

Date Submitted:

Dates of Revision:

School Performance Plan 2020-2021



School Name: Baker School

Legend

AICE	Advanced International Certificate of Education	MtSS	Multi-tiered System of Supports
AP	Advanced Placement	NGCAR-PD	Next Generation Content Area Reading Professional Development
DA	Differentiated Accountability	NGSSS	Next Generation Sunshine State Standards
ED	Economically Disadvantaged	PERT	Postsecondary Education Readiness Test
ELA	English Language Arts	PMP	Progress Monitoring Plan
ELL	English Language Learners	PMS	Progress Monitoring System
EOC	End of Course Exam	POC	Plan of Care
ESE	Exceptional Student Education	PPP	Pupil Progression Plan
ESSA	Every Student Succeeds Act	PSAT	Preliminary Scholastic Aptitude Test
FAIR	Florida Assessment for Instruction in Reading	SAC	School Advisory Council
F/R	Free & Reduced	SAI	Supplemental Academic Instruction
FS	Florida Standards	SAT 10	Stanford Achievement Test
FSA	Florida Standards Assessment	SESAT	Stanford Early School Achievement Test
IB	International Baccalaureate	SPP/SIP	School Performance Plan/School Improvement Plan
IEP	Individualized Education Program	SWD	Students with Disabilities
IPDP	Individualized Professional Development Plan	VE	Varying Exceptionalities
MAP	Measures of Academic Progress		

SAC Information

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

SAC funds in the amount of \$4,937.00 will primarily be used for: School wide student achievement recognition programs.

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

Principal's Signature
Michael Martello
SAC Chairperson's Signature
Susan Holley

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
Michael Martello	Principal
Victoria Hurley, Jennifer Stewart, & Victor Mann	Assistant Principal
Crystal Blake-Griffin	Instructional Coach
Haley Caraway	Social Studies Department Chair
Elizabeth Richards	Language Arts Department Chair
Belinda Seiffert	Math Department Chair
Keeley Wickery and Sophie Lukas	Science Department Chairs
Leisa Marelli, Amber Meeks, Michelle Crenshaw, Jennifer Capps, Michelle Nixon, Tracey Lay,	Elementary Grade Level Chairs

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

Baker School establishes, implements, and monitors a continuous process of improvement that focuses on student performance. We have an active School Advisory Council composed of the principal, representative school staff, and community representation. Our annual School Performance Plan is our format for setting objectives and focuses on our progress. Our plan articulates the direction and purpose for our school's future, describes the current conditions with a focus on student learning, identifies what actions will be taken to improve student learning, and documents what has been accomplished to determine what happens next. Our School Advisory Council is provided opportunities to contribute to the development of this plan, and monitors and demonstrates progress in meeting the school improvement goals and objectives. Our faculty and staff also have opportunities to have input in the development and implementation of the school plan, and are provided professional development to help them implement the strategies identified in the plan.

School Profile

Baker School has proudly been serving the surrounding community since 1915 and celebrated its Centennial during the 2015-2016 school year. In 2013, Baker School was recognized by the Florida Legislature with the distinction of being named as a Heritage Site for becoming the first accredited school in Okaloosa County in 1923. Baker School operates as three schools in one serving Kindergarten through twelfth grades with a student population of almost 1,400 students. Our geographically districted zone comprises roughly one fourth of Okaloosa County with the majority of our students being transported by our stand alone fleet of buses. We serve a diverse population of families ranging from agriculture to business to military. Approximately 62% of our student population is eligible for the free and reduced food program. Our elementary grades are designated as a Title 1 school-wide program serving 667 students in grades Kindergarten through 5th grade.

Baker School enjoys a unique opportunity to influence the academic and social progress of students throughout their educational career. Many students attend Baker from kindergarten through graduation with many of them being second, third and even fourth generation Baker Alumni. Quoting a previous SACS Review Report summary, "Baker School is the center of the community it serves in Okaloosa County. Students, parents, faculty, staff and members of the community are proud of the school, its heritage and the role it plays in their everyday lives. Many parents and members of the faculty are graduates of Baker School. This K-12 school offers a "family" atmosphere rarely seen today."

Baker School offers its students an array of academic opportunities to pursue a college or career-ready post-secondary path. High school students may choose to take Advanced Placement and honors courses and our middle school students can take many classes for high school credit. Our elementary schedule allows us to challenge our advanced learners while remediating our struggling learners.

Here at Baker School we pride ourselves for being a K-12 Community School and believe that it offers a unique educational experience like no other.

Parent and Community Awareness

Benchmark Items

	Mean	Count	Top Box
1. My child's learning is a high priority at this school.	3.31	26	15.38%
2. School rules/discipline plans are enforced consistently at this school.	2.73	26	15.38%
3. I regularly receive feedback from school staff on how well my child is learning.	2.44	25	4.00%
4. My family is treated with respect at this school.	2.96	26	15.38%
5. My child has every opportunity to be successful at this school.	2.96	26	19.23%
6. My child has the necessary classroom supplies and equipment for effective learning.	3.12	26	15.38%
7. I would recommend this school to other parents.	2.69	26	15.38%
8. This school provides a safe environment for my child to learn.	3.12	26	11.54%
9. My child is recognized for good work and behavior at this school.	2.96	26	15.38%
10. The school is clean and well maintained.	2.85	26	11.54%
11. The teachers, staff, and administration at this school demonstrate a genuine concern for my child.	2.96	26	19.23%
12. I am proud to say I have a child at this school.	2.88	26	19.23%
13. I receive positive phone calls, emails, or notes about my child from the school.	2.46	26	11.54%
14. The principal at this school is approachable and reachable.	2.58	26	19.23%
15. The principal at this school is an effective leader.	2.58	26	19.23%

Parent and Community Awareness

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

The overall perception is that Baker School is providing a safe learning environment, as well as, providing the necessary supplies and equipment for effective learning.

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

Baker School should continue to make capital improvements to our campus, as well as, continue to make improvements to our custodial procedures.

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

Baker School utilizes various forms of electronic media, website, social media (Facebook and Instagram), marquis at front of school, and the school-wide call-out system (Blackboard Connect). Elementary teachers utilize classroom newsletters, as well as, various programs to communicate with families, such as Class Dojo and Remind 101. Baker School is also implementing the PikMyKid program, which is an electronic transportation program that also allows direct communication between parent and classroom teachers.

School Action Plan

ESSA Subgroup: Strategies & Programs to Support the Objectives

ESSA Subgroup Focus
Subgroup: ELA Students with Disabilities

School Focus
What is the cause(s) for this subgroup being an area of focus? Federal percent of points index score of 46
What are we doing to target this subgroup? <ol style="list-style-type: none">1. Varying exceptionalities teachers will implement Encore Teach Town as an intervention for select students.2. ESE teacher will provide students with additional small group instruction in addition to small group instruction provided in the classroom.3. K-3 students scoring a level 1 will be provided remediation using Max Scholar.4. K-12 teachers will analyze students' data to assess progress and determine next steps.5. Secondary ELA and Learning Strategies teachers will incorporate NewsELA, Edgenuity and Common Lit material into classroom instruction.6. ESE teachers will use UFLI small group instruction to address students' needs according to their IEP.7. Secondary ESE/VE teachers will use Unique Learning Systems (ULS) in small group instruction to address students' needs according to their IEP.
Targeted School-based Professional Development: <ol style="list-style-type: none">1. Teachers will have the opportunity and are encouraged to attend training on Encore Teach Town to use with students as appropriate.2. ESE teacher will have the opportunity and are encouraged to attend district provided ESE professional development. Classroom teachers will have the opportunity and are encouraged to attend district provided ELA professional development. The instructional coach will be available to plan and collaborate with teachers regarding implementation from central message PD in the form of modeling, peer observations with debrief, collaborative planning, and observation with feedback.3. The instructional coach will provide training/ coaching sessions on UFLI small group instructional framework, district PD, and/or Max Scholar for ESE teachers, classroom teachers, and interventionists as needed. The instructional coach will provide support to teachers through modeling, peer observations with debrief, collaborative planning, and observation with feedback.4. K-12 teachers along with administration will participate in data chats three times per year to assess progress and determine next steps.5. The instructional coach will be available to plan and facilitate book studies, PLCs and/or other professional development as requested by teachers. Some possible topics include: Explicit Instruction, Building Funds of Knowledge, Vocabulary, and the Science of Reading.6. Teachers will be trained on implementing blended instruction (online and small group) using I-Ready.7. Elementary teachers will be trained on Accelerate online learning platform. Kindergarten through fifth grade will utilize the pacing guide aligned to Accelerate to provide continuity in education in case students have to shift to online instruction due to Covid-19. Teachers will continue to integrate multiple sources aligned to the standards and item specifications to demonstrate a purposeful thread from whole groups, through small groups and stations/ cooperative groups and leading to application of learning through a close read.8. 6-12 grade teachers will be trained on Edgenuity online learning platform and will utilize in case students have to shift to online instruction due

- to Covid-19. Teachers will continue to integrate multiple sources aligned to the standards and item specifications to demonstrate a purposeful thread from whole groups, through small groups and stations/cooperative groups and leading to application of learning through a close read.
9. 6-8th grade teachers will be trained on iReady in order to provide remediation for below grade level students.
 10. 6-8th grade teachers will be trained on iReady for instruction planning including whole group needs and small group remediation.
 11. August District PD- Teachers will be trained on Covid 19 safety measures to ensure students' and staffs' health and safety. Teachers will be trained on Social Emotional Learning to address students' emotional needs that may have heightened as a result as Covid 19.
 12. VE/ESE teachers will be trained on the Unique Learning System (ULS) to use with students as appropriate.

Action Steps for Implementation

Classroom Implementation Action Steps (Teachers and Students):

1. Teachers will use Encore Teach Town with students as appropriate.
2. K-12 teachers will incorporate professional learning from central message within classroom instruction. ESE teachers will incorporate professional learning within classroom instruction. K-12th grade teachers will be incorporating the Gradual Release Model alongside the Balanced Literacy Model to include small group instruction and cooperative groups.
3. Interventionists and/or K-3 teachers will provide small group intervention to level 1 students daily using Max Scholar and students will interact with Max Scholar software three times per week.
4. K-12 teachers will implement strategies needed to target identified needs during data chats such a differentiated small group instruction or cooperative groupings.
5. K-12 teachers will incorporate professional learning from book studies or PLCs into classroom instruction.
6. Learning strategies teachers will reinforce strategies taught in general education classroom and implement evidence-based strategies to improve student performance.
7. VE classroom teachers will use the Unique Learning System (ULS) to supplement classroom instruction and help differentiate students needs.

School Implementation Action Steps (Administration, Teachers, and Students):

- Administration and the instructional coach will provide support to teachers in online instruction, Encore Teach Town, UFLI, Max Scholar, Accelerate, and I-Ready.
- Administration will monitor the minutes for online i-Ready instruction.
- Administration will schedule data chats three time for the school year for classroom teachers.
- The instructional coach will establish book studies for teachers to participate in. The curriculum office will purchase books for the teachers.
- Administration will secure subs for release time related to instructional rounds as needed.

Progress Monitoring

Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Encore Teach Town	Evaluations, Walk Throughs, Teacher observation, Progress Chat	Weekly	Administrator, Literacy Coach, Teachers
Central Message PD	Sign in sheets, Evaluations, Walk throughs, teacher observation,	Weekly	Administrator, Literacy Coach, Teachers

	progress chat		
Max Scholar	Sign in sheets, Evaluations, Walk throughs, teacher observation, progress chat	Weekly	Administrator, Literacy Coach, Teachers
Data Chats	Sign in sheets, Evaluations, Walk throughs, teacher observation, progress chat	Three times per year	Administrator, Literacy Coach, Teachers
Book Studies/ PLCs	Sign in sheets, Evaluations, Walk throughs, teacher observation, progress chat	Weekly when implemented	Administrator, Literacy Coach, Teachers
I-Ready/ Accelerate	Evaluations, Walk Throughs, Teacher observation, Progress Chat	Weekly	Administrator, Literacy Coach, Teachers

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

School Action Plan

ELA: Reading & Writing

District Goal:	Students shall demonstrate reading proficiency at or above the expected grade level.
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Objectives:	
Elementary	
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 60 %.	
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 53 %.	
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 62%	
Middle School	
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 62%.	
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 63%.	
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 62%	
High School	
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 62%.	
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 63%.	
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 62%	

School Action Plan

ELA: Strategies & Programs to Support the Objectives

Central Focus: ELA Focus Kindergarten- Grade 2

Keeping the Balanced Literacy Model in mind, use the ELA Foundation Standards and data (e.g., MAP, Max Scholar, iReady, formative) to create lessons

- Collaboratively develop targeted, engaging multi-sensory phonemic awareness and phonics lessons for use within the Balanced Literacy Model
- How to use Max Scholar in a blended learning environment for identified students
- Use data (e.g., MAP, iReady, Max Scholar, and formative) to collaboratively plan whole group mini-lessons, small group instruction, and stations

School Focus

Targeted School-based Focus:

By the end of the year, we expect students to show adequate yearly progress of the ELA Foundational Skills after receiving multi-sensory phonics lessons, differentiated and data-based small-group and whole-group instruction.

Targeted School-based Professional Development:

1. August District PD- Teachers will be trained on Covid 19 safety measures to ensure students' and staffs' health and safety. Teachers will be trained on Social Emotional Learning to address students' emotional needs that may have heightened as a result as Covid 19.
2. Teachers will be trained on Accelerate online learning platform. Kindergarten through fifth grade will utilize the pacing guide aligned to Accelerate to provide continuity in education in case students have to shift to online instruction due to Covid-19. Teachers will continue to integrate multiple sources aligned to the standards and item specifications to demonstrate a purposeful thread from whole groups, through small groups and stations/ cooperative groups and leading to application of learning through a close read.
3. Teachers will be trained on implementing blended instruction (online and small group) using I-Ready.
4. The instructional coach will provide training/ coaching sessions on district PD, and/or Max Scholar for ESE teachers, classroom teachers, and interventionists as needed.
5. The instructional coach will be available to plan and facilitate book studies, PLCs and/or other professional development as requested by teachers. Some possible topics include: Explicit Instruction, Building Funds of Knowledge, Vocabulary, and the Science of Reading. Teachers will meet with Instructional Coach for training to access ELA resources: examples Heggerty, Phonics Dance, Being a Writer, Max Scholar, and Science of Reading.
6. The instructional coach will support grades 2-5 as they implement Brain Breakfast, a high-yield routine that targets fluency, comprehension, and writing as part of the daily routine.

Action Steps for Implementation

Classroom Implementation Action Steps (Teachers and Students):

1. Collaboration and Support of High-Yield Introductory Routines for 1-5
Teachers will collaborate with grade-level colleagues and the Instructional Coach to plan and implement Baker's Brain Breakfast, which is designed to incorporate FSA standards-based interactions with text and enhance students' stamina in reading and writing.

- Teachers will choose a traditional text for students to read and respond to standards-based TDQs, build fluency, and complete a writing through reading activity.

- The Instructional Coach will support this program by providing models and assist teachers in creating a template for grade levels.

2. General Classroom Instruction in ELA

Using data, K-2 teachers will collaboratively plan whole group, small group, and stations lessons integrating appropriate texts and resources in order to achieve grade-level expectations. Lessons and texts will be differentiated according to individual students' instructional levels. Teachers will provide instruction in all five components of effective instruction: phonemic awareness, phonics, vocabulary, fluency, and comprehension.

K-5 teachers will model and guide students to create purposeful text marks, annotations, engage in Student Talk, and grade-level appropriate writing through reading activities.

- Students will be exposed to high-quality, grade-level appropriate texts from the following sources:

- K-1: Reading Eggs, MaxScholar (K-3), iReady Toolbox, as well as traditional stories, nursery rhymes, fairy tales, fables, folktales, and poems.

3. Engaging Multi-Sensory Lessons K-2:

Teachers will model and guide students through multi-sensory phonemic awareness and phonics lessons incorporating movement, kinesthetic, and audible activities within the Balanced Literacy Model.

4. MaxScholar K-3

Interventionists will receive training on how to incorporate MaxScholar and will implement in a timely manner for identified students.

5. Using Data

Teachers will work collaboratively to plan whole group mini-lessons, small group instruction, and stations using data from iReady, MaxScholar, and formative assessments.

- Administrators, Instructional Coaches, and Title 1 leaders will lead data-chats with teachers in a timely manner after grade levels complete identified assessment at a minimum of three meetings throughout the school year.

7. Instructional Coach

The Instructional Coach will meet with teachers in grades K-5 in order to determine individual teachers and grade-levels needs in regards to successfully carrying out the goals outlined in Focus #1 and #2. The Instructional Coach will provide teachers with model lessons and provide support for all areas of focus.

Progress Monitoring			
Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Data analysis	Data chats, iReady reports	Minimum of 3 times	Administration, Instructional Coaches, Teachers
Brain Breakfast	Evaluations, Walk Throughs, Teacher Observation, Progress Chat	Weekly	Administration, Instructional Coaches, Teachers
Text Marking/Annotating	Evaluations, Walk Throughs, Teacher Observation, Progress Chat	Weekly	Administration, Instructional Coaches, Teachers

K-2 Multi-sensory lessons	Evaluations, Walk Throughs, Teacher Observation, Progress Chat	Weekly	Administration, Instructional Coaches, Teachers
I-Ready	Evaluations, Walk Throughs, Teacher Observation, Progress Chat	Weekly	Administration, Instructional Coaches, Teachers
Accelerate	Evaluations, Walk Throughs, Teacher Observation, Progress Chat	Weekly	Administration, Instructional Coaches, Teachers

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

School Action Plan

ELA: Strategies & Programs to Support the Objectives

Central Focus: ELA Focus Grades 3-5

Keeping the end in mind, use the ELA Standards, Item Specifications, Achievement Level Descriptors (ALDs), and data (e.g., MAP, FSA, formative) to create lessons

- Collaboratively develop a culminating task (e.g., test, writing task, etc.) that reflects the standard(s) of focus
- Use Item Specifications to create quality questions based on the standards and ALDs which prepare students for the developed culminating task
- Investigate how to use grade-level texts from *Journeys* and supplemental materials as a **resource** to plan lessons which prepare students for the developed culminating task

School Focus

Targeted School-based Focus:

By the end of the year, we expect students to be able to complete standards based culminating tasks designed using Item Specifications after lessons incorporating multiple texts and ALDs.

Targeted School-based Professional Development:

1. Teachers will have the opportunity and are encouraged to attend district provided professional development. August District PD- Teachers will be trained on Covid 19 safety measures to ensure students' and staffs' health and safety. Teachers will be trained on Social Emotional Learning to address students' emotional needs that may have heightened as a result as Covid 19.
2. Teachers will be trained on Accelerate online learning platform. Kindergarten through fifth grade will utilize the pacing guide aligned to Accelerate to provide continuity in education in case students have to shift to online instruction due to Covid-19. Teachers will continue to integrate multiple sources aligned to the standards and item specifications to demonstrate a purposeful thread from whole groups, through small groups and stations/ cooperative groups and leading to application of learning through a close read.
3. Teachers will be trained on implementing blended instruction (online and small group) using I-Ready.
4. The instructional coach will provide training/ coaching sessions on UFLI small group instructional framework, district PD, and/or Max Scholar for ESE teachers, classroom teachers, and interventionists as needed.
5. September- 4-5 grade classroom teachers will attend a syllabication and morphology training (with coaching sessions to follow as needed)
7. The instructional coach will be available to plan and facilitate book studies, PLCs and/or other professional development as requested by teachers. Some possible topics include: Explicit Instruction, Building Funds of Knowledge, Vocabulary, and the Science of Reading. Teachers will meet with Instructional Coach for training to access ELA resources: examples UFLI, syllabication and morphology, I-Ready, Accelerate, Being a Writer, and The Science of Reading.
8. The instructional coach will support grades 2-5 as they implement Brain Breakfast, a high-yield routine that targets fluency, comprehension, and writing as part of the daily routine.

Action Steps for Implementation

Classroom Implementation Action Steps (Teachers and Students):

1. Collaboration and Support of High-Yield Introductory Routines for 1-5

Teachers will collaborate with grade-level colleagues and the Instructional Coach to plan and implement Baker’s Brain Breakfast, which is designed to incorporate FSA standards-based interactions with text and enhance students’ stamina in reading and writing.

- Teachers will choose a traditional text for students to read and respond to standards-based TDQs, build fluency, and complete a writing through reading activity.
- The Instructional Coach will support this program by providing models and assist teachers in creating a template for grade levels.

2. General Classroom Instruction in ELA

Using data, 3-5 teachers will collaboratively plan whole group, small group, and stations lessons integrating appropriate texts and resources in order to achieve grade-level expectations. Lessons and texts will be differentiated according to individual students’ instructional levels. Teachers will utilize both leveled texts and scaffold students to be successful with grade level texts in small groups in order to close the gap for low achieving students and grade level proficiency. Teachers will provide instruction in all five components of effective instruction: phonemic awareness (if needed), phonics, vocabulary, fluency, and comprehension.

Using data, 3-5 teachers will collaboratively plan lessons, TDQs, and culminating tasks (Socratic Seminars, writing through reading, etc.) that reflect the standard of focus. ALDs, Item Specifications, and Journeys will be used as resources to determine rigor, question type, and other texts needed to teach the standards to the depth required by the grade level.

K-5 teachers will model and guide students to create purposeful text marks, annotations, engage in Student Talk, and grade-level appropriate writing through reading activities.

- Students will be exposed to high-quality, grade-level appropriate texts from the following sources:
- 3-5: Newsela, ReadWorks, CommonLit, Journeys, I-Ready, and traditional novels, stories, fairy tales, fables, myths, poems, and dramas.

3. MaxScholar K-3

Teachers will receive training on how to incorporate MaxScholar and will implement in a timely manner for identified students.

4. Using ALDs 3-5

Teachers will consult ALDs to ensure that lesson activities have the appropriate level of rigor and will be used as a way to differentiate and show growth for all students, even those already at grade level.

5. Using Data

Teachers will work collaboratively to plan whole group mini-lessons, small group instruction, and stations using data from MAP, iReady, MaxScholar, and formative assessments

- Administrators, Instructional Coaches, and Title 1 leaders will lead data-chats with teachers in a timely manner after grade levels complete identified assessment at a minimum of three meetings throughout the school year.

6. Instructional Coach

The Instructional Coach will meet with teachers in grades K-5 in order to determine individual teachers and grade-levels needs in regards to successfully carrying out the goals outlined in Focus #1 and #2. The Instructional Coach will provide teachers with model lessons and provide support for all areas of focus.

Progress Monitoring			
Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Data analysis	Data chats, iReady reports	Minimum of 3 times	Administration, Instructional

			Coaches, Teachers
Brain Breakfast	Evaluations, Walk Throughs, Teacher Observation, Progress Chat	Weekly	Administration, Literacy Coach, Teachers
Text Marking/Annotating	Evaluations, Walk Throughs, Teacher Observation, Progress Chat	Weekly	Administration, Literacy Coach, Teachers
3-5 Using ALDs	Evaluations, Walk Throughs, Teacher Observation, Progress Chat	Weekly	Administration, Literacy Coach, Teachers
Accelerate	Evaluations, Walk Throughs, Teacher Observation, Progress Chat	Monthly	Administration, Literacy Coach, Teachers
I-Ready	Evaluations, Walk Throughs, Teacher Observation, Progress Chat	Weekly	Administration, Literacy Coach, Teachers

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

School Action Plan

ELA: Strategies & Programs to Support the Objectives

Central Focus: Secondary ELA Focus

Keeping the end in mind, use the ELA Standards, Item Specifications, Achievement Level Descriptors (ALDs), and data (e.g., MAP, iReady, FSA, formative) to design engaging lessons:

- Use ELA resources such as *Florida Collections*, Achieve 3000, Edgenuity, iReady and Common Lit to plan instructional lessons/units
- Develop FSA style questions and assessments to accompany instructional lessons/units
- Use data (e.g., MAP, iReady, FSA, formative) to drive whole group instruction and cooperative groups

School Focus

Targeted School-based Focus:

ELA and IR teachers will utilize the ELA Standards and Achievement Level Descriptors (ALDs) to align classroom instructional material and content utilizing the Gradual Release Model following the pacing guide aligned with Edgenuity.

Targeted School-based Professional Development:

1. ELA and IR teachers will attend district provided professional development. .
2. ELA and IR teachers will have the opportunity to collaborate during monthly department meetings and as needed with common planning times.
3. Lynn Kozak, Instructional Coach, will be available to plan and collaborate as requested by ELA and IR teachers.

Action Steps for Implementation

Classroom Implementation Action Steps (Teachers and Students):

1. General Instruction in the ELA Classroom

-Using data from FSA, MAPs, iReady and formative assessments, 6-12 teachers will intentionally plan for the Gradual Release model of modeled instruction, shared instruction, guided practice and independent practice reflecting alignment of the standards of focus.

-ALDs, Item Specifications, Collections, Achieve 3000, and Common Lit and Edgenuity will be used as resources along with teacher-selected texts which exhibit the text complexity required by the test item specifications.

-Teachers will continue to implement Student Talk strategies to encourage higher-level thinking.

-Teachers will collaborate as a department to share training and expertise with new ELA resources.

- Teachers will include spiraling, bell ringers, exit passes, and teacher led small group instruction, and cooperative groups.

2. General Instruction in the IR Classroom

-Using data from FSA, MAPs, iReady, Achieve 3000, and formative assessments, IR teachers will align their instruction to the sequence of standards based on iReady Diagnostic and Achieve 3000 results. Teachers in the IR classroom will utilize the Gradual Release Model in presenting instruction.

-The Instructional Coach will support IR by providing resources and modeling lessons for the IR classroom.

3. Utilization of Achievement Level Descriptors (ALDs)

-Within the ELA/IR classrooms teachers will write text dependent questions (TDQs) of appropriate rigor using academic vocabulary

- By analyzing available data and purposefully planning standards-based TDQs teachers create cooperative learning group which require

student interdependence

-Using the Gradual Release Model, teachers will empower students to use ALDs to evaluate and self-reflect on responses to TDQs and guide corrections

-Teachers will continue to implement Student Talk strategies to encourage higher-level thinking.

-Teachers will collaborate as a department to share training and expertise with new ELA resources.

- Teachers will include spiraling, bell ringers, exit passes, teacher led small group instruction, and cooperative groups.

4. Backwards Design for Lesson Planning

- Determine standard and analyze item specifications and ALDS

a. Identify what students need to be able to do

b. Identify the progression of learning at each ALD

c. Determine necessary scaffolding

- Create assessment that mirrors FSA Item Specifications

a. Determine assessment limits

b. Include varying item types

c. Ensure appropriate rigor (10-20% ALD 2, 60-80% ALD 3, 10-20% ALD 4/5)

d. Utilize resources outside of textbook for question bank.

Progress Monitoring			
Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Alignment of Standards between ELA/IR	Evaluations, Walk-throughs, Teacher Observations, Department Meetings	Weekly	Administration, Teachers, Instructional Coach
Data Analysis	Data Chats, report analysis	Minimum of 3 times per year	Administration, Teachers, Instructional Coach
ALDs	Evaluations, Walk-throughs, Teacher Observations	Weekly	Administration, Teachers, Instructional Coach
Gradual Release Model	Evaluations, Walk-throughs, Teacher Observations	Weekly	Administration, Teachers, Instructional Coach
Small group instruction/Cooperative groups	Evaluations, Walk-throughs, Teacher Observations	Weekly	Administration, Teachers, Instructional Coach

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

School Action Plan

ELA: Strategies & Programs to Support the Objectives

Central Focus: Text-based Writing
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School Focus

Targeted School-based Focus: Purpose, Focus, and Organization

Targeted School-based Professional Development: Elementary 1. Teachers will be provided release time to continue introduction and preparation for Being a Writer. A second release time will be provided for follow-up PD for Being a Writer. 2. A baseline writing assessment (will be decided by grade-level) will be administered by October 1st. The baseline will be used to determine instructional objectives. 3. Teachers will have the option to participate in provided district writing trainings and will provide training/support to other teachers within a month's time. 4. The instructional coach will offer collaborative scoring and support to analyze students' writing and plan next steps for instruction. Secondary 1. Teachers will be provided release time as needed each quarter to plan and prepare lessons aligning to school's writing plan. 2. A formative writing assessment using the FSA Informational or Argumentative rubric will be administered by end of 1st nine weeks. Teachers will use this formative assessment to determine instructional needs for students. 3. Teachers will have the option of participating in writing professional development for IR, beginning or advanced ELA teachers.

Writing Plan

K-3 Q1- Pure Narrative Q2- Opinion Q3- Informational Q4- Choice Grades 4-5 Q1- Opinion Q2- Informational Q3- Both Q4- Narrative PFO Circle the topic Underline the key verbs (informative- explain, compare, etc./ opinion- will give/state opinion)
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Box the type (informative, opinion)

Say in your own words a possible main idea (rephrase the question you are answering)

Planning for the Essay:

Teachers will model use of planning organizers as appropriate to the writing task.

Students will engage in guided practice using planning organizers.

4-5: Teachers will gradually phase out organizers to move students to independence.

Kindergarten:

Circle the topic, Box the type

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

First and Second:

Circle the topic, Box the type

Planning organizers will include an introduction, body, and conclusion. By end of 2nd, teacher will model synthesis of two texts and students will produce a focused paragraph including a topic sentence, supporting details, and a closing sentence.

Third:

Circle the topic, Underline the key verbs, Box the type

Teachers will use Three Box graphic organizer to guide students towards independence in the synthesizing of texts in a culminating writing task. By the end of 3rd, students will produce a focused three paragraph response including an introduction, body paragraph with evidence to support, and conclusion.

Fourth and Fifth:

Break down prompt using CUBS

Teachers will use Four Box graphic organizer to provide scaffolding for students to synthesize ideas from three texts to respond to the prompt. Students will be able to produce a four or five paragraph essay including meaningful evidence and elaboration to support their main idea. Teachers will model Introduction and Conclusion strategies for students to eventually practice independently.

EE

Purposeful Text Marking for evidence:

As appropriate to the grade level, students will mark meaningful evidence as well as Tier 2 and 3 vocabulary words to be included in written response. As students' abilities improve, teachers will focus instruction on choosing most relevant and convincing evidence.

Elaboration:

3-5 Teachers will model Text to Text, Text to Self, Text to World, 6 elaboration techniques, and/or SPEC elaboration strategies, moving students to independence as appropriate to student needs. Elaboration Anchor will be shared with teachers by Literacy Coach.

Conventions

Non-Negotiables:

Each grade level will explicitly teach their Non-Negotiables (grammar standards/conventions) in Q1 and will spiral back as needed in mini-lessons, as well as assessing in student writing throughout the year.

Instructional Coach will provide grade levels with a checklist of Non-Negotiables which can be used as an anchor chart as it is taught.

Kindergarten:

- Picture and words match
- Picture shows a setting
- Reader can tell what the illustration is with minimal explanation

- Beginning, middle, and ending sounds are used
- Letter(s) for each sound heard in word
- Space between words
- End marks
- Writes using mostly lowercase letters
- Mostly uses capitals correctly
- Capital "I"

1st Quarter Goals:

- Picture matches dictation and topic
- Writes from left to right
- Spaces between words
- Capital "I"
- Some beginning sounds

2nd Quarter Goals:

- Beginning and ending sounds
- Uses a capital at the beginning of the 1st sentence
- Picture matches dictation, words, and topic
- Some evidence or support present
- May have a controlling idea

3rd Quarter Goals:

- Beginning, middle, and ending sounds
- Mostly uses capitals at the beginning of new sentences
- End marks at end of most sentences
- Picture, dictation, and writing have a controlling idea
- Adequate support or evidence is present
- Has a somewhat logical progression of ideas
- Has a sense of completeness

4th Quarter Goals:

- Uses capitals at beginning of new sentences
- End marks at the end of sentences
- Thorough and convincing evidence is present
- Logical progression of ideas from beginning to end

1st Grade:

*All grade-level expectations are per the Florida Standards for Grade 1

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

2nd Grade:

*All grade-level expectations are per the Florida Standards for Grade 2.

- Capital letters at the beginning of sentence, capital “I”, proper nouns
- No capital letters within words
- Grade-level appropriate punctuation- period, exclamation mark, question mark, commas, quotation mark
- Finger spacing between words
- Correct formation of letters (no reversals and placed on paper/line correctly)
- Complete sentences with varied sentence structure
- Verb/noun agreement
- Grade-level appropriate grammar
- Sight words spelled correctly
- Words from text/source spelled correctly

3rd Grade:

- Complete sentences with varied sentence structure
- Capitalize appropriate words (beginning of sentence, proper nouns, titles)
- Verb/noun agreement
- Proper punctuation (comma, quotation, end mark)
- Words from the text or source will be spelled correctly
- Apostrophes used correctly in contractions and possessives
- Writing is legible
- Like ideas will be grouped into paragraphs
- Place quotation marks around any text that is quoted

4th Grade:

- Complete sentences
- Words from the text/source will be spelled correctly

- Capitalization of “I”, beginning of sentence, and proper nouns. No random capitalizations.
- Proper ending punctuation
- Paragraph separation is evident (indentation or line spacing)
- Place quotation marks around any quoted text
- Grade appropriate grammar

5th Grade:

- Complete sentences with varied sentence structure
- Words from text/source will be spelled correctly
- Paraphrase text evidence
- Capitalize “I”, beginning of sentence, proper nouns, and no random capitalizations within the writing
- Capitalize titles of articles and enclose in quotation marks
- Proper ending punctuation
- Paragraph separation is evident
- Quotation marks around any text that is quoted
- Grade appropriate grammar

Secondary

Unpacking the Prompt

Instruction:

- All teachers will use a common process to unpack the prompt:

1. **Circle** Topic

2. **Underline** Purpose and Audience, when applicable

o Note: If no audience is specified in the prompt, it is understood the audience is a “knowledgeable person”

3. **Box** the Mode (Argumentative, Informational)

4. **List** any academic/domain specific words (if present)

- Teacher models the process for unpacking the prompt using the FSA Writing Sampler Sets and/or Okaloosa Writing Exemplars

Student Outcomes:

- Students will practice unpacking the prompt.

- Students will write a possible prompt for a given mode of writing. Student prompts will be used as a tool for instruction (i.e., students unpack each other’s prompts).

Note: A student should later practice coding response written to prompts using the coding process above, in order to determine that they have addressed all aspects of the prompt.

Purposeful Text Marking Specific to Prompt with Note-taking

Instruction:

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

Example: Write an explanatory essay to inform fellow citizens about the advantages of limiting car usage. Use information from the passages in your essay.

Possible Purposeful Text Marking for first read: A= Advantages societies going car free

Possible Purposeful Text Marking of the Advantages as part of a second read: S= Social, E= Economic, P=Political, C= Cultural

Student Outcomes:

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

Planning for the Essay

Instruction:

Teacher and students will unpack the Purpose, Focus, and Organization (PFO) category of the FSA Writing Rubrics (opinion, informational) by conducting an Everyday Instructional Read of each score point:

o Highlight key terms in each section.

o As a class, define and analyze each highlighted key term

Example: “fully sustained”- What does this mean?

o Identify and discuss the elements of each score point

Example: How is a “3” in PFO different from a “4” in PFO?

Create anchor chart of text structures (Compare/Contrast, Problem/Solution, How/Why, Sequence, etc.) with appropriate graphic organizer.

Teacher will create writing tasks requiring students to:

o Unpack a prompt

o Create a purposeful text marking pertaining to the prompt

o Analyze a text to determine text structure

o Complete appropriate graphic organizer (corresponding to text structure)

Student Outcomes:

- Students will list attributes to describe each score point of the FSA Writing Rubrics for PFO.
- Students will complete writing tasks.

Citing Evidence

Instruction:

Teacher and students will unpack the Evidence and Elaboration (EE) category of the FSA Writing Rubrics (opinion, informational) by conducting a close read of each score point

o Highlight key terms in each section.

o As a class, define and analyze each highlighted key term

Example: “relevant evidence integrated smoothly and thoroughly”- What does this mean?

o Identify and discuss the elements of each score point

Example: How is a “3” in EE different from a “4” in EE?

Teacher will provide explicit instruction in determining relevant vs. irrelevant evidence from student’s own text marking.

Teacher will provide explicit instruction on not over relying on one source when selecting relevant evidence.

Teacher will provide explicit instruction on the three types of evidence:

1. Quotations: Text that is taken word for word from the source material. A writer must give credit to the author when using a quotation.

Direct quotes should be used **sparingly** in an essay.

o I read...

o I learned...

o The author said...

o In the text it says...

o In paragraph ___ it says...

o In source _ it says...

2. Paraphrasing: Condensing a passage from the source material and putting it into your own words.

3. Summarizing: Putting the main idea(s) and main point(s) into your own words. Summaries are broad overviews of the source material.

Note: A student paper that is entirely summary, will result in a score point of 2 in Evidence and Elaboration.

Teacher will provide explicit instruction on how to determine which types of evidence will be most effective, based on their text marking and purpose.

Teacher will model color-coded method found in Additional Notes section to identify text evidence.

Teacher will model analysis of validity and relevance of text evidence.

Students will engage in Socratic Seminars and Fish Bowl Activities using multiple sources, teacher created text dependent questions, citing relevant sources, and adding purposeful elaboration.

After selecting relevant evidence for the Warrant Workout, students will utilize purposeful Student Talk to develop and justify the type(s) of elaboration used.

Student Outcomes:

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

Students will evaluate their text markings to determine relevant vs. irrelevant evidence.

Students will effectively use relevant evidence in their writing tasks.

Students will utilize the color-coded method found in Additional Notes section to identify their text evidence.

Instruction to Synthesize Ideas from Multiple Sources

Instruction:

- Teacher will provide explicit instruction on how to synthesize ideas from multiple sources in order to respond to a given prompt.
 - o *Example: Focus on Idea-driven writing by teaching strategies to gather ideas from texts (“Say, How, Mean, Matter...”, SPEC, PIRATES, PERSIA, SPRITE). Emphasis should also be placed on which strategies best fit particular passage sets and prompts.*
- Teacher will model progression of analysis required to synthesize information and ideas from multiple sources.
 - o This includes explicit instruction on analysis of:
 - Text type (i.e., letter, newspaper article, blog, etc.)
 - Text and non-text stimulus (i.e., cartoons, pictures, charts/graphics, etc.)
 - How multiple texts are related (content, theme, pro/con, etc.)
 - How ideas are presented and which ideas need to be inferred from not only the text, but also the way the passage sets are put together.
 - Teacher will provide opportunities for students to increase reading stamina through instruction, differentiated small groups, and writing through reading tasks.
 - Teacher will create text dependent questions (with an emphasis on Phase 2 and 3) requiring students to analyze multiple sources.
 - Teacher will provide collaborative opportunities for students to pair given sources together to create their own writing tasks.
- o *Example: Groups are provided with four potential sources and students must determine the three that best fit together and create a relevant prompt.*

Student Outcomes:

- Students will develop the stamina required to read, text mark, and analyze multiple texts.
- Students will apply analytical thinking skills to make connections and then analyze those connections across texts.

Note: Teachers should point out to students that when reading informational passage sets such as the Car-Free Societies, students should analyze the information objectively.

- Given a text-based writing task, students will be able to answer the questions, “Why were these texts put together for this prompt? How are these texts related?”

Note: An effective way to teach this is the use of the 9th grade passage set on the Electoral College.

- Students will regularly use multiple texts in both essay writing and writing through reading tasks.

Writing an Introduction

Instruction:

- Teacher will provide explicit instruction on:
 - o Grabbing the reader’s attention through a relevant statement in an effective introduction and thesis.
 - o Orienting the reader to the topic of the essay (answering the prompt) with an effective thesis/claim.
 - o Stating the ideas or concepts that will be explained and then analyzed using sources (thesis statement/claim)
- Teacher and students will create an anchor chart containing the three components of an introduction. When used effectively, “the introduction is the *doorway* to an essay that invites the reader to enter.”
- Teacher will use FSA Writing Sampler Sets and Okaloosa Writing Exemplars to identify attributes of an effective introduction. Teacher will model color-coded method found in Additional Notes section to identify the thesis/claim.
- Teacher and students will utilize shared and interactive writing to collaboratively write introductions and then guide students to independent practice.
- To build writing stamina, teacher will provide students a specified time (refer to Additional Notes section) to unpack the prompt, develop purposeful text marking, and write an introduction

Student Outcomes:

- Students will practice writing introductions using the components of an effective introduction.
- Using introductions from the FSA Writing Sampler Sets and Okaloosa Writing Exemplars, students will rewrite a low scoring introduction.
- Students will utilize the color-coded method found in Additional Notes section to identify their thesis/claim.
- Students will conference with teacher and/or other students in small groups in order to analyze the effectiveness of their thesis/claim.
- Using the FSA Writing Rubric, students will self-assess their introductions in writing and revise writing as needed.

Writing a Conclusion

Instruction:

- Teacher will emphasize the elements of an effective conclusion:
 - o The last paragraph of an essay that explains why it all matters. It answers the question “So what?” and “Why it Matters”. A good conclusion revisits the thesis statement, synthesizes the main points of the essay, and extends beyond the essay.

Note: Teachers should emphasize that the use of the “Matters” box from the “Say, How, Mean, Matter...” is a place to glean ideas from in order to create an effective conclusion.

- Teacher will provide explicit instruction on:
 - o Thesis Statement: Usually a conclusion revisits the controlling idea of an essay, but is phrased differently from the original thesis found in the introduction.
 - o Synthesis: The element of a conclusion that brings together the points of an essay in a new and interesting way to make a generalization or to draw a conclusion.
 - o Extension: A memorable and/or analytical thought or idea that extends beyond the essay and shows deep analysis of topic.
- Teacher and students will create an anchor chart containing the components of an effective conclusion.
- Teacher and students will utilize shared and interactive writing to collaboratively write conclusions. Teacher will model color-coded method found in Additional Notes section to identify the concluding sentence. Teacher will guide students to independent practice.
- To build writing stamina, teacher will provide students a specified time (refer to Additional Notes section) to unpack the prompt, develop purposeful text marking, and write an introduction and/or conclusion.

Student Outcomes:

- Students will analyze FSA Writing Sampler Sets and Okaloosa Writing Exemplars to identify effective and ineffective conclusions.
- Students will practice writing conclusions based on their introductions from the previous section using tools such as the “Say, How, Mean, Matter...” in order to focus on “Why it Matters”.
- Students will utilize the color-coded method found in Additional Notes section to identify their concluding sentence.
- Students will code their conclusion where it answers “So What?” and/or “Why it Matters”.
- Students will conference with teacher and other students about the effectiveness of the conclusions they have written.
- Using the FSA Writing Rubric, students will self-assess their conclusions in writing and revise writing as needed.

Elaboration

Instruction:

- Teacher will define the term elaboration:
 - o Elaborating is adding details/evidence and explaining connections. This is the way a writer makes connections between ideas for the reader for further their understanding. Even though the connections may be obvious to you (the writer), your essay is not for you, but for the audience that needs to understand your ideas without your being there to explain them.

Teacher will provide explicit instruction on the effective use of elaborative techniques:

1. Connections to Self/World/Text
2. Explaining Cause and Effect (or “If... then...”)
3. Analyzing lack of solutions offered and/or validity and feasibility of solutions offered in Problem/Solution
4. Making a Comparison or Contrast
5. Using Definitions
6. Using a Real Life Example
7. Make a Figurative Comparison (Metaphor or Analogy)
8. Using acronyms to gather, analyze, and include ideas for elaboration, such as SPRITE, SPEC, PERSIA, PIRATES, etc.

Teacher will model the use of the Warrant Workout to assist in developing strong elaboration. This includes explicit instruction on which text evidence is worthy of elaboration.

Teacher will model the use of “Say, How, Mean, Matter” to assist in developing ideas for strong elaboration. This includes instruction on which text evidence is worth of elaboration.

Teacher and students will utilize shared and interactive writing to practice developing elaboration using the Warrant Workout and “Say, How, Mean, Matter”.

Teacher will model color-coded method found in Additional Notes section to identify elaboration in FSA Writing Sampler Sets and Okaloosa Writing Exemplars.

Teacher will use FSA Writing Sampler Sets and Okaloosa Writing Exemplars to show examples of effective and ineffective elaboration.

Students will engage in Socratic Seminars and Fish Bowl Activities using multiple sources, teacher created text dependent questions, citing relevant sources, and adding purposeful elaboration.

After selecting relevant evidence for the Warrant Workout, students will utilize purposeful Student Talk to develop and justify the type(s) of elaboration used.

Student Outcomes:

Students will evaluate and revise student writing (FSA Writing Sampler Sets and Okaloosa Writing Exemplars) containing weak elaboration.

Using the FSA Writing Rubric, students will conference with teacher and/or other students in order to analyze their use of elaboration in writing and then revise writing as needed.

Using the FSA Writing Rubric, students will self-assess their use of elaboration in writing and revise writing as needed.

Students will effectively use multiple elaborative techniques both in their essay writing and writing through reading tasks.

Students will utilize the color-coded method found in Additional Notes section to identify their elaboration.

Transitions Instruction:

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

Note: Teachers should also emphasize that complex and compound sentences are an effective way to build effective transitions and to increase the quality of their writing.

- Teacher and students will utilize shared and interactive writing to create writing using transitional words and phrases.

Student Outcomes:

- Using the FSA Writing Rubrics, students will evaluate and revise usage of transitions in writing (FSA Writing Sampler Sets and Okaloosa Writing Exemplars).
- Students will routinely use transitions in both their essay writing and writing through reading tasks.
- Students will utilize the color-coded method found in Additional Notes section to identify and then analyze their transitions.
- Students will conference with teacher and/or other students in order to evaluate the effective use of transitions in their writing.
- Using the FSA Writing Rubric, students will self-assess their use of transitions in writing and revise writing as needed.

Content Specific (from the sources) Vocabulary**Instruction:**

- Teacher will provide explicit instruction on referring to the source(s) to identify content specific vocabulary.
- Teacher will model writing content specific vocabulary in the margin of text.
- Teacher and students will utilize shared reading/writing to identify content specific vocabulary within text.
- Teacher will provide explicit instruction on how to use context clues to determine the meaning of unknown content specific vocabulary.
- Teacher will provide explicit instruction on how and when to use content specific vocabulary from source material to enhance writing.
- Teacher will use FSA Writing Sampler Sets and Okaloosa Writing Exemplars to demonstrate effective use of content specific vocabulary.
- Teacher will provide opportunities for students to apply instruction on content specific vocabulary in writing through reading tasks.
- Teacher will create Phase 2 text dependent questions focusing on content specific vocabulary.
- Teacher will provide opportunities for students to apply instruction on content specific vocabulary in writing through reading tasks (i.e., Writing Through Reading, Student Talk).

Student Outcomes:

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

Additional Information

- Use FSA-like Rubrics and the use of the FSA Sampler Sets should be evident.
- Components of essay writing can be taught and practiced in isolation, however teachers should routinely provide opportunities for students to write complete essays.
- Teachers and students will use common color coding technique to assist in identifying components of essay writing:
 - o Orange: Thesis/Claim
 - o Green: Text Evidence
 - o Pink: Elaboration
 - o Yellow: Transitions
 - o Blue: Concluding Sentence
- In order to develop stamina, students will routinely write a text-based essay to a given prompt. Students should be aware of the estimated time they should take on the FSA writing assessment for each component of essay writing:
 - o Unpacking the prompt: 5 minutes
 - o Reading/text marking: 35 minutes
 - o Planning: 20 minutes
 - o Writing the essay: 50 minutes
 - o Revising/Editing: 10 minutes

Progress Monitoring			
Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Planning /collaborating with colleagues and Instructional Coach	Training attendance, student artifacts, data	Quarterly	Classroom Teacher, Administration, Instructional Coach
Calibrating, Scoring, and Analyzing data	PD sign in sheets, Committee meeting sign in sheets	Quarterly	Classroom Teacher, Administration, Instructional

			Coach
Implementation of Focus and Organization strategies (CUBS, planning organizers)	Evaluations, Walk Throughs, Teacher Observation, Progress Chat	Quarterly	Classroom Teacher, Administration, Instructional Coach

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

School Action Plan

ELA: Strategies & Programs to Support the Objectives

ELA Levels 1 and 2 Focus Elementary

School Focus

Targeted School-based Focus:

By the end of the year, we expect students to show more than typical growth in order to close the achievement gap and move towards grade level proficiency.

Targeted School-based Professional Development:

1. Teachers will have the opportunity and are encouraged to attend district provided professional development. ELA Teachers that do not attend ELA central message district PD will have a separate time scheduled with the ELA coach to learn what was presented in the central message. Teachers will meet with Instructional Coach for training to access ELA resources.
August District PD- Teachers will be trained on Covid 19 safety measures to ensure students' and staffs' health and safety. Teachers will be trained on Social Emotional Learning to address students' emotional needs that may have heightened as a result as Covid 19.
2. Teachers will be trained on Accelerate online learning platform. Kindergarten through fifth grade will utilize the pacing guide aligned to Accelerate to provide continuity in education in case students have to shift to online instruction due to Covid-19. Teachers will continue to integrate multiple sources aligned to the standards and item specifications to demonstrate a purposeful thread from whole groups, through small groups and stations/ cooperative groups and leading to application of learning through a close read.
3. Teachers will be trained on implementing blended instruction (online and small group) using I-Ready.
4. The instructional coach will provide training/ coaching sessions on UFLI small group instructional framework, district PD, and/or Max Scholar for ESE teachers, classroom teachers, and interventionists as needed. The instructional coach will provide support to teachers through modeling, peer observations with debrief, collaborative planning, and observation with feedback.
5. September- 4-5 grade classroom teachers will attend a syllabication and morphology training (with coaching sessions to follow as needed)
7. The instructional coach will be available to plan and facilitate book studies, PLCs and/or other professional development as requested by teachers. Some possible topics include: Explicit Instruction, Building Funds of Knowledge, Vocabulary, and the Science of Reading.
8. The instructional coach will support grades 2-5 as they implement Brain Breakfast, a high-yield routine that targets fluency, comprehension, and writing as part of the daily routine.
9. New K-2 teachers will be trained on Tyner, Phonics Dance, and Heggerty's book on phonemic awareness.
10. Teachers will participate in data chats three times per year to assess progress and determine next steps.

Action Steps for Remediation

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

1. Interventionists and/or K-3 teachers will provide small group intervention to level 1 students each day using Max Scholar and students will interact with Max Scholar software three times per week.
2. Teachers will integrate professional learning from central message within classroom instruction.

3. Teachers will incorporate professional learning from book studies or PLCs into classroom instruction.
4. K-1 teachers will utilize Heggerty, Tyner, and Phonics Dance as needed in classroom instruction.
5. Teachers will implement strategies needed to target identified needs during data chats.
6. Teachers will utilize I-Ready with identified students using a blended model of computer-based practice and teacher-led small group.
7. Teachers will analyze data and sort students for intervention/ remediation during daily Gator Block. ESE teachers will pull identified students for additional support. Title 1 teachers will pull identified students for extra support. Classroom teachers will collaborate to provide the needed support for all other students.

Progress Monitoring			
Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Max Scholar	Evaluations, Walk Throughs, Teacher Observation, Progress Chat	Weekly	Administration, Literacy Coach, Title I and/or Teachers
PLCs/ Book Studies	Evaluations, Walk Throughs, Teacher Observation, Progress Chat	Weekly	Administration, Literacy Coach, Teachers
Tyner/ Heggerty/ Phonics Dance	Evaluations, Walk Throughs, Teacher Observation, Progress Chat	Weekly	Administration, Literacy Coach, Teachers
Data Chats	Data chats, MAP reports	Minimum of three times	Administration, Instructional Coaches, Teachers
I-Ready/Accelerate	I-Ready Reports Evaluations, Walk Throughs, Teacher Observation, Progress Chat	Weekly	Administration, Literacy Coach, Teachers
Gator Block	Evaluations, Walk Throughs, Teacher Observation, Progress Chat	Weekly	Administration, Literacy Coach, Teachers

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

School Action Plan

ELA: Strategies & Programs to Support the Objectives

ELA Levels 1 and 2 Focus Secondary

School Focus

Targeted School-based Focus:

School based secondary ELA focus on level 1 and 2 students will be to instruct students to independently read and analyze complex text using components of a Close Read and the Secondary Comprehensive Balanced Literacy Model. Students will be able to verbalize their current performance levels and their goals for success.

Targeted School-based Professional Development:

1. IR teachers will participate in the iReady (6-8th grade) and Achieve 3000 (9-12th grade) trainings provided by the district.
2. ELA and IR teachers will utilize the ELA Standards and Achievement Level Descriptors (ALDs) to align classroom instructional material and content utilizing the Gradual Release Model. ELA and IR teachers will have the opportunity to collaborate during monthly department meetings and as needed with common planning times.
3. IR teachers will collaborate with the Instructional Coach on planning and instruction using the literacy practices described in the Secondary Comprehensive Balanced Literacy Model to include standards-based whole group (to include mini-lessons, read aloud) instruction, differentiated teacher-led cooperative learning opportunities, and standards-based differentiated small groups using data provided by iReady (6-8th grade) and Achieve 3000 (9-12th grade)..
4. Progress monitoring using monthly Achieve 3000 (9-12th grade) and iReady Diagnostic (6-8th grade) data for IR students or other student assessments for NG-CARPD students. Teachers will analyze test performance by looking for common trends in missed questions.
5. Instructional Coach will support teachers with implementation of cooperative learning opportunities to allow for differentiated learning.
6. Instructional Coach will support teachers with implementation of best practices to include model lessons, resources, and planning support.
7. IR teachers and NG-CARPD teachers will implement vocabulary routines.
8. IR teachers and NG-CARPD teachers will implement graphic organizers for text structures.
9. IR teachers and NG-CARPD teachers will implement sentence stems for student talk and paragraph frames for writing.

Action Steps for Remediation

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

1. IR teachers will implement learning from district provided training in their classrooms.
2. IR teachers will provide additional instruction to levels 1 and 2 students to close the gap between their current performance and grade level proficiency using the Secondary Comprehensive Balanced Literacy Model.
3. IR teachers will use Achieve 3000 (9-12th grade) or iReady (6-8th grade) to develop a learning pathway to close the gap between current performance and grade level proficiency.
4. IR teachers will conference with students regarding current performance and goals for success.
5. IR teachers will implement best practices: modeling, explicit vocabulary instruction, graphic organizers, and student talk among others.

Progress Monitoring			
Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
iReady	iReady reports, walk throughs, data chats	2-3 times per year	Administration, Classroom Teacher, Guidance, Instructional Coach
Achieve 3000 Reports	Achieve 3000 reports, walk throughs, data chats	Weekly	Administration, Classroom Teacher, Guidance, Instructional Coach
Balanced Literacy Model	Evaluations, Walkthroughs, Teacher Observations, Lesson Plans	Weekly	Administration, Classroom Teacher, Instructional Coach
Alignment of Standards between ELA/IR	Evaluations, Walkthroughs, Teacher Observations, Lesson Plans, Meeting minutes	Quarterly	Administration, Classroom Teacher, Instructional Coach

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

School Action Plan

ELA: Strategies & Programs to Support the Objectives

Pandemic ELA Instructional Gaps Focus

School Focus

Targeted School-based Focus:

The goal is to identify and remediate instructional gaps that occurred due to students missing the last grading period of 2019-2020 school year.

Action Steps for Implementation

Classroom Implementation Action Steps (Teachers and Students):

1. Teachers Identified potential instructional gaps at the end of the 2019-2020 school year to assist next year's teachers in planning. Teachers will incorporate the previous year's standards and scaffold to ensure students are prepared to be successful in their current grade level. Teachers will use the scaffolds provided in iReady to remediate instructional gaps with the focus on helping students reach grade level proficiency. Potential identified gaps by grade level are as follows: 6th grade poetry, theme, writing, 7th grade poetry, writing, 8th grade poetry, drama, writing, research, 9th grade writing research, 10th grade writing, research, 11th grade drama, seminal U.S. documents (supreme court case) , research.

Elementary teachers will use materials from Bridge program to spiral instructional gap standards in small groups/stations. 6-8th grade will use materials from the iReady Instructional Tools as a model to spiral instructional gap standards in small group/cooperative groups.

2. POC tutoring will begin in October to focus on closing the instructional gaps.

3. Teachers will analyze beginning of the year I-Ready data to further identify instructional gaps and plan accordingly. Kindergarten teachers will use FLKRS screeners as well to identify instructional gaps. Kindergarten will use Tyner, Heggerty, Phonics Dance, Reading Eggs, IReady, and the Balanced Literacy Model to remediate instructional gaps. Second grade will use leveled texts to close comprehension, and provide daily practice with sight words and fluency to remediate instructional gaps. Students will be placed on an individual learning pathway on iReady.

Progress Monitoring

Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Instructional planning	Yearly plans/ Observations	Quarterly	Administration
POC tutoring	Tutoring documentation	Quarterly	Administration
Data analysis	Sign in sheets and meeting notes	First grade period, and end of semester	Administration
Collaborative planning	Sign in sheets and meeting notes	Quarterly	Administration
IReady	Diagnostics and Engagement reports	Weekly and three times per year	Administration

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

School Action Plan

Social Studies

District Goal:	Students shall demonstrate social studies proficiency at or above the expected grade level.
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Objectives:	
Civics	
The percentage of all curriculum students who will be proficient in Civics as defined by the State of Florida on the Florida Civics End-of-Course Exams will be at least 78%.	
U.S. History	
The percentage of all curriculum students who will be proficient in U.S. History as defined by the State of Florida on the Florida U.S. History End-of-Course Exams will be at least 79%.	

School Action Plan

Social Studies: Strategies & Programs to Support the Objectives

Central Focus: Social Studies Focus

Keeping the end in mind, create lessons based upon content standards

- Use the benchmark clarifications and content limits to inform lesson design where appropriate
 - Use Test Item Specifications to develop quality assessment items based upon benchmark clarifications and content limits (Civics and 11th United States History)
- Use resources effectively in classroom instruction and planning
 - Use textbooks, ancillary materials, FJCC, and SHEG, along with a thorough analysis of pre-selected FSA standards, for collaborative lesson planning (World History and 8th United States)
- Use engaging strategies and instructional Best Practices in lesson delivery and planning
 - Explore engaging classroom activities that support English Language Learners as well as students with general reading deficiencies for use in collaborative lesson planning (World History and 8th United States)
- Introduce instructional Best Practices and routines for lesson planning (New Social Studies Teachers)

School Focus

Targeted School-based Focus:

School-based secondary initiatives will be designed to support teachers in implementing all areas of the Central Focus via planning, instructional rounds (within and between schools), modeling, and analysis of student samples.

Targeted School-based Professional Development:

The Instructional Coach, Lynn Kozak, will be available to assist in all phases of the central and school-based initiatives upon request. The instructional Coach will meet with teachers in order help with the following professional development initiatives...

1. Reviewing old pacing guides and introducing new pacing guides to reflect legislative changes and to facilitate vertical alignment
2. Incorporating WIDA strategies for unlocking complex text in the form of primary and secondary source documents
3. Analyzing Test Item Specs (content focus, limits, and item types) in Civics and United States History
4. Collaborating to create lessons based on vertical alignment
5. Delivering instruction using My Career Shines for United States History I (grade 8) in Semester 2
6. Spiraling content through bell ringers, formative assessments and summative assessments
7. District provided training on Edgenuity.

Action Steps for Implementation

Classroom Implementation Action Steps (Teachers and Students):

Teachers will use OCSD Pacing Guides, Florida Course Standards, Assessment Levels and Task Demands, Test Item Specifications, and the Social Studies Flip Charts to develop lessons and purposeful TDQs at various levels of complexity to assist students in mastering the Social Studies content.

Students will receive instruction based upon the FSA standards for the course enrolled via engaging lessons designed to move students toward success on culminating activities that demonstrate mastery on one or more standards.

Teachers will provide cooperative learning opportunities, to allow students to utilize student talk strategies and protocols for purposefully interacting with both primary and secondary source documents.

Students will investigate historical questions by employing reading strategies such as sourcing, contextualizing, corroborating, and close reading. Students will discuss the trustworthiness of multiple perspectives by evaluating claims with evidence from historical documents. Teachers will plan lessons using multiple sources from the National Archives, FJCC (for Civics), Stanford History Education Group, released Document Based Questions, and Khan Academy. Lessons will be structured to include the culminating activity that demands intertextuality of sources.

Students will analyze multiple documents in order to answer a central historical question based upon one or more FSA standards for the course enrolled. Culminating activities will require students to support all claims with evidence from multiple texts.

Teachers will use Edgenuity and other outside resources to supplement curriculum.

Progress Monitoring			
Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Text-Dependent Questions at DOK Levels 2 and 3	Formal and Informal Evaluations, Lesson Plans, and Student Samples	Weekly	Administration
Purposeful Student Talk	Formal and Informal Evaluations, Lesson Plans, and Student Samples	Daily with the exception of testing and DBQ writing.	Administration
Utilizing Multiple Resources (primary and secondary sources from the text, FJCC, SHEG, National Archives, and Khan Academy)	Formal and Informal Evaluations, Lesson Plans, and Student Samples	Daily	Administration
Text marking and Annotation	Formal and Informal Evaluations, Lesson Plans, and Student Samples	Weekly	Administration
Standards Based Culminating Tasks	Formal and Informal Evaluations, Lesson Plans, and Student Samples	Weekly	Administration

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

School Action Plan

Math

District Goal:	Students shall demonstrate math proficiency at or above the expected grade level.
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Objectives:	
Elementary	
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 69%.	
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 58 %.	
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 75 %.	
Middle School	
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 62%.	
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 62%.	
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 62%	
High School	
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 62%.	
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 62%.	
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 62%	

School Action Plan

Math: Strategies & Programs to Support the Objectives

Central Focus: Elementary Math Focus

Use OCSD M3 Standards-based planning document to create student-centered standards-based lessons

- Collaboratively review student data to select and develop whole-group and small-group lessons and routines
- Embed instructional strategies to make targeted instructional choices for all students (ELLs, ESE, ESSA sub-groups)

School Focus

Targeted School-based Focus:

Students will engage in strategies to increase their fluency with number sense and with the fluency standards.

Targeted School-based Professional Development:

1. Teachers completed a math needs assessment in May 2019 where they indicated needs based on various components of the Balanced Math Model. Teachers will continue working on Balanced Math Model and will complete an updated needs assessment by the end of the first 9 weeks.
2. Teachers will attend District Central Message professional development and work with instructional coach to increase classroom implementation of iReady in the first semester.
3. Kindergarten through 5th grade teachers will attend two half-days to collaborate with grade level on the school area of focus.
4. Kindergarten through 5th grade teachers new to Baker will voluntarily attend a professional development training for Everyday Counts Calendar Math.
5. Teachers will voluntarily share standards-based lessons (stations, small group, mini-lessons) at their grade level meetings and professional development.
6. Instructional math coach will review the Balanced Math Model with teachers that are new to OCSD and provide assistance in setting up math block to model after the OCSD Balanced Math Model.

Action Steps for Implementation

Classroom Implementation Action Steps (Teachers and Students):

1. Teachers will continue to implement the components of the OCSD Balanced Math Model.
2. Teachers will continue to facilitate math talk/discourse by modeling and planning time for math discourse and using student talk stems.
 - Students will engage in math talk/discourse during the Balanced Math Model.
3. Teachers in grades K-5 will utilize resources to create standards-based lessons that will engage students in problem solving strategies such as CPalms, K-5 Math Resources (located on Baker's server), Edulastic, iReady Toolbox (Grades K-5), FSA Test Item Specifications (Grades 3-5).
4. Teachers will introduce different question types to expose students to various assessment formats which will enhance vertical alignment:
 - Kindergarten teachers will include multiple choice responses in classroom assignments such as Problem of the Day, Chapter Assessments, Guided Groups, etc. by the end of the school year.

- First grade teachers will include multiple choice, multi-selection, and written responses in classroom assignments such as Problem of the Day, Chapter Assessments, Guided Groups, etc. by the 3rd Quarter.
 - Second grade teachers will include multiple choice, multi-selection, written response with explanations/justifications, and gridded responses in classroom assignments such as Problem of the Day, Chapter Assessments, Guided Groups, Stations, etc. throughout the school year.
 - Third-fifth grade teachers will include multiple choice, multi-selection, written response with explanations/justifications, gridded responses, editing task choices, and matching tables in classroom assignments such as Problem of the Day, Chapter Assessments, Guided Groups, Stations, etc. throughout the school year.
5. Teachers will continue to utilize and refer to the 8 Mathematical Practices in the math block.
 - Students will engage in the balanced math block and utilize and refer to the 8 Mathematical Practices.
 6. Teachers will implement small groups and purposeful, standard/domain specific, differentiated station tasks with accountability, such as, recording sheet, math journal, student self-assessment, exit pass, or video recording/pictures of work or collaborative tasks.
 - Students will be engaged in small groups daily while other students are working on independent, station tasks, or collaborative tasks.
 7. Teachers will use and engage students in high yield routines such as Number Talks, Today's Number, Mystery Number, Alike and Different, Number Lines, Quick Images, or Guess My Rule, How Do You Know? and Every Day Counts Calendar Math to spiral forward or back on needed standards.
 - Students will engage daily in high yield routine tasks and Every Day Counts Calendar Math.
 8. Teachers will implement the use of manipulatives to teach mathematical concepts in the Balanced Math Model.
 - Students will engage in the use of manipulatives during the Balanced Math Model.
 9. Teachers will utilize instructional technology resources such as Prodigy (2nd-5th), iReady, iReady Toolbox, Math Seeds (K-1st).
 - Students will engage students with instructional resources; Prodigy (2nd-5th), iReady, iReady Toolbox, Math Seeds (K-1st).
 10. Teachers and instructional coach will conduct SPP discussions during the first semester of school and will continue progress checks through the second semester of school in February, 2021 and April, 2021.
 11. Teachers will conduct data analysis using appropriate iReady reports, PLDs (K-2), or ALDs (3-5) to plan for standards-based small group instruction and differentiated stations.
 12. Teachers will display in their classrooms the teacher and student developed anchor chart/poster of math station norms to include active listening, math discourse, and routines. Teachers will implement the math station norms within the first two weeks of schools. Kindergarten and 1st grade teachers will implement stations by the end of the 1st nine weeks.

Progress Monitoring			
Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Calendar Math / High Yield Routines	Daily	Evaluations, Walk Throughs, Lesson Plans, and Progress Chats	Administration, Teachers, Math Coach, Math Committee
Small Group Instruction and Purposeful Stations with Accountability and Differentiation	Daily	Evaluations, Walk Throughs, Lesson Plans, and Progress Chats	Administration, Teachers, Math Coach, Math Committee
iReady Diagnostics and formative assessment data	2 to 3 times a year	iReady reports, testing calendar	Administration, Teachers, Guidance/Testing Coordinator

analysis			
PLDs (K-2), ALDs (3-5)	Bi-monthly	Evaluations, Walk Throughs, Progress Chats	Administration, Teachers, Math Coach

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

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

Central Focus: Secondary Math Focus

Use Achievement Level Descriptors (ALDs) and Item Specifications to design interactive, engaging lessons with a strong focus on student-to-student interaction

- Use math resources such as the textbook, Math Nation, Khan Academy, Edgenuity and technology to support the math content
- Use the ALDs and Item Specifications to create rigorous questions mirroring the FSA item types
- Use assessment data (e.g., FSA, MAP, iReady, Edgenuity, formative assessments) to drive whole group instruction, differentiated activities, and spiraling tasks

School Focus

Targeted School-based Focus:

* Designing Cooperative Learning Group opportunities and/or Stations to differentiate instruction and spiral

* Using digital resources (OCSD Curriculum website, Khan Academy, iReady Toolbox, Edgenuity, Math Nation) to differentiate instruction and provide meaningful formative assessment for students.

Targeted School-based Professional Development:

1. Cooperative Learning Groups/Stations

a. Classroom Organization and Management

b. Facilitating and Modeling of Purposeful Math Talk

c. Creating Interdependence Between Students through group work

d. Using Stations for Differentiation and Spiraling

2. Utilization of Digital Resources for Differentiation and Increased Rigor

a. Reading and using MAP/iReady/quarterly assessment data to plan instruction and groups (late September)

b. Integrating I-Ready, Edgenuity and Khan Academy

c. Integrating Math Nation

d. District curriculum page/resources

3. Based on teacher need and interest as evidenced in the Needs Assessment Survey, differentiated professional development will be offered on:

1. How to create and prepare station activities that focus on individualized student needs and/or specific standards/ALDs.

2. How to create a classroom arrangement which is conducive to cooperative learning and purposeful student talk.

3. Analyzing data, FSA, I-Ready, MAPS, quarterly assessments etc.

Action Steps for Implementation

Classroom Implementation Action Steps (Teachers and Students):

Beginning with the standards and routinely utilizing the "Common Thread of Instruction," teachers will incorporate:

A. Various Modes of Instructional Delivery

1. Whole group instruction that includes explicit teaching, teacher modeling, guided practice, cooperative learning groups, FSA and ALD rigorous questioning, and independent practice.

2. Differentiated instruction that includes cooperative learning groups, stations, and teacher led small group instruction

B. Backwards Design for Lesson Planning

1. Determine standard and analyze item specifications and ALDs

a. Identify what students need to be able to do

b. Identify the progression of learning at each ALD

c. Determine necessary scaffolding

2. Create assessment that mirrors FSA Item Specifications

a. Determine assessment limits

b. Include varying item types

c. Ensure appropriate rigor (10-20% ALD 2, 60-80% ALD 3, 10-20% ALD 4/5)

d. Utilize resources outside of textbook for question bank

C. Plan lesson Instruction and Experiences

1. Teachers will utilize Math Nation, C-Palms, Khan Academy, Google Classroom, etc. resources to support the complexity of the Standard.

2. Students will utilize Math Nation and other resources to support the comprehension of the Standard.

3. Teachers will instruct, provide practice, and assess standards using Item Specifications for students to respond and answer FSA-like questions.

4. Students will practice and be able to answer FSA-like questions in both groups and individually.

5. Teachers will use Achievement Level Descriptors to provide differentiated instruction, which includes remediation, enhancement and spiraling.

6. Students will participate in stations for the purpose of differentiation.

7. Teachers will set classroom norms for small group talk and activities to allow for all students to have the opportunity to contribute to their learning.

8. Teachers will utilize I-Ready, MAPS, quarterly assessment data and/or classroom formative and summative assessments to inform instruction, create stations, and direct spiraling.

9. Teachers will include spiraling on assessments, bell ringers, exit passes, and station boards to ensure mastery of all Standards for all students.

10. Students will participate in spiral activities to reinforce their understanding of the standard.

11. Teachers will create opportunities for purposeful student talk/discussion through purposeful standards based questions.

12. Students will use student talk to effectively help construct their knowledge.

13. Teachers will conference with all level 1 and 2 students a minimum of 1 per 9 weeks if students are below grade level (D/F).

Conferences will include but are not limited to: grades, standardized test results and strategies for improvement.

Progress Monitoring			
Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Implementation of Various Modes of Instruction	Monthly	Formal/Informal Observations	Administration
Use of ALDs and Other Digital Resources to ensure rigor	Monthly	Lesson Plans, Formal/Informal Observations, Assessment	Administration and Teachers

		Reviews	
PD: School Based	Monthly	Department meeting attendance records	Principal
PD: Central Message	Each semester	Teacher sign and Admin participation	Principal
Analyze formative and summative data	On-going	Lesson plans	Admin
I-Ready/Quarterly Assessments	2 to 3 times a year	MAPS reports, Lesson plans, Walkthroughs	Admin, CRT, Guidance

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

School Action Plan

Math: Strategies & Programs to Support the Objectives

MATH Levels 1 and 2 Focus Elementary

School Focus

Targeted School-based Focus:

Students will show at least one year's growth through the implementation of differentiated instruction, small group guided instruction, and Gator Block programs such as i-Ready that are specifically designed to meet the differentiated needs of those students identified as struggling students (Level 1 and 2 students).

Targeted School-based Professional Development:

1. K-5 Math teachers will be provided two ½ days release time to allow collaboration and planning amongst grade levels. Teachers will voluntarily share, observe stations, and create differentiated stations with accountability during school-based PD, grade level, and faculty meetings to maximize instruction.
2. OCSD teachers will receive iReady training in August and will follow-up with instructional coach at the end of September to interpret data/reports, plan for instruction and small groups.
3. Administration and classroom teachers will attend district and school provided iReady training.
4. Title 1 and ESE collaboration through MTSS meetings and data chats which focus on identifying deficits in mastery of standards in order to create differentiated small groups using iReady Diagnostics, FSA, MAPS, formative assessments, and teacher observation to establish small groups.

Action Steps for Remediation

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

1. Classroom teachers will provide remediation/enrichment during the math block through small group instruction and differentiated stations.
2. Teachers will utilize the Making Math Meaningful (M3) Planning document (K-2nd: PLDs; 3rd-5th: ALDs included) when designing standards-based remediation lessons or activities.
3. Teachers will have access to leveled or standards based resources such as: Ready Toolbox, Calendar Math, K-5 Math Teaching Resources (located on Baker's shared drive).
4. Gator Block is a 45-minute block focused on reading and/or math student learning growth. Level 1, 2, and identified students will attend Title 1 remediation or ESE for additional support. Identified Level 1 students remaining with classroom teachers will be grouped according to their levels and content area needs. Classroom Groupings will remain fluid and partners should review student progress quarterly and adjust as needed.
5. Students will receive instruction just above their independent level and assigned on level practice through technology-based instruction or teacher assigned materials. Gator Block is intended for remediation/enrichment, not extra time to complete daily work assignments. Additional activities upon completion of Gator Block small group or differentiated activity would include:
 - Standards/domain based station

- Technology based instruction such as Think Central/Soar to Success, i-Ready, iReady Games, Gizmos, Prodigy, Math Magician, etc.
- Math Fluency/Math Facts
- Math Journal

Progress Monitoring			
Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
iReady Diagnostic and Progress Monitoring Reports	Weekly at Classroom Level Quarterly at School Level	Computer Reports, Progress Chats	Administrator, Teachers, Math Coach
Small Group Instruction	Daily	Evaluations, Walk Throughs, Lesson Plans, and Progress Chats	Administrator, Teachers, Math Coach, Math Committee
Purposeful Stations with Accountability and Differentiation	Daily	Evaluations, Walk Throughs, Lesson Plans, and Progress Chats	Administrator, Teachers, Math Coach, Math Committee

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

School Action Plan

Math: Strategies & Programs to Support the Objectives

MATH Levels 1 and 2 Focus Secondary

School Focus

Targeted School-based Focus:

- *Use of student data (iReady, MAP, FSA) to identify student weaknesses and plan small group instruction.
- *Targeted small group instruction

Targeted School-based Professional Development:

Utilizing MAP/I-Ready Reports and quarterly assessments to drive instruction and plan groups

Based on teacher need and interest as evidenced in the Needs Assessment Survey, differentiated professional development will be offered on:

1. How to effectively incorporate the use of Achievement Level Descriptors in lesson planning and assessment creation.
2. How to create a classroom arrangement which is conducive to differentiated small group cooperative learning.
3. Computer based programs and how they can promote mastery, i.e. Math Nation, iReady, Edgenuity or IXL.
4. Khan Academy to increase differentiated instruction.

Action Steps for Remediation

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

IM Teacher will routinely incorporate:

A. Various Modes of Instructional Delivery

1. Whole group instruction that includes explicit teaching, teacher modeling, teacher led discussions, and cooperative learning groups
2. Teachers will utilize differentiated strategies (small group, stations, partners, journaling, etc.)
3. Students will participate in differentiated strategies, such as small group activities, designed to address the weakest areas of performance.
4. Teachers will utilize course specific programs (if appropriate) in their classroom and receive additional training, as needed or requested, to effectively implement those programs into their classrooms.
5. Students will become proficient in the use of software provided.
6. Teachers will provide students with a list of the weakest strands/standards specific to that student as identified by MAPs, iReady, or quarterly assessment testing.
7. Students will track their progress through the list of weak strands and standards for individual students provided by teachers.

B. Utilize Digital Resources

1. iReady
 - a. As a diagnostic tool
 - b. To differentiate lessons below and on grade level
2. MAP/iReady Data

- a. To identify skills students are ready to learn
- b. Plan instruction and student groupings through the Learning Continuum

Progress Monitoring			
Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Imagine Math	Monthly	Digital Reports	Teacher and Administration
Small Group Instruction	Monthly	Lesson Plans, Formal/Informal Observations	Administration
PD: School Based	Monthly	Department Meeting Attendance Sign-In	Principal
PD: Central Message	On-going	Teacher Sign-In and Admin Participation	Principal
Analyze formative and summative data	On-going	Lesson Plans	Admin
MAP/ iReady/ Quarterly Assessments	2 to 3 times per year	MAPs Reports, iReady Reports, Quarterly Assessment Reports, Lesson Plans, Walkthroughs	Admin, CRT, Guidance

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

School Action Plan

Math: Strategies & Programs to Support the Objectives

Pandemic Math Instructional Gaps Focus

School Focus

Targeted School-based Focus:

The goal is to identify and remediate instructional gaps that occurred due to students missing the last grading period of 2019-2020 school year.

Action Steps for Implementation

Classroom Implementation Action Steps (Teachers and Students):

Teachers identified potential instructional gaps at the end of the 2019-2020 school year to assist next year's teachers in planning. Teachers will utilize the scaffolds provided in iReady to target the instructional gaps with the focus for students reaching grade level proficiency. Potential identified gaps by grade level are as follows: 1st: 2nd: MAFS.1.NBT.2.2, MAFS.1.NBT.3.4, MAFS.1.NBT.3.6, 3rd: 4th: 4.NF.2.4, 4.NF.3.5, 4.NF.3.6, 5th grade: MAFS.5.G.2.3 through 2.4, MAFS.5.MD.1.1, MAFS.5.MD.3.3-3.5, 6th grade MAFS.6.SP.1.1, 1.2, 1.3, 2.4, 2.5 a,b,c,d, 6th grade Advanced MAFS.7.EE. 2.3, 7th grade MAFS.7.EE.2.3, 2.4a, MAFS.7.NS.1.3, 7th grade Advanced MAFS.8.EE.3.8 a, b, c, MAFS.8.SP.1.3, MAFS.8.F.2.5, MAFS.8.G.1.1, 1.2, 1.3, 1.4, 1.5.

Teachers will incorporate the previous year's identified standards and scaffold to ensure students are prepared to be successful in their current grade level.

Teachers will use materials from I-Ready to scaffold and spiral instructional gap standards in small groups/stations.

POC tutoring will begin in October to focus on closing the instructional gaps.

Teachers will analyze beginning of the year iReady/ MAP/Quarterly Assessment data to further identify instructional gaps and plan accordingly.

Progress Monitoring

Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Instructional planning	Yearly plans/ Observations	Quarterly	Administration
POC tutoring	Tutoring documentation	Quarterly	Administration
Data analysis	Sign in sheets and meeting notes	First grade period, and end of semester	Administration
Collaborative planning	Sign in sheets and meeting notes	Quarterly	Administration

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

School Action Plan

Science

District Goal:	Students shall demonstrate science proficiency at or above the expected grade level.
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Objectives:
Elementary
The percentage of 5 th grade students who will be proficient in science as defined by the State of Florida on the Statewide Science Assessment (SSA) will be at least 67 %.
Middle School
The percentage of 8 th grade students who will be proficient in science as defined by the State of Florida on the Statewide Science Assessment (SSA) will be at least 62%.
High School
The percentage of all curriculum students who will be proficient in science as defined by the State of Florida on the Biology End-of-Course Exam will be at least 62%.

School Action Plan

Science: Strategies & Programs to Support the Objectives

Central Focus: Science Focus Elementary

Keeping the end in mind, use Standards and Item Specifications to design interactive and engaging 5E Science lessons

- Engaging whole group, cooperative group, and station learning opportunities with an emphasis on student-to-student interactions
- Use assessment data (e.g., SSA, Study Island, formative assessments) to drive the whole group instruction, differentiated activities, and spiraling tasks that place a strong focus on student-to-student interactions

School Focus

Targeted School-based Focus:

Fifth grade students should demonstrate science proficiency at or above the expected grade level.

Targeted School-based Professional Development:

Elementary:

1. Administration will provide ½ day release time each semester for science teachers to plan STEMM quarterly focus. Science teachers will attend all district provided science trainings.
2. Teachers new to school/district, change in grade level/reassignment, and/or beginning teachers will be provided release time to visit other science classrooms and collaborate with mentors and/or district specialist.

Action Steps for Implementation

Classroom Implementation Action Steps (Teachers and Students):

Elementary:

1. Teachers will use course standards and item specifications to develop lessons, teacher created TDQs at various levels of complexity including DOK levels 3-4, and assessments tied directly to assessing students' knowledge of science content.
2. To teach specific Science standards, teachers will identify and TDQs at various Phases (with a focus on Phase 1 & 3 Informational Standards) and various levels of DOKs (with a focus on Phase 2 questions), implement activities and forms of instruction such as text markings/annotation, concept definition maps, double entry reflection journals, power thinking, problem solution notes, three-minute pause, pre and post writing logs, and vocabulary Frayer model.
3. Teachers will develop science assessments and lessons to include purposeful spiral reviews of previously taught content. Teachers will use Makerspace activities or STEMM boxes as warm-ups and/or science review during daily lessons.
4. Teachers will incorporate science labs, activities, exploration, and real life application experiences for students in their daily science instruction as applicable by implementing Standards Based Whole Group Mini-Lessons, Purposeful Read Alouds, Differentiated Small Group Instruction, and Stations (of which some will spiral of previously taught material).
5. Teachers/Grade Levels will determine a STEMM focus for each quarter to provide enrichment opportunities for students utilizing community partners and volunteers.
6. Teachers will incorporate technology into science lessons including Study Island(4th and 5th Grade).

Progress Monitoring			
Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Use of Science Binders/Interactive Notebooks as an instructional tool.	Ongoing throughout the year	Evaluations, Walk-throughs, lesson plans	Teacher, Administrator
Writing through reading tasks 1. Teacher Created TDQ's (DOK 1-4) 2. Text Marking 3. Purposeful Student Talk	1. Daily 2. Weekly 3. Daily	Evaluations, Walk-throughs, lesson plans, monthly department meetings	Teacher, Administrator, Science Committee, Science Instructional Coach
Standards based hands-on activities/labs/stations	Weekly, Monthly	Evaluations, Walk-throughs, lesson plans, monthly department meetings	Teacher, Administrator
Utilizing Multiple Sources	Weekly, Monthly	Evaluations, Walk-throughs, lesson plans, monthly department meetings	Teacher, Administrator
5E Model Lessons	Once per semester	Evaluations, Walk-throughs, lesson plans, monthly department meetings	Teacher, Administrator

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

School Action Plan

Science: Strategies & Programs to Support the Objectives

Central Focus: Science Focus Secondary

Keeping the end in mind, use Standards and Item Specifications to design interactive and engaging 5E Science lessons

- Engaging whole group, cooperative group, and station learning opportunities with an emphasis on student-to-student interactions
- Use assessment data (e.g., MAP, SSA, Study Island, formative assessments) to drive the whole instruction, differentiated activities, and spiraling tasks that place a strong focus on student-to-student interactions

School Focus

Targeted School-based Focus: Secondary

Use Standards and Item Specifications to design interactive and engaging 5E Science lessons once per semester through:

- Utilizing the 2019 adopted text and technology resources to support the science content
- Utilizing Science Standards-Based Questions Stems flip charts to create rigorous Text Dependent Questions (TDQ's) within components of Everyday Instructional Reads that support the Science Content through
- Text marking that is related to the TDQ, which helps students with their initial comprehension of texts
- Annotations that allow students to monitor and track their thinking about the TDQs. leading to analysis of texts
- Engaging in purposeful Student Talk so that students lead the discussion and the teacher acts as a facilitator
- Multiple Sources to include graphs, charts, data, etc.
- Utilizing assessment data (e.g., MAP, SSA, Study Island, formative assessments) to drive the whole group instruction, differentiated routines and spiraling tasks (e.g., stations, teacher-led small groups, and cooperative learning opportunities) that place a strong focus on student-to-student interactions

By the end of the year, we expect our students to be able to solve complex (E.O.C. & SSA) style problems that are based on science standards, while utilizing components of Everyday, Instructional Reading and engaging in purposeful small group and whole group activities.

Targeted School-based Professional Development:

Secondary:

1. Administration will organize department representatives to attend voluntary science trainings and share information with the department. All science teachers will attend PD provided by the district.
2. Administration will provide release time (2 days) for all science teachers to attend training with Science Instructional Coach (Tami Ellis) with a focus on 5E Lessons, Everyday Instructional Reading strategies, TDQ's, small group activities, and teacher created stations.

Action Steps for Implementation

Classroom Implementation Action Steps (Teachers and Students):

Secondary:

1. Teachers will use course standards, CPALMS, PD and item specifications to develop lessons, teacher created TDQ's (including DOK levels 1-4 complexity), and assessments to assist students in mastering NGSSS. They will present an example of these questions at the

- November department meeting.
2. Teachers will meet to discuss alignment of Edgenuity and District pacing guide.
 3. Teachers will implement strategies from PD as it applies to course standards. Students will be able to identify parts of an experiment using the correct vocabulary including: independent variable, dependent variable, constants and control.
 4. Teachers will arrange the classroom space to promote student engagement by creating a positive hands-on and small group-learning environment with current COVID precautions.
 5. Teachers will develop 5E lessons from PD sessions that will include small group learning to share at department meetings.
 6. Students will participate in meaningful discussions that will lead to better understanding of the standards.
 7. Teachers will create opportunities for purposeful student talk through teacher created TDQ's including DOK levels 1-4 complexity.
 8. Teachers will routinely implement writing through reading strategies specifically incorporating teacher created TDQ's, text-marking/note taking, students talk, and writing through reading to meet the science literacy standard requirements and assist students in mastering NGSSS.
 9. Students will analyze multiple sources (textbook, article, video, experimental data, etc.) to answer teacher created TDQ's (DOK levels 1-4) of varying levels of complexity constructed from standards, CPALMS, PD, item specifications and scope and sequence.
 10. Biology teachers will administer and analyze county created Biology 1 Assessment/test to inform instruction on the following dates: 9/18 & 1/15.
 11. Teachers will create spiral activities (spiral small groups, stations, bell ringers, formative and summative assessment) based on Study Island, formative and summative data using multiple sources (textbooks, coach books, experimental data, etc.)
 12. Teachers will meet for department meetings on August 27, September 29, October 27, November 24, December 15, January 26, February 23, March 30, April 27, and May 25.

Progress Monitoring			
Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Notebooks as an instructional tool.	Ongoing throughout the year	Evaluations, Walk-throughs, lesson plans	Teacher, Administrator
Writing through reading tasks 1. Teacher Crested TDQ's (DOK 1-4) 2. Text Marking 3. Purposeful Student Talk	1. Daily 2. Weekly 3. Daily	Evaluations, Walk-throughs, lesson plans, monthly department meetings	Teacher, Administrator, Science Committee, Science Instructional Coach
Standards based hands-on activities/labs/stations	Weekly, Monthly	Evaluations, Walk-throughs, lesson plans, monthly department meetings	Teacher, Administrator
Utilizing Multiple Sources	Weekly, Monthly	Evaluations, Walk-throughs, lesson plans, monthly department meetings	Teacher, Administrator
5E Model Lessons	Once per semester	Evaluations, Walk-throughs, lesson plans, monthly department meetings	Teacher, Administrator

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Evaluation Following Mid-Year Data

Evaluation of Targeted School-based Focus & Implementation:
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Refinement of Targeted School-based Focus:

School Action Plan

Science: Strategies & Programs to Support the Objectives

Pandemic Science Instructional Gaps Focus

School Focus

Targeted School-based Focus:

The goal is to identify and remediate instructional gaps that occurred due to students missing the last grading period of 2019-2020 school year.

Action Steps for Implementation

Classroom Implementation Action Steps (Teachers and Students):

1. Teachers identified potential instructional gaps at the end of the 2019-2020 school year to assist next year's teachers in planning. Teachers will incorporate the previous year's standards and scaffold to ensure students are prepared to be successful in their current grade level. Secondary teachers will use the scaffolds provided in Study Island and Biology pre-assessment data to remediate instructional gaps with the focus on helping students reach grade level proficiency.
2. Teachers will incorporate the previous year's standards and scaffold to ensure students are prepared to be successful in their current grade level.
3. Teachers will use materials from Bridge program to spiral instructional gap standards in small groups/stations. POC tutoring will begin in October to focus on closing the instructional gaps.
4. Teachers will analyze beginning of the year Study Island and Biology pre-assessment data to further identify instructional gaps and plan accordingly.

Progress Monitoring

Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Instructional planning	Yearly plans/ Observations	Quarterly	Administration
POC tutoring	Tutoring documentation	Quarterly	Administration
Data analysis	Sign in sheets and meeting notes	First grade period, and end of semester	Administration
Collaborative planning	Sign in sheets and meeting notes	Quarterly	Administration

Evaluation Following Mid-Year Data

Evaluation of Targeted School-based Focus & Implementation:

Refinement of Targeted School-based Focus:

Title I Schools

How will the school involve parents and family members in jointly developing the Title I Family Engagement Plans and determine how Title I Family Engagement funds will be spent. How will this plan be monitored and by whom?

Parents have been involved in determining how Title 1 Parent Involvement funds will be spent by completing the Title 1 Parent Involvement Survey posted on Survey Monkey at the end of the 2018-2019 school year as well the survey that was available at the school wide Open House in August, Parent Nights and Passport Student/Parent Workshops. Parents on our SAC Committee have also been asked for input on the use of funds as outlined in our Family Engagement Plan. The plan will be monitored by Title 1 Remediation Teachers and Administration through parent feedback results.

Specific strategies for increasing Family Engagement (including those who have limited English proficiency, those with disabilities, and those with migratory children). How will implementation of these strategies be monitored and by whom?

**Note: Per ESSA a school district may receive Title I funds only if: it conducts outreach to all parents and family members; plans and implements programs, activities, and procedures to involve parents and family members in Title I Programs.*

The specific strategies for increasing parent involvement activities are outlined in the Family Engagement Plan. The strategies include offering parent involvement activities at multiple times (Passport in the morning and Grade Level Parent Night in the evening). The implementation will be monitored by Title 1 Remediation Teachers, Classroom Teachers and Administration through Parent Evaluation Surveys.

Plans for assisting Preschool children in the transition from Early Childhood Programs to local Elementary Programs (Preschool Transition Strategies) and Elementary to Middle School transition strategies, or Middle to High School transition strategies. How will this plan be implemented, monitored, and by whom?

In May, the school will hold a Pre-K transition meeting for the parents of all incoming Kindergarten students. Registration packets will be sent to local Pre-K and VPK programs as well as advertisement on the school sign. Students and families will be invited to attend a kindergarten readiness screening for class placement. At this time, they will be able to visit a classroom, talk with teachers and complete beginning of the year forms such as car tag application, lunch application, parent notification, field trip permission forms, etc. screening for class placement. The Pre-K transition meetings will be hosted by the Title 1 teachers, Administrators and Kindergarten teachers.

Describe supplemental specialized instructional support services (Title I Remediation), counseling, school-based mental health programs, mentoring services, and other strategies to improve students' skills outside the academic subject areas.

Title 1 Remediation is available to students that score a level 1 or 2 on iReady Diagnostic and/or previous MAPS/FSA in reading and math. Those students identified receive small group differentiated instruction based on their individual needs. School Personnel individually or through MTSS can refer students for services or support depending on the students exhibited need. Mentors are assigned to students to assist with mild social or academic needs. Mentors schedule meetings through the Volunteer/Mentor Coordinator. Baker School has three fulltime Guidance Counselors who complete a variety of services such as but not limited to academic counseling, testing/screening, provide immediate assistance for students in crisis, etc. Mental health counseling is available for students and families (depending on medical insurance qualifications) at school or in the home through the Counselor from the Children's Home Society. The Mental Health Counseling is

available to students (insurance billing is not a requirement) at school twice a week. Additionally, a School Psychologist is available 1.5 days a week and works closely with the Guidance and MTSS committee. School Social Worker is available as needed for students identified as ASD, IND, and/or EBD.



Accreditation Page

Accreditation Standards

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

Strategic Plan Focus Area: Improving and Advancing Student Achievement

- 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

Cognia Performance Standards related to this Focus Area

Leadership Capacity Domain

- 1.1 The system commits to a purpose statement that defines beliefs about teaching and learning, including expectations for learners.
- 1.2 Stakeholders collectively demonstrate actions to ensure the achievement of the system's purpose and desired outcomes for learners.
- 1.3 The system engages in a continuous improvement process that produces evidence, including measurable results of improving student learning and professional practice.

Learning Capacity Domain

- 2.1 Learners have equitable opportunities to develop skills and achieve the content and learning priorities established by the system.
- 2.5 Educators implement a curriculum that is based on high expectations and prepares learners for their next levels.

Resource Capacity Domain

- 3.2 The system's professional learning structure and expectations promote collaboration and collegiality to improve learner performance and organizational effectiveness.

Accreditation Standards

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

- The continuation of reduced teacher to student ratio in Intensive Reading to meet the level of support and individualization in our Intensive Reading classes.
- The continuation and refinement of an Intensive Math program for both Middle and High School students with regular math class adjoining intensive math class.
- Continuation of additional mobile computer labs to facilitate teacher's implementation of iReady, Think through Math, iXL, Algebra Nation, Geometry Nation, and Achieve 3000 remedial programs in the Intensive Math and Intensive Reading classes.
- Teachers will be provided with on-site professional development pertaining to emphasizing the use of ELA Standards, Item Specifications, Achievement Level Descriptors (ALDs), and data (e.g., MAP, FSA, formative) to design engaging lessons.
- PLC groups will meet monthly to review students' assessment data and determine alignment to Florida Standards.
- School Performance Plan data will be progress monitored on-site throughout the year and reviewed quarterly.
- Administration will meet with teachers to review individual assessment data a minimum of three times a year.
- Program reports such as Achieve 3000 and iReady will be reviewed monthly and triangulated with MAPS and previous years FSA/FCAT.
- School wide writing assessment will be implemented three times a year and scored on the FSA rubric.

Accreditation Page



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

<p>Strategic Plan Focus Area: Learning and Working in a Safe and Productive Environment</p> <ul style="list-style-type: none"> • Provide adequate and appropriate facilities • Provide a culture conducive to learning and working • Maintain a safe learning and working environment 	<p>Cognia Performance Standards related to this Focus Area</p> <p>Leadership Capacity Domain</p> <p>1.4 The governing authority establishes and ensures adherence to policies that are design to support system effectiveness.</p> <p>1.7 Leaders implement operational processes and procedures to ensure organizational effectiveness in support of teaching and learning.</p> <p>Learning Capacity Domain</p> <p>2.2 The learning culture promotes creativity, innovation, and collaborative problem-solving.</p> <p>2.3 The learning culture develops learners’ attitudes, beliefs, and skills needed for success.</p> <p>2.9 The system implements processes to identify and address the specialized needs of learners.</p> <p>2.12 The system implements a process to continuously assess its programs and organizational conditions to improve student learning.</p> <p>Resource Capacity Domain</p> <p>3.7 The system demonstrates strategic resource management that includes long-range planning and use of resources in support of the system’s purpose and direction.</p> <p>3.8 The system allocates human, material, and fiscal resources in alignment with the system’s identified needs and priorities to improve student performance and organizational effectiveness.</p>
<p>Accreditation Standards</p> <p>1. Leadership Capacity</p> <p>2. Learning Capacity</p> <p>3. Resource Capacity</p> <ul style="list-style-type: none"> • Class size mandates will be sustained and additional reductions will be supported when needed to meet students’ needs. • Additional teachers have been added to reduce class size and promote differentiated instruction in classrooms supporting at-risk students: Intensive Math, Intensive Reading, Learning Strategies, and Title I. • Parents will have an opportunity to complete climate survey through the use of our online parent portal. 	