analyzing the components of the nature of science questions specific to grade level science content standards.

Professional Development and Activities:

School-based:

1. The district science specialist and Middle School Science Teacher from Pryor will assist 3rd, 4th, and 5th grade level teachers in (1) spiraling the Nature of Science and other standards identified through data analysis of assessments (DEA, Unit and Chapter Tests) and (2) using resources for spiraling the 5th grade tested science standards during science specific PD release time. (August 26, 28, Week of September 1 with each grade level in 1 hour blocks.) Kindergarten, 1st, and 2nd grade teachers will be provided training in identifying their standards that are pre-requisites of the 5th grade tested standards.
2. The district science specialist and or instructional coach will provide teachers with strategies for the incorporation of close read protocols into Everyday Reading during science instruction. This will be provided during grade level meetings with follow up in faculty and subsequent grade level meetings.
3. Teachers will be instructed in the use of virtual labs/classroom activities for their grade level and provided information on school based materials to use and how to use the data collected during the activities to create standards based questions: for example CPalms teacher resources and Gizmos for grade 3rd - 5th.
4. Teachers will participate in training provided through- DoDEA-Bioblitz, Grasses in Classes, Biofilia, Civil Air Patrol, etc.
5. Teachers will be provided training on using the selection of leveled science texts to provide differentiation and increase student achievement of content standards.

Action Steps for Implementation:**School Implementation Action Steps:**

- 1a. Teachers of 3rd, 4th, and 5th grade science will participate in a 2 hour training with the District Science Specialist to address and clarify the specific 3rd and 4th grade standards that are tested in 5th grade and to train all three grade levels in grade level appropriate spiraling strategies to include strategies for spiraling the Nature of Science and standards identified from formative assessment data analysis. Training will occur during August and September.
- 1b. During Preplanning: Provide all teachers with Grade Level Science Curriculum Guides; Provide 3rd, 4th, and 5th Grade Teachers Quarterly Spiraling Guides/Templates and Provide 5th Grade with Test Item Specification Guide; Provide all Grade Levels with the list of the standards that provide prior knowledge for the Test Spec/Tested 5th grade Benchmarks.
- 1c. Teachers of 3rd, 4th, and 5th grade science will be provided follow up training and time to develop lessons for spiraling the Nature of Science Standards and standards identified from formative assessments each quarter during grade level release time, grade level meetings, and/or faculty meetings.
- 1d. Kindergarten, 1st, and 2nd grade teachers will be provided at a minimum of 45 minutes in August/September to review their grade level standards that are the pre-requisite skills and to develop common formative assessments for those standards. Additional time will be scheduled through grade level meetings each quarter during grade level meetings.
2. Schedule time for the Instructional Coach to facilitate grade level training in using purposeful close read protocols to unpack assessment items and to locate evidence from text (to include graphs, tables, charts, pictures, and diagrams) needed to respond to the questions.
- 3a. Using grade level experts schedule time for grade levels to meet to receive training in the use of virtual labs and school based materials/resources aligned to grade level standards.
- 3b. Schedule time for teachers to create student tasks that require students to gather, interpret and analyze data related to the standards: spiraling standards based on formative assessments and those related to the Nature of Science.
- 4a. Schedule time for teachers and students to participate in DoDEA/Bioblitz, Biofilia, Grasses in Classes, Civil Air Patrol, etc. activities throughout the school year.
- 4b. Schedule in the Kenwood Master Calendar: The Fall Science Fair with related activities, Science Night with Astronomers Club, Planetarium, Bioblitz, Grasses in Classes, Biofilia, Civil Air Patrol Lessons, Gulfarium, Gulf Breeze Zoo, Navarre Marine Science Center, Emerald Coast Science Center, etc.
- 4c. Grade levels will align the science activities from the Kenwood Calendar to grade level science standards in time provided through Grade Level Meetings and Faculty Meetings.
5. Teachers will be provided time to participate in training in the selection and use of leveled science text to facilitate differentiated instruction of the science standards. Training time will include using available reading data that identifies independent student reading levels.

Classroom Implementation Action Steps (Teachers and Students):

1. *TEACHERS will develop and include activities, at least one time per week, that spiral science standards throughout the school year that are aligned to the 5th grade tested science standards as identified through formative assessments and DEA.
*Students will participate in science spiraling lesson/activities at least one time weekly.
2. *TEACHERS will develop lessons that include components of the Close Read protocol that are appropriate for a science text or task and the science standard.
*The students will use close read protocols, specific to the standard's task, when interacting with science text or experiments/activities that facilitate unpacking the task to determine their response.
* Students will use Close Read Protocols to unpack assessment items.
3. *Teachers will utilize virtual labs or appropriate resources that provide students with hands on/authentic experiences with science standards.
*Students will participate in hands on/authentic activities, such as virtual labs, field trips, etc., correlated to science standards.
4. *TEACHERS will incorporate science extracurricular activities as part of their lesson plans by correlating the activity (see 4b above) with the appropriate grade level science standard(s).
*Students will identify the standards that are related to the science activity through the creation of a culminating activity: such as science journal, data chart

with interpretation, student talk , etc.

5. *Teachers will plan small groups and stations that utilize leveled readers and provide other activities that allow for differentiated instruction that include hands on lessons and books/texts read to students.
- * Students will read leveled science texts based on their independent reading levels and use that reading to respond to grade level standards questions/activities.
- * Science Fair Projects rubrics for required tasks are differentiated for individual projects in grades 3-5. Primary grades create class science fair projects.

Resources: 3rd, 4th, 5th Grade Item FCAT 2.0 Item Specs
 Elementary Science Standards Focus
 Florida Students.org
 CPalms

<http://www.okaloosaschools.com/content/curriculum-math-sept-2015-training>
<http://www.okaloosaschools.com/content/curriculum-guides-science>
<http://floridastudents.org/#>
<http://www.cpalms.org/Public/>

Progress Monitoring:			
Initiative	How Often	How Will It Be Monitored	Who Is Responsible To Monitor
Spiraling of grade level standards	At least weekly	Lesson Plans, Walk throughs	Administration, Grade Chairs
Use of Close Read Protocols-through Everyday Instructional Reading of Science Text/task	Weekly	Lesson Plans, Walk through	Administration
Utilize Virtual Labs/Hands on/ Authentic Activities	At least monthly	Lesson Plans, Walk Through, Grade Level Meetings, Leadership Team Meetings	Administration, , Grade Chairs
Science Extracurricular Activities alignment with Grade Level Standards	At least once per semester per grade Level	School Calendar, Lesson Plans, Walk Throughs, Rubrics and/or Culminating Activity-- e.g. Science Fair Projects, Field Trips, etc.	Administration, Grade Chairs
Use of leveled texts	At least monthly	Lesson Plans, Walk Throughs	Administration, Grade Chairs
Spiraling of the Nature of Science	Weekly	Lesson Plans/Walk Throughs	Administration, Grade Chairs

Evaluation:
Evaluation of Goal & Implementation (Completed at the Beginning of Second Semester):
Refinement of Goal (Completed at the Beginning of Second Semester):

Title I Schools

Briefly Describe Your Parental Involvement Plan.

Kenwood coordinates and integrates parental involvement programs and activities that teach parents how to help their children at home, to the extent feasible and appropriate, including other federal programs. We have an annual parent night to inform parents of the nature of the Title I program, AYP, and the rights of parents. We offer flexible parent meetings. We implement activities that will build the capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents and the community to improve student academic achievement. We provide professional development activities to educate the teacher and staff in how to reach out to communicate with, and work with parents as equal partners. We provide curriculum nights to explain the curriculum, forms of academics assessment, and the proficiency levels students are expected to meet.

Strategies To Increase Parental Involvement.

Emphasis is made on having all parent communication in parent friendly vocabulary as well as in Spanish. We reach out to parents to be involved in all school wide activities and curriculum nights. They are invited to be involved in the planning as well as to attend the events. We offer opportunities for parents to be involved in activities at various times throughout the day in order to accommodate their varied schedules.

Plans For Assisting Preschool Children In The Transition From Early Childhood Programs To Local Elementary Programs (Preschool Transition Strategies).

In the spring, information about a kindergarten transition day will be provided to Head Start and other day care centers providing services to students in the Kenwood school zone. Students will attend a day(s) of activities to include a visit to the cafeteria, an activity in the media center, and an opportunity to visit kindergarten classrooms. Kindergarten teachers will screen incoming kindergarten students before the start of the school year to assist in classroom placement and early identification of students that may require additional support.

Describe Counseling, Pupil Services, and Mentoring Services.

The School Counselor provides support services to individual students, small groups, grade levels, and the whole school. Services include support to students who need assistance with appropriate social interaction in the school setting or who are dealing with external factors that impact school performance. Assistance can include how to make good choices, dealing with grief, and managing anger. The School Counselor facilitates partnerships with community agencies to provide food, clothing, and resources to families in poverty or connecting families to mental health and physical health providers. In addition, the school counselor facilitates the MTSS in collaboration with the administration and the MTSS school team in their efforts to ensure that appropriate instructional and behavioral strategies are implemented for students who do not make developmentally appropriate academic and social/emotional progress. School safety, drug awareness, and bullying prevention programs are provided in collaboration with the administration, SRO, and physical education 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

1. Differentiated Instruction
2. ESE and remediation teachers meet with classroom teachers and provide quarterly reports on student progress
3. Think Central, McGraw Hill, Moby Max, iReady, Brain Pop, Achieve 3000, CPalms, Gizmos
4. District Webpage, Kenwood Webpage, student planners, monthly Kenwood Communicator, teacher and grade level newsletters, progress report cards, parent/teacher conferences, phone conferences

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

- 1-2. Classroom space is provided for general education, Exceptional Student Education, remediation, itinerants- OT, PT, SLP, social worker, ESE Staffing Specialist, SRO, Instructional Coaches, physical education, art
3. Teachers and students are trained on fire, severe weather, lockdown/intruder, and evacuation drills documented through District procedures and in compliance with the Fire and Health Codes. Health inspections are conducted at least yearly by the Okaloosa County Health Department. The district conducts inspections in conjunction with the local fire department. Fire extinguishers are monitored at least yearly. Administration enforces appropriate "spacing" of furniture around fire extinguishers and pull stations. The district conducts routine inspections of the storage of hazardous materials/cleaning agents.