

**2019-20 Academic Plan  
Nocatee Elementary School**

**School District of DeSoto  
School Board Action  
September 10, 2019  
APPROVED**

8/12/2019

**School SUMMARY**

Nocatee Elementary is a Title I school that serves 675 students in grades PK-5. As of 2018-19, the Economically Disadvantaged (FRL) Rate is 100% and the Minority Rate (Reported as Non-White on Survey 2) is 55%. The school leadership team is made up of ten members, including Jermaine Andrews – Principal and Victoria Meredith – Assistant Principal.

**School DATA**

School Grade Component	Goal 2020	SY 2018-2019	SY 2017-2018	SY 2016-2017
ELA Achievement	37	29	25	29
ELA Learning Gains	57	49	42	37
ELA Lowest 25 <sup>th</sup> Percentile	64	56	42	37
Math Achievement	46	38	35	39
Math Learning Gains	64	56	46	54
Math Lowest 25 <sup>th</sup> Percentile	71	63	45	35
Science Achievement	42	34	29	29
Progress of EL to Proficiency	55	53		

Additional ESSA Categories (from FL DOE DA Team)

	Federal % Goals for SY2019-2020	Federal %Points SY18-19	Federal % Points SY17-18	Consecutive years
All students	54%	47%	40%	
Economically Disadvantaged	54%	47%	40%	
English Language Learners	53%	46%	35%	
SWD	41%	32%	28%	2
African American	42%	36%	31%	2
White	57%	50%	41%	
Hispanic	54%	47%	41%	

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Goals: (Backup with assessment data and set goals for new school year)

Needs Assessment (Gap analysis)

1. Prior to SY 2018-19 NES had a grade of D or F for five consecutive years. School Grade of a D in SY16, SY17, SY18 and an F grade SY14 and SY15. SY2018-19 NES received a C grade.
2. Proficiency remains below state expectations in both math and English Language Arts.
3. Science proficiency has remained below state expectations for over 3 years.

There are two subgroups not meeting the minimum federal percentage points- SWD and African American. SWD need to increase proficiency by 9 percentage points. African American need to increase proficiency by 5 percentage points.

4. There is a need to provide more support to teachers to identify specific student needs, particularly students who are members of one or more subgroups.

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<b>Goal 1. Improve Student Reading Achievement Using Florida Standard Based Instruction</b>	
<ul style="list-style-type: none"> <li>Improve ELA proficiency by a minimum 8% as measured by FSA</li> <li>Improve student mastery of grade level standards to at least 55% in each grade level K-2 as measured by STAR</li> <li>Decrease the number of students scoring below the “on watch” threshold by a minimum 20%</li> </ul>	
<b>Prioritized Strategies</b>	
1.	Increase teachers’ knowledge of students’ specific needs through deep data analysis
2.	Leverage weekly collaboration to design instruction based on students’ needs
3.	Utilize high yield curriculum to ensure students meet the rigor of the standards
4.	Students in identified subgroups will obtain a minimum of 41% of Federal Percent of Points Index (SWD, Black/African American, Economically Disadvantaged, ELL)

<b>Enabling Activities</b>	<b>Implementation Plan</b>	<b>Lead</b>	<b>Timeline</b>	<b>Progress</b>			
				Q1	Q2	Q3	Q4
Develop and maintain system to assess and track student mastery of standards	<p>A. Review student data at school opening training and provide each grade level with form to monitor student mastery of grade level skills</p> <p>B. Each teacher will have a data binder with grade level skills</p> <p>B. Student progress will be monitored using tracking cards.</p>	MGT, Admin, & Academic Coach	August School Opening PD				
Meet individual student needs by improving the impact of intervention time	<p>A. Structure intervention groups to reflect students’ needs based on mastery charts, STAR and Teacher input.</p> <p>* Decrease class size in lowest groups by increasing size of higher level groups and supplementing these groups with Paras.</p> <p>* Pre-and post-test students on specific intervention skills based on group to track progress.</p> <p>B. Intervention groups will reflect progress on targeted instruction based on student need as determined by standards mastery lists through growth on the post test.</p> <p>A. Teachers will submit plans for intervention groups.</p>	Admin & Curriculum Leads	Set up intervention groups quarterly:  August 2019, October 2019, December 2019, and March 2020				

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<p>Provide teachers with collaboration time to analyze data and use data to plan instruction.</p>	<p>A. Provide teachers with district pacing guides, state resources, and lesson plan template.</p> <p>B. Teachers will post completed lesson plan template to Google Drive.</p> <p>A. Set collaboration schedule to provide two days of lesson planning and two days of data analysis for ELA (core instruction and intervention).</p> <p>B. Shared collaboration schedule</p>	<p>Admin</p> <p>Supported by Curriculum Leads</p>	<p>August 2019</p>				
<p>Leverage curriculum programs to expose students to grade level standards</p>	<p>A. Use curriculum pacing guides to break down what students will know and what they can show as lesson outcome by:</p> <ul style="list-style-type: none"> <li>a. Identifying foundational skills</li> <li>b. Building opportunities for student engagement</li> <li>c. Plan scaffolding strategies to ensure all students reach mastery, particularly targeted students.</li> </ul>	<p>Curriculum Leads</p>	<p>Ongoing during weekly collaboration time</p>				

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<b>Goal 2. Improve Student Math Achievement Using Florida Standard Based Instruction</b>								
Objectives:								
<ul style="list-style-type: none"> <li>● Improve Math proficiency by a minimum 8% as measured by FSA</li> <li>● Improve student mastery of grade level standards to 55% in each grade level K-2 as measured by STAR</li> <li>● Decrease the number of students scoring below the “on watch” threshold by a minimum 20%</li> </ul>								
<b>Prioritized Strategies</b>								
1.	Increase math instructional time to include time for intervention							
2.	Utilize collaboration time to unpack the standards and identify prerequisite skills							
3.	Provide instruction that moves from concrete pictorial to abstract							
4.	Students in identified subgroups will obtain a minimum of 41% of Federal Percent of Points Index (SWD, Black/African American, Economically Disadvantaged, ELL)							
Enabling Activities	Implementation Plan		Lead	Timeline	Progress			
	a. Actions	b. Outcomes			Q1	Q2	Q3	Q4
Rework Schedule to increase daily math instruction	New schedule developed (Spring 2019)		Admin	Spring 2019 August 2019 (Revised)	X			
Increase teachers’ depth of knowledge of math standards and foundational skills	A. Provide professional development on math progressions across grade levels by taking teachers through the vertical alignment of math and identifying key foundational skills. (Show teachers where it is in current curriculum programs if exists)		Admin  Supported by Academic Coach	Ongoing during weekly collaboration time				

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<p>Develop instructional strategies that use students' background knowledge to build new learning</p>	<ul style="list-style-type: none"> <li>A. Utilize data to determine what foundation skills students may need reinforced or taught</li> <li>A. Develop teachers' comfort level with the use of mathematical tools to build student knowledge during collaboration time</li> <li>A. Determine students "know" and "show" for each standard and embed in the instructional plan and create formative assessment</li> <li>B. Analyze formative assessment (resource EMBARC Online) to determine individual, class and grade level needs.</li> <li>B. During walk through provide feedback on specific "show" and "know" skills identified by teachers.</li> </ul>	<p>Curriculum Leads</p> <p>Supported by Academic Coach</p>	<p>Ongoing</p>				
<p>Provide foundation skill practice through the use of daily number talks</p>	<ul style="list-style-type: none"> <li>A. Provide professional development on the use of number talks to introduce strategies and ongoing support through collaboration time.</li> <li>B. Utilize 5-10 minutes of math instruction to conduct number talks (fluency practice) daily</li> <li>B. Provide feedback through bi-weekly walkthroughs</li> <li>B. Teachers provide feedback on strategies during collaboration</li> </ul>	<p>AP</p> <p>Supported by Academic Coach</p>	<p>Ongoing</p>				

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<b>Goal 3. Improve Student Science Achievement Using Florida Standard Based Instruction</b>								
Objectives:								
<ul style="list-style-type: none"> <li>● Improve Science proficiency by a minimum 8% as measured by FSA</li> <li>● Improve student mastery of grade level standards to a minimum 70% as measured by quarterly Science Benchmark assessments</li> <li>● Decrease the number of students scoring below the “on level” threshold by a minimum 20%</li> </ul>								
<b>Prioritized Strategies</b>								
1.	Increase science instructional time to include time for evaluation, investigation, and inquiry integration							
2.	Utilize collaboration time to unpack the standards and identify content limits							
3.	Provide instruction that advances students’ conceptual understanding in science							
4.	Students in identified subgroups will obtain a minimum of 41% of Federal Percent of Points Index (SWD, Black/African American, Economically Disadvantaged, ELL)							
Enabling Activities	Implementation Plan		Lead	Timeline	Progress			
	a. Actions	b. Outcomes			Q1	Q2	Q3	Q4
Increase students’ science engagement and proficiency	A. Integrate hands-on activities learning activities and facilitating opportunities for science discourse	A. Enrich science curriculum by creating connections to science careers and professionals	Admin  Supported by Science Coach	Ongoing during weekly collaboration time				
Increase teacher capacity and depth of knowledge of science standards and foundational skills	A. Provide professional development focused on science progressions across grade levels by taking teachers through the vertical alignment of science standards and identifying key foundational skills. (Show teachers where it is in current curriculum programs if exists)	A. Use science data to drive instruction and the improvement of teaching practices	Admin  Supported by Academic Coach	Ongoing during weekly collaboration time				

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<b>Goal 4. Create a climate that reflects high expectations</b>									
Objectives:									
<ul style="list-style-type: none"> <li>● Set school wide expectations for instruction and achievement to build efficacy</li> <li>● Set school wide expectations for school environment and climate (classroom, common spaces, attendance, behavior)</li> <li>● Improve attendance of chronically absent students by a minimum 20%</li> <li>● Improve parent and community engagement by fostering volunteer opportunities and home-school connections</li> <li>● Create opportunities for distributed leadership</li> </ul>									
<b>Prioritized Strategies</b>									
1.	Use high yield strategies correlated to Marzano during bell to bell instruction								
2.	Set school wide expectations rigorous instruction								
3.	Create an environment that supports the students and adult community of Nocatee								
4.	Distribute leadership								
Enabling Activities	Implementation Plan			Lead	Timeline	Progress			
	a. Actions	b. Outcomes				Q1	Q2	Q3	Q4
Leverage instructional time by implementing bell to bell instruction utilizing high yield strategies and observable student outcomes	A. Provide teachers with specific guidelines for instruction including use of computers.	A. Collaborate with the curriculum leads to identify and introduce high yield strategies correlated to Marzano research each month in the areas of:		Principal	August 2019				
	<ul style="list-style-type: none"> <li>a. Student collaboration – August-September</li> <li>b. Questioning to elaborate – October</li> <li>c. Formative Assessment – November</li> <li>d. Release of Responsibility – December-January</li> <li>e. Interaction with multiple texts- inferencing, similarities/differences – February</li> <li>f. Scaffolding – March</li> <li>g. Student performance – April-May</li> </ul>	A. During collaboration teachers will receive professional development on specific strategies and how to utilize it in the classroom.			Two days per month during collaboration time				
					Formative assessments shared during collaboration				



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	<ul style="list-style-type: none"> <li>A. Principal to reinforce monthly skill during morning announcement</li> <li>A. Explore how to correlate the skill of the month to PBIS (Leadership team)</li> <li>B. Teachers will identify specific skill being used in lesson plan</li> <li>B. Walk through focus will incorporate feedback on skill being practiced.</li> </ul>		<p>Bi-weekly walkthroug hs</p> <p>Morning announcem ents</p>				
<p>Provide start-up training to all instructional staff on rigor of standards.</p>	<ul style="list-style-type: none"> <li>A. Provide initial PD on unpacking the standards and how to identify what students need to ‘know’ and be able to ‘show.’</li> <li>A. Provide support during collaboration time to guide teachers through the unpacking process.</li> <li>B. Lesson plans will reflect the expected student outcomes of the lesson including what students should ‘know’ and show”</li> <li>B. Formative assessments will be used to assess students’ learning.</li> <li>B. Walkthrough feedback will be provided bi-weekly</li> </ul>	<p>MGT, Admin, &amp; Academic Coach</p>	<p>August 2019</p> <p>Monthly</p> <p>Weekly review of lesson plans</p> <p>Bi-weekly</p>				

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<p>Effectively utilize collaboration time to determine and plan for interventions</p>	<p>A. Utilize collaboration time once a month to review student mastery and determine instructional needs in grade level and intervention blocks.</p> <p>A. Teachers will bring grade level forms and compare progress to pacing guides. Utilize time to determine instructional needs in grade level and intervention blocks.</p> <p>B. Teachers created action plan to address low skills/standards. Action plans in Teacher Data Binder and posted to admin.</p> <p>B. Admin will use action plans when conducting walkthroughs to focus walkthrough and feedback.</p>	<p>Curriculum Leads</p>	<p>Monthly ELA Collaboration Meeting beginning August 2019</p> <p>Weekly walkthroughs</p>				
<p>Develop classroom environment that supports the Vision and Mission as well as high expectations and rigorous standards.</p> <p>#Leading Forward to Success</p> <ul style="list-style-type: none"> <li>● Resiliency (bouncing back)</li> <li>● Tenacity (stick to it-ness)</li> <li>● Enthusiasm (positive attitude, confidence, excitement)</li> </ul> <p>“Listen enthusiastically, learn resiliently, and lead tenaciously”</p>	<p>A. Review Vision and Mission at school opening day and correlate it to school wide expectations.</p> <p>A. Share school wide expectations created collaboratively in SY2019-20 and determine actions to meet these expectations</p> <ol style="list-style-type: none"> <li>a. Rigorous instruction in every classroom, every day</li> <li>b. Student to student discourse and tasks aligned to the full intent and rigor of the standards</li> <li>c. Instruction informed by data and examination of student work</li> <li>d. Active use of academic language (and common language vertically aligned)</li> <li>e. Higher order questioning aligned to the standards</li> <li>f. Specific academic feedback for current, authentic work</li> <li>g. Models of academic proficiency</li> </ol>	<p>Admin</p> <p>Admin</p> <p>Admin</p>	<p>August 2019</p>				

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	<ul style="list-style-type: none"> <li>A. Share Nocatee Expectations with Parents and Community Partners and how they can transfer to home</li> <li>B. Parents pledge their commitment to spend 15 minutes, two times a week, with their child to improve academic outcomes.</li> <li>B. Teachers and students can articulate expectations and provide examples</li> </ul>		September 2019				
Leverage Teacher leadership during Curriculum lead meeting and collaboration	<ul style="list-style-type: none"> <li>A. Provide opportunities to meet and plan with teacher leaders to provide input on school processes and collaboration</li> <li>A. Develop agendas for Biweekly Curriculum lead meetings to include leadership opportunities and feedback from teachers</li> <li>B. Provide peer leadership during grade level collaboration</li> </ul>	Admin	Summer 2019  Bi-weekly meetings  Weekly				
Develop an environment of success by planning and implementing school wide activities that include students, families and community	<ul style="list-style-type: none"> <li>A. Calendar monthly events with curriculum team that demonstrates school's expectations of school success               <ul style="list-style-type: none"> <li>a. Nocatee Spirit day each week</li> <li>b. College Day- students and adults can wear college t-shirts to encourage students to start thinking about college</li> <li>c. Grade level parent meetings- September 10</li> <li>d. FSA Parent Informational Night- January 2020</li> <li>e. Awards presentations each quarter (relate to content and PBIS)</li> </ul> </li> <li>A. Develop agendas for Biweekly Curriculum lead meetings to include leadership opportunities and feedback from teachers</li> <li>A. Provide peer leadership during grade level collaboration</li> </ul>	Admin, Curriculum Leads, A-Team         AP	Summer 2019				