

Date Submitted:

Dates of Revision:9/29/2020

School Performance Plan 2020-2021



School Name: Edwins

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 \$ 504.00 will primarily be used for: Split between music and PE for curriculum subscriptions

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
Gwen Morris	Principal
LuCretia Waskow	Assistant Principal
Jeni Goldstein	Kindergarten Chair
Julie Hendrix	First Grade Chair
Shelby Rynearson	Second Grade Chair
Renee Rounsaville	Third Grade Chair
Robin Richey	Fourth Grade Chair
Eric Anderson	Fifth Grade Chair
Michelle DeGennaro	ESE Dept Chair
JR Rynearson	Special Area Chair
Kayla Jackson	Guidance Counselor
Renee Rounsaville	ELA Coach
Nicole Kelly	Math Coach

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

- March 2020 – emailed current SPP goals and gave them to teachers to review and revise for next year
- May 2020 – Prior to the initiation of the 20-21 SPP, each department met virtually and reflected on the goals and implementation of the 2019-2020 for the purpose of refining the 2020-2021 SPP. Emphasis was placed on making the SPP Edwin’s.
- May 2020 Reviewed SPP in department area groups (ELA, Math, Science, writing, ESE, etc.) to revise and edit as needed
- June/July 2020 – Administration reviewed SPP to determine alignment with schools needs and districts expectations
- During Pre-Planning, departments reviewed the DRAFT SPP goals and gave their final feedback. The SPP team reviewed the Draft SPP and will share with SAC at the September meeting
- September 2020 – The DRAFT SPP will be shared with SAC to prepare in advance for September’s SAC meeting
- September 2020 – Meet with district to review the SPP plan

School Profile

Annette P. Edwins, home of the JR Vikings, is located at 7 Wright Parkway SW in Fort Walton Beach, FL. Edwins Elementary, established in 1955, has a current population of 512 students, including VPK. We are proud to be a traditional neighborhood school, continuing to collaborate with our community stakeholders. Our school consists of a diverse population, which includes, but is not limited to, Caucasian, African America, Hispanic, Asian, and Multi-racial backgrounds. We are a Title I school with 81% economically disadvantaged students.

Edwins Elementary supports the fine arts. Each child receives weekly instruction in Music and or art. Art pieces are showcased in a culminating Art week with "Evening of Arts" auction and display (if possible this year with COVID restrictions). Every student has an opportunity to showcase their music, art, and dramatic talents at the culminating grade level performances. The FWBHS Leadership Club provides our Title X students with "Backpack Meals" program. Edwins offers other extra-curricular activities which includes a STEM Club, Kiwana Kids Club, Glee Club, Basketball Club and Academic team.

Volunteers and mentors are an essential part of our school. Our mentor program works with Big Brothers and Big Sisters, FWBHS, and local churches to offer academic encouragement and provide influence in student lives.

Edwins offers individualized continuous improvement for our students. We support four CBS classes for students in the autism spectrum with focus on communication, behavior, and social skills. We have two Pre-K Disabilities classes and a VPK class. Our teachers differentiate instruction to meet the needs of all students. Using the MTSS model, teachers provide strategy-based instruction to meet the needs of all students with the support of Reading and Math remediation teachers, paraprofessionals, a speech/language teacher, an ESE teacher, and an ELL interpreter.

Students participate daily in our Differentiated Instructional Blocks for small group instructional opportunities.

Parent and Community Awareness

	Mean	Count	Top Box
1. My child's learning is a high priority at this school.	4.39	3754	57.96%
2. School rules/discipline plans are enforced consistently at this school.	4.14	3750	45.79%
3. I regularly receive feedback from school staff on how well my child is learning.	3.78	3747	40.03%
4. My family is treated with respect at this school.	4.37	3751	57.18%
5. My child has every opportunity to be successful at this school.	4.27	3750	52.40%
6. My child has the necessary classroom supplies and equipment for effective learning.	4.31	3755	51.77%
7. I would recommend this school to other parents.	4.25	3755	54.41%
8. This school provides a safe environment for my child to learn.	4.35	3753	55.77%
9. My child is recognized for good work and behavior at this school.	4.15	3752	49.09%
10. The school is clean and well maintained.	4.13	3743	47.66%
11. The teachers, staff, and administration at this school demonstrate a genuine concern for my child.	4.20	3754	51.39%
12. I am proud to say I have a child at this school.	4.28	3750	54.40%
13. I receive positive phone calls, emails, or notes about my child from the school.	3.69	3748	38.63%
14. The principal at this school is approachable and reachable.	4.13	3738	48.80%
15. The principal at this school is an effective leader.	4.16	3730	49.73%

Parent and Community Awareness

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

The top 3 items in which parents strongly agree are:

My child's learning is a high priority at this school.

My family is treated with respect at this school.

This school provides a safe environment for my child to learn.

The lowest 2 items were:

I regularly receive feedback from school staff on how well my child is learning.

I receive positive phone calls, emails, or notes about my child from the school.

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

Relationships are important at Edwins and we feel that this is shown in our results. Parents feel that education and respect are important on our campus and they see we are doing everything we can to protect our students.

However, parents seem to want more communication from our teachers and staff. While most teachers send home a daily folder this may not be enough and we may need to spend more time calling and emailing parents for positive outreach.

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

Positive phone calls home/progress phone calls

School Website

School Marquee

School FaceBook Page

Callouts- Blackboard

OCSD App

Monthly School Newsletters

Class/Teacher Newsletters

Bloomz/ DOJO/ Remind Apps used by Faculty

School Action Plan

ESSA Subgroup: Strategies & Programs to Support the Objectives

ESSA Subgroup Focus
Subgroup: Students with disabilities

School Focus

What is the cause(s) for this subgroup being an area of focus? This subgroup is our lowest percentage points on ESSA subgroup data report.
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What are we doing to target this subgroup? We strategically placed ESE teachers in our self-contained classrooms with disabilities. In addition, we have a second ESE resource teacher that allows us to service students in smaller groups during their ESE differentiation time. All ESE teachers are receiving specially designed ESE training this year from the District. The ESE team will work with general education teachers through trainings and collaboration meetings, in order for communication to be open across all grade levels to support all main streamed ESE students. News to you, through United Learning System will be used to aid our students on Special standards. This could be especially helpful for our lowest kindergarten students through our 5 th grade students. iReady will also be used for Kg-5 th grade students for differentiation for those students in mainstreamed classrooms and self contained units. Each CBS classroom is assigned a paraprofessional to support both academic and behavioral needs of the students throughout the school day.

Targeted School-based Professional Development: During pre-planning, the ESE team developed and facilitated PD specific to the MTSS process, speech and language services, as well as the IEP process and all things various and a sundry to ESE. MTSS covered roles of each participant on the team, MTSS referral process, and MTSS resources. Speech and Language covered “how to’s” of the referral process, screening/ testing, and resources. IEP/ ESE information covered accommodations vs. Modifications, 504s vs IEPs, PMPs, all the acronyms, who to go to when you need assistance, and resources available to you on our campus. ESE teachers and Paras are attending QBS training. All ESE teachers will be receiving specialty designed ESE professional development designed by the district.
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Action Steps for Implementation
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Classroom Implementation Action Steps (Teachers and Students): TEACHERS 1. ESE teachers will notify general ed. teachers of ESE students and accommodations during preplanning and throughout year when changes occur. Teachers will implement the IEP through ELA standards specific for their grade level. 2. Gen ed and ESE teachers will address specific levels of performance in ELA for each student, as based on students' needs, including the
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levels of performance on statewide assessments or student's access assessments during the ELA Differentiation Block.

3. Gen ed and ESE teachers will monitor students' progress based on IEP goals using data on a quarterly basis. This will be monitored through on-going data chats.
4. Gen ed and ESE teachers will use data, I-ready data and the I-ready toolbox to support mini lessons.
5. Gen ed and ESE teachers will ensure students are receiving their recommended 45 minutes of instruction on iReady and utilize the Ready Toolbox for small group instruction.
6. Where I ready is not applicable News to you, through United Learning System will be used to aid our students on Special standards.

STUDENTS

1. Students will participate daily during Differentiated Instruction Time to receive ESE interventions and academic support.
2. Students will use self-assessment tools provided by the ESE teacher to self-monitor their progress.
3. Students will complete 45 minutes of iReady instruction on the computer on a weekly basis, as well as small group interventions.
4. Where I ready is not applicable News to you, through United Learning System will be used to aid our students on Special standards.

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

1. Administration will schedule and provide substitutes for ESE teachers to attend district and school-based PD.
2. Administration will schedule and provide substitutes for quarterly data chats.
3. Administration will provide substitutes for ESE teachers to develop IEPs with individualized standards-based goals.
4. Administration will purchase iReady seats for all ESE students in need of ELA support (approximately 40).

Progress Monitoring			
Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
ESE Monthly Training	Monthly	IEPs, Observation	Staffing Specialist, ESE Teacher, IEP Committee
iReady	Weekly	weekly Reports	Teacher, Administration

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 55%.	
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 68%.	
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 75%.	

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, and formative assessments) 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 assessments) to collaboratively plan whole group mini-lessons, small group instruction, and stations.

School Focus

Targeted School-based Focus:

Within the Balanced Literacy Model, teachers will:

1. Design appropriate and rigorous small group instruction to remediate struggling students and enrich high achieving students.
2. Using resources (MaxScholar, Multi-Sensory Strategies, and iReady toolbox) to differentiate instruction and provide formative assessments for students.

Targeted School-based Professional Development:

A. Teachers and instructional coach will use information learned, Learning Progressions (LPs) and data to drive instruction by creating lessons aligned to Standards in order to implement the components of the Balanced Literacy Model focusing on small group instruction.

1. Lessons will include mini lessons, modeling, read-alouds, differentiated small group, guided instruction, and differentiated (spiraling) stations.
2. Guiding students to text mark and annotate using higher quality text.
3. Creating common formative assessments among grades.

B. Based on teacher needs and interests, additional Collaboration as Teachers (CAT) cycles on a Thursday morning each month and will be used to reflect on these initiatives and address what teachers need in the following:

1. MaxScholar will be used for K-3 Level 1 students
2. Differentiated rigorous small group instruction

3. Science and Social Studies across curriculum
4. Backward Design of instructional sequence and Item Specifications
5. TDQs across multiple sources
6. Purposeful Student Talk
7. Cooperative Learning Activities
8. Strategies for Engagement
9. Monthly Data Chats to identify goals for all students, with a focus on students scoring Level 1 or 2, fragile 3's on winter 2019 MAP and iReady data. After identification of students, teachers will design rigorous small group instruction with attention to the Standards, DOK levels, and LPs to ensure academic progress. DOK levels on each test will scaffold up to level 2 questions making up 60-80% of the test.
10. At least once a quarter, Instructional Coach will provide informational sessions, based on teacher requests, during teacher planning time based on rigorous differentiated small group instruction, stations, ELA Standard Resource Book, MaxScholar, and MAP Assessment (Winter 2019), etc.
11. Participate in quarterly data chats by grade level and PLC's, as a way to analyze assessment data (FSA, iReady and other formative assessments) to determine whole group and differentiated small group instructional needs, and to make changes in instruction as needed for student achievement. Small group guided instruction will be based on data and documented in lesson plans.
12. iReady will be used in K-2nd using data and Ready Toolbox to create small group lessons that target specific skills to differentiate instruction.

Action Steps for Implementation

Classroom Implementation Action Steps (Teachers and Students):

1. Continue to utilize the Balanced Literacy Structure in daily routine implementation, including whole group instruction or mini lessons aligned to the stations and rigorous differentiated small groups that are challenging, enriching, and extend their academic abilities.
2. Create and model purposeful text marking to aid comprehension, so students can monitor and track their thinking about TDQs, which will lead to a Culminating Task.
3. Create learning that is active, collaborative, and foster learning with opportunities for Student Talk through rigorous purposeful TDQs.

4. Create Writing through Reading tasks to build student comprehension, stamina, and persistence in reading.
5. Use OCSD Standards Resource Book to create and model how to write appropriately complex questions and utilize answer stems.
6. Implement the use of technology programs by administration/district at stations (iReady, MaxScholar).
7. Routinely refer to Learning Progressions when instructing classroom lessons through whole group, small group, or stations.

Students will:

1. routinely interact with texts, using TDQs as a guide to navigate these texts and deepen understanding and comprehension.
2. use text marking/annotation strategies to respond to TDQs of varying complexity focusing on DOK Phases 1-3
3. write daily to answer questions of varying complexity, constructed from standards resource book/ALD.
4. utilize reading strategies to progress from a comprehension of text towards an analysis of text.
5. interact with multi-sensory lessons:
 - a. teacher demonstrating the strategy/skill from whole group instruction to transition into small group differentiated and spiraling stations.
 - b. third grade teachers will read texts at their instructional level and answer TDQs during differentiation small group instruction using MaxScholar.
 - c. be held accountable to complete standard based differentiated/spiraling stations through cooperative learning activities.

Progress Monitoring			
Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Balanced Literacy Model (including rigorous Small Group Instruction) to allow for differentiation	Walk throughs, lesson plans, formal observations (admin only)	Monthly	Administration
Everyday Instructional Reading and Components	Walk throughs, lesson plans	Monthly	Administration

Writing through Reading Tasks (including Science and Social Studies)	Lesson plans, walk throughs, grade level meeting notes	Monthly	Administration
TDQ's Question Stems focused on Phase 1 and Phase 3 to include formative assessments	Lesson Plans and reports	Monthly	Administration
Learning Progressions	Lesson plans, walk through, grade level meeting notes	Monthly	Administration
Technology (MaxScholar, iReady-(K-2 nd grade)	Reports, Walk through, lesson plans	Monthly	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., 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:

Within the Balanced Literacy Model, teachers will:

1. Design appropriate and rigorous small group instruction to remediate struggling students and enrich high achieving students.
2. Use resources (MaxScholar (3rd grade), Multi-Sensory Strategies, iReady toolbox, Measuring Up Books, Storyworks, and FSA) to differentiate instruction and provide formative assessments for students.

Targeted School-based Professional Development:

- A. Teachers and instructional coach will use information learned, ALDs/ Item Specs, and data to drive instruction by creating lessons aligned to Standards, in order to implement the components of the Balanced Literacy Model, focusing on small group instruction.
 1. Lessons will include mini lessons, modeling, read alouds, differentiated small group, guided instruction, and differentiated (spiraling) stations.
 2. Guiding students to text mark and annotate using higher quality text.
 3. Creating common formative assessments among grades.
 4. All third through fifth grade students are provided I-Ready.

- B. Based on teacher need and interest, additional Collaboration as Teachers (CAT) cycles on Thursday mornings will be used to reflect on these initiatives and address what teachers need in the following
1. MaxScholar (3rd grade)
 2. Differentiated rigorous small group instruction
 3. Science and Social Studies across curriculum
 4. FSA data disaggregation and instructional implications
 5. Backward Design of instructional sequence, ALD, and Item Specifications
 6. TDQs across multiple sources
 7. Purposeful Student Talk
 8. Cooperative Learning Activities
 9. Strategies for Engagement
 10. Strategies to analyze and comprehend text.
 11. iReady which will be facilitated by coaches
- C. Monthly Data Chats to identify goals for all students, with a focus on students scoring Level 1 or 2, fragile 3's on MAP (winter 2019), iReady data, and/or FSA. After identification of students, teachers will design rigorous small group instruction with attention to the Standards, DOK levels, and Item Specifications to ensure academic progress.
- D. Title 1 will provide services to level 1 K-3
- E. At least once a quarter, Instructional Coach will provide informational sessions based on teacher requests based on rigorous differentiated small group instruction, stations, ELA Standard Resource Book, MaxScholar (3rd grade), etc.
- F. Participate in quarterly data chats and PLC's as a way to analyze assessment data: FSA, iReady (3rd-5th grade) and other formative assessments, to determine whole group and differentiated small group instructional needs, and to make changes in instruction as needed for student achievement. Small group guided instruction will be based on data and documented.

Action Steps for Implementation

Action Steps for Implementation:

Classroom Implementation Action Steps (Teachers and Students):

Teachers will:

1. continue to utilize the Balanced Literacy Structure in daily routine implementation including whole group instruction or mini lessons aligned to the stations and rigorous differentiated small groups that are challenging, enriching, and extend their academic abilities.
2. continue to embed engaging EIR Components in Whole Group Instruction, Differentiated Small Group Guided Instruction, and Differentiated or Spiraling Stations.
3. create and model purposeful text marking to aid comprehension, so students can monitor and track their thinking about TDQs, which will lead to a Culminating Task
4. create learning that is active, collaborative, and foster learning with opportunities for Student Talk through rigorous purposeful TDQs (culminating in 60-80% being a level 2 question).
5. create Writing through Reading tasks to build student comprehension, stamina, and persistence in reading.
6. use OCSD Standards Resource Book to create and model how to write appropriately complex questions and utilize answer stems.
7. utilize ELA Florida Support COACH to increase rigor and experience with FSA like questions for Grades 3-5.
8. implement the use of technology programs by administration/district at stations (iReady and MaxScholar).
9. routinely refer to Student Resource Book/ALDs when instructing classroom lessons through whole group, small group, or stations.
10. Work with ELA Coach on designing questions using the standards resource book, scaffolding TDQs at various levels culminating in 60-80% being level 2 questions (Craft and Structure questions).
11. Teachers will use I-Ready for all students.

Students will:

1. routinely interact with texts, using TDQs as a guide to navigate these texts and deepen understanding and comprehension.
2. use text marking/annotation strategies to respond to TDQs of varying complexity focusing on DOK Phases 1-3 (60-80% at level 2).
3. use text marking/annotation strategies to respond to TDQs of varying complexity focusing on DOK Phases 1-3 (60-80% at level 2).
4. write daily to answer questions of varying complexity constructed from standards resource book/ALD.

5. utilize reading strategies to progress from a comprehension of text towards an analysis of text.
6. engage daily in the components of the Balanced Literacy model:
- Teacher demonstrating the strategy/skill from whole group instruction to transition into small group differentiated and spiraling stations.
 - Level 1 third graders will read texts at their instructional level and answer TDQs during differentiation small group instruction using MaxScholar.
 - be held accountable to complete standard based differentiated/ spiraling stations through cooperative learning activities.

Progress Monitoring			
Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Balanced Literacy Model (including rigorous small group instruction) to allow for differentiation	Walk throughs, lesson plans, formal observations (admin only)	Monthly	Administration
Everyday Instructional Reading and Components	Walk throughs, lesson plans	Monthly	Administration
Writing through Reading tasks including Science and Social Studies	Lesson plans, walk throughs, grade level meeting notes	Monthly	Administration
TDQs: Question Stems focused on Phase 1 and 3 to include formative assessments	Lesson Plans	Monthly	Administration
ALDs and Item Specs	Lesson plans, walk throughs, grade level meeting notes	Monthly	Administration
Technology (BrainPop, Google Classroom, CommonLit, iReady (3rd grade)	Reports, Walk throughs, lesson plans	Monthly	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

Targeted School-based Professional Development:

A. ELA coach will give all grades base line and accountability sheet to aid in grade level calibration using the baseline writing assessment in September.

B. Common planning time to develop instructional plans to include:

1. strategies for helping students to text mark/annotate for text-based evidence and
2. strategies for helping students with elaborative strategies
3. strategies for helping students understand and use the rubric during instruction

Writing Plan

Grade	1 st Quarter	2 nd Quarter	3 rd Quarter	4 th Quarter
Kindergarten	Narrative	Informational	Opinion	Both (School Choice)
First	Narrative	Informational	Opinion	Both (School Choice)
Second	Narrative	Informational	Opinion	Both (School Choice) Both (School Choice)
Third	Narrative	Informational	Opinion	Both (School Choice)
Fourth	Opinion	Informational	Both	Both
Fifth	Opinion	Informational	Both	Argumentative

Monthly Calendar-4th and 5th grade

Month	Focus, Instruction, and Assessment
August	Administer Baseline Writing – Opinion Dissect the Rubric Analyze the Prompt Explicit instruction: Evidence and Elaboration Strategies 6 Techniques: <ol style="list-style-type: none"> 1. Anecdotes 2. Examples 3. Definitions 4. Statistics and Facts 5. Quotations 6. Descriptions
September	Focus on Opinion Formative Assessment with an opinion prompt Stations and small group for remediation and enrichment Writing Conferences Teacher created common assessments of Purpose, Focus, and Organization (PFO) Explicit instruction: continuation of Evidence Elaboration Strategies
October	Explicit instructions on transitions Focus on Evidence and Elaboration Formative Assessment with Opinion Prompt Stations and Small group for remediation and enrichment Teacher created common assessment of Evidence and Elaboration to synthesize with opinion writing
November- December	Writing through Reading- Transition to Informational How to synthesize Ideas -not Topics (Thesis) Mini-lessons on Synthesis and use of exemplars Baseline on informational Stations and Small groups for remediation and enrichment Writing Conferences
January	Mini-lessons re: Informational- Purpose, Focus and Organization Formative Assessment re: PFO Small Groups and Stations for remediation and enrichment Teacher created common assessment of Purpose Focus and Organization (PFO)
February	Mini-lessons re: Informational- Evidence and Elaboration Formative Assessment re: Evidence and Elaboration (EE) Small Groups remediation and enrichment Teacher created common assessment of Evidence and Elaboration (EE)

March	Mini—Lessons on Classroom Writing Needs 2nd Assess EE
After Writing Test	Creative Writing Poetry Narrative Narrative Writing

Writing Progress Monitoring

1. With a focus on the Balanced Literacy Model, Jr Vikings will complete the Cold Read/Cold Writes at the end of each nine weeks.
2. Teachers will follow the OCSD’s progression for assessing writing instruction.
3. Based on student writings results, teachers will conference with students, while planning and executing instructional lessons through the Balanced Literacy Model.
4. Instructional Coach will meet with grade levels at least once a quarter to continue calibration process and scoring of student writing using FSA rubric and FSA Sampler Sets (4th and 5th grades only).

Teachers will model, provide guided and independent practice within the Balanced Literacy Block through Writing Workshop lessons for the following elements:

<p>UNPACKING THE PROMPT</p> <ol style="list-style-type: none"> 1. Teacher will model unpacking the prompt using grade appropriate strategies. 2. Students will text mark important words in the prompt that include format and topic appropriate to grade level.
<p>TEXT MARKING/ANNOTATING</p> <ol style="list-style-type: none"> 1. Teacher will model purposeful text marking specific to the demands of the prompt. 2. Student will purposefully text mark/annotate specifics to the writing task.
<p>PLANNING FOR THE ESSAY</p> <ol style="list-style-type: none"> 1. Teachers will model use of a planning sheet (graphic organizers) for planning to the demands and format of the appropriate grade level writing task. Organizers are found on the school T-drive under Writing Tools. 2. Teacher will model how to text mark/annotate to plan an essay.
<p>INTRODUCTIONS</p> <ol style="list-style-type: none"> 1. Teachers will instruct on introduction types. 2. Students will exemplar papers, found on OCSD Curriculum Guide, to identify elements of effective introductions. 3. Students will practice the topic statement at appropriate grade levels in their introduction (4th and 5th Claim and Thesis).

CITING EVIDENCE

1. Teachers will use exemplar papers, found on OCSD Curriculum Guide to show effective use of evidence.
2. Teacher will reinforce purposeful text marking and paraphrasing evidence within the Writing Workshop of the Balanced Literacy Block.
3. Teachers will create citing evidence stems anchor charts to guide students.
4. Students will determine text evidence that supports the prompt.

ELABORATION

1. Teachers will model how elaboration is used to support an author's evidence through writing through reading and writing workshop.
2. Teachers will create anchor charts with students that include sentence stems for elaboration (K-2).
3. Teachers and students will share student writings that exemplifies effective use of the 6 types of elaboration (anecdote, examples, definitions, statistics or facts, quotations, descriptions).
4. Teachers and students will revisit Evidence and Elaboration domain of OCSD writing rubric frequently.
5. Students will practice elaboration in short written responses (RACE paragraphs) and essays.

TRANSITIONS

1. Teachers and students will create anchor charts that identifies both internal and external transitions as appropriate grade level.
2. Teachers will use exemplar papers and Grade appropriate reading texts to identify different types of transitions.
3. Teachers will model transitions through shared writing.
4. Students will practice using transitions within their writings.

CONCLUSIONS

1. Teachers will use mentor texts to model elements of an effective conclusion.
2. Teachers will model how the conclusion reinforces the introduction in relation to the purpose and task of the prompt.
3. Students will use exemplar papers (found on OCSD Curriculum Guide) to identify effective elements of conclusions and practice writing them.

MOVING FROM ONE TO MULTIPLE SOURCES

1. Teachers will explicitly instruct students how to use synthesis/analysis from multiple types of texts.
2. Teachers will model how to use text evidence from the required amount sources to include in the writing task.
3. Students will practice writing using multiple sources leading to synthesis/analysis in Everyday Instructional Reading tasks
4. Writing Workshops
 - a. K-2: Respond to one text for writing assignments, with the expectation that at the end of 2nd grade, teachers will model the use of two sources of writing.
 - b. 3rd: Students will independently respond to two sources.
 - c. 4th-5th: Students will respond to prompts including three or more sources.

Progress Monitoring			
Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Writing Plan Implementation	Monthly	Lesson plans, formal and informal evaluations, walk through	Administration, Instructional Coach
Calibration and scoring	Quarterly	Grade Level Notes, PD	Administration, Instructional Coach
Administering Cold Read/Write	Quarterly	Data Sheets	Administration, Instructional Coach

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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

ELA: Strategies & Programs to Support the Objectives

ELA Levels 1 and 2 Focus

School Focus

Targeted School-based Focus:

Targeted Small Group Instruction

Targeted School-based Professional Development:

- Upon completion of FSA, iReady Diagnostic, Max Scholar breakdown (K-3) and Teacher Assessments, grade levels will need to analyze student data to determine a targeted intervention for grade levels, group of students, and individual students that will guide small group lesson that are specific to the area of need during CAT and Balanced Literacy Block.
- Coach will meet with grades K-3 to analyze Max Scholar data of Level 1 students to guide small group instruction.
- Title 1 teacher will meet with grades 2-5 to analyze diagnostic iReady results to guide small group instruction.

Action Steps for Remediation

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

- a. Teachers will use various assessments (FSA , MaxScholar (K-3) iReady Diagnostic, and formative assessments) to identify and plan for targeted small group instruction during CAT/ Balanced Literacy Block that will require Level 1 and 2 students to work through missing skills and concepts and demonstrate the understanding of the skill/concept also.
- b. Title will service students who scored below the 12th percentile on the winter administration of MAP must receive MaxScholar.
- c. After the administration of FLKRS, kindergarten students who score below 405 will receive MaxScholar.
- d. After the administration of iReady those who score in the RED zone in grades K-3 will receive MaxScholar.
- e. Level 1 students not being seen by Title will meet with classroom teacher in small group 5 days a week.
- f. Level 2 and 3 students will meet with classroom teacher in small group 3-4 days a week.
- g. Level 4 and 5 students will meet with classroom teacher in small group 2-3 days a week.
- h. Title Math will see level 2 bubble students, 3rd – 5th grade.

Progress Monitoring

Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Teachers will use various assessments (FSA, MaxScholar (K-3) iReady Diagnostic, and	Fidelity Charts/Graphs	Daily	administration

<p>formative assessments) to identify and plan for targeted small group instruction during CAT/ Balanced Literacy Block that will require Level 1 and 2 students to work through missing skills and concepts and demonstrate the understanding of the skill/concept also.</p> <p>a. Level 1 students will meet with classroom teacher in small group 5 days a week.</p> <p>b Title will service Level 2 and fragile 3 in small group 5 days a week.</p> <p>c. Level 2 and 3 students will meet with classroom teacher in small group 3-4 days a week.</p> <p>d. Level 4 and 5 students will meet with classroom teacher in small group 2-3 days a week.</p>			
Data Chats	Notes/Minutes	Monthly	Administration, Instructional Coach
Max Scholar	Graphs, Charts, Computer	Daily	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

Pandemic ELA Instructional Gaps Focus

School Focus

Targeted School-based Focus:

- Building relationships with students in order to address gaps in instruction will be a focus, especially at the beginning of the 2020-21 school year. Teachers shared that it is through building relationships that they are best able to meet the needs of students due to school closure at the end of the 2019-2020 school year. The building of relationships will not only help to address gaps in instruction and learning, but will assist with any Online instruction that may occur due to students staying Online, or if another school closure is necessary in the future.
- The loss of instruction from the last quarter of 2019-20 will necessitate the spiraling of standards. This will address many of the missing skills and pieces of knowledge from the 4th quarter. Spiraling will occur daily in whole group and in small groups which will be differentiated as needed.
- Teachers will utilize the new pacing guide as they plan instruction that aligns to the standards and incorporated ALDs/LPs as a tool for differentiation and or remediation to address student gaps in showing success with particular standards or groups of standards.
- Assessments that are both formal and informal will be necessary to determine gaps that exist in student learning. Data-driven instruction derived from baseline assessments as well as ongoing assessments will assist teachers in determining not only where students are but where they need to be.
- One “accelerate” lesson will be taught in the brick and mortar school each month to maintain alignment between online and in person instruction.
- Teachers will focus on SEL using the kits provided last school year
- Teachers will focus on diagnostic tests early for students to see where they have gaps
- Core Phonics for grades K-3 for phonics

Action Steps for Implementation

1. Classroom Implementation Action Steps (Teachers and Students):
2. From the first quarter and moving forward the third and fourth quarter standards and skills from students' previous grade will be spiraled as a part of new learning and instruction of current grade-level standards. Assistance from the previous grade-level teachers will occur as needed.
3. Teachers will find it necessary to re-teach skills and standards which were lost during the amount of time that students may not have had any instruction
4. Teachers will also work with summer school teachers and summer bridge activities for individual plans for particular students as part of differentiation which is meant to occur during small group instruction
5. Formative assessments will be used to assess where students are and to create a map for where students need to go. The data from these assessments will be used to assist teachers as they plan for differentiation in small groups. Formative assessments will be ongoing during the course of the year in order to differentiate instruction as students gain new knowledge or to determine if additional remediation is needed
6. Spiraling of standards between grade levels will also be necessary because of the loss of instruction for particular groups of students from the last quarter of 2019-20.
7. Targeted small group instruction that is based on student needs and that is differentiated will be a yearlong focus. Teachers will work with students in order to remediate, re-enforce, and enrich student learning and their interactions with the standards.
8. Teachers will use Ready toolbox for small group, differentiated instruction to assist with gaps in learning from the previous year, as well as a spiraling tool. Teachers will pull lesson from the toolbox to support student success with the standards.

9. Teachers will use recorded lessons for online instruction and to support students who need remediation or additional support with instruction
10. Use of models will become routine as teachers will use examples of texts, student writing, text bases responses, etc. in order to show students how to respond to what they are reading and what they are writing.
11. Use of rubrics for reading and writing responses will be used as a tool for teacher response to students (and families), students to Teachers and students to students. Rubrics will be created during common planning times so that teachers can have a common language for students and families as teachers are informing students of expectations and success with concepts and standards.
12. Conferencing with peers will occur in classroom and online. Teachers and students will also conference with one another in regard to student writing, student response and student understanding of texts.
13. Teachers will focus on students who did not show progress during the last quarter of online learning and those students with limited communication during those same dates.
14. Teachers will complete a daily SEL lesson
15. Teachers will assess early diagnostics and differentiate where possible
16. Teachers will design small group plans when possible to help students

Progress Monitoring			
Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Teachers will use iReady data to target needs of specific small groups.	charts and graphs	weekly	teacher
Teacher will provide small group instruction based on iReady data to best meet the needs of individual students	Fidelity sheets	Daily/weekly	teacher
Students will take quarterly progress monitoring assessments through iReady to	Charts/graphs Data chats	quarterly	Teacher and administration.

monitor effectiveness of small group interventions.			
Student will take frequent informal progress monitoring assessments to assess effectiveness of interventions and next steps.	Graphs, charts, data tracking binders.	Daily, weekly, monthly, quarterly	teacher

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 70%.	
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 60 %.	
The percentage of Level 4 and 5 students who will make learning gains in math on the Florida Standards Assessment Test will be at least 75 %	

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:

Our students will engage in all parts of the Balanced Math Model daily, with an emphasis on standards-based, teacher led, small group lessons and differentiated stations/small groups to increase student achievement with routine implementation.

Targeted School-based Professional Development:

- Analyze data from MAP (Winter 2019), FSA, math quarterly assessments, pre and post weekly assessments, and FSA style-chapter assessments. Use data to create small groups. Choose problem solving tasks based with the end in mind.
 - Purposeful planning using the M3 (making math meaningful) document (Progression of Standards, Learning Targets, Misconceptions, Rigor of Mathematics building from Conceptual Understanding to Procedural Understanding to Application, PLDs/ALDs) for whole group and small group lessons.
 - Use of Moby Max.
 - During PD/PLC time, teachers will identify and create pre and post weekly assessment tasks.
 - During PD/PLC time teachers will identify and/or create item bank of questions to be used as exit passes for informal assessment
1. Teachers (Snyder, Richey, O'Rourke) involved in the CGI (Cognitively Guided Instruction) training will continue follow-up dates with CGI instructor.
 2. Book Studies once a month during faculty meeting time: titles suggested are: Fewer Things Better (as allowed by COVID protocols)

Action Steps for Implementation

Action Steps for Implementation:

Classroom Implementation Action Steps (Teachers and Students):

1. Teachers will use quarterly math assessments for grades 1-5 to plan instruction. Assessments will be entered as grades in the grade book (green grade). 1st grade teachers will read assessments to students. 2nd grade teachers will read the first quarter assessment with quarters 2, 3, and 4 read by students independently with teacher support as needed. Grades 3-5 students will read the assessment independently with teacher support when needed. Grade levels will meet and determine common test administration specifics as a group. Assessment

data will be analyzed in monthly grade level meetings with math instructional coach.

2. Teachers will identify and create pre and post weekly assessment tasks. Data will be used to determine which standards will be assessed each week. M3 document will be used to choose tasks meeting the depth of the standard or how to break an in-depth standard into manageable parts for weekly assessment. Data will be shared with administration and tracked by teacher.
3. Teachers will use previously created item bank of questions to be used as exit passes for informal assessment.
4. FSA Item Types:
 - K-1 Teachers will give FSA item types for Problem of the Day at least once per week.
 - 2-5 Teachers will give FSA item types in weekly assessments, chapter assessments, and math quarterly assessments.
5. Teachers will continue to implement math discourse using 3 step handouts (Math talk, Math Discourse, Math Argument) from October 2020 Math PD.
6. Teachers will provide targeted, standards-based, differentiated stations or small group cooperative learning opportunities at least three times per week. In these groups student will work with models, manipulatives, representations, increase math vocabulary, and analyze problems into manageable steps to solve and explain their mathematical thinking and problem-solving strategies used.
 - L1 & L2 students (daily)
 - L3 & L4 students (2-3 times per week)
 - L4 & L5 students (1-2 days per week)
7. Teachers will continue to use i-Ready and math games in i-Ready

Progress Monitoring			
Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Pre/Post weekly assessments	Gradebook	Weekly	Administration
Quarterly Common Assessments (1st-5th)	Gradebook	Quarterly	Administration
Thursday Meetings	Minutes Graphic Organizer	Monthly	Administration
FSA Item Types	Lesson Plans	Weekly	GLC, Administration, Math

			Coach
Targeted Small Group Instruction using balanced math model	Lesson Plans	Weekly	Administration

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:

Our students will be able to use problem solving strategies to increase performance and meet grade level math standards.

Targeted School-based Professional Development:

1. Title I teacher will interpret iReady reports and share with the classroom teacher in order to plan for further instruction.
2. CAT session to embed problem solving strategies which may include graphic organizers, I Notice, I Wonder routine, and student talk.
3. Teachers will collaborate on developing high quality small groups during second half of day for central message.

Action Steps for Remediation

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

1. Allow 45 minutes a week for students to work on IReady computer as well as small groups that align with District goal.
2. Work with students in a small group setting based on needs identified by IReady reports and monitoring.
3. Share student progress and needs with classroom teachers on a weekly basis. Classroom Teachers will:
 - a. Work with identified students through high quality, teacher-led small groups during the Math Differentiation Block.
 - b. Select purposeful and differentiated station activities for students.

Title 1 students will:

1. Actively engage when working on IReady.
2. Actively engage in small group lessons/activities with Title teacher/assistant.
3. POC Plan:
 - a. Administrator will schedule before and/or after school tutoring for students beginning in January after iReady assessment.
 - b. Students who have scored a level 1 or 2 on iReady and have a failing grade in the subject will be invited.
 - c. POC tutors will utilize iReady tools, including Khan Academy and Ready toolbox, to help direct instruction.

Progress Monitoring			
Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
iReady	Daily/Weekly	iReady or Moby Max Reports	Title I Teacher, CRT, Administration
iReady Small Groups/Stations	Daily	Lesson plans, Walk throughs, data	Teacher, Administration
Formative Assessments	Daily/Weekly	Lesson plans, Walk throughs, data	Title I teacher, CRT, Administration

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:

Targeted small group instruction, differentiated instruction, differentiated small group activities

Action Steps for Implementation

Classroom Implementation Action Steps (Teachers and Students):

1. Upon completion of iReady placement tests, teachers will analyze data to assess essential needs. The teacher will place students into small groups based on common need and develop targeted instruction to best meet the needs of each group of students.
2. The teacher will develop differentiated instruction targeted toward specific groups of students based on iReady placement data.
3. The teacher will provide daily differentiated small group instruction activities using iReady materials to address specific needs of each small group.
4. From the first quarter and moving forward the third and fourth quarter standards and skills from students' previous grade will be spiraled as a part of new learning and instruction of current grade-level standards. Assistance from the previous grade-level teachers will occur as needed.
5. Teachers will find it necessary to re-teach skills and standards which were lost during the amount of time that students may not have had any instruction. Teachers can use Prerequisite reporting report to help find gaps students have due to distance learning
6. Teachers will also work with summer school teachers and summer bridge activities for individual plans for particular students as part of differentiation which is meant to occur during small group instruction
7. Formative assessments will be used to assess where students are and to create a map for where students need to go. The data from these assessments will be used to assist teachers as they plan for differentiation in small groups. Formative assessments will be ongoing during the course of the year in order to differentiate instruction as students gain new knowledge or to determine if additional remediation is needed

8. Targeted small group instruction that is based on student needs and that is differentiated will be a yearlong focus. Teachers will work with students in order to remediate, re-enforce, and enrich student learning and their interactions with the standards
9. Teachers will focus on students who did not show progress during the last quarter of online learning and those students with limited communication during those same dates.

Progress Monitoring			
Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Teachers will use iReady data to target needs of specific small groups.	charts and graphs	weekly	teacher
Teacher will provide small group instruction based on iReady data to best meet the needs of individual students	Fidelity sheets	Daily/weekly	teacher
Students will take quarterly progress monitoring assessments through iReady to monitor effectiveness of small group interventions.	Charts/graphs Data chats	quarterly	Teacher and administration.
Student will take frequent informal progress monitoring assessments to assess effectiveness of interventions and next steps.	Graphs, charts, data tracking binders.	Daily, weekly, monthly, quarterly	teacher

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 55%.

School Action Plan

Science: Strategies & Programs to Support the Objectives

Central Focus: Science Focus

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

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

School Focus

Targeted School-based Focus:

Our students will be able to achieve proficiency on grade level science standards by the end of the school year through hands on activities, reading across the curriculum, and spiraling stations.

Targeted School-based Professional Development:

1. Use the 5E plan (Engage, explain, elaborate, evaluate, explore). Using at least 3 in a row.
2. Developing integrated activities during common planning time for 5th gradeteachers through purposeful stations and cooperative learning activities.
3. Collaboration with Choctawhatchee Basin Alliance (CBA) for Grasses in Classes (5th grade). PD provided by CBA to 5th grade teachers
4. Use of spiraling to increase knowledge of GL standards using Study Island, centers, small groups, and assessment questions.
5. Developing rigorous standards-based lessons using the District created resources (Science Curriculum Binder, questioning flip charts.
6. Teachers may volunteer to attend PD for science

Action Steps for Implementation

Action Steps for Implementation:

Classroom Implementation Action Steps (Teachers and Students):

TEACHERS:

1. Teachers will incorporate Science leveled materials to ensure full understanding of standards.
2. Teachers will create engaging spiraling stations and cooperative learning activities using grade level standards, item specs, and individual student data to differentiate in order to meet the students' needs.
3. 5th grade teachers will co-teach with Grasses in Classes professionals.
4. 50-minute science block daily for K-5:
 - a. hands-on experiences that allow for exploration and building background knowledge

- b. science vocabulary developed through student talk, Flocabulary, and in stations
 - c. engaging standards-based science mini-lessons
 - d. reading & writing across the curriculum through EIRs
5. Teachers will utilize Study Island for 5th grades with fidelity to increase student engagement and science knowledge through spiraling.
 6. Teachers will utilize "Science Florida Support COACH" materials with fidelity to increase rigor and experience with FSA like questions (5th grade).
 7. Teachers will use Science Binders to aide in pacing and curriculum selection (3rd-5th grades).
 8. Teachers will use questioning flipcharts to develop more DOK level 2 & 3 questions during instruction in order to enhance student talk and increase student engagement.
 9. Teachers will use EIRs with multiple sources to engage students by making science relatable and relevant to students.

STUDENTS:

1. Students will work in Science spiraling stations or cooperative learning groups to scaffold their learning to become proficient.
2. Students will use Science leveled materials in class to increase content knowledge (textbook & Coach Support workbooks)
3. Students will read and write across all content areas, to include Science.
4. Students will work in the green space and do hands-on science experiences monthly to enhance learning.
5. Students will complete Study Island lessons on a regular basis.
6. Students will use a journal on a weekly basis to synthesize and focus on vocabulary development

Progress Monitoring			
Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Science Across the Curriculum	Lesson plans	Monthly	admin

Science related purposeful stations	Observation, lesson plans, walk throughs	Weekly	Teachers and admin
Grasses in Classes (5th grade, CBA)	Teacher Observation	Monthly	teachers
Hands-on experiences in the classroom	Lesson plans, observations, walk throughs	Weekly	Teachers and admin
Study Island	Lesson plans, observations, walk throughs	Weekly	Teachers and admin
District created Science Binders & questioning flip charts	Lesson plans, observations, walk throughs	Weekly	

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

School Action Plan

Science: Strategies & Programs to Support the Objectives

Pandemic Science Instructional Gaps Focus

School Focus

Targeted School-based Focus:

- Building relationships with students in order to address gaps in instruction will be a focus, especially at the beginning of the 2020-21 school year. Teachers shared that it is through building relationships that they are best able to meet the needs of students due to school closure at the end of the 2019-2020 school year. The building of relationships will not only help to address gaps in instruction and learning but will assist with any Online instruction that may occur due to students staying Online, or if another school closure is necessary in the future.
- The loss of instruction from the last quarter of 2019-20 will necessitate the spiraling of standards. This will address many of the missing skills and pieces of knowledge from the 4th quarter. Spiraling will occur daily in whole group and in small groups which will be differentiated as needed.
- Teachers will utilize the new pacing guide as they plan instruction that aligns to the standards and incorporated ALDs/LPs as a tool for differentiation and or remediation to address student gaps in showing success with particular standards or groups of standards.
- Assessments that are both formal and informal will be necessary to determine gaps that exist in student learning. Data-driven instruction derived from baseline assessments as well as ongoing assessments will assist teachers in determining not only where students are but where they need to be.
- One accelerate lesson will be taught in the brick and mortar school each month to maintain alignment between online and in person instruction.

Action Steps for Implementation

Classroom Implementation Action Steps (Teachers and Students):

1. From the first quarter and moving forward the third and fourth quarter standards and skills from students' previous grade will be spiraled as a part of new learning and instruction of current grade-level standards. Assistance from the previous grade-level teachers will occur as needed.
2. Teachers will find it necessary to re-teach skills and standards which were lost during the amount of time that students may not have had any instruction
3. Teachers will also work with summer schoolteachers and summer bridge activities for individual plans for particular students as part of differentiation which is meant to occur during small group instruction
4. Formative assessments will be used to assess where students are and to create a map for where students need to go. The data from these assessments will be used to assist teachers as they plan for differentiation in small groups. Formative assessments will be ongoing during the year in order to differentiate instruction as students gain new knowledge or to determine if additional remediation is needed
5. Spiraling of standards between grade levels will also be necessary because of the loss of instruction for particular groups of students from the last quarter of 2019-20.
6. Targeted small group instruction that is based on student needs and that is differentiated will be a yearlong focus. Teachers will work with students to remediate, re-enforce, and enrich student learning and their interactions with the standards.
7. Teachers will use Study Island for small group, differentiated instruction to assist with gaps in learning from the previous year, as well as a spiraling tool. Teachers will pull lesson from the toolbox to support student success with the standards.
8. Teachers will use recorded lessons for online instruction and to support students who need remediation or additional support with instruction

9. Use of models will become routine as teachers will use examples of texts, student writing, text bases responses, etc in order to show students how to respond to what they are reading and what they are writing.

10. Use of rubrics for reading and writing responses will be used as a tool for teacher response to students (and families), students to Teachers and students to students. Rubrics will be created during common planning times so that teachers can have a common language for students and families as teachers are informing students of expectations and success with concepts and standards.

11. Conferencing with peers will occur in classroom and online. Teachers and students will also conference with one another in regards to student writing, student response and student understanding of texts.

12. Teachers will focus on students who did not show progress during the last quarter of online learning and those students with limited communication during those same dates.

Progress Monitoring			
Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Teachers will use Study Island data to target needs of specific small groups.	charts and graphs	weekly	teacher
Teacher will provide small group instruction based on Study Island data to best meet the needs of individual students	Fidelity sheets	Daily/weekly	teacher
Students will take quarterly progress monitoring assessments through Study Island to monitor effectiveness of small group interventions.	Charts/graphs Data chats	quarterly	Teacher and administration.
Student will take frequent informal progress monitoring assessments to assess effectiveness of interventions and next steps.	Graphs, charts, data tracking binders.	Daily, weekly, monthly, quarterly	teacher

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

Title I Schools

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

Edwins Elementary School will offer many opportunities throughout the year for parent involvement, such as: SAC, Viking Volunteers, Curriculum Night (new name next year as Gwen said ???), parent-teacher conferences, Make and Take with Title 1, the annual Title 1 Parent informational meeting, Evening of the Arts, Breakfast with a Buddy, and Lunch with a Grown-up (Gwen said this would be different next year). These events are scheduled throughout the school year. Sign-up sheets are provided to parents to track attendance and are monitored by the Title I teachers. There are new parent information flyers located in the front office (in English and Spanish) that were purchased with Parent Involvement funds and will be replenished throughout the school year. These flyers include information regarding homework, staying involved, attendance, reading, and math.

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

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

Administration will be encouraging teachers to have at least one parent volunteer to help in some capacity throughout the school year. There will be a new volunteer form going out to seek what parents would be interested in volunteering for and to create an email database for volunteer opportunities. Administration and the Guidance Counselor have planned to hold the SAC meeting with the Healthy School Initiative Team immediately following. This should increase parent involvement in both groups. Meetings will be held right after school at 3:15pm. Invitations by email and backpack will be sent at least 2 weeks in advance with a reminder going out the day before. Volunteer Orientations will be conducted periodically as needed throughout the year by the Guidance Counselor. This plan will be monitored by Administration and the Guidance Counselor.

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

During the last six weeks of school, all preschools that feed into Edwins will be invited to visit the campus. They will take a tour of the school (visiting the Media Center, Cafeteria, Kindergarten classrooms, etc.). They will take home a brochure about the school and information about registration. During the school year, the pre-school teachers in our area will be invited to meet with the Kindergarten teachers to prepare for a smooth transition into elementary school. (does this happen? We've never done this before)

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

In accordance with District policy, Administrators and/or Guidance Counselor will meet with any minority students who have received an Out-of-School Suspension in the previous year to monitor and support these students' continued success. Edwins is host to the Big Brothers, Big Sisters mentoring program where at-risk students are seen once a week by well-trained mentors. School Counselor does individual counseling in the areas of grief, crisis, and by parent request. Edwins utilizes the OCSD Social Worker & Mental Health Counselor to provide services for identified students. The STP program provides counseling and academic support to students in STP. The Edwins SRO co-sponsors the Safety Patrollers and acts as a mentor to these boys and girls.



Accreditation Page

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

<p>Strategic Plan Focus Area: Improving and Advancing Student Achievement</p> <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>Cognia Performance Standards related to this Focus Area</p> <p>Leadership Capacity Domain</p> <ul 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> <ul 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> <ul 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.
<p>*Professional Development and learning opportunities are presented to meet district and school based SPP goals as well as meet the needs of diverse learners.</p> <p>*Stakeholders actively review data points for planning improvement to insure learning gains and high expectations for all.</p> <p>*Edwins Elementary SAC actively participates in the SPP and school recognition process.</p> <p>* Integration of technology in classrooms.</p> <p>* Daily communication with parents through the use of communication folders.</p> <p>* Regular communication with stakeholders through social media, school web page and OCSD app.</p>	



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>
<p>*School front office was reconfigured to ensure safety of staff and students</p> <p>*Security doors and identification system that prevent unauthorized access to the interior of the building.</p> <p>* New fencing was placed around the campus to ensure safety of staff and students</p> <p>*In addition to adjustments to our school crisis plan, the Sheriff’s Department provides a full time School Resource Officer to our school who interacts with students and staff.</p> <p>* Security cameras throughout the campus.</p> <p>* Full-time health technician on campus</p>	