

Date Submitted: August 21, 2020

Dates of Revision:

# School Performance Plan 2020-2021



**School Name: Bob Sikes Elementary**

## 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

## 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 \$    will primarily be used for: Dependent on funds made available and SAC approval.

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

**Principal's Signature**

*Victoria L Hayden*

**SAC Chairperson's Signature**

*Christie Paulak*

# Okaloosa County School District

## **Vision Statement:**

We inspire a lifelong passion for learning.

## **Mission Statement:**

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

## **Core Values:**

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

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

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

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

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

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

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

## School Performance Team

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

Name	Title
Victoria Hayden/Nathaniel Chatman	Administrators
Jennifer Ferrell/Marcela Wesolowski	Instructional Math/ELA Coaches
Peggy Murray/Cynthia Katzman	Grade 1
Toni LaFear/Kathryn Merritt	Grade 2
Kimberly Lebron/Ashlee Van Dyke	Grade 3
Kimberly Johnson/Pat Alexander	Grade 4
Melissa Grant/Elizabeth Irby	Grade 5
Natalie Richter/Missy Holley	Grade KG
Amanda Tatman/Debra Vegas	Title I
Karniece Foley/Christie Pawlak	SAC
Kelly Vance/Kassy Johnson/Carolyn Carver	ESE

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

SPP Team will involve all stakeholders but the documented team members represent each grade level, special area, administration and parents. Leadership team began discussion the beginning of March and had planned to continue meeting throughout the summer to reflect on 2019-2020 SPP implementation but due to COVID discussions have taken place via phone/Zoom with Title I, ESE, IC and Administration. Began planning and writing 2020-2021 SPP based on the strengths, needs, and goals for the coming year.

Team will meet the first week of September to review grade level input.  
 Edited after grade level input and redistributed to each teacher to proof and make suggestions due to administration by Sept. 9 to SAC on Sept. 17.

Leadership team meet with district support to review SPP on September 5, 2020.  
 SAC reviewed SPP at the September 18 meeting.

## School Profile

Bob Sikes Elementary School, Home of the Bull Pups, was originally founded in 1958 for Kindergarten through Sixth grade, today with close to 850 students, the faculty, staff, volunteers, parents, and community have set high standards of academic achievement for the children we serve. Working together, we instill a desire for learning in our students as well as the motivation to achieve their goals of both academic and personal growth.

Located in the Adams-Powell neighborhood of Crestview, our diverse population includes military families, those whose heritage language is other than English, and many families are natives to this area. Our faculty and staff are dedicated to ensuring that all children, based on their individual needs, receive the best education possible. In order to provide the best education for our students, Bob Sikes is home to a faculty of 43 K-5 teachers, and the following support teaches: 3 ESE, 2 Title I teachers, a 60% remediation teacher, 4 teachers with a Gifted Endorsement, providing instruction 3 hours a week to identified students, a Media Manager, a Speech/Language therapist, two Instructional Coaches, a Music teacher, and a Physical Education teacher. Additionally, these teachers are supported through the efforts of 8 paraprofessionals. Thirty-seven percent of the faculty has an advanced degree, with eighty-four percent of the staff teaching six years or more. School average class size K-3 is 18 students with grades 4-5 at 22 students.

Our commitment to educating children extends beyond the classroom; to that end, Bob Sikes and our community offer a variety of programs designed to give students a broader experience. Not only do we have two have 6 cows (computers on wheels) of 22 computers, we also have an iPad lab in one of our classrooms, and multiple classroom with either iPads or Tablets to assist with instruction. These resources provide teachers with the opportunity to integrate technology into the curriculum on a daily basis. Both staff and community work to offer extracurricular opportunities for our students. Some of these are Robotics Club, Recorder Club, One Way Club, Multicultural/Minority Council, and Student Council.

An active PTO as well as an equally involved corps of volunteers supports the faculty and staff. These parents and community members assist in classrooms, work for students, provide resources for classroom projects, and contribute in a variety of invaluable ways.

# Parent and Community Awareness

Bob Sikes Elementary School  
Okaloosa County School District

## Summary of Results for Parent Satisfaction Survey

Okaloosa County School District is committed to creating a great place for students to learn, teachers to teach, staff to work, and for parents to send their children to receive a great education. To build on this commitment, the leadership of the school district gathers and analyzes data on essential goals and measures, including Employee Engagement and Parent Satisfaction. The district continues its journey of excellence using Employee Engagement and Parent Satisfaction goals aligned to strategic actions and appropriate progress monitoring measures based on the Evidence-Based Leadership<sup>SM</sup> framework. The leadership of the district maintains a focus on data to identify gaps, take action, and follow through to ensure continuous improvement.

The Parent Satisfaction Survey was administered to all parents/caregivers with a child in the school district to assess the level of satisfaction parents have with their child's school. Collecting feedback from parents/caregivers allows leaders to recognize the good work that many school leaders, teachers, and staff accomplish every day, and to identify gaps in performance that should be addressed.

This report provides an overview of the findings for the Spring 2020 survey administration for Bob Sikes Elementary School.

### School-Level Summary

A total of 92 parents/caregivers of a child/children attending this school provided feedback during the current survey administration.

The school's overall mean (Items 1-17) was 4.34, using a scale of 1 to 5.

### District-Level Summary

A total of 3,766 parents/caregivers across the district provided feedback during the current survey administration.

The district's overall mean (Items 1-17) was 4.17, using a scale of 1 to 5. About 50% of all response choices were in the "Strongly Agree" category or "Top Box."

"Top Box Percentage" is the percentage of parents/caregivers who select the "Strongly Agree" option indicating that they are most positive. Research suggests a difference in the loyalty of people who indicate that they are extremely satisfied (i.e., "Strongly Agree") compared to

those who are just satisfied (i.e., “Agree”) when rating their experience or engagement. In this way, top box scoring provides more focused data to better understand parent satisfaction and loyalty.

### School-Level Results

On the following pages, Tables provide the item means, number of responses per item, top box percentage, and frequency distribution of response categories; as a complement to Tables providing the frequency distribution of response categories, bar charts provide a visual presentation of the frequency distribution. Verbatim comments to the open-ended response items are found at the end of the document.

	Mean	Count	Top Box
1. My child’s learning is a high priority at this school.	4.54	92	65.22%
2. School rules/discipline plans are enforced consistently at this school.	4.24	92	51.09%
3. I regularly receive feedback from school staff on how well my child is learning.	4.16	92	54.35%
4. My family is treated with respect at this school.	4.60	91	68.13%
5. My child has every opportunity to be successful at this school.	4.38	92	58.70%
6. My child has the necessary classroom supplies and equipment for effective learning.	4.41	92	55.43%
7. I would recommend this school to other parents.	4.35	92	57.61%
8. This school provides a safe environment for my child to learn.	4.42	92	58.70%
9. My child is recognized for good work and behavior at this school.	4.47	92	63.04%
10. The school is clean and well maintained.	4.22	92	46.74%
11. The teachers, staff, and administration at this school demonstrate a genuine concern for my child.	4.34	92	57.61%
12. I am proud to say I have a child at this school.	4.38	92	58.70%
13. I receive positive phone calls, emails, or notes about my child from the school.	4.11	92	55.43%
14. The principal at this school is approachable and reachable.	4.27	92	54.35%
15. The principal at this school is an effective leader.	4.21	92	51.09%

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
1. My child's learning is a high priority at this school.	0	2	6	24	60	92
2. School rules/discipline plans are enforced consistently at this school.	2	3	13	27	47	92
3. I regularly receive feedback from school staff on how well my child is learning.	1	10	12	19	50	92
4. My family is treated with respect at this school.	0	0	7	22	62	91
5. My child has every opportunity to be successful at this school.	0	7	5	26	54	92
6. My child has the necessary classroom supplies and equipment for effective learning.	0	4	5	32	51	92
7. I would recommend this school to other parents.	3	2	8	26	53	92
8. This school provides a safe environment for my child to learn.	1	3	6	28	54	92
9. My child is recognized for good work and behavior at this school.	1	2	8	23	58	92
10. The school is clean and well maintained.	0	7	9	33	43	92
11. The teachers, staff, and administration at this school demonstrate a genuine concern for my child.	0	5	12	22	53	92
12. I am proud to say I have a child at this school.	1	4	8	25	54	92
13. I receive positive phone calls, emails, or notes about my child from the school.	4	8	13	16	51	92
14. The principal at this school is approachable and reachable.	2	2	15	23	50	92
15. The principal at this school is an effective leader.	1	2	21	21	47	92

## Parent and Community Awareness

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

Based on information provided from the spring parent survey our families show a positive response in reference to learning and respect.

Specific feedback from parents in response to question: What is working well at your child's school?

Teachers, administrators and staff are exceptional!! They are genuinely concerned with the safety and education of the children.

A "CAN DO WILL DO" attitude permeates this school.

Open communication

Academics are priority. Love the growth my child makes.

Positive environment

The teachers working with students to succeed in class.

Academia

The day to day procedures and teacher communication has been great

Phone updates from administration

Everyone is so kind and friendly. I love seeing so many people out and about smiling each day.

Methods of teaching

My children's teachers are AMAZING!!! They work so hard, and communicate effectively.

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

Based on information provided from the spring parent survey our families show a concern for safety hardware, maintenance and cleanliness.

Specific feedback from parents in response to question: What areas at your child's school could be improved?

The facilities need repair and updating.

Getting the school closed or fenced in. Do not like that it is an open school.

New curtains in the lunch/auditorium. No real complaints for the school's age.

Security!

Cleanliness of common areas/school grounds, maintenance of facilities.

It needs updating - but they do their best with what is available to them.

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

Communication is provided in the form of a monthly principal's newsletter, school sign, phone call-out system, and shared through our school's Facebook and webpage. Teachers send home weekly newsletters with class-specific news and information. Up-to-date student grades are available through the online PAWS gradebook system. Every 4 ½ weeks in each term, students take home a printed Progress Report. Every nine weeks, a Report Card is available through the district website/iOCSD APP or a paper copy will be provided upon parent request. As students complete standardized assessment, reports are printed and shared with parents. Teachers and administrators are available by phone and through email. Administration also attends all parent nights and maintain an open door policy.

# School Action Plan

## *ESSA Subgroup: Strategies & Programs to Support the Objectives*

<b>ESSA Subgroup Focus</b>
<b>Subgroup:</b> Students with Disabilities
<b>School Focus</b>
<b>What is the cause(s) for this subgroup being an area of focus?</b> Students performance data (FSA) indicate that students with disabilities would benefit from increased proficiency skills. During the 2021 school year only 39 percent of students with disabilities were considered at proficiency. There is a need to continue to work with this population and to target specific areas of concern to increase achievement through the use of specific student academic goals.
<b>What are we doing to target this subgroup?</b> The ESE teachers will provide targeted small group instruction and support to increase proficiency among students with disabilities. The teachers will use small groups and manipulates to address math goals. The school based ESE staff will participate in district and school based professional development. Our ESE teachers will use "The Teacher Clarity Play Book" to create learning intentions & success criteria for organized and effective instruction.
<b>Targeted School-based Professional Development:</b> Monthly ESE trainings with staffing specialist to include all ESE teachers, administration and guidance. Multi-Sensory training with instructional coach and district support
<b>Action Steps for Implementation</b>
<b>Classroom Implementation Action Steps (Teachers and Students):</b> <ol style="list-style-type: none"><li>1. Continue professional development / Book study on the Clarity Play Book for Teachers to increase teacher and students understanding of standards:<ul style="list-style-type: none"><li>- Small group</li><li>- ALD/Learning progressions</li><li>- Unpacking the standards</li><li>- Learning targets (I can) Success criteria</li></ul></li><li>2. Classroom walk-through and provide specific feedback to teachers to enhance the quality of instruction</li><li>3. Monitor plans that are available in classroom walk-through</li><li>4. Provide ESE teachers with an opportunity to observe instructional strategies that are being effectively implemented.</li><li>5. The school has added a second instructional ESE support teacher and an ESE paraprofessional to assist students with disabilities.</li></ol>
<b>School Implementation Action Steps (Administration, Teachers, and Students):</b> Provide materials needed to implement strategies learned through PD.

Schedule Monthly Meetings with ESE Teachers.  
Equitable Case Loads

<b>Progress Monitoring</b>			
<b>Initiative</b>	<b>How Will It Be Monitored</b>	<b>Frequency of Official Monitoring</b>	<b>Who is Responsible to Monitor</b>
Small Group Instruction	Observations	Daily	Administration, Teachers
Multi-Sensory	Observations	Daily	Administration, Teachers

<b>Evaluation Following Mid-Year Data</b>
<b>Evaluation of Targeted School-based Focus &amp; Implementation:</b>
<b>Refinement of Targeted School-based Focus:</b>

**School Action Plan**  
***ELA: Reading & Writing***

<b>District Goal:</b>	<b>Students shall demonstrate reading proficiency at or above the expected grade level.</b>
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<b>Objectives:</b>	
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 55%.	
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 50%	

# 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., 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., iReady, Max Scholar, and formative) to collaboratively plan whole group mini-lessons, small group instruction, and stations
- Alignment to online learning

### **School Focus**

#### **Targeted School-based Focus:**

Throughout the Balanced Literacy Model, provide a systematic and explicit multisensory phonemic awareness / phonics lessons.

- At least 80% of the instructional time will focus on: applying the skills to authentic reading and writing experiences,
- No more than 20% will focus on: skill-and drill work.

Big ideas for phonics instruction: spiral review, effective gradual release, and the use of accountable text with practical classroom applications

#### **Targeted School-based Professional Development:**

Training for classroom teachers on the Max Scholar blended program for identified level 1 students.

School Wide Book Study-Teacher Clarity Playbook by Fisher, Frey, Amador, Assof

Optional Book Study – Digging deeper with A Fresh Look At Phonics by Wiley Blevins

Embedded coaching (data analysis and planning, co-teaching, modeling, conferencing, coaching cycles, and collegial conversations) will be used by the ELA instructional coach to support implementation instructional PD initiatives through regular collegial meetings with grade levels, coaches, and during department meetings.

PLC time following Instructional PD PD will be differentiated.

Each PLC session will result in a product to be used in instruction prior to the next PLC.

Time may include planning, aligning, creating, or revising the following:

- a. Differentiated small group lessons to meet student needs based on data and tied to standards. (Using Standards and iReady Lessons).
- b. Differentiated stations to meet student needs based on data and tied to standards. (Using appropriate text and iReady Lessons).

AND

Differentiated Professional Development opportunities during second half of District Message days (opportunities presented will be based on needs assessment)

- Grade level ELA strategy meetings, held quarterly, analyzing most recent formative and summative assessment data, standards based planning, instruction and assessment for the next cycle with a focus on unpacking standards, identifying learning progressions, learning intentions, and success criteria with administrator and instructional coach guidance and support.

**Action Steps for Implementation**

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

Daily- Incorporate high yield routines for phonics instruction that meets the needs of students. Routines will adapt as students gain mastery. (ie, Phonics Dance moving from accuracy to fluency: chanting, blending lines, dictation, word ladders and sound check)

Daily- Teachers will design multi-sensory lessons that combine phonemic awareness and phonics instruction that will accelerate student progress. (ie, oral segmentation exercise with sound boxes and counters, and following it up by having students write or place letter cards in each box to connect the sound to a spelling.)

Grade K/1 teachers provide explicit phonemic awareness instruction on the power skills (ie; oral blending, oral segmentation, phoneme manipulation) using manipulatives to make activities concrete where applicable. (sound boxes and counters during oral segmentation exercises)

Grade 2 teachers will provide explicit phonics instruction to support reading and writing. (ie, word ladders, ...)

Daily -use decodable texts throughout the balanced literacy model to provide enough practice decoding words with the target skill. Then during small group select guided reading texts that are connected with the phonics skills and high frequency words providing scaffolding and a stair step experience.

Daily -Provide a systematic approach to phonics instructions that plans the review and repetition students need to achieve mastery. This can be done in blending work (blending lines), dictation, rereading decodable stories, word building and word sorts.

Daily- Provide students with writing opportunities through dictation, writing about decodable texts, journaling etc.

Daily- Use formative/common assessments throughout the balanced literacy model to drive instruction.

Daily- Purposefully plan multi-sensory activities throughout the balanced literacy model. (Resource from district PD)

Examples- read it build it write it, sound boxes.

Daily- 45 minutes on teaching foundational skills through direct instruction and related practice opportunities for students.

<b>Progress Monitoring</b>			
<b>Initiative</b>	<b>How Will It Be Monitored</b>	<b>Frequency of Official Monitoring</b>	<b>Who is Responsible to Monitor</b>
Max Scholar Implementation	Observations, Data Reports	Bi Weekly	Administration, Teachers
Small Group Instruction	Observations	Daily	Administration, Teachers
iReady Implementation	Observations, Data Reports	Bi Weekly	Administration, 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., 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
- Alignment to online learning

### School Focus

#### **Targeted School-based Focus:**

Develop teacher clarity to ensure organized and effective instruction.

- After careful analysis of data, identify standards with lowest proficiency
- Unpack identified standards
- Create learning progressions
- Create learning intentions
- Create success criteria
- Create pre/post common assessment

#### **Targeted School-based Professional Development:**

Training with Max scholar (3rd grade teachers)

School Wide book study- *The Teacher Clarity Playbook* by Fisher, Frey, Amador, Assof

Embedded coaching (data analysis and planning, co-teaching, modeling, conferencing, coaching cycles, and collegial conversations) will be used by the ELA instructional coach to support implementation of Instructional PD and School-based PD initiatives through regular collegial meetings with grade levels, coaches, and during department meetings.

PLC time following Instructional PD PD will be differentiated.

Each PLC session will result in a product to be used in instruction prior to the next PLC.

Time may include planning, aligning, creating, or revising the following:

- a. Differentiated small group lessons to meet student needs based on data and tied to standards. (Using Standards and iReady Lessons).
- b. Differentiated stations to meet student needs based on data and tied to standards. (Using appropriate text and iReady Lessons).

AND

Differentiated Professional Development opportunities during second half of District Message days (opportunities presented will be based on needs assessment)

Grade level ELA strategy meetings, held quarterly, analyzing most recent formative and summative assessment data, standards based planning, instruction and assessment for the next cycle with a focus on unpacking standards, identifying learning progressions, learning intentions, and success criteria with administrator and instructional coach guidance and support

## Action Steps for Implementation

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

Teachers will collaborate to raise expectations through PLCS by keeping the focus on learning outcomes of students.

- Teachers will analyze the standards, articulate a pathway to proficiency by sequencing learning progressions, elaborating learning intentions that state what students will learn and communicate this to students consistently.
- Teachers will EMPOWER students by crafting success criteria and communicating with students with the goal of creating self-assessing students who are motivated to learn.
- Teachers will ENGAGE students by explaining the relevance (why this is important to students).
  - What am I learning today?
  - Why am I learning this?
  - How will I know that I learned it?

Teachers will design assessment opportunities that measure student progress DAILY by looking for evidence of student learning (bell ringers, formative assessments, student discussion, exit slips, admit slips) and then respond with solid feedback that yields deeper understanding.

Teachers will collect evidence of student progress toward the learning intention and success criteria so that they can make instructional decisions for the following lesson. Collecting evidence also gives teachers feedback about the impact of their teaching.

Teachers will model student talk strategies/ norms for students to effectively engage in a collaborative discussion.

Students will collaborate and work cooperatively in groups using the student talk strategies and norms for purposeful group discussions.

### BALANCED LITERACY:

Teacher will select complex text (across all content areas) and explicitly model lessons utilizing multiple sources for text marking and annotating (TDQ driven). TDQs will be purposefully sequenced that helps build stamina and leads the students to a culminating task that promotes analysis and synthesis of sources.

Students will engage in standards-based explicit whole group and small group instruction/stations using components of an EIR. Examples: multiple, high-quality texts while text marking, annotating (TDQ Driven, not generic coding), engaging in purposeful student talk, writing through reading, and independent practice related to DOK-leveled TDQs from all phases that blend reading and writing instruction.

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

By September 11, 2020, implement standards based whole group mini-lessons to model utilization of ALDs/LPs when appropriate. Explicit modeling of the EIR components should be taught. (text marking and annotation driven by the TDQ, student talk, writing through reading)

By September 16th, teachers will have fully implemented literacy stations (at least 3x a week) that are purposeful and differentiated to meet individual student need. ALDs/LPs should be evident in stations with students interacting with high quality texts that allow for students to interact with the TDQS and each other. (student talk, text marking, annotation, writing through reading)

By September 30, implement flexible standards based small group instruction using data in both group formation and the focus of the lesson.

Components of an EIR should be explicitly taught and utilized in small group instruction.

Teachers will meet with targeted differentiated small groups daily during the Balanced Literacy Block. Teachers will use multiple data points (i.e., Max Scholar, iReady, FSA, formative assessments) to form flexible groups and plan differentiated instruction using ALDs/LPs to guide expected student outcomes. (General Education Teacher Small Groups: Non-Proficient-daily, Proficient-3 days a week, Enrichment-2 days a week)

**Progress Monitoring**

<b>Initiative</b>	<b>How Will It Be Monitored</b>	<b>Frequency of Official Monitoring</b>	<b>Who is Responsible to Monitor</b>
Max Scholar Implementation	Observations, Data Reports	Bi Weekly	Administration, Teachers
Small Group Instruction	Observations	Daily	Administration, Teachers
iReady Implementation	Observations, Data Reports	Bi Weekly	Administration, 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: Text-based Writing

#### School Focus

**Targeted School-based Focus:**  
Evidence and Elaboration

**Targeted School-based Professional Development:**  
Instructional coach will meet with grade levels at least once a quarter to continue the calibration process and scoring of student writing using FSA rubric and FSA sampler sets. (4th and 5th grade)  
Instructional coach will assist in creating TDQS / prompts using multiple texts to monitor/evaluate students’ progress across subject areas within the Balanced Literacy Model.  
Coaching cycles will be offered to teachers with explicit instruction on evidence and elaboration strategies.

#### Writing Plan

Bob Sikes Writing Plan 2020-2021

- GOALS:
- Writing instruction will take place daily and throughout content areas using common academic language (i.e. elaboration).
  - Students will become confident writers as evidenced by willingness to participate in school, district, and state writing assessments.
  - Provide explicit instruction on utilizing purposeful text markings and on annotating for the purpose of elaboration.

	<b>1<sup>st</sup> Quarter</b>	<b>2<sup>nd</sup> Quarter</b>	<b>3<sup>rd</sup> Quarter</b>	<b>4<sup>th</sup> Quarter</b>
<b>Kindergarten</b>	Foundational Skills	Foundational Skills	Informative	Opinion
<b>First</b>	Narrative	Opinion	Informational	**
<b>Second</b>	Narrative	Opinion	Informational	**
<b>Third</b>	Narrative	Opinion	Informational	**
<b>Fourth</b>	Opinion	Informational	Both	Narrative
<b>Fifth</b>	Opinion	Informational	Both	Narrative

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

## **Assessment and Data Analysis**

- A baseline writing task will be completed in each classroom by August 23, 2019. Teachers will collaborate in order to score “questionable” writing pieces and allow for common formative assessment and grading.
- In addition to the baseline writing task teachers will use written responses to integrate TDQs/prompts using multiple texts to monitor/evaluate students’ progress across subject areas within the Balanced Literacy Model.
- Teachers will utilize baseline/formative assessments to determine student mastery of must haves, unpacking the TDQs/prompt, purposeful text marking/annotating to the TDQs/prompt, planning for the essay, effective use of multiple sources, determining and citing relevant evidence, transitions, elaboration, use of content specific vocabulary, writing an introduction, and writing a conclusion.
- Teachers will implement small, targeted reading/writing groups based on formative assessment results for remediation/acceleration purposes.

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

#### **Kindergarten**

Capital letter at the beginning of sentence, capital “I” LAFS.K.L.1.2  
No crazy capital letters (within words) LAFS.K.L.1.2  
Ending punctuation: LAFS.K.L.1.2  
Spacing between words: LAFS.2.L.1.1a – (legible by 2nd gr.)  
Complete thought is written LAFS.K.L.1.2  
Phonetic spelling LAFS.K.L.1.2  
Word Wall Words spelled correctly LAFS.K.L.3.6

#### **First Grade**

Capital letter at the beginning of sentence, capital “I”, proper nouns LAFS.1.L.1.1  
No crazy capital letters (within words) LAFS.1.L.1.2  
Grade level appropriate punctuation (period, exclamation, question, comma, quotes) LAFS.1.L.1.2  
Finger spacing between words LAFS.K.R.F.1.1 (understands) LAFS.2.L.1.1a  
Correct formation of letters (No reversals by end of year) LAFS.1.L.1.1  
Letters written on the line LAFS.1.RF.1.1 (recognize) LAFS.2.L.1.1a (legible by 2nd gr.)  
Complete sentences (placed on paper/line correctly) LAFS.1.L.1.1  
Grade level appropriate grammar LAFS.1.L.1.1  
Phonetic spelling LAFS.1.L.1.2d  
Sight Words spelled correctly LAFS.1.L.2.e

**Second Grade**

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

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

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

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

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

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

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

Grade level appropriate grammar LAFS.2.L.2.3

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

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

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

**Third Grade**

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

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

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

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

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

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

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

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

Like ideas will be grouped into paragraphs

**4th Grade**

Complete sentences LAFS.4.L.1.1

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

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

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

Proper ending punctuation LAFS.4.L.2.3

Paragraph separation is evident

## 5th Grade

Complete sentences with varied sentence structure L.2.3a

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

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

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

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

Proper ending punctuation 4.L.2.3b

Paragraph separation is evident

### Writing Sequence of Instruction (Kg - 5th)

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

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

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

#### 1st quarter focus– Foundational Skills September/October

- Introduce students to the must haves of writing to include anchor charts
- Introduce common academic vocabulary
- Administer baseline writing and use data to establish student groups for small group differentiated instruction
- Implement modeled, shared, interactive, and independent writing (pictures/labels/dictation) based on authentic experiences with prompted elaboration through questioning

#### 2nd quarter focus – Foundational Skills October/November/December

- Continue to provide instruction in the conventions of writing (must haves expectations)
- Continue to model and use common academic vocabulary
- Implement small group differentiated instruction based on student needs
- Conference with students to provide feedback
- Introduce the process of unpacking the prompt (verbal or written) in order to determine the topic.
- Model how to find relevant evidence to support the topic.
- Model how to plan for writing (use of a variety of graphic organizers/planning tools)

#### 3rd quarter focus Informative January, February

- Continue with writing strategies described previously and continue to review previous skills as needed
- Continue to model and use common academic vocabulary
- Introduce the use of multiple sources; provide explicit instruction on the relationship between illustrations and text to convey meaning
- Provide opportunities for students to increase stamina

#### - Opinion March / April

- Continue with writing strategies described previously and continue to review previous skills as needed

- Continue to model and use common academic vocabulary
- Model and provide explicit instruction on writing a clearly stated opinion.
- Model and provide explicit instruction on writing a conclusion that restates the opinion.

#### 4th quarter focus- School Choice May

- Continue with writing strategies described previously and continue to review previous skills as needed
- Continue to model and use common academic vocabulary
- Model and provide explicit instruction in the use of evidence to provide support in student writing pieces
- Model and provide explicit instruction in the use of elaborative techniques (adding details with prompting)

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

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

#### 1st quarter focus – Narrative August/September

- Introduce students to the must haves of writing
- Create anchor chart for must haves of writing
- Continue to model and use common academic vocabulary
- Administer baseline writing and use data to establish student groups for small group differentiated instruction
- Small group instruction to include conferencing and student feedback so that students will begin to assess their own work according to the rubrics.
- Implement modeled, shared, interactive, and independent writing using details from the text
- Introduce the process of unpacking the TDQs/prompt (verbal or written)
- Model how to text mark and annotate
- Implement small group differentiated instruction based on student needs
- Model and provide explicit instruction on writing an introduction
- Model and provide explicit instruction on writing a conclusion

#### 2nd quarter focus – Opinion October/ November/December

- Continue to provide instruction in the conventions of writing (must haves expectations)
- Continue to model and use common academic vocabulary
- Teacher/peer conferences with students to provide feedback
- Implement differentiated small group instruction to include conferencing and student feedback so that the students

Will begin to assess their own work according to the student-friendly OCSD rubric.

- Model and provide explicit instruction in determining relevant vs. irrelevant evidence
- Model and provide explicit instruction in the use of evidence to provide support in student writing pieces.
- Model and provide explicit instruction in the use of elaborative techniques (connections to self/world/text, real life examples, & figurative comparisons)

- Elaborative techniques would include instruction of using linking words( e.g., because, and, also) to connect opinions and reasons.

### 3rd quarter focus - Informational January/February/March

- Continue with writing strategies described previously and continue to review previous skills as needed
- Continue to model and use common academic vocabulary
- Implement differentiated small group instruction to include conferencing and student feedback so that the students will begin to assess their own work according to the student-friendly OCSD rubric.

### 4th quarter focus - March/April/May will be determined based on grade level writing needs as assessed by writing tasks and teacher observation.

- Continue with writing strategies described previously and continue to review previous skills as needed
- Continue to model and use common academic vocabulary
- Model and provide explicit instruction on using content specific vocabulary from sources across the curriculum

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

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

### 1st quarter focus - Narrative September / October

- Introduce students to the must haves of writing to include anchor charts
- Continue to model and use common academic vocabulary
- Administer baseline writing and use data to establish student groups for small group differentiated instruction
- Provide explicit instruction in the process of unpacking a TDQs/prompt
- Provide explicit instruction in purposeful text marking and note-taking based on the prompt/task
- Provide explicit instruction on how to plan for writing (use of a variety of graphic organizers/planning tools)
- Implement differentiated small group instruction to include conferencing and student feedback so that the students will begin to assess their own work according to the student friendly OCSD rubric.

### 2nd quarter focus - Opinion - October/ November/ December

- Provide explicit instruction on writing an effective introduction and conclusion based on OCSD rubric
- Provide explicit instruction in the use of multiple sources - why are these sources paired together?
- Provide explicit instruction in determining relevant vs. irrelevant evidence
- Provide explicit instruction in the use of evidence to provide support in student writing pieces
- Provide explicit instruction in the use of elaborative techniques (connections to self/world/text, real life examples, & figurative comparisons)

### 3rd quarter focus- Informational January/ February/ March

- Provide explicit instruction on writing an effective introduction and conclusion based on OCSD rubric
- Provide explicit instruction in the use of multiple sources - why are these sources paired together?

- Provide explicit instruction in determining relevant vs. irrelevant evidence
- Provide explicit instruction in the use of evidence to provide support in student writing pieces
- Provide explicit instruction in the use of elaborative techniques (connections to self/world/text, real life examples, & figurative comparisons)

4th quarter focus April/May - will be determined based on grade level writing needs as assessed by writing tasks and teacher observation.

- Continue with writing strategies described previously
- Model and provide explicit instruction in the use of effective internal and external transitions (temporal words & phrases)
- Model and provide explicit instruction in the use of content specific vocabulary from sources across the curriculum

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

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

1st quarter focus - Narrative September / October

- Administer a baseline writing assessment, analyze data to establish individual writing goals and differentiated small group instruction.
- Model the process of unpacking the prompt utilizing the Okaloosa county rubric to lead to purposeful text marking.
- Provide explicit instruction and model establishing a situation that introduces a narrator and/ or characters(s)
- Provide explicit instruction and model writing about an even that has a naturally unfolding sequence of events and maintain the focus of the writing prompt.
- Provide explicit instruction and model using transitional words or phrases to signal the order of events with a logical progression of ideas from beginning to end.
- Provide explicit instruction on how to plan for writing/reading (use of a variety of graphic organizers/planning tools)

2nd quarter focus – Opinion October/ November/ December

- Administer a formative writing assessment, analyze data to establishing individual writing goals and differentiated small group instruction.
- The teacher will incorporate a variety of student talk experiences to assist students in the generation of ideas and adding details.
- Model purposeful writing which includes text marking and annotations for elaboration based on the writing prompt.
- Provide explicit instruction and model how to write a multi-paragraph essay with the use of evidence that is strongly maintained and consistently related from beginning to end.
- Provide explicit instruction on effective introductions and conclusions.
- Model identifying relevant and irrelevant evidence to support the central idea.
- Model the use of various transitional strategies.
- Teachers will model the progression from one source to multiple sources. (synthesizing)  
(How does source 2 add to source 1?)

### 3rd quarter focus – Informational January/February/ March

- Administer a formative writing assessment, analyze data to establishing individual writing goals and differentiated small group instruction.
- The teacher will incorporate a variety of student talk experiences to assist students in the generation of ideas and adding details.
- Model purposeful writing which includes text marking and annotations for elaboration based on the writing prompt.
- Provide explicit instruction and model how to write a multi-paragraph informational essay with a strong controlling idea and consistently related material from beginning to end.
- Provide explicit instruction on effective introductions and conclusions.
- Model identifying relevant and irrelevant evidence to support the central idea.
- Model the use of various transitional strategies.
- Teachers will model the progression from one source to multiple sources. (synthesizing)  
(How does source 2 add to source 1?)

### 4th quarter focus - will be determined based on grade level writing needs as assessed by writing tasks and teacher observation. March/April/May

- Continue with reading/writing strategies described previously and continue to review previous skills as needed

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

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

### 1st quarter focus – Opinion September / October

- Administer a baseline writing assessment, analyze data to establish individual writing goals and differentiated small group instruction.
- Teacher will use student talk experiences to assist students in the generation of ideas and adding details.
- (e.g, Go, Go, Mo)
- All teachers will introduce the expectations of the writing process to include the following: reading the prompt, determining prompt requirements, determining text marking, reading multiple sources, annotation the text, synthesizing information, planning strategies, writing the prompt, and revision and editing.
- All students will examine the FSA rubric to gain a deeper understanding of writing expectations. Teacher will model using the FSA sampler set.
- Provide explicit instruction in the process of unpacking the prompt utilizing the FSA rubric, state released test papers and Okaloosa Writing exemplars to lead to purposeful text marking.
- Provide explicit instruction for students to discern why the texts were paired for the purpose of responding to the writing prompt.
- Provide explicit purposeful text marking, and annotations based on the prompt
- Provide explicit instruction and model identifying the controlling ideas based on the writing prompt that clearly states their opinion.

- Provide explicit instruction on to make a nod to the text that does not distract but does give reference.
- Provide explicit instruction on how to generate their own thoughts, having the text work for them.
- Provide explicit instruction on elaborative techniques.
- Model effective introductions and conclusions using the FSA writing rubric and Okaloosa Writing exemplars.
- Continue instruction on utilization of the FSA writing rubric/ Okaloosa Writing Exemplars for students to evaluate

#### 2nd quarter focus – Informational October/ November/ December

- Administer a baseline writing assessment, analyze data to establish individual writing goals and differentiated small group instruction.
- Teacher will use student talk experiences to assist students in the generation of ideas and adding details.
- (e.g, Go, Go, Mo)
- All students will examine the FSA rubric to gain a deeper understanding of writing expectations. Teacher will model using the FSA sampler set.
- Provide explicit instruction in the process of unpacking the prompt utilizing the FSA rubric and Okaloosa Writing exemplars to lead to purposeful text marking.
- Provide explicit instruction for students to discern why the texts were paired for the purpose of responding to the writing prompt.
- Provide explicit purposeful text marking, and annotations based on the prompt
- Provide explicit instruction and model identifying the controlling ideas based on the writing prompt
- Provide explicit instruction on to make a nod to the text that does not distract but does give reference.
- Provide explicit instruction on how to generate their own thoughts, having the text work for them.
- Provide explicit instruction on elaborative techniques.
- Provide explicit instruction of various transitional strategies to include internal and external transitions.
- Model effective introductions and conclusions using the FSA writing rubric, state released test papers and Okaloosa Writing exemplars.
- Use of specific introductions and conclusions to support strong responses to task.
- Continue instruction on utilization of the FSA writing rubric/ Okaloosa Writing Exemplars for students to evaluate

#### 3rd quarter focus – Informational and Opinion Both January/ February/ March / April

- Conduct a simulated FSA style writing for all 4th grade students, analyze data to establish writing goals and differentiated small group instruction.
- Continue explicit instruction in strategies listed above.
- Continue to review the FSA rubric expectations so students will assess their own work.

#### 4th quarter focus – Narrative

- Administer a baseline writing assessment, analyze data to establish individual writing goals and differentiated small group instruction.
- Model the process of unpacking the prompt utilizing the Okaloosa county rubric to lead to purposeful text marking.
- Provide explicit instruction and model establishing a situation that introduces a narrator and/ or characters(s)

- Provide explicit instruction and model writing about an even that has a naturally unfolding sequence of events and maintain the focus of the writing prompt.
- Provide explicit instruction and model using transitional words or phrases to signal the order of events with a logical progression of ideas from beginning to end.
- Provide explicit instruction on how to plan for writing/reading (use of a variety of graphic organizers/planning tools)

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

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

#### 1st quarter focus – Opinion September/ October

- Administer a baseline writing assessment, analyze data to establish individual writing goals and differentiated small group instruction.
- Teacher will use student talk experiences to assist students in the generation of ideas and adding details.
- (e.g, Go, Go, Mo)
- All teachers will introduce the expectations of the writing process to include the following: reading the prompt, determining prompt requirements, determining text marking, reading multiple sources, annotation the text, synthesizing information, planning strategies, writing the prompt, and revision and editing.
- All students will examine the FSA rubric to gain a deeper understanding of writing expectations. Teacher will model using the FSA sampler set.
- Provide explicit instruction in the process of unpacking the prompt utilizing the FSA rubric and Okaloosa Writing exemplars to lead to purposeful text marking.
- Provide explicit instruction for students to discern why the texts were paired for the purpose of responding to the writing prompt.
- Provide explicit purposeful text marking, and annotations based on the prompt
- Provide explicit instruction and model identifying the controlling ideas based on the writing prompt that clearly states their opinion.
- Provide explicit instruction on to make a nod to the text that does not distract but does give reference.
- Provide explicit instruction on how to generate their own thoughts, having the text work for them.
- Provide explicit instruction on elaborative techniques.
- Model effective introductions and conclusions using the FSA writing rubric and Okaloosa Writing exemplars.
- Continue instruction on utilization of the FSA writing rubric/ Okaloosa Writing Exemplars for students to evaluate

#### 2nd quarter focus- Informational October/ November/ December

- Administer a baseline writing assessment, analyze data to establish individual writing goals and differentiated small group instruction.
- Teacher will use student talk experiences to assist students in the generation of ideas and adding details.
- (e.g, Go, Go, Mo)

- All students will examine the FSA rubric to gain a deeper understanding of writing expectations. Teacher will model using the FSA sampler set.
- Provide explicit instruction in the process of unpacking the prompt utilizing the FSA rubric, state released test papers and Okaloosa Writing exemplars to lead to purposeful text marking.
- Provide explicit instruction for students to discern why the texts were paired for the purpose of responding to the writing prompt.
- Provide explicit purposeful text marking, and annotations based on the prompt
- Provide explicit instruction and model identifying the controlling ideas based on the writing prompt
- Provide explicit instruction on to make a nod to the text that does not distract but does give reference.
- Provide explicit instruction on how to generate their own thoughts, having the text work for them.
- Provide explicit instruction on elaborative techniques.
- Provide explicit instruction of various transitional strategies to include internal and external transitions.
- Model effective introductions and conclusions using the FSA writing rubric and Okaloosa Writing exemplars.
- Continue instruction on utilization of the FSA writing rubric/ Okaloosa Writing Exemplars for students to evaluate.
- Use of specific introductions and conclusions to support strong responses to task.

### 3rd Quarter Opinion and Informational January/February/ March / April

- Conduct a simulated FSA style writing for all 4th grade students, analyze data to establish writing goals and differentiated small group instruction.
- Continue explicit instruction in strategies listed above.
- Continue to review the FSA rubric expectations so students will assess their own work. •

### 4th Quarter Narrative April/May

- Administer a baseline writing assessment, analyze data to establish individual writing goals and differentiated small group instruction.
- Model the process of unpacking the prompt utilizing the Okaloosa county rubric to lead to purposeful text marking.
- Provide explicit instruction and model establishing a situation that introduces a narrator and/ or characters(s)
- Provide explicit instruction and model writing about an even that has a naturally unfolding sequence of events and maintain the focus of the writing prompt.
- Provide explicit instruction and model using transitional words or phrases to signal the order of events with a logical progression of ideas from beginning to end.
- Provide explicit instruction on how to plan for writing/reading (use of a variety of graphic organizers/planning tools)

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

**Focus topics for writing**

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

**Planning for the TDQ/Essay****Instruction:**

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

**Student Outcomes:**

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

**Scaffolding Instruction to Build from One Source to Multiple Sources****Instruction:**

- Teacher will provide explicit instruction on why multiple sources might be required to respond to a given prompt.
  - Example: At least two texts are typically needed for a compare/contrast.
- Teacher will model progression of analysis required for moving from one text to multiple sources.
  - This includes explicit instruction on:
    - Text type (i.e., letter, newspaper article, blog, etc.)
    - Text and non-text stimulus (i.e., cartoons, pictures, charts/graphics, etc.)
    - How multiple texts are related (i.e., content, theme, pro/con, etc.)

- When creating writing tasks, teachers will purposefully pair multiple sources. This includes the use of multiple text types and stimuli to increase the student’s ability to recognize different text in a set helping them to have ready-made perspectives on a topic. Allowing students to think about how their thinking aligns with the author.
- Teacher will provide opportunities for students to increase reading stamina through instruction, differentiated stations, and daily Reading tasks.

**Reading Connections:**

- Teacher will create text dependent questions (with an emphasis on Phase 2 and 3) requiring students to analyze multiple sources.
- Teacher will provide collaborative opportunities for students to pair given sources together to create their own writing tasks.
- 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 up to four texts.
  - o Note: 3rd - 5th grade will begin using at least two sources during the first quarter after explicit instruction is provided. Additional sources will be added at an incremental rate.
- Students will use Reading strategies (i.e., purposeful text marking) to determine important connections across multiple texts.
- Given a text-based writing task, students will be able to answer the questions, “Why were these texts put together for this prompt? How are these texts related?”
- Students will increase the number of texts in both essay writing and daily Reading tasks at an incremental rate.

**Writing an Introduction**

**Instruction:**

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

**Reading Connections:**

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

**Student Outcomes:**

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

### **Writing a Conclusion**

#### **Instruction:**

- Teacher will define the term conclusion:
  - The last paragraph of an essay that explains why it all matters. It answers the question “So what?” A good conclusion revisits the thesis statement, synthesizes the main points of the essay, and extends beyond the essay.
- Teacher will provide explicit instruction on:
  - Thesis Statement: Usually the first sentence of a conclusion revisits the controlling idea of an essay, but is phrased differently from the original thesis found in the introduction
  - Synthesis: The element of a conclusion that brings together the points of an essay in a new and interesting way to make a generalization or to draw a conclusion.
  - Extension: A memorable thought or idea that extends beyond the essay and pushes the reader into the real world.
- Teacher and students will utilize shared and interactive writing to collaboratively write conclusions. Teacher may model color-coded method found in Additional Notes section to identify the concluding sentence.

#### **Reading Connections:**

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

#### **Student Outcomes:**

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

### **Determining and Citing Relevant Evidence**

#### **Instruction:**

- Teacher and students will unpack the Evidence and Elaboration (EE) category of the FSA Writing Rubrics (opinion, informational) by conducting daily Reads of each score point
  - Highlight key terms in each section.
  - As a class, define and analyze each highlighted key term
    - Example: “relevant evidence integrated smoothly and thoroughly”- What does this mean?
  - Identify and discuss the elements of each score point
    - Example: How is a “3” in EE different from a “4” in EE?
- Teacher will provide explicit instruction in determining relevant vs. irrelevant evidence from student’s own text marking.

- Teacher will provide explicit instruction on not over relying on one source when selecting relevant evidence.
  - Teacher will provide explicit instruction on the three types of evidence:
1. Quotations: Text that is taken word for word from the source material. A writer must give credit to the author when using a quotation. Direct quotes should be used sparingly in an essay.
    - o I read...
    - o I learned...
    - o The author said...
    - o In the text it says...
    - o In paragraph \_\_ it says...
      - Note: When using direct quotations, 5th grade students must use quotation marks.
  2. Paraphrasing: Condensing a passage from the source material and putting it into your own words.
  3. Summarizing: Putting the main idea(s) and main point(s) into your own words. Summaries are broad overviews of the source material.
    - Note: A student paper that is entirely summary, will result in a score point of 2 in Evidence and Elaboration.
- Teacher will provide explicit instruction on how to determine which of the three types of evidence will be most effective, based on their text marking and purpose.
  - Teacher will model the use of a graphic organizer such as the Warrant Workout to assist in determining relevant evidence.
  - Teacher may model color-coded method found in Additional Notes section to identify text evidence.
- Reading Connections:**
- Prior to writing, students will utilize purposeful Student Talk to share and justify relevant text evidence.
  - After selecting evidence for a graphic organizer such as the Warrant Workout, students will utilize purposeful Student Talk to explain the type(s) of evidence (quotation, paraphrasing, summarizing) which will be used to most effectively respond to a given prompt.
- Student Outcomes:**
- Students will list attributes to describe each score point of the FSA Writing Rubrics for EE.
  - Students will evaluate their text markings to determine relevant vs. irrelevant evidence.
  - Students will effectively use all three types of evidence in both their essay writing and daily Reading tasks.
  - Students may utilize the color-coded method found in Additional Notes section to identify their text evidence.

**Elaboration****Instruction:**

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

**Reading Connections:**

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

**Student Outcomes:**

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

## **Content Specific (from the sources) Vocabulary (Move to Focus 1 for ELA, Math, and Science)**

### **Instruction:**

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

### **Reading Connections:**

- Teacher will create Phase 2/3 text dependent questions focusing on content specific vocabulary.
- Teacher will provide opportunities for students to apply instruction on content specific vocabulary in daily 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 daily Reading tasks.

### **Additional Information**

- Components of essay writing will be taught and practiced independent of each other through mini-lessons.
- Students should routinely be provided opportunities to write complete essays.
- K-2 teachers will model and encourage students to use a common color coding technique to assist in identifying components of essay writing.
- 3-5 teachers and students will use a common color coding technique to assist in identifying components of essay writing:
  - Orange: Thesis/Claim, Green: Text Evidence, Pink: Elaboration, Yellow: Transitions, Blue: Concluding Sentence
- In order to develop stamina, students will routinely write a text-based essay to a given prompt. Students should be aware of the estimated time they should take on the FSA writing assessment for each component of essay writing:
  - Unpacking the prompt: 5 minutes
  - Daily Reading/text marking: 35 minutes
  - Planning: 20 minutes
  - Writing the essay: 50 minutes
  - Revising/Editing: 10 minutes

<b>Progress Monitoring</b>			
<b>Initiative</b>	<b>How Will It Be Monitored</b>	<b>Frequency of Official Monitoring</b>	<b>Who is Responsible to Monitor</b>
Baseline Writing Assessment/Calibration	Data Summary Sheet	September 11, 2020	Teacher
SPP/Data/Curriculum Meetings	Minutes/SPP Leadership Participation	Monthly	IC/Teachers/Administration

<b>Evaluation Following Mid-Year Data</b>
<b>Evaluation of Targeted School-based Focus &amp; Implementation:</b>
<b>Refinement of Targeted School-based Focus:</b>

# School Action Plan

## *ELA: Strategies & Programs to Support the Objectives*

### ELA Levels 1 and 2 Focus

#### School Focus

**Targeted School-based Focus:**  
 Increase skills in reading application by explicit instruction in differentiated small group reading to decode and comprehend grade level materials.

**Targeted School-based Professional Development:**

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

#### Action Steps for Remediation

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

Provide materials as teachers need additional remediation materials and funding becomes available.  
 Provide release time for collaboration, reflection, and future planning.  
 Include SLD teacher and other personnel such as the Instructional Coach in planning meetings.  
 All K-5 teachers are offered a 1/2 day TDE to meet with parents to discuss data, PMP, and support services.  
 Classroom teacher will provide core instruction in addition to the Title I remediation (which may be provided by a trained paraprofessional).  
 Identify and assign paraprofessionals to receive training so they may assist teachers in implementation.  
 Groups of 5 or less meet daily with Title I or paraprofessional.  
 Lessons will be completed with fidelity; time is scheduled daily for the appropriate length of time.  
 While level 2 students are receiving Title I support (push in/pull out) level 1 are receiving small group instructional through the classroom teacher/ESE resource teacher and level 3-5 students are in stations or small group with classroom teacher at least once a week.

Homework Help Lab open M-F 6:45-7:25.

#### Progress Monitoring

Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Non Title I Identified Student Support with ESE and Classroom Teacher	Data Chats, Fidelity Logs	Daily	Administration, Title I Coordinator
HomeWork Help Lab	Sign in Sheets	Weekly	Administration

iReady	Data Chats, Fidelity Logs	Weekly	Administration, Title I Coordinator
Max Scholar	Data Chats, Fidelity Logs, Observations	Weekly	Administration

<b>Evaluation Following Mid-Year Data</b>
<b>Evaluation of Targeted School-based Focus &amp; Implementation:</b>
<b>Refinement of Targeted School-based Focus:</b>

## School Action Plan

### *ELA: Strategies & Programs to Support the Objectives*

#### Pandemic ELA Instructional Gaps Focus

#### School Focus

**Targeted School-based Focus:**

- Identify and remediate instructional gaps that occurred as a result of the 4th 9 weeks of 2019-2020 SY.

#### Action Steps for Implementation

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

- Teachers will analyze data from beginning of the year assessments, as well as anecdotal records, to identify instructional gaps.
- Teachers will analyze beginning of the year I-Ready data to identify instructional gaps and plan instruction accordingly.
- Teachers will scaffold instruction to ensure students are prepared for success in current grade level.

#### Progress Monitoring

Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Data Analysis	Data-informed lesson plans	Ongoing	Administration, GLC, Teacher

#### Evaluation Following Mid-Year Data

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

**Refinement of Targeted School-based Focus:**

# School Action Plan

## *Math*

<b>District Goal:</b>	<b>Students shall demonstrate math proficiency at or above the expected grade level.</b>
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<b>Objectives:</b>
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The percentage of all curriculum students who will make learning gains in math as defined by the State of Florida on the Florida Standards Assessment Test will be at least 60%.
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The percentage of students in the lowest 25% who will make learning gains in math as defined by the State of Florida on the Florida Standards Assessment Test will be at least 50 %.
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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 50%
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# School Action Plan

## *Math: Strategies & Programs to Support the Objectives*

### Central Focus: 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)
- Alignment to online learning

### School Focus

**Targeted School-based Focus:** By the end of the year, we expect our students to be able to engage in the Balanced Math Model while teachers purposely plan data driven small and whole-group instruction and differentiated standards-based stations utilizing ALDs/PLDs.

#### Targeted School-based Professional Development:

1. In May 2020, school leadership team met multiple times to reflect on the 2019-2020 SPP to starter developing the 2020-2021 SPP.
2. On June, July and August 2020, school administrators met to work on the 2020-2021 SPP.
3. Instructional Math Coach will work with grade level teams to determine needs for PD.
4. Create a school-based calendar (electronic) of professional development, faculty, grade level meetings, and collaborative planning for dissemination during preplanning.
5. In August, classroom teachers will have access to previous year's final student assessments on PAWS (iReady, etc...) to establish appropriate remediation and enrichment small groups in the Balanced Math Model.
6. Principal will provide teachers with FSA test specs for grades 3-5 from print shop when update is available.
7. Principal will provide the new M3 Standards-Based Planning Document to teachers as needed.
8. Principal will support teachers and Instructional Coaches through the PLC process (grade levels will meet every month to discuss math curriculum - ALDs, Common Assessments, Lessons, M3 document, etc...)
9. Principal will provide release time for teachers to observe other teachers with instructional coach.
10. Principal will provide release time for teachers that have moved grade levels and/ or content areas to engage in heavier coaching and planning cycles.

### Action Steps for Implementation

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

1. Teachers will implement the Balanced Math Model with emphasis on differentiated small group lessons to include grade level appropriate station norms.
2. Teachers will integrate the use of manipulatives and student discourse throughout the math block to support instruction.
3. Students will utilize manipulatives during small group, stations, and/or mini-lessons to develop conceptual understanding of skills.
4. Teachers will utilize M3 Planning document (ALDs/PLDs) to plan for differentiated small group instruction.
5. Teachers will use the Math in Practice book to plan instruction for small group and mini-lessons.

6. Teachers in grades 3-5 will continue to utilize FSA test specs, FSA practice tests, and FSA-style assessment questions through problem of the day/ spiraling skills/standards, stations and/or assessments.
7. Students in grades 3-5 will answer questions from FSA practice test and FSA-style assessments during problem of the day, stations, small group, and/or assessments.
8. Teachers in grades K-2 will continue to expose and use FSA-style questions in their assessments and instruction.
9. Students in grades K-2 will answer FSA-style questions during problem of the day, stations, small group, and/or assessments.
10. Teachers will plan collaboratively at a minimum of 30 minutes weekly; ie... creating/discussing/analyzing common assessment, reviewing student data, and/or planning instruction (math or science).
11. Teachers will utilize the quarter 1-4 common assessments created by the OCSD Math Coaches. Teachers will determine as a grade level to take a grade in the gradebook however teachers must also determine scoring for the assessments.
12. Teachers will continue to develop student talk norms that will move students towards mathematical discourse to justify/reason/prove their thinking.
13. Students will engage in the creating of student talk norms and will move towards mathematical discourse to justify/reason/prove their thinking.
14. Teachers will continue to incorporate daily high-yield routines to build fluency and provide opportunity for number talks to occur.
15. Teachers will invite colleagues and/or instructional coach to observe best practices of the Balanced Math Model.
16. Teachers will utilize release time if they have moved grade levels and/ or content areas to engage in heavier coaching and planning cycles.

<b>Progress Monitoring</b>			
<b>Initiative</b>	<b>How Will It Be Monitored</b>	<b>Frequency of Official Monitoring</b>	<b>Who is Responsible to Monitor</b>
Use of FSA-style questions to include spiraling standards	Walk-throughs, Visible classroom lesson plan	Weekly	Administration, teachers
OCSD Quarter Common Assessment/ grade level common assessments	Walk-throughs, Visible classroom lesson plan	Ongoing-minimum 2 per quarter	Administration, teachers
Collaborative Planning	Minutes	Weekly	Administration, teachers
Differentiated small group/stations with use of manipulatives	Walk-throughs, Visible classroom lesson plan	Daily	Administration, teachers

<b>Evaluation Following Mid-Year Data</b>
<b>Evaluation of Targeted School-based Focus &amp; Implementation:</b>
<b>Refinement of Targeted School-based Focus:</b>

## School Action Plan

### *Math: Strategies & Programs to Support the Objectives*

#### Math Levels 1 and 2 Focus

#### School Focus

**Targeted School-based Focus:** Level 1 and 2 students will show growth on formative assessments; ie... iReady, standard-based classroom assessments, MFAS tasks, quarterly common assessments, and/or FSA

#### Targeted School-based Professional Development:

1. Starting planning for the 2021 SY in early March of 2020 but due to COVID meetings were postponed, have continue to meet with ESE and Title I to plan for 2021 SY.
2. Create a school-based calendar (electronic) of professional development, faculty, grade level meetings, and collaborative planning for dissemination during preplanning.
3. In August, classroom teachers will have access to previous year's final student assessments on PAWS (iReady, etc...) to establish appropriate remediation and enrichment small groups in the Balanced Math Model.
4. Principal will provide teachers with FSA test specs for grades 3-5 from print shop when update is available.
5. Principal will provide the new M3 Standards-Based Planning Document to teachers as needed.
6. Principal will support teachers and Instructional Coaches through the PLC process (grade levels will meet every month to discuss math curriculum - ALDs, Common Assessments, Lessons, M3 document, etc....)
7. Principal will provide release time for teachers to observe other teachers with instructional coach.
8. Principal will provide release time for teachers that have moved grade levels and/ or content areas to engage in heavier coaching and planning cycles.

#### Action Steps for Remediation

- Intervention/Title I Implementation Action Steps (Teachers and Students):**
- Teacher will meet with below proficiency students (level 1 & 2) 5 days a week in small group.
  - Teacher will create a PMP for level 1 & 2 students to address needs.

#### Progress Monitoring

Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Small Group	Walk-throughs, Visible classroom lesson plans	Daily	Administration, teachers

PMP	MTSS Coordinator/Administration Progress Checks	Bi Weekly	Administration, MTSS Coordinator and Teachers
iReady	Data Chats Observations	Daily	Administration, Title I Teacher

<b>Evaluation Following Mid-Year Data</b>
<b>Evaluation of Targeted School-based Focus &amp; Implementation:</b>
<b>Refinement of Targeted School-based Focus:</b>

## School Action Plan

### *Math: Strategies & Programs to Support the Objectives*

#### Pandemic Math Instructional Gaps Focus

#### School Focus

**Targeted School-based Focus:**

- Identify and remediate instructional gaps that occurred as a result of the 4th 9 weeks of 2019-2020 SY.

#### Action Steps for Implementation

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

- Teachers will analyze data from beginning of the year assessments, as well as anecdotal records, to identify instructional gaps.
- Teachers will analyze beginning of the year I-Ready data to identify instructional gaps and plan instruction accordingly.
- Teachers will scaffold instruction to ensure students are prepared for success in current grade level.

#### Progress Monitoring

Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Data Analysis	Data-informed lesson plans	Ongoing	Administration, GLC, Teacher

#### Evaluation Following Mid-Year Data

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

**Refinement of Targeted School-based Focus:**

# School Action Plan

## *Science*

<b>District Goal:</b>	<b>Students shall demonstrate science proficiency at or above the expected grade level.</b>
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<b>Objectives:</b>
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The percentage of 5 <sup>th</sup> 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 55%.
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# School Action Plan

## *Science: Strategies & Programs to Support the Objectives*

### Central Focus: Science Focus

#### 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
- Alignment to online learning

### School Focus

#### Targeted School-based Focus:

Develop standards based whole group, mini lessons, and small group instruction by utilizing the science binders, and adopted Elevate Science text book in order to provide active student engagement through exploring real-life science and making connect to other subject areas. Grades 4-5 will use Study Island to support and spiral content taught in the classroom.

#### Targeted School-based Professional Development:

Training on Study Island

Department meeting on using and implementing Study Island (T. Ellis)

Department meeting on effective instruction of 5 E's. (T. Ellis)

Department meeting to plan standards based lessons and STEM type activities

Profession Development opportunity to visit other schools to observe model science classrooms

Clarity Book Study

Use of Big Idea Grade Level Breakdown Resource

### Action Steps for Implementation

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

Classroom Implementation Action Steps (Teachers and Students):

A. Use various methods of Instructional Delivery

1. Whole group instruction that includes explicit teaching, teacher modeling, teacher led discussion, Cooperative learning groups, and written responses.

2. Cooperative learning groups stations may include:

a. Inquiry-based learning opportunities

b. Spiral Review of Standards

c. Analysis of data, Charts, graphs, video clips

d. Evaluation of word relationships

e. Teacher-led review/remediation

- f. Hands on learning opportunities
- B. Standards Based Units
  - 1. Incorporate at least 3 of the 5 E's (Engage, Explore, Explain, Elaborate and Evaluate)
  - 2. Spiral activities that focus on the interpretation and analysis of multiple data source (text, pictures, charts, graphs)
  - 3. Use district (quarterly) and classroom assessments that mirror Science Item Specification with appropriate rigor (10-20% DOK 1, 60-80% DOK 2, 10-20% DOK 3)
- C. Text-based ELA strategies
  - 1. Include culminating task to assess mastery
  - 2. Analysis of multiple source (text, graphic, diagrams, charts, graphs, etc.)
  - 3. Model and incorporate text marking, annotating, and text evidence
  - 4. Promote purposeful student talk
- D. Use assessment data (Study Island, Teacher Created) to drive instruction and spiraling task
- F. 4th and 5th grade students will use Study Island at least once a week.
- G. Grades K-5 teachers will facilitate in-class science investigations that cover the steps of the scientific method.

<b>Progress Monitoring</b>			
<b>Initiative</b>	<b>How Will It Be Monitored</b>	<b>Frequency of Official Monitoring</b>	<b>Who is Responsible to Monitor</b>
Implementation of Study Island	Progress Checks	Weekly	Administration
5 E's	Observations	Weekly	Administration
Hands On	Observations	Weekly	Administration

<b>Evaluation Following Mid-Year Data</b>
<b>Evaluation of Targeted School-based Focus &amp; Implementation:</b>
<b>Refinement of Targeted School-based Focus:</b>

# School Action Plan

## *Science: Strategies & Programs to Support the Objectives*

### Pandemic Science Instructional Gaps Focus

#### School Focus

**Targeted School-based Focus:**  
Identify and remediate instructional gaps that occurred as a result of the 4th 9 weeks of 2019-2020 SY.

#### Action Steps for Implementation

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

- Teachers will analyze data from beginning of the year assessments, as well as anecdotal records, to identify instructional gaps.
- Teachers will analyze beginning of the year I-Ready, Study Island data to identify instructional gaps and plan instruction accordingly.
- Teachers will scaffold instruction to ensure students are prepared for success in current grade level.

#### Progress Monitoring

Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Data Analysis	Data-informed lesson plans	Ongoing	Administration, GLC, Teacher

#### 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?**

The school will involve parents and family members in the development of the Title I Family Engagement Plan along with determining how the funds will be spent through our SAC, PTO, and Title I meetings. The school uses our website, Facebook page, school automated sign, phone app, and monthly school newsletters to get the information about the meetings out to our families. We will have the following title events:

Annual Title I Parent Meeting

Parent-Teacher-Student Compact committee meeting

PFEP committee Meeting

Orientation

Three Family Nights—Parent night, ELA and Math Night, Moving on Up

Carnival

Award Programs

All school events have an agenda and sign in sheet for monitoring purposes.

Input from all stakeholders in creating the Parent-Teacher-Student Compact

Mrs. Tatman our school Title I contact and administration will oversee the creation and implementation of the PFEP as well as monitor it throughout the school year. As well as keeping documentation for each event/meeting and seeing that the Family Engagement funds are spent correctly.

### **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 use of alternative scheduling allowing for events to take place during the day and evening helps increase our family engagement. If we know ahead of time we are able to provide an interpreter for not English speaking families.

Communication to inform parents and community of events is through a variety of methods such as: monthly school newsletter, classroom newsletters, website, school sign, phone APP, Facebook page, event fliers and phone call out system.

Teachers are required to hold at least one parent conference by phone or face to face each term.

Onsite Military Family Life Counselor works with our students and military families with transitioning, deployments and school based needs.

SAC and PTO meet monthly, the meetings are advertised and minutes are published.

School counselor, administration and SRO will make home visits when necessary.

Annual Title I and Volunteer meeting is held within the first two weeks of the year.

Title I teachers and paraprofessionals meet daily to discuss student data and needs.

Title I teachers will be focusing on mindset of students and families.

The Parent to Parent organization will

Title I Teachers, Administration, and classroom teachers will be required to monitor that these practices and strategies are implemented.

**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?**

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

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

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

5th graders have meetings with the middle school band instructors, they get assistance in registering for middle school classes, and are able to attend a moving on up night at their assigned middle school during the Spring of their 5th grade year.

Title I teachers and Administration will implement these transition strategies and monitor that they are taking place.

**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.**

We have two Title I teachers, one focused on Math and one focused on ELA. We also have 6 para professionals working with various grade levels. Each Title teacher and para see from 30-60 students at least 4 days a week for a minimum of 40 minutes a day to focus in on and remediate in the subject area needed. Title I Teachers will also be focusing on mindset of the students and student's families to make a positive shift in their life.

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



# Accreditation Page

## Accreditation Standards

1. 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.

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

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

\*Bob Sikes Elementary, students are provided access to an equitable learning experience through a minimum of 40-45 minutes a day remediation/ enrichment block in every classroom, access to small group instruction with a classroom assistant and/or Title 1 specialist on per need basis, and through school wide incentives such as our morning/afternoon resource lab--technology web based resources and homework help...five days a week will reopen when COVID guidelines change.

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

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

\*Both administrators provide feedback based on what they see in the classroom and minutes from instructional meetings. Administrators continue to remain cognizant of student scores on district and state assessments and use this information to ensure the needs of all students are met. Administrators provide time for teachers to participate in professional development activities. Administrators also participated in walking through teacher classrooms to provide feedback without it counting against a teacher's evaluation score. Feedback on instructional minutes, informal and formal walk- through, and providing professional development.

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

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

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

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

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

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

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



# Accreditation Page

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

Strategic Plan Focus Area: Learning and Working in a Safe and Productive Environment	Cognia Performance Standards related to this Focus Area
<ul style="list-style-type: none"> <li>• Provide adequate and appropriate facilities</li> <li>• Provide a culture conducive to learning and working</li> <li>• Maintain a safe learning and working environment</li> </ul>	<p><b>Leadership Capacity Domain</b></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><b>Learning Capacity Domain</b></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><b>Resource Capacity Domain</b></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>