

Date Submitted: 00-00-0000

Dates of Revision: 5-13-20

School Performance Plan 2020-2021



School Name: Destin Elementary School

Legend

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

SAC Information

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

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

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

Principal's Signature
SAC Chairperson's Signature

Okaloosa County School District

Vision Statement:

We inspire a lifelong passion for learning.

Mission Statement:

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

Core Values:

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

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

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

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

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

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

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

School Performance Team

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

Name	Title
Joe Jannazo	Principal
Amy Meyer	Assistant Principal
Emily Stephens	KG
Meghan Seekamp	KG
Hillary Anderson	1 st grade
Laura Rice	1 st grade
Lisa Brown	2 nd grade
Elizabeth Black	2 nd grade
Gina Dever	3 rd grade
Martha Minnick	3 rd grade
Jennifer Patterson	4 th grade
Cecily Hinton	4 th grade
Krista Milhouse	ELA coach
Christine Sadler	Math coach

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

The team met on four different occasions to develop the current plan. The first meeting we met virtually and reviewed the prior year plan, reviewed resources used, and discuss the collective answers to the guiding questions provided to all grade levels by subject area. The second meeting was subject area specific implementation steps written up with the support of the instructional coaches. The third meeting was a focus on low performing student needs (1's and 2's) and how to serve them best in the classroom and through remedial pullouts. Finally, we shared out the plan for review by the team for final revision. After the plan is in place, the team will come together once again to prepare a simplified "SPP cheat sheet" for ease of access for teachers to utilize for planning and self-monitoring.

School Profile

Destin Elementary School (DES) is a public school located in the heart of a growing vacation destination known as Destin, Florida. This once small northwest Florida Panhandle school opened its doors in 1955 to an energetic fishing community that has since become an integral part of Okaloosa County. Destin, FL being a vacation destination for fishing, beaches, shopping, and golf makes for a population that can be somewhat transient in nature which changes with the tourism seasons. The current population of Destin Elementary is 970 students. Currently, 42% of the student body qualifies for the Free and Reduced Lunch Program. The minority population of 30.1% consists of 3.9% African American, 14.1% Hispanic, 7.2% Multi-racial, and 4.7% Asian. Destin Elementary successfully serves its 970 students in grades Pre-Kindergarten through fourth grade. 51 certified teachers provide quality instruction to meet high academic standards. Students are assessed frequently to verify levels of academic performance followed by appropriate instruction designed to move all students forward at the most appropriate rate possible. Instruction is differentiated in the classrooms to meet the needs and challenge our high, average, and low performing students. Students are enrolled in a 45-minute activity block of time daily which consists of 4 days per week of physical education and 1 day every week alternating Art and Music. Reading and Math incentive programs along with tutoring and remedial programs are used to reinforce the general curriculum based on the Florida Standards. DES has an academically supportive child care program and offers a variety of after school activities such as art, drama, and piano lessons. Establishing high expectations for every student and addressing individual academic needs has contributed to DES achieving eighteen A+ ratings from the State of Florida Department of Education. The academic success at DES has placed us among the top performing schools in Okaloosa County. The following programs are provided to help students meet their individual academic needs: Pre-Kindergarten Disabilities, Specific Learning Disabilities, Speech and Language, and Gifted Education. Students performing below proficiency receive additional interventions outside the 120-minute ELA block and 90-minute math block. Community and parental involvement plays a major role in the success of DES.

Parent and Community Awareness

	Mean	Count	Top Box
1. My child's learning is a high priority at this school.	4.72	294	75.17%
2. School rules/discipline plans are enforced consistently at this school.	4.61	293	68.94%
3. I regularly receive feedback from school staff on how well my child is learning.	4.47	291	64.95%
4. My family is treated with respect at this school.	4.70	294	76.19%
5. My child has every opportunity to be successful at this school.	4.67	292	72.95%
6. My child has the necessary classroom supplies and equipment for effective learning.	4.57	294	66.67%
7. I would recommend this school to other parents.	4.75	293	79.18%
8. This school provides a safe environment for my child to learn.	4.74	292	77.40%
9. My child is recognized for good work and behavior at this school.	4.62	293	72.01%
10. The school is clean and well maintained.	4.54	291	66.67%
11. The teachers, staff, and administration at this school demonstrate a genuine concern for my child.	4.71	293	75.09%
12. I am proud to say I have a child at this school.	4.73	292	78.08%
13. I receive positive phone calls, emails, or notes about my child from the school.	4.39	293	62.46%
14. The principal at this school is approachable and reachable.	4.59	290	71.72%
15. The principal at this school is an effective leader.	4.58	289	69.20%

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
1. My child's learning is a high priority at this school.	1	1	4	67	221	294

2. School rules/discipline plans are enforced consistently at this school.	3	5	5	78	202	293
3. I regularly receive feedback from school staff on how well my child is learning.	4	5	29	64	189	291
4. My family is treated with respect at this school.	2	2	9	57	224	294
5. My child has every opportunity to be successful at this school.	0	4	8	67	213	292
6. My child has the necessary classroom supplies and equipment for effective learning.	2	4	14	78	196	294
7. I would recommend this school to other parents.	1	1	8	51	232	293
8. This school provides a safe environment for my child to learn.	1	1	4	60	226	292
9. My child is recognized for good work and behavior at this school.	4	1	15	62	211	293
10. The school is clean and well maintained.	4	5	16	72	194	291
11. The teachers, staff, and administration at this school demonstrate a genuine concern for my child.	2	0	7	64	220	293
12. I am proud to say I have a child at this school.	0	3	10	51	228	292
13. I receive positive phone calls, emails, or notes about my child from the school.	5	12	31	62	183	293
14. The principal at this school is approachable and reachable.	5	2	19	56	208	290
15. The principal at this school is an effective leader.	3	4	16	66	200	289

Parent and Community Awareness

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

The data confirms an attitude we fully embrace of having a welcoming place for families, where parents feel not only welcome at the school but valued and appreciated as partners in educating all students. The survey results show of the 295 people who responded, over 70% marked “strongly agree” to the following benchmark items:

- *My child’s learning is a high priority at this school.
- *My family is treated with respect at this school.
- *My child has every opportunity to be successful at this school.
- *I would recommend this school to other parents.
- *This school provides a safe environment for my child to learn.
- *My child is recognized for good work and behavior at this school.
- *The teachers, staff, and administration at this school demonstrates a genuine concern for my child.
- *I am proud to say I have a child at this school.
- *The principal at this school is approachable and reachable.

All survey questions had a minimum of 62% marking strongly agree.

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

The areas that were highlighted the most as needing to improve both dealt with feedback. The highest areas of “Strongly disagree”, “Disagree” and “Neutral” were:

- 12.8% I regularly receive feedback from school staff on how well my child is learning.
- 16.3% I receive positive phone calls, emails, or notes about my child from the school.

This will be an area of focus this year as it is important for this communication to be occurring regularly.

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

Our communication with Parents and Community includes the following: Front Sign, Webpage updated routinely with upcoming and important dates, Social Media (Twitter, Facebook School Page, Facebook PTO Page), Teacher weekly newsletters to parents, Destin Splash updated monthly, Callouts, Emails, direct phone contact, positive post cards (monthly)

School Action Plan

ESSA Subgroup: Strategies & Programs to Support the Objectives

ESSA Subgroup Focus
Subgroup: ESE

School Focus
<p>What is the cause(s) for this subgroup being an area of focus? These students comprise a considerable number of our low performing students (Lvl 1's and 2's) and require the most focus in terms of scheduling and individual remedial supports.</p>
<p>What are we doing to target this subgroup? Focusing on the time spent pulling out for individualized needs beyond those the teachers are differentiating with multi-sensory reading initiatives. -Detailed focus on appropriate accommodations for both instruction and assessment by classroom teachers.</p>
<p>Targeted School-based Professional Development: ESE Resource teacher will attend multi-sensory reading training Gen Ed Teachers will participate in a review of best practices for implementing accommodations in the classroom setting.</p>

Action Steps for Implementation
<p>Classroom Implementation Action Steps (Teachers and Students): Provide and utilize differentiated accommodations through best practices identified for students throughout the instructional day as per their IEP.</p>
<p>School Implementation Action Steps (Administration, Teachers, and Students): Review the documentation and implementation of differentiated accommodations through best practices to students throughout the instructional day as per their IEP.</p>

Progress Monitoring			
Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Provide and utilize differentiated accommodations through best practices identified for students throughout the instructional day as per their IEP.	Walkthroughs, Data Chats, Lesson Plans, Departmental Meetings	Routinely	Teachers, Guidance, Admin
Review documentation and implementation of differentiated accommodations through best practices to students throughout	Walkthroughs, Data Chats, Lesson Plans, Departmental Meetings	Routinely	Teachers, Guidance, Admin

the instructional day as per their IEP.			

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

School Action Plan
ELA: Reading & Writing

District Goal:	Students shall demonstrate reading proficiency at or above the expected grade level.
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Objectives:
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 70%.
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 70 %.
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 90%

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

School Focus

Targeted School-based Focus:

Engage in targeted differentiated stations, cooperative groups, and teacher led small groups utilizing Everyday Instructional Reading components and multi-sensory strategies aligned to standards, and Learning Progressions with a strong focus on the incorporation of rigorous TDQs that lead to authentic student talk and student led content engagement with an emphasis on learning targets to increase student clarity:

KG: fluency of sight words.

1st: multi-sensory phonemic awareness.

2nd: comprehension of complex text (informational and/or literature-sub areas)

Targeted School-based Professional Development:

*Teachers will attend monthly PD's before school, focusing on using learning targets in the classroom to improve educational outcomes.

As requested by teachers, admin will make available 1/2 day PDs differentiated based on teacher needs including but not limited to incorporation of Learning Progressions in lessons, modeled lessons, classroom tours, collaborating to locate resources/plan to support implementation of PD Focus. Network as necessary with other like schools. Self-contained teachers will have the option to receive Math or ELA PD.

*Balanced ELA Model: Mini-Lessons (including engaging interactive whole group), differentiated teacher led small group instruction, differentiated stations with accountability, writing through reading targeting needs of Destin Elementary students.

*Literacy Coach will individualize sessions to include: balanced ELA model, Learning Progressions, teacher led small group and cooperative learning group instruction, ELA stations with accountability, incorporating EIR in all components of Balanced Literacy Block, formative assessments, and differentiation.

*Actively engage in content specific collaboration in PLCs. Teams will meet for 30-45 minutes/week on Balanced Literacy best practices, implementation of EIR components, analysis and implementation of Learning Progressions within lessons, common formative/summative assessments, rigorous Text-Dependent Questioning at varying DOK levels, and promoting authentic student led discussions with an emphasis matching grade level focus areas. Use of SPP quick guide, LPs, standards resource doc, standards placemat, and knowledge of students (data) to guide discussions and collaborative planning.

* Grade level collaboration with instructional coach and/or administration quarterly to analyze data to inform the development of Balanced Literacy lessons (mini lesson, guided lessons, accountable station activities) aligned to PD. As requested, instructional coach will model planned lesson, with a follow up debrief session.

*Administration will coordinate with literacy coach and outside resources to implement professional development on learning targets through grade level and faculty meetings.

* Vertical Alignment Classroom Tours (4th 9 weeks)

* Peer Observations within ½ day school-based time to complete ghost walks with follow up discussions

* Optional book studies may include: From Striving to Thriving, 10 Mindframes for Visible Learning, Words Matter, Words your Way, Readers are Writers & Writers are Readers, Fresh Look at Phonics.

*K-2nd grade teachers will attend an iReady Training as available.

*Standards Resource Book will be referenced at each PD

Additionally, each monthly school- based PLC will engage on the following components as requested and determined by school administration:

* Review of SPP Goals for ELA

* Discussion: What are you seeing and hearing in your classroom? Discussion: Tips & Strategies for Implementation and Engagement of ELL Strategies of Trauma Informed Training of Technology inclusion/Program Resource inclusion of iReady Reports Training of Development of Multi-Sensory strategies, stations, and activities

* Optional Mini-Sessions (as requested) with experts in various areas

Action Steps for Implementation

Classroom Implementation Action Steps (Teachers and Students):

- *Align instruction to Standards, Learning Targets, and Learning Progressions (K-2) within the Balanced Literacy Model.
- *Develop learning targets and success criteria aligned to the standards using LPs and current data from iReady, and common assessments; Grade Levels will include spiral items on common assessments.
- *Use Standards Resource Book to develop engaging Balanced Literacy lessons aligned to standards with LPs in mind.
- *Deliver short focused interactive mini-lessons aligned to standards using vetted resources (iReady Toolbox, Readworks, Scholastic/StoryWorks JR, NewsELA).
- *Deliver Purposeful Read-Alouds with planned rigorous TDQs, metacognitive modeling of skills, and annotation.
- *Within the first quarter of school, visible student engagement through cooperative learning groups, teacher-led small group instruction, and accountable station activities will be implemented based on data and LPs to meet the needs of every student.
- *Teacher-led small groups are purposeful and based on student needs (not a repeat of the mini-lesson). Small groups will take place: Daily for Level 1/Tier 3 students; 3-4 times a week for Level 2-3/Tier 2 students; 1-3 times a week for high Level 3 and Levels 4-5.
- * Stations and cooperative learning sessions are purposeful, collaborative, occurring routinely, and include accountability components, to include: Engaging Multi-Sensory Stations and Phonemic Awareness Activities
- *Focus instructional strategies on standards driven, purposeful text marking/annotating in response to TDQs and lead to activities such as writing through reading or other culminating tasks.
- *Use Sequenced Text Dependent Questions at varying DOK levels throughout the phases aligned to focus standards in Everyday Instruction Reading to include a culminating task.
- *Model depth of discussions and provide sentence stems to promote purposeful student led discussion.
- *Use of complex text and multiple sources (analyze independently prior to synthesizing) with sequenced TDQs in instruction and student practice.
- *iReady will be utilized to include full implementation with inclusion of teacher response to online instruction.
KG: fluency of sight words. 1st: multi-sensory phonemic awareness. 2nd: comprehension of complex text (informational and/or literature-sub areas?)

Progress Monitoring			
Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Balanced Literacy Model of Instruction – including Interactive Whole Group, Teacher-Led Small Group, Accountable Stations, and Independent work based on data	Walk Through/PLC Conversations	Routinely- Ongoing	Teachers and Administration
Mini-Lessons and Purposeful Read-Alouds based on Standards and Learning Progressions	Walk Through/PLC Conversations	Routinely- Ongoing	Teachers and Administration
Utilizing Complex Texts and multiple resources aligned to Standards and Learning Progressions	Walk Through/PLC Conversations	Routinely- Ongoing	Teachers and Administration
Lessons will include components of Everyday Instructional Reading: TDQs, text marking, annotating, writing-through-reading, culminating tasks, Student-Led Discussions, etc	Walk Through/PLC Conversations	Routinely- Ongoing	Teachers and Administration
Visible Learning as a Process - Learning Targets, Success Criteria, Specific Feedback, and Self-Goals/Assessments	Walk Through/PLC Conversations	Routinely- Ongoing	Teachers and Administration
Collaboration in PLC/Collaborative Grade Level Planning	Walk Through/PLC Conversations	Weekly	Teachers and Administration

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

School Action Plan

ELA: Strategies & Programs to Support the Objectives

Central Focus: ELA Focus Grades 3-5

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

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

School Focus

Targeted School-based Focus:

Engage in targeted differentiated stations and teacher-led small groups utilizing Everyday Instructional Reading components aligned to standards, item specs, and ALDs/Learning Progressions. Having a strong focus on learning targets that increase student clarity as well as the incorporation of rigorous TDQs that lead to authentic student talk and student led content engagements that will address the integration of knowledge.

Targeted School-based Professional Development:

*As requested by teachers, admin will make available 1/2 day PD's differentiated based on teacher needs including but not limited to incorporation of Learning Progressions in lessons, modeled lessons, classroom tours, collaborating to locate resources/plan to support implementation of PD Focus. Network as necessary with other like schools. Self-contained teachers will have the option to receive Math or ELA PD.

*Teachers will attend monthly PD's before school, focusing on using learning targets in the classroom to improve educational outcomes.

*Balanced ELA Model: Mini-Lessons (including engaging interactive whole group), differentiated teacher led small group instruction, differentiated stations with accountability, writing through reading targeting needs of Destin Elementary students.

*Literacy Coach will individualize sessions to include: balanced ELA model, Learning Progressions, teacher led small group and cooperative learning group instruction, ELA stations with accountability, incorporating EIR in all components of Balanced Literacy Block, formative assessments, and differentiation.

*Actively engage in content specific collaboration in PLCs. Teams will meet for 30-45 minutes/week on Balanced Literacy best practices, implementation of EIR components, analysis and implementation of Learning Progressions within lessons, common formative/summative assessments, rigorous Text-Dependent Questioning at varying DOK levels, and promoting authentic student led discussions with an emphasis

matching grade level focus areas. Use of SPP quick guide, LPs, standards resource doc, standards placemat, and knowledge of students (data) to guide discussions and collaborative planning.

* Grade level collaboration with instructional coach and/or administration quarterly to analyze data to inform the development of Balanced Literacy lessons (mini lesson, guided lessons, accountable station activities) aligned to PD. As requested, instructional coach will model planned lesson, with a follow up debrief session.

*Administration will coordinate with literacy coach and outside resources to implement professional development on learning targets through grade level and faculty meetings.

*Vertical Alignment Classroom Tours (4th 9 weeks)

*Peer Observations within ½ day school based time to complete ghost walks with follow up discussions

*Optional book studies may include: From Striving to Thriving, 10 Mindframes for Visible Learning, Words Matter, Words your Way, Readers are Writers & Writers are Readers, Fresh Look at Phonics.

*Teachers will attend an iReady Training as available.

*Standards Resource Book will be referenced at each PD

Additionally, each monthly school- based PLC will engage on the following components as requested and determined by school administration:

- * Learning targets

- * Review of SPP Goals for ELA

- *Discussion: What are you seeing and hearing in your classroom?

- *Discussion: Tips & Strategies for Implementation and Engagement

- *ELL Strategies

- *Trauma Informed Training

- *Technology inclusion/Program Resource inclusion

- *iReady Reports Training

*Development of Multi-Sensory strategies, stations, and activities

*Optional Mini-Sessions (as requested) with experts in various areas

Action Steps for Implementation

Classroom Implementation Action Steps (Teachers and Students):

- *Align instruction to Standards, Learning Targets, Item Specs (3-4), Achievement Level Descriptors (3-4), within the Balanced Literacy Model to include integration of Science & Social Studies content.
- *Develop learning targets and success criteria aligned to the standards using ALDs and current data from iReady, and common assessments; Grade Levels will include spiral items on common assessments.
- *Use Standards Resource Book to develop engaging Balanced Literacy lessons aligned to standards with ALDs in mind.
- *Deliver short focused interactive mini-lessons aligned to standards using vetted resources (iReady Toolbox, Readworks, Scholastics/StoryWorks, Common Lit, NewsELA).
- *Deliver Purposeful Read-Alouds with planned rigorous TDQs, metacognitive modeling of skills, and annotation.
- *Within the first quarter of school, visible student engagement through cooperative learning groups, teacher-led small group instruction, and accountable station activities will be implemented based on data and ALDs to meet the needs of every student. Teacher-led small groups are purposeful and based on student needs (not a repeat of the mini-lesson). Small groups will take place: Daily for Level 1/Tier 3 students; 3-4 times a week for Level 2-3/Tier 2 students; 1-3 times a week for high Level 3 and Levels 4-5. Stations and cooperative learning sessions are purposeful, collaborative, occurring routinely, and include accountability components.
- *Focus instructional strategies on standards driven, purposeful text marking/annotating in response to TDQs and lead to activities such as writing through reading or other culminating tasks.
- *Use Sequenced Text Dependent Questions at varying DOK levels throughout the phases aligned to focus standards in Everyday Instruction Reading to include a culminating task.
- *Model depth of discussions and provide sentence stems to promote purposeful student led discussion.
- *Use of complex text and multiple sources (analyze independently prior to synthesizing) with sequenced TDQs in instruction and student practice.

*3rd and 4th grade teachers will use item specs, ALDs, and other resources (MobyMax, iReady Toolbox, Readworks, Scholastics/StoryWorks, Common Lit, NewsELA) to develop FSA-like items to include in activities and common assessments throughout the year targeted to individual and/or group student levels in order to promote achievement and growth within standards (Coach Book/Iready).

*Utilize quality questions based on the standards and ALDs in order to prepare for culminating tasks.

*Use collaboratively developed culminating tasks that reflect the standard of focus. .

* Co-create anchor charts demonstrating strategies or skills highlighted in mini-lessons.

Progress Monitoring			
Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Balanced Literacy Model of Instruction – including Interactive Whole Group, Teacher-Led Small Group, Accountable Stations, and Independent work based on data	Walk Through/PLC Conversations	Routinely- Ongoing	Teachers and Administration
Mini-Lessons and Purposeful Read-Alouds based on Standards, Item Specs, and ALDs	Walk Through/PLC Conversations	Routinely- Ongoing	Teachers and Administration
Utilizing Complex Texts and multiple resources aligned to Standards, Item Specs, and ALDs	Walk Through/PLC Conversations	Routinely- Ongoing	Teachers and Administration
Lessons will include components of Everyday Instructional Reading: TDQs, text marking, annotating, writing-through-reading, culminating tasks, Student-Led Discussions, etc.	Walk Through/PLC Conversations	Routinely- Ongoing	Teachers and Administration
Visible Learning as a Process - Learning Targets, Success Criteria, Specific Feedback, and SelfGoals/Assessments	Walk Through/PLC Conversations	Routinely- Ongoing	Teachers and Administration
Collaboration in PLC/Collaborative Grade Level Planning	Walk Through/PLC Conversations	Weekly	Teachers and Administration

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:

Purpose, Focus, Organization Evidence and Elaboration

Writing Plan

Kindergarten Writing Plan:

Unpacking the Prompt

Teachers will unpack the Purpose, Focus, and Organization (PFO) category of the KG Text-based Writing Rubric (highlight key terms, identify/discuss elements of each score point- how is 3 different from 4)

Instruction:

- All teachers will use a common process to unpack the prompt: *What is the prompt asking? This is the writing task AND the purpose for reading!*
- 1. **Circle** Topic
- 2. **Box Type of Writing** (opinion, informational, narrative)
- 3. **List** any academic/domain specific words (if present)
- Teacher models the process for unpacking the prompt using the Writing Sampler Sets and/or Okaloosa Writing Exemplars

Example: Write and tell how Pilgrims lived long ago.

Student Outcomes:

- With prompting and support students will practice unpacking the prompt in Everyday Instructional Reading tasks.

Purposeful Text Marking Specific to Prompt

Instruction:

- Teacher will use Writing Exemplars to model how unpacking the prompt determines purposeful text marking.

Possible Purposeful Text Marking: L= Long Ago

* *Example: Text marking through shared/interactive writing*

Student Outcomes:**With prompting and support –**

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

Planning for Writing**Instruction:**

- Teacher and students will engage in Everyday Instructional Reading tasks to:
 - * Unpack a prompt
 - * Create a purposeful text marking pertaining to the prompt
 - * Analyze a text to determine text structure (Story Elements- characters/setting, Problem/Solution, Compare/Contrast, Sequence, etc.)
 - * Create anchor chart of text structures (see Text Structure Instruction chart – attached to writing plan)
 - * Complete appropriate graphic organizer corresponding to text structure.
 - * Teacher and students will utilize shared and interactive writing to collaboratively plan for writing.
 - * Students will engage in student led discussion.

Student Outcomes:**With prompting and support –**

- Students will complete Everyday Instructional Reading tasks.
- Students will routinely plan for writing activities.

Scaffolding Instruction to Build from One Source to Multiple Sources (Using Information From Text & Illustrations)

Please Note: Multiple “sources” in KG is text AND illustration (within single text).

Instruction:

- Teacher will provide explicit instruction on the relationship between illustrations and the story in which they appear and how the text and illustrations work together to convey meaning.
 - * *Example: How does the diagram showing what lives in a pond help us to better understand life at the pond? Why did the author decide to add this chart to his text?*
- Teacher will provide opportunities for students to increase reading stamina through instruction, differentiated stations, and Everyday Instructional Reading tasks.

Everyday Instructional Reading Connections:

- Teacher will create text dependent questions with content specific vocabulary (with an emphasis on Phase 2 and 3) requiring students to analyze multiple “sources” (text, illustrations, charts, etc.)

Student Outcomes:**With prompting and support –**

- Students will develop the stamina required to read, text mark, and analyze increasing complex text.
- Students will apply analytical thinking skills to make connections across a text.

Citing Evidence

Teacher will unpack the Evidence and Elaboration (EE) category of the KG Texted-based Writing Rubrics (opinion, informational, (narrative included in Q1 & Q2 checklist)) by conducting an Everyday Instructional Read of each score point

Instruction:

- Teacher will provide explicit instruction in determining relevant vs. irrelevant evidence from student’s own text marking.
- Teacher will provide explicit instruction on two types of evidence:
 1. Include information from source material.
 2. Summarizing: Putting the main idea(s) and event(s) into your own words.
- Teacher will provide explicit instruction on how to determine which types of evidence will be most effective, based on their text marking and purpose.
- Teacher will provide explicit instruction on using illustrations as a method to provide additional evidence for a prompt.
- Teacher will model writing a conclusion by:
 - * Ensuring a writer’s picture matches their words
 - * The processing of dictating which allows students to tell the details/information they are unable to get on paper for themselves

Student Outcomes:**With prompting and support –**

- Students will collaboratively evaluate their text markings to determine relevant vs. irrelevant evidence.
- Students will effectively use both types of evidence in both their essay writing and Everyday Instructional Reading tasks.

Details (Elaboration):

Instruction:

- Teacher will provide explicit instruction on the effective use of connections to self/world/text (modified SPEC)
- Teacher and students will utilize shared and interactive writing to practice developing elaboration
- Teacher will model:
 - * Details can be found in any combination of drawing, dictating, or writing
 - * Details must be related (relevant) to the topic and text
- Teacher will use Writing Exemplars to show examples of effective and ineffective use of details (elaboration).
- Teacher will utilize formative assessments to determine student mastery of creating relevant elaboration. Small, targeted writing groups will be established based on formative assessment results for remediation/acceleration purposes.

Student Outcomes:

With prompting and support –

- Students will routinely incorporate relevant details sequences (transitions) in their writing through a combination of drawing, dictating, and writing in their writing and Everyday Instructional Reading tasks.
- Using guidance and support, students will self/peer-assess details in writing to strengthen as needed.

Conventions

Teachers will use the KG Checklist to assess student writing for Q1 and Q2.

Instruction:

- Teacher will provide explicit instruction of conventions.
- Teachers will provide daily practice by modeling expectations and engaging in shared writing experiences.

Student Outcomes:

- Print many upper- and lowercase letters
- Spell simple words phonetically, drawing on knowledge of letter-sound relationships. (i.e. beginning sounds)
- Capitalizes the first word of each sentence
- Capitalizes the pronoun “I”
- Use punctuation appropriately
- Use spaces between words

Additional Information

Quarter 1 & 2: Narrative writing will be assessed using the KG Report Card Checklist. **Narrative writing should include:** a combination of drawing, dictating, and writing to narrate a single event or several loosely related events; tell about the events and the order in which they happened; provide a reaction to what happened.

Quarter 3: Writing will be assessed using the KG Text-based Informational Writing Rubric.

Quarter 4: Writing will be assessed using the KG Text-based Opinion Writing Rubric.

- Kindergarten standards provide the scaffold of “using a combination of drawing, dictating, and/or writing.” Kindergarten students will use any or all of the scaffolds in order to convey their ideas. The expectation is for students to increase the amount of independent writing as the year progresses.
- Components of essay writing can be taught and practiced in isolation, however students should routinely be provided opportunities to complete writing.
- Resources to support text based writing instruction: K-2 Chart Sense by Rozlyn Linder, Readworks, etc.

Grades 1-2 Writing Plan

Unpacking the Prompt:

Instruction:

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

What is the prompt asking? This is the writing task AND the purpose for reading!

4. **Circle** Topic

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

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

6. **Box Type of Writing** (opinion, informational, narrative)

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

- Teacher models the process for unpacking the prompt using the Writing Exemplars

*Example: Ernest Shackleton was an explorer. He sailed on a ship called the *Endurance*. Write an **informative** essay explaining why the voyage of the *Endurance* was unforgettable. Use information from the passage in your essay.*

Student Outcomes:

- Students will practice unpacking the prompt in Everyday Instructional Reading tasks
- Students will collaboratively write a possible prompt for a given mode of writing. Student prompts will be used as a tool for instruction (i.e., students unpack each other's prompts).

Determine Text Marking Specific to Prompt

Instruction:

- Teacher will use Writing Exemplars to model how **unpacking the prompt determines purposeful text marking**.

Possible Purposeful Text Marking: U= Unforgettable

Student Outcomes:

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

Planning for the Essay

Instruction:

- Teacher and students will engage in Everyday Instructional Reading tasks to:
 - * Unpack a prompt
 - * Create purposeful text marking and annotating pertaining to the prompt
 - * Unpack the Purpose, Focus, and Organization (PFO/442) category of the FSA Writing Rubric (highlight key terms, identify/discuss elements of each score point- how is 3 different from 4)
 - * Identify and utilize Tier III/domain specific vocabulary
 - * Analyze a text to determine text structure (compare/contrast, problem/solution, etc.)
 - * Create anchor chart of text structures (Compare/Contrast, Problem/Solution, How/Why, Sequence, etc.)
 - * Complete appropriate graphic organizer corresponding to text structure.

Student Outcomes:

- Students will describe each score point of the FSA-like Writing Rubrics for PFO.
- Students will complete Everyday Instructional 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:
 - * Progression for moving from one text to multiple sources
 - * 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 sources. This includes the use of both text types and stimuli.
- Teacher will provide opportunities for students to increase reading stamina through instruction, differentiated stations, and Everyday Instructional Reading tasks.

Everyday Instructional Reading Connections:

- Teacher will create text dependent questions (with an emphasis on Phase 2 and 3) requiring students to analyze multiple sources.

Student Outcomes:

- Students will develop the stamina required to read, text mark, and analyze two sources.
- Students will use Everyday Instructional Reading strategies (i.e., purposeful text marking) to determine important connections across 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?”

Writing an Introduction

Instruction:

- Teacher will provide explicit instruction on:
 - * Orienting the reader to the topic of the essay (answering the prompt)
 - * Stating the ideas or concepts that will be explained using sources (topic sentence/claim)
- Teacher and students will create an anchor chart containing the component of an introduction.
- Teacher will use Writing Exemplars to identify attributes of an introduction. Teacher will model color-coded method found in Additional Notes section to identify the topic/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. Differentiated station tasks will support mastery of writing introductions.

Everyday Instructional Reading Connections:

- To build writing stamina, teacher will provide students a time guide (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 Writing Exemplars, students will rewrite a low scoring introduction.
- Students will utilize the color-coded method found in Additional Notes section to identify their topic sentence/claim.
- Using the FSA-like Writing Rubric, students will self-assess their introductions in writing and revise writing as needed.

Writing a Conclusion

Instruction:

- Teacher will define and provide explicit instruction on endings (conclusion):
 - * The ending of the writing tells reader why text is important; a good ending reminds the reader about the topic.
- Teacher will provide explicit instruction on:
 - * Topic statement: Usually the first sentence of a conclusion revisits the controlling idea of an essay, but is phrased differently from the original topic sentence 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. (Grade 2)
- Teacher and students will co-create an anchor chart containing the component of a conclusion with examples.
- Teacher and students will utilize shared and interactive writing to collaboratively write conclusions. Teacher will model color-coded method found in Additional Notes section to identify the concluding sentence.
- Teacher will utilize formative assessments to determine student mastery of writing a conclusion. Small, targeted writing groups will be established based on formative assessment results for remediation/acceleration purposes. Differentiated station tasks will support mastery of writing conclusions.

Everyday Instructional Reading Connections:

- To build writing stamina, teacher will provide students a specified time guide (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 Writing Exemplars to identify effective and ineffective conclusions.
- Students will practice writing conclusions based on their introductions from the previous section.
- Students will utilize the color-coded method found in Additional Notes section to identify their concluding sentence.
- Using the FSA-like 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-like Writing Rubrics (opinion, informational, narrative) by conducting an Everyday Instructional Read of each score point
- Teacher will provide explicit instruction in determining relevant vs. irrelevant.
- 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 color-coded method found in Additional Notes section to identify text evidence.
- Teacher will utilize formative assessments to determine student mastery of determining and citing relevant evidence. Small, targeted writing groups will be established based on formative assessment results for remediation/acceleration purposes. Differentiated station tasks will support mastery of citing evidence.

Everyday Instructional Reading Connections:

- Prior to writing, students will utilize purposeful Student Talk to share and justify relevant text evidence.
- After selecting evidence for the Graphic Organizer (Say-Mean-Matter, OREO, Sequencer, Bubble, Tree, etc.), 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-like 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 their essay writing and Everyday Instructional Reading tasks.
- Students will 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 for further their understanding. Even though the connections may be obvious to you (the writer), your essay is not for you, but for the audience that needs to understand your ideas without your being there to explain them.

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

- Connections to Self/World/Text

- Using a Real Life Example

- Make a Figurative Comparison (Metaphor or Analogy)

- Teacher will model the use of the Say-Mean-Matter and other Graphic Organizers 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 the Say-Mean-Matter Graphic Organizer.

- Teacher will model color-coded method found in Additional Notes section to identify elaboration in Writing Exemplars.

- Teacher will use Writing Exemplars to show examples of effective and ineffective elaboration.

- Teacher will model how annotations help monitor and track thinking which leads to analysis across texts.

- Teacher will utilize formative assessments to determine student mastery of creating relevant elaboration. Small, targeted writing groups will be established based on formative assessment results for remediation/acceleration purposes. Differentiated station tasks will support mastery of citing evidence.

Everyday Instructional Reading Connections:

- Students will engage in Socratic Seminars and Fish Bowl Activities using multiple sources, teacher created text dependent questions that focus on rigor aligned to DOK 2 and 3, citing relevant sources, and adding purposeful elaboration.

- After selecting relevant evidence for the Say-Mean-Matter Graphic Organizer, 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 (Writing Exemplars) containing weak elaboration.
- Using the FSA-like Writing Rubric, students will self-assess use of elaboration in writing and revise as needed.
- Students will effectively use the elaborative techniques both in their essay writing and Everyday Instructional Reading tasks.
- Students will utilize the color-coded method found in Additional Notes section to identify their elaboration.

Transitions (Temporal Words and Phrases)**Instruction:**

- Teacher will define the term transition:
 - * Transitions are the words and phrases that serve as a bridge from one idea to the next or one sentence to the next (internal transitions), or one paragraph to the next (external transitions). Transitions are like the glue that holds a writer's ideas together so the reader will not get lost in the reading.
- Teacher and students will create an anchor chart of effective internal and external transitions (temporal words and phrases- Grade 1).
- Teacher will model color-coded method found in Additional Notes section to identify transitions in writing.
- Teacher will use Writing Exemplars to model effective use of temporal/transitional words and phrases.
- Teacher and students will utilize shared and interactive writing to create writing using temporal/transitional words and phrases.
- Teacher will utilize formative assessments to determine student mastery of using appropriate temporal words and phrases/internal and external transitions. Small, targeted writing groups will be established based on formative assessment results for remediation/acceleration purposes. Differentiated station tasks will support mastery of citing evidence.

Student Outcomes:

- Using the FSA-like Writing Rubrics, students will evaluate and revise usage of transitions in writing (i.e., Writing Exemplars).
- Students will routinely use temporal words/transitions in both their essay writing and Everyday Instructional Reading tasks.
- Students will utilize the color-coded method found in Additional Notes section to identify their transitions.
- Using the FSA-like Writing Rubric, students will self-assess use of transitions in writing and revise writing as needed.

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

- Teacher will provide explicit instruction on referring to the source(s) to identify content specific vocabulary.
- Teacher will model writing content specific vocabulary in the margin of text.

- Teacher and students will utilize shared reading/writing to identify content specific vocabulary within text.
- Teacher will provide explicit instruction on how to use context clues to determine the meaning of unknown content specific vocabulary.
- Teacher will provide explicit instruction on how and when to use content specific vocabulary from source material to enhance writing.
- Teacher will use Writing Exemplars to demonstrate effective use of content specific vocabulary.
- Teacher will provide opportunities for students to apply instruction on content specific vocabulary in Everyday Instructional Reading tasks.
- Teacher will utilize formative assessments to determine student mastery of using appropriate content specific vocabulary. Small, targeted writing groups will be established based on formative assessment results for remediation/acceleration purposes. Differentiated station tasks will support mastery of citing evidence.

Everyday Instructional Reading Connections:

- Teacher will create Phase 2 text dependent questions focusing on content specific vocabulary.
- Teacher will provide opportunities for students to apply instruction on content specific vocabulary in Everyday Instructional 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 (i.e., Writing Exemplars) with ineffective use of content specific vocabulary.
- Students will routinely be provided opportunities to utilize content specific vocabulary from sources in essay writing and Everyday Instructional Reading tasks.

Conventions

Instruction:

- Teacher will provide explicit instruction of conventions.
- Teachers will provide daily practice by modeling expectations, engaging in shared writing experiences, and providing feedback to students.

Student outcomes –

1st Nine Weeks –

- Focus on handwriting, reviewing letter formation, placement, and finger spacing.
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - a) Capitalize dates and names of people.
 - b) Use end punctuation for sentences.
 - c) Use commas in dates and to separate single words in a series.
 - d) Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
 - e) Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. (*Utilizing resources such as word wall words.*)

2nd -4th Nine Weeks – (Grades 2-4)

Points will be deducted from score based on a pattern of errors in conventions.

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.
- Teachers and students will use common color coding technique to assist in identifying components of essay writing:
 - * Orange: Thesis/Claim
 - * Green: Text Evidence
 - * Pink: Elaboration
 - * Yellow: Temporal Words and Phrases/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: (TIMES ARE FLEXIBLE AND SHOULD BE ADJUSTED BASED ON INDIVIDUAL STUDENT NEEDS!)
 - * Unpacking the prompt: 5 minutes
 - * Reading/text marking (Everyday Instructional Read): 35 minutes
 - * Planning: 20 minutes
 - * Writing the essay: 50 minutes
 - * Revising/Editing: 10 minutes
- Resources to support text based writing instruction: **K-2 Chart Sense by Rozlyn Linder, Readworks**

Grades 3-4 Writing Plan

Unpacking the Prompt

Instruction:

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

What is the prompt asking? This is the writing task AND the purpose for reading!

8. **Circle** Topic

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

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

10. **Box Type of Writing** (opinion, informational, narrative)

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

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

Example: Write an **informative** essay to present to your class about the **problem of light pollution in the United States today**. Use information from the passages in your essay.

Student Outcomes:

- Students will practice unpacking the prompt in Everyday Instructional Reading tasks.
- Students will write a possible prompt for a given type of writing. Student prompts will be used as a tool for instruction (i.e., students unpack each other’s prompts).

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

Determine Text Marking/Note Taking Specific to Prompt

Instruction:

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

Possible Purposeful Text Marking: P= Problem, S= Solution

Student Outcomes:

- Students will use unpacked prompts (from previous section) to determine possible purposeful text marking/Everyday Instructional Reading.
- Using Student Talk, students will justify their purposeful text marking and how it relates to the prompt.
- Students may note how they will text mark on the task/prompt page.

Planning for the Essay**Instruction:**

- Teacher and students will engage in Everyday Instructional Reading tasks to:
 - *Unpack a prompt
 - *Create a purposeful text marking pertaining to the prompt
 - *Unpack the Purpose, Focus, and Organization (PFO) category of the FSA Writing Rubric (highlight key terms, identify/discuss elements of each score point- how is 3 different from 4)
 - *Identify and utilize Tier III/domain specific vocabulary
 - *Analyze a text to determine text structure (compare/contrast, problem/solution, etc.)
 - *Create anchor chart of text structures (Compare/Contrast, Problem/Solution, How/Why, Sequence, etc.)
 - *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 Everyday Instructional 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:
 - *Progression for moving from one text to multiple sources
 - *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.

· Teacher will provide opportunities for students to increase reading stamina through instruction, differentiated stations, and Everyday Instructional Reading tasks.

Everyday Instructional 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.

Student Outcomes:

- Students will develop the stamina required to read, text mark, and analyze multiple sources.
 - *3rd Grade will begin using two sources before the end of the first semester.
 - *4th grade will begin using at least two sources during the first quarter. Then, additional sources will be added.
- Students will use Everyday Instructional 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 discuss, “Why were these texts put together for this prompt? How are these texts related?”

Writing an Introduction

Instruction:

- Teacher will provide explicit instruction on the three components of an introduction:
 - *Grabbing the reader’s attention through a relevant statement
 - *Orienting the reader to the topic of the essay (answering the prompt)
 - *Stating the ideas or concepts that will be explained using sources (topic sentence/claim)
- Teacher and students will create an anchor chart containing the three components of an introduction.
- Teacher will use FSA Writing Sampler Sets and Writing Exemplars to identify attributes of an introduction. Teacher will model color-coded method found in Additional Notes section to identify the topic statement/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. Differentiated station tasks will support mastery of writing introductions.

Everyday Instructional Reading Connections:

- To build writing stamina, teacher will provide students a time guide (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 Writing Exemplars, students will rewrite a low scoring introduction.
- Students will utilize the color-coded method found in Additional Notes section to identify their topic sentence/claim.
- Using the FSA-like 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 topic sentence, synthesizes the main points of the essay, and extends beyond the essay.
- Teacher will provide explicit instruction on the three components of a conclusion:
 - *Topic Sentence: Usually the first sentence of a conclusion revisits the controlling idea of an essay, but is phrased differently from the original topic sentence 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 create an anchor chart containing the three components of a conclusion with examples.
- Teacher and students will utilize shared and interactive writing to collaboratively write conclusions. Teacher will model color-coded method found in Additional Notes section to identify the concluding sentence.
- Teacher will utilize formative assessments to determine student mastery of writing a conclusion. Small, targeted writing groups will be established based on formative assessment results for remediation/acceleration purposes. Differentiated station tasks will support mastery of writing conclusions.

Everyday Instructional 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 Writing Exemplars to identify effective and ineffective conclusions.
- Students will practice writing conclusions based on their introductions from the previous section.
- Students will utilize the color-coded method found in Additional Notes section to identify their concluding sentence.
- Using the FSA-like 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 an Everyday Instructional Read 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.
 - *I read...
 - *I learned...
 - *The author said...
 - *In the text it says... *
 - *In paragraph __ it says...
 2. Paraphrasing: Condensing a passage from the source material and putting it into your own words.
 3. Summarizing: Putting the main idea(s) and main point(s) into your own words. Summaries are broad overviews of the source material.
 - ♣ **Note: A student paper that is entirely summary, will result in a score point of 2 in Evidence and Elaboration.**
- Teacher will provide explicit instruction on how to determine which of the three types of evidence will be most effective, based on their text marking and purpose.
- Teacher will model the use of the Warrant Workout/Say, Mean, Matter to assist in determining relevant evidence.
- Teacher will model color-coded method found in Additional Notes section to identify text evidence.

- Teacher will utilize formative assessments to determine student mastery of determining and citing relevant evidence. Small, targeted writing groups will be established based on formative assessment results for remediation/acceleration purposes. Differentiated station tasks will support mastery of citing evidence.

Everyday Instructional Reading Connections:

- Prior to writing, students will utilize purposeful Student Talk to share and justify relevant text evidence.
- After selecting evidence for the Warrant Workout/Say, Mean, Matter, 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-like 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 Everyday Instructional Reading tasks.
- Students will 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.
- Teacher will provide explicit instruction on the effective use of the six elaborative techniques:
- Connections to Self/World/Text (SPEC)
- Explaining Cause and Effect (or “If... then...”)
- Making a Comparison or Contrast
- Using Definitions
- Using a Real Life Example
- Make a Figurative Comparison (Metaphor or Analogy)
- Teacher will model the use of the Warrant Workout and/or Say, Mean, Matter 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.
- Teacher will model how annotations help monitor and track thinking which leads to analysis across texts.

- Teacher will model color-coded method found in Additional Notes section to identify elaboration in FSA Writing Sampler Sets and Writing Exemplars.
- Teacher will use FSA Writing Sampler Sets and Writing Exemplars to show examples of effective and ineffective elaboration.
- Teacher will utilize formative assessments to determine student mastery of creating relevant elaboration. Small, targeted writing groups will be established based on formative assessment results for remediation/acceleration purposes. Differentiated station tasks will support mastery of writing using elaborations.

Everyday Instructional Reading Connections:

- Students will engage in Socratic Seminars and Fish Bowl Activities using multiple sources, teacher created text dependent questions that focus on rigor aligned to DOK 2 and 3, citing relevant sources, and adding purposeful elaboration.
- After selecting relevant evidence for the Warrant Workout/Say, Mean, Matter, 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 Writing Exemplars) containing weak elaboration.
- Using the FSA-like Writing Rubric, students will self-assess use of elaboration in writing and revise as needed.
- Students will effectively use the elaborative techniques both in their essay writing and Everyday Instructional Reading tasks.
- Students will utilize the color-coded method found in Additional Notes section to identify their elaboration.

Transitions

Instruction:

- Teacher will define the term transition:
 - *Transitions are the words and phrases that serve as a bridge from one idea to the next or one sentence to the next (internal transitions), or one paragraph to the next (external transitions). Transitions are like the glue that holds a writer’s ideas together so the reader will not get lost in the reading.
- Teacher and students will create an anchor chart of effective internal and external transitions.
- Teacher will model color-coded method found in Additional Notes section to identify transitions in writing.
- Teacher will use FSA Writing Sampler Sets & Writing Exemplars to model effective use of transitional words and phrases.
- Teacher and students will utilize shared and interactive writing to create writing using transitional words and phrases.
- Teacher will utilize formative assessments to determine student mastery of using appropriate internal and external transitions. Small, targeted writing groups will be established based on formative assessment results for remediation/acceleration purposes. Differentiated station tasks will support mastery of using transitions.

Student Outcomes:

- Using the FSA-like Writing Rubrics, students will evaluate and revise usage of transitions in writing (FSA Writing Sampler Sets and Writing Exemplars).
- Students will routinely use transitions in both their essay writing and Everyday Instructional Reading tasks.
- Students will utilize the color-coded method found in Additional Notes section to identify their transitions.
- Using the FSA-like Writing Rubric, students will self-assess use of transitions in writing and revise writing as needed.

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

- Teacher will provide explicit instruction on referring to the source(s) to identify content specific vocabulary.
- Teacher will model writing content specific vocabulary in the margin of text.
- Teacher and students will utilize shared reading/writing to identify content specific vocabulary within text.
- Teacher will provide explicit instruction on how to use context clues to determine the meaning of unknown content specific vocabulary.
- Teacher will provide explicit instruction on how and when to use content specific vocabulary from source material to enhance writing.
- Teacher will use FSA Writing Sampler Sets and Writing Exemplars to demonstrate effective use of content specific vocabulary.
- Teacher will utilize formative assessments to determine student mastery of using appropriate content specific vocabulary. Small, targeted writing groups will be established based on formative assessment results for remediation/acceleration purposes. Differentiated station tasks will support mastery of inclusion of content vocabulary.

Everyday Instructional Reading Connections:

- Teacher will create Phase 2 text dependent questions focusing on content specific vocabulary.
- Teacher will provide opportunities for students to apply instruction on content specific vocabulary in Everyday Instructional 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 Writing Exemplars) with ineffective use of content specific vocabulary.

- Students will routinely be provided opportunities to utilize content specific vocabulary from sources in essay writing and Everyday Instructional Reading tasks.

Conventions

Instruction:

- Teacher will provide explicit instruction of conventions.
- Teachers will provide daily practice by modeling expectations, engaging in shared writing experiences, and providing feedback to students.

Students outcomes:

- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - a) Capitalize appropriate words in titles.
 - b) Use commas in addresses.
 - c) Use commas and quotation marks in dialogue.
 - d) Form and use possessives.
 - e) Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
 - f) Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
 - g) Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
- Points will be deducted from score based on a pattern of errors in conventions.

Strategy for student self-assessment utilized by 3rd grade:

C apitalization
U nderstanding
P unctuation
S pelling

Additional Information

- Grade 3 uses FSA-like Rubrics, however use of the FSA Sampler Sets should be evident in grade 3.
- Only Grade 3 has a writing focus of Narrative Writing for quarter one.

- 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.
- 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: (TIMES ARE FLEXIBLE AND SHOULD BE ADJUSTED BASED ON INDIVIDUAL STUDENT NEEDS!)
 - *Unpacking the prompt: 5 minutes
 - *Reading/text marking (Everyday Instructional Read): 35 minutes
 - *Planning: 20 minutes
 - *Writing the essay: 50 minutes
 - *Revising/Editing: 10 minutes
- Resources to support text based writing instruction: 3-5 Chart Sense by Rozlyn Linder, iReady Toolbox, Readworks, Storyworks, NewsELA, CommonLit, Achieve3000

Progress Monitoring			
Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
School-wide Writing Prompt to include Calibration/Scoring	Student Writing, Data Team/PLC Notes, Lesson Plans	Quarterly	Teachers/Administration/ Instructional Coach, Data Team and Grade Level Leaders
Unpacking the Prompt, Purposeful Text Marking/annotating related to the Prompt Mini-lessons	Lesson Plans, Anchor Charts, Walk-throughs/Breeze-bys	Weekly	Teachers/Administration/ Instructional Coach
Planning for the Essay using Multiple Sources Mini-lessons	Lesson Plans, Anchor Charts, Walk-throughs/Breeze-bys	Weekly	Teachers/Administration/ Instructional Coach
Writing Effective Introduction and Conclusion with appropriate Transitions between Ideas Minilessons	Lesson Plans, Anchor Charts, Walk-throughs/Breeze-bys	Weekly	Teachers/Administration/ Instructional Coach

Determining and Citing Relevant Text Evidence using Content Vocabulary Mini-lessons	Lesson Plans, Anchor Charts, Walk-throughs/Breeze-bys	Weekly	Teachers/Administration/ Instructional Coach
Effective Elaboration Mini-lessons designed to promote synthesis	Lesson Plans, Anchor Charts, Walk-throughs/Breeze-bys	Weekly	Teachers/Administration/ Instructional Coach

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

School Action Plan

ELA: Strategies & Programs to Support the Objectives

ELA Levels 1 and 2 Focus

School Focus

Targeted School-based Focus:

Actively engage in differentiated stations with accountability and targeted teacher-led small groups utilizing Everyday Instructional Reading components to increase comprehension of complex text aligned to standards, item specs, and ALDs/LPs.

Targeted School-based Professional Development:

Instructional Coach will provide overview training on the balanced literacy model, with an emphasis on guided reading for our intervention support teachers and remediation for our fragile learners for general ed. teachers.

- * Training on various resources and strategies to meet the needs of all learners with specific focus on fragile learners – iReady.
- * MTSS support team will receive training on implementation of i-Ready for Tier 3 students/DIVE
- * Training will be offered to support implementation of FRECKLE (Pilot) with specific focus on differentiating based on student needs.
- * iReady training – run reports, item analysis, identify trends, establish small groups/station tasks, develop action steps
- * Teachers and administrators will engage in a mid-year data chat to discuss student needs and goals

Action Steps for Remediation

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

- * By Aug 11, 2020 - iReady, Starfall, and Scholastic supplemental materials will be available.
- * After 1st iReady diagnostic – Teachers will meet as a grade level to group students below proficiency in 3 levels for pull out remediation services.
- * Teachers will identify grade-level representatives for each level (1-3) of remediation and provide remediation teachers with appropriate instructional materials for each level.
- * The grade-level teachers will meet quarterly to evaluate the progress of the students and identify any level changes that need to take place. The assigned representatives will communicate these changes with the remediation teachers.
- * Monthly, monitor reports from all supplemental resources (iReady, Max Scholar, Moby Max, Freckle)
- * Establish differentiated blocks for providing intervention (ESE, ELL, MTSS Tier 3) – DIVE (K -4).
- * Progress monitor lowest 25%
- * Conduct mid-year data chats with focus on specific standards and item analysis.

Progress Monitoring			
Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Assign students to pull out supports	Weekly Progress notes	2 times per quarter	Remediation Teachers and Admin
Review of supplemental resource progress	Monthly	Monthly	Teacher
Establish differentiated blocks for intervention	Quarterly	Quarterly	Administration
Progress monitor lowest 25%	Pre Mid and Post Maps	3 times per year	Administration
Conduct Mid-Year Data Chats	Data Chat Sheet/Notes	Annually	Teachers and Admin

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

School Action Plan

ELA: Strategies & Programs to Support the Objectives

Pandemic ELA Instructional Gaps Focus

Each grade level will develop a content map for areas not covered during online instruction for the 19-20 school year. This content map will be shared with the next grade level chair to be discussed at grade level meetings during pre-planning. As this content is identified by grade levels, it will be incorporated into this document.

School Focus

Targeted School-based Focus:

As gaps are identified, grade levels will develop spiral reviews and reteach plans to rework pacing guides as necessary.

K: Letter recognition and Letter sounds

1: Fiction/Nonfiction Compare and Contrast; Phonics (ou, ow, oi, oy)

2: Fiction/Nonfiction Compare and Contrast

3: Fiction/Nonfiction Compare and Contrast

4: writing

Action Steps for Implementation

Classroom Implementation Action Steps (Teachers and Students):

- K: FLKRS in first 30 days of school.
- 1st- 4th: Core Phonics survey will be administered in the first 2 weeks of school.
- K-4th: Core Phonics, iReady, Words Their Way in the first 2 weeks of school.
- Remediation students will be identified using the Core Phonics survey and '19-'20 mid-year MAPS student data.
- Each grade level will designate a remediation program point of contact to consolidate resource alignment.

Progress Monitoring

Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Assessments	Classroom and grade level	Within the first 30 days of school	Grade chair and admin
Spiral and reteach	Classroom and grade level	Routinely and ongoing	Grade chair and admin
Grade-level content identification	Classroom and grade level	During pre-planning	Grade chair and admin

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

School Action Plan *Math*

District Goal:	Students shall demonstrate math proficiency at or above the expected grade level.
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Objectives:	
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 82%.	
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 72%.	
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 90%	

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)

School Focus

Targeted School-based Focus:

With an emphasis on learning targets to increase student clarity, teachers will select and develop engaging standards based tasks focusing on mini lessons, stations, and targeted small group instruction that builds mastery in response to collaboratively analyzed student data (iReady, FSA, etc).

Targeted School-based Professional Development:

*As requested by teachers, admin will make available 1/2 day PD's differentiated based on teacher needs including but not limited to incorporation of Learning Progressions in lessons, modeled lessons, classroom tours, collaborating to locate resources/plan to support implementation of PD Focus. Network as necessary with other like schools. Self-contained teachers will have the option to receive Math or ELA PD.

*Teachers will attend monthly PD's before school, focusing on using learning targets in the classroom to improve educational outcomes.

*Engage in supplemental professional development determined by teacher need that includes (not limited to): CGI, iReady, teacher-led small group/station resources, using the standards-based planning book, incorporation for LPs/ALDs into lessons, optional webinars, and vetted resources.

*Administration will coordinate with math coach and outside resources to implement professional development on learning targets through grade level and faculty meetings.

* Ongoing review of best practices for implementation of Balanced Math Model (Fluency/Routines, Interactive Mini-Lessons, Targeted Teacher Led Small Groups, Stations with accountability) based on teacher self- assessment.

* Per teacher request, Math Coach will individualize sessions to include: balanced math model, M3, incorporation of ALDs and Learning Progressions into math lessons, small guided math groups, math stations, formative/summative assessments, and differentiation.

* Actively engage in content specific collaboration in PLCs for 30-45 minutes weekly to collaborate on Balanced Math Model (resources, standards-based mini lessons, differentiated small group lessons, differentiated station tasks, spiraling, and common formative/summative assessments as well as LPs/ALDs and Item Specs in Grades 3-4). Teams will use the SPP Quick Guide, Standards Resource Book, M3 doc, and standards placemat (add guidance and accountability)

Action Steps for Implementation

Classroom Implementation Action Steps (Teachers and Students):

Teachers will:

*Align instruction to Standards, Learning Targets, Item Specs (3-4), Achievement Level Descriptors (3-4), Learning Progressions (K-2), and Math Shifts within the Balanced Math Model (teacher-led small groups, math stations, target/focused mini-lessons, student led discussions, routines/fluency).

*Incorporate the 8 Mathematical Practices (productive struggle, reasoning, purposeful student talk, mathematical modeling, strategic use of tools, precision, making connections, noticing patterns)

*Develop lessons, learning targets, and success criteria aligned to the standards with LPs and ALDs in mind (from M3 resource document) using current data from iReady and common assessments.

*Using formative data, purposefully spiral instruction on activities/assessments to progress monitor and guide instruction to remediate weak areas.

*Spiraling of instruction will include forward spiraling of standards that have not yet been taught.

*Visible student engagement through small group instruction and station activities will be implemented based on data to meet the needs of every student.

*Implement and monitor technology resources such as Moby Max, Prodigy, Starfall, Smarty Ants, Khan Academy, Xtra math, Freckle, etc (add resources that become identified).

*Model and facilitate mathematical discourse.

*Develop and implement standards-based differentiated station tasks with accountability to include spiraling based on learning goals and data (iReady, FSA, formative assessments, etc.).

*3rd and 4th grade will use item specs, ALDs, and other resources (e.g. iReady Toolbox, OCSD Curriculum Site, EngageNY, CPALMS, Illustrative Mathematics, Learn Zillion, Go Math) to develop FSA-like items to include in activities and common assessments throughout the year.

*Optional book studies may include: Cognitively Guided Instruction (CGI) books, [Making Sense of Mathematics for Teaching the Small Group](#) (Julie Dixon), [Developing Numerical Fluency](#) (Steve Leinwand), [Mathematical Mindsets](#) (Jo Boaler), [5 Practices for Orchestrating Productive Mathematics Discussion](#) (Smith and Stein- NCTM), [No More Math Fact Frenzy](#) (Clements, Sarama), [Teaching Mathematics in the Visible Learning Classroom](#) (Hattie, Fisher, Frey)

Students will:

*Identify learning targets and success criteria.

*Engage in mathematical discourse and student-led discussions during Balanced Math Block (mini-lesson, routines/fluency, stations, teacher-led small groups) to include analyzing mathematical problems, writing, solving, assessing, and utilizing manipulatives to increase conceptual understanding.

*Actively engage in data driven, differentiated, standards-based, teacher-led small group instruction to reflect individual conferencing and specific feedback/goal setting.

*Engage in standards-based differentiated station tasks with accountability to include spiraling based on learning goals and data (iReady, FSA, formative assessments, etc.).

*Co-create anchor charts demonstrating strategies or skills highlighted in mini-lessons.

*Engage in the purposeful unpacking of math word problems.

*Persevere in solving FSA-like items on activities and assessments, which will include spiraled items.

Progress Monitoring			
Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Balanced Math Model – Differentiated teacher led small groups, Standards Based Stations with accountability, and Purposeful Spiraling and Fluency	Grade Level PLCs, Walkthroughs, Self-Assessments, Accessible Lesson Plans	Quarterly	Teachers/Administration/ Instructional Coach
Data Analysis of LPs/ALDs, and standards driven small groups and stations	Grade Level PLCs, Walkthroughs, Self-Assessments, Accessible Lesson Plans, Data Chats	Fall/Winter/Spring MAP completion, routinely	Teachers/Administration/ Instructional Coach
Resources- Moby Max, Kahn Academy, iReady Skills, Engage NY (3-4), Dyna Math (4), CPALMS, Flocabulary,	Grade Level PLCs, Walkthroughs, Self-Assessments, Accessible Lesson Plans, Usage Reports	Quarterly	Teachers/Administration/ Instructional Coach

Learnzillion, Prodigy, Freckle, iReady (Toolbox), XTRA Math, GO Math Academy, FRECKLE			
Visible Learning as a Process - Learning Targets, Success Criteria, Specific Feedback, and Self-Goals/Assessments	Grade Level PLCs, Walkthroughs, Self-Assessments, Accessible Lesson Plans	Quarterly	Teachers/Administration/ Instructional Coach

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

School Action Plan

Math: Strategies & Programs to Support the Objectives

ELA Levels 1 and 2 Focus

School Focus

Targeted School-based Focus:

Engage in teacher-led small group standards-based tasks and domain based stations while applying the 8 mathematical practices.

Targeted School-based Professional Development:

Instructional Coach will provide overview training on the balanced math model, with emphasis on intervention/remediation for our fragile learners.

- * Training on various resources to meet the needs of fragile learners.
- * MTSS support team will receive training on implementation of i-Ready for identified Tier 3 and previously retained students
- * Training will be offered to support implementation of FRECKLE (pilot) with specific focus on differentiating based on student needs.
- * iReady training – run reports, item analysis, identify trends, establish small groups/station tasks, develop action steps based on data
- * MFAS training - implementation, progress monitoring, driving differentiation in small groups
- * GoMath Academy training - integrate technology, supplement whole group instruction, provide real world application, and provide parents with support
- * iReady training - remediation/intervention team

Action Steps for Remediation

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

Utilize vertically aligned problem solving process to include estimation and real-world problems to enhance number sense reasoning.

- * Students will receive remediation support during DIVE
- * After 1st iReady diagnostic – Teachers will meet as a grade level to group students below proficiency in 3 levels for pull out remediation services.
- * Teachers will identify a grade-level representative to help provide remediation teachers with the materials to work with these students on.
- * Teachers will meet as a grade level quarterly to assess growth and adjust levels of students for remediation services.
- * Teachers will implement individualized differentiated instruction in fluid small groups daily to address student deficiencies based on data (formative assessments, teacher observation, summative assessments – iReady, unit tests, etc)
- * Teachers and students will use concrete manipulatives and develop visual representations (anchor charts, graphic organizers, drawings) to increase conceptual understanding of content.
- * Teachers and students will develop a vocabulary tool with visual representation (e.g. word wall, book rings, journals, etc.) to be used as a personal resource.
- * Teachers will frontload to connect prior level skills (coherence) in small groups and/or stations as needed to increase student engagement in whole group mini lessons.
- * Teachers will participate in a mid-year data chat with administration to discuss student needs and goals.

- * Students will actively engage in differentiated scaffolded/spiraled station activities to include FSA-like items and technology resources (e.g. Moby Max, MFAS, iReady, Xtra Math, Learn Zillion, and FRECKLE)
- * Students will engage in purposeful student talk using talk stems to discuss problem solving using reasoning skills.

Progress Monitoring			
Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Resources- Moby Max, MFAS, iReady, Xtra Math, Learn Zillion	Reports and Walkthroughs	Quarterly	Instructional coach, Administration, Teachers
Manipulatives & Visual Representations	Reports and Walkthroughs	Quarterly	Instructional coach, Administration, Teachers
Mathematical Practices	Reports and Walkthroughs	Quarterly	Instructional coach, Administration, Teachers
Data Chats	MAP Reports and Data Chat Review/Notes Sheet	Quarterly	Instructional coach, Administration, Teachers

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

School Action Plan

Math: Strategies & Programs to Support the Objectives

Pandemic Math Instructional Gaps Focus

School Focus

Targeted School-based Focus:

Each grade level will develop a content map for areas not covered during online instruction for the 19-20 school year. This content map will be shared with the next grade level chair to be discussed at grade level meetings during pre-planning.

As this content is identified by grade levels, it will be incorporated into this document.

Action Steps for Implementation

Classroom Implementation Action Steps (Teachers and Students):

As gaps are identified, grade levels will develop spiral reviews and reteach plans to rework pacing guides as necessary.

- K: FLKRS in first 30 days of school.
- K- 4th: iReady diagnostic will be administered within the first 2 weeks of school.
- Remediation students will be identified using teacher formative assessments and '19-'20 mid-year MAPS student data.
- Each grade level will designate a remediation program point of contact to consolidate resource alignment

Progress Monitoring

Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Assessments	Classroom and grade level	Within the first 30 days of school	Grade chair and admin
Spiral and reteach	Classroom and grade level	Routinely and ongoing	Grade chair and admin
Grade-level content identification	Classroom and grade level	During pre-planning	Grade chair and admin

Evaluation Following Mid-Year Data

Evaluation of Targeted School-based Focus & Implementation:

Refinement of Targeted School-based Focus:

School Action Plan *Science*

District Goal:	Students shall demonstrate science proficiency at or above the expected grade level.
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Objectives:
The percentage of 5 th grade students who will be proficient in science as defined by the State of Florida on the Statewide Science Assessment (SSA) will be at least N/A %.

School Action Plan

Science: Strategies & Programs to Support the Objectives

Central Focus: Science Focus
<p>Keeping the end in mind, use Standards and Item Specifications to design interactive and engaging 5E Science lessons</p> <ul style="list-style-type: none"> Engaging whole group, cooperative group, and station learning opportunities with an emphasis on student-to-student interactions Use assessment data (e.g., SSA, Study Island, formative assessments) to drive the whole group instruction, differentiated activities, and spiraling tasks that place a strong focus on student-to-student interactions

School Focus
<p>Targeted School-based Focus: Through the use of instructional reading strategies, teachers will prepare, engage, and assess students on the science standards aligned to their grade level and that coincide with the ongoing vertical alignment plans created by each grade level.</p>
<p>Targeted School-based Professional Development: *Teachers will utilize collegial conversation and common planning to train each other on Mystery Science. *Teachers will participate in training from Tami Ellis on utilizing the Science Standards-Based Question Stems Flip Charts to create rigorous Text Dependent Questions (TDQs) within Everyday Instructional Reads that support the Science Content.</p>

Action Steps for Implementation
<p>Classroom Implementation Action Steps (Teachers and Students): -Teachers will utilize google docs from the science coach to vertically align and plan science lessons -Teachers will frequently reference the content limits to focus in and efficiently prepare students for assessment of standards -Teachers in 3rd and 4th grades teachers will utilize the 5th Grade Item Specs to prepare lessons - 1st Grade will Utilize Scholastic Science Magazine (SPIN) to plan and supplement instruction -Teachers will use Pearson Course Level Tests to practice rigorous Assessment Questions -Students in 4th grade will utilize Science Weekly Magazine to increase understanding and engage with rigorous informational science text.</p>

Progress Monitoring			
Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
-Teachers will utilize google docs from Tami Ellis to vertically align and plan science lessons (including quarterly assessments)	Lesson Plans and Department Meeting Notes	Monthly	Teachers and Administration
Teachers will frequently reference the content limits to focus in and	Lesson Plans and Department Meeting Notes	Monthly	Teachers and Administration

efficiently prepare students for assessment			
3rd and 4th grade teachers will utilize 5th grade item specs to prepare lessons.	Lesson Plans and Department Meeting Notes	Monthly	Teachers and Administration
1st Grade will Utilize Scholastic Science Magazine (SPIN) to plan and supplement instruction	Lesson Plans and Department Meeting Notes	Monthly	Teachers and Administration
Teachers will use Pearson Course Level Tests and District created Quarterly Assessments to practice rigorous Assessment Questions	Review of Assessment Data	Quarterly	Teachers and Administration
Teachers will meet monthly to review/select questions that are standards based from both the Pearson resource as well as district provided resources.	Lesson Plans and Department Meeting Notes	Quarterly	Teachers and Administrators

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



Accreditation Page

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

Strategic Plan Focus Area: Improving and Advancing Student Achievement	Cognia Performance Standards related to this Focus Area
<ul style="list-style-type: none"> • 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 	<p>Leadership Capacity Domain</p> <ol style="list-style-type: none"> 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. <p>Learning Capacity Domain</p> <ol style="list-style-type: none"> 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. <p>Resource Capacity Domain</p> <ol style="list-style-type: none"> 3.2 The system’s professional learning structure and expectations promote collaboration and collegiality to improve learner performance and organizational effectiveness.

DES is fortunate to have a heavily involved parental and community support structure, Through this structure, monitoring and effective measuring of the steps taken to support and improve our goals of continuous improvement is accomplished. Our SAC committee is the formal body which annually reviews our student data, assists in plans for implementation of the programs, and plans used to make those improvements. As a result of this process, our SAC committee has unanimously voted in our SPP due to their voice being heard towards planning for student success through our school performance plan. We expect the same result this year, as they have been very active and supportive. As an A+ school for over 18 years, we have demonstrated not only the traits that lead to a successful school but have made the necessary modifications and adaptations to plans and our programs in order to meet with changing standards, increased student achievement goals, and our own collaboratively agreed upon school wide high expectations for student success.



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"> • Provide adequate and appropriate facilities • Provide a culture conducive to learning and working • Maintain a safe learning and working environment 	<p>Leadership Capacity Domain</p> <p>1.4 The governing authority establishes and ensures adherence to policies that are design to support system effectiveness.</p> <p>1.7 Leaders implement operational processes and procedures to ensure organizational effectiveness in support of teaching and learning.</p> <p>Learning Capacity Domain</p> <p>2.2 The learning culture promotes creativity, innovation, and collaborative problem-solving.</p> <p>2.3 The learning culture develops learners’ attitudes, beliefs, and skills needed for success.</p> <p>2.9 The system implements processes to identify and address the specialized needs of learners.</p> <p>2.12 The system implements a process to continuously assess its programs and organizational conditions to improve student learning.</p> <p>Resource Capacity Domain</p> <p>3.7 The system demonstrates strategic resource management that includes long-range planning and use of resources in support of the system’s purpose and direction.</p> <p>3.8 The system allocates human, material, and fiscal resources in alignment with the system’s identified needs and priorities to improve student performance and organizational effectiveness.</p>