Date Submitted: September 11, 2020

Dates of Revision:

School Performance Plan
2020-2021

School Name: Riverside Elementary

Legend

AICE	Advanced International Certificate of Education	MtSS	Multi-tiered System of Supports
AP	Advanced Placement	NGCAR-PD	Next Generation Content Area Reading Professional Development
DA	Differentiated Accountability	NGSSS	Next Generation Sunshine State Standards
ED	Economically Disadvantaged	PERT	Postsecondary Education Readiness Test
ELA	English Language Arts	PMP	Progress Monitoring Plan
ELL	English Language Learners	PMS	Progress Monitoring System
EOC	End of Course Exam	POC	Plan of Care
ESE	Exceptional Student Education	PPP	Pupil Progression Plan
ESSA	Every Student Succeeds Act	PSAT	Preliminary Scholastic Aptitude Test
FAIR	Florida Assessment for Instruction in Reading	SAC	School Advisory Council
F/R	Free & Reduced	SAI	Supplemental Academic Instruction
FS	Florida Standards	SAT 10	Stanford Achievement Test
FSA	Florida Standards Assessment	SESAT	Stanford Early School Achievement Test
IB	International Baccalaureate	SPP/SIP	School Performance Plan/School Improvement Plan
IEP	Individualized Education Program	SWD	Students with Disabilities
IPDP	Individualized Professional Development Plan	VE	Varying Exceptionalities
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
Melissa Kearley	Principal
Lori Wagner	Assistant Principal
Eleanor Harrington	ELA Instructional Coach
Laneie Taylor	Math Instructional Coach
Sarah Smith	ESE Resource teacher
Gail Smith, Patty Davis	Special Areas representatives
Leanne Le Roux	Kindergarten representative
Lori Singletary	First grade representative
Stephanie Johnson, Erin Osborn	Second grade representatives
Lauren Gonzales	Third grade representative
Catheryn Crawford	Fourth grade representative
Kim Fox	Fifth grade representative
All Riverside K-5 Teachers	ELA/Math/Science/Special Areas

Stakeholder Involvement: Describe the process taken to create the School Performance Plan.
February - The SPP process began with teachers completing a self-reflection, analyzing their level of implementation of the 2019-20 SPP as well as making suggestions toward creation of the 2020-21 SPP. AP compiled responses by grade level for distribution to the SPP Team.

April - Administrators analyzed Winter MAP data and identified teacher leaders to represent grade levels as part of the initial SPP Team.

May- This team was emailed the self-reflection responses, the SPP Overview, the 2019-20 SPP, and the 2020-21template. The SPP Team began holding meetings among content area teachers to identify student performance concerns and instructional needs.

June 18, 22, 29- This team met to review MAP and historical FSA data, and began drafting the SPP, taking into consideration the input from all teachers. These teachers met as a whole group and also in break-out content area/grade level teams to revise the draft.

August 12, 13, 14: Summer Institutes – The SPP draft was shared with those in attendance.

August 24- Teachers were given the SPP draft to review, voice suggestions, and offer changes. Teachers were given until the end of August to suggest changes or additions.

September- presented to SAC which is comprised of faculty, admin, parents, students, and community members. All stakeholders were encouraged to provide feedback. All concerns and suggestions were considered.

School Profile

Riverside Elementary School opened our doors in August of 2009, making us the newest elementary facility in north Okaloosa County. Our beautiful, secure campus is home to 970 students with a diverse student population consisting of 44% students from minority cultures and 19% students with disabilities. Our students with disabilities are served through an inclusion model, with ESE Resource Teachers meeting their needs in the general education setting. We also provide a strong English Language Learners (ELL) program with a full-time interpreter on campus. Riverside is a Title 1 school with 64% of our students qualifying for free or reduced meals. Campus safety and academic achievement are our top priorities. We collectively expect that every student regardless of their ethnicity, gender, economic status, or disability will make a full year's growth each year they participate in instruction at our school.

Our instructional staff includes 60 classroom, ESE, and special areas teachers who are assisted by 14 paraprofessionals. Riverside has both self-contained and departmentalized classrooms. For this school year, parents have the option of registering their child for online remote instruction through mySchool Online, with lessons taught daily by video with a certified Riverside teacher. Our two site-based administrators and one guidance counselor are veteran classroom teachers, with a combined 35 years of classroom experience. Our staff is held to high standards of performance and conduct, and regularly participate in professional learning opportunities to stay abreast of emerging research in the field of education.

Our instructional practice includes the guidelines of Universal Design for Learning (UDL), Positive Behavioral Interventions and Support (PBIS), and Differentiated Instruction (DI). We follow the instructional model of Balanced Literacy and Balanced Math, incorporating whole group mini lessons, small group and one on one instruction, and standards-based stations to meet the individual needs of our learners. Our students who are at risk for retention are served through our Title 1 Academic Upgrade (AU) program, and receive instruction by a team of 2 teachers and 4 paraprofessionals. K-3rd students receive remediation in reading through the Max Scholar program, and 4th and 5th grade students use the i-Ready program. Students in grades 2nd – 5th receiving math remediation use the i-Ready program.

Our school schedule includes 50 minutes of "Eagle Time" daily, as students spend instructional time in PE, Music, Science Lab, Coding class, and the Learning Commons. Our playgrounds are modern, well-maintained, and very engaging. Our music program includes instruction in keyboard, recorder, guitar, violin, chorus, and Orff. Our science lab offers hands-on exploration of science standards, and our Media Specialist conducts instruction to support the reading standards with high-interest texts. We offer students access to technology through our laptop coding lab, five Chromebook mobile labs, six Chromebook classrooms, and three iPad classrooms. We strive to be a one to one school, and yearly secure funds to continue purchasing devices to reach that goal. Our students operate a state of the art television and editing studio to create, operate, and produce a daily televised morning show.

Riverside has a fulltime school resource officer (SRO) who is a deputy with the Okaloosa County Sherriff's Department. Our deputy collaborates with our school counselor, mental health counselor, social worker, and Military Family Life Counselor (MFLC) to support an anti-bullying curriculum, drug awareness, and direct our Safety Patrol. The Riverside clinic is managed by a licensed practical nurse (LPN) who is available to students anytime the school is open.

At Riverside, we strive to continuously seek the needed change in curriculum and classroom practice to improve the achievement of all our students.
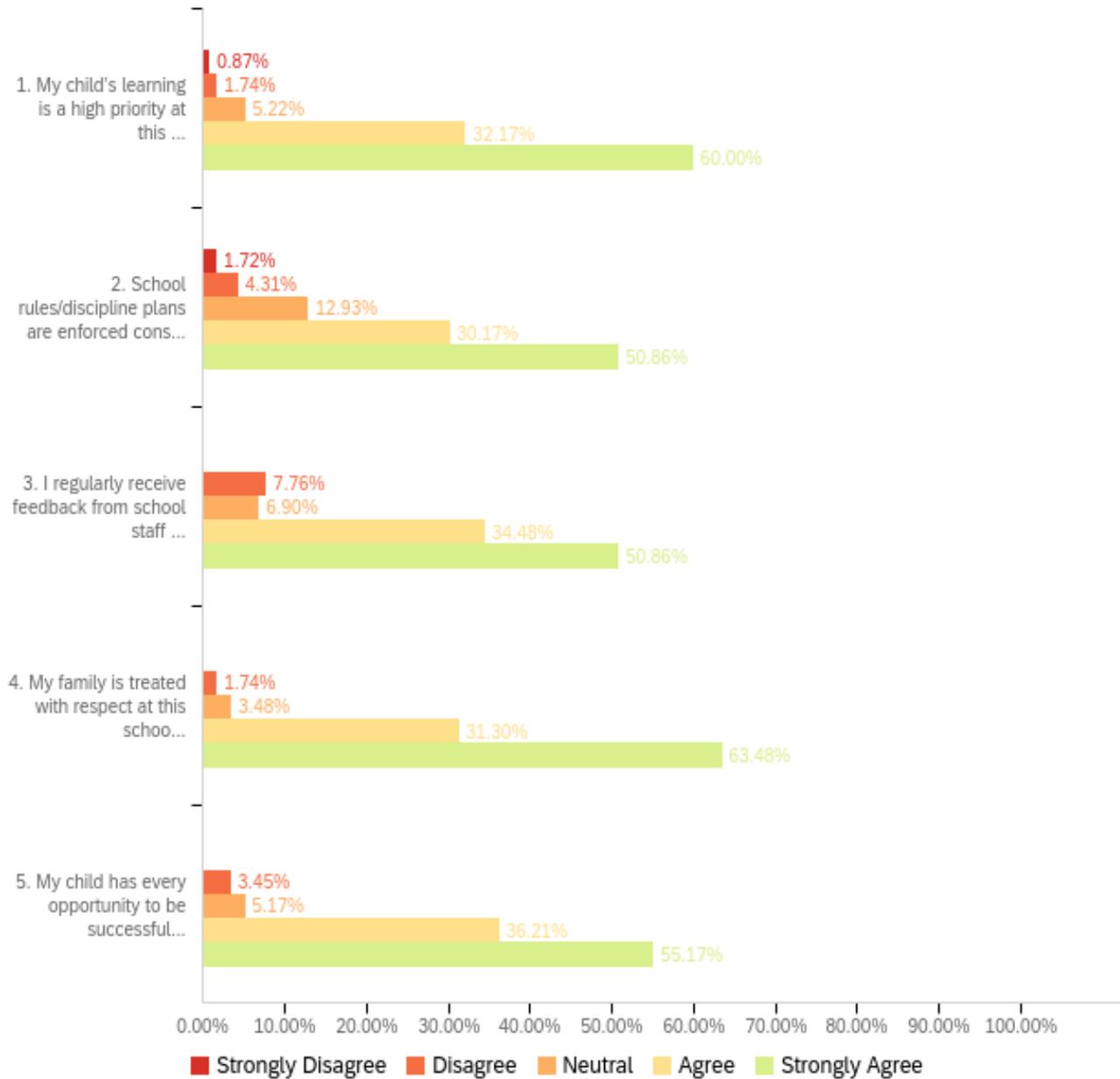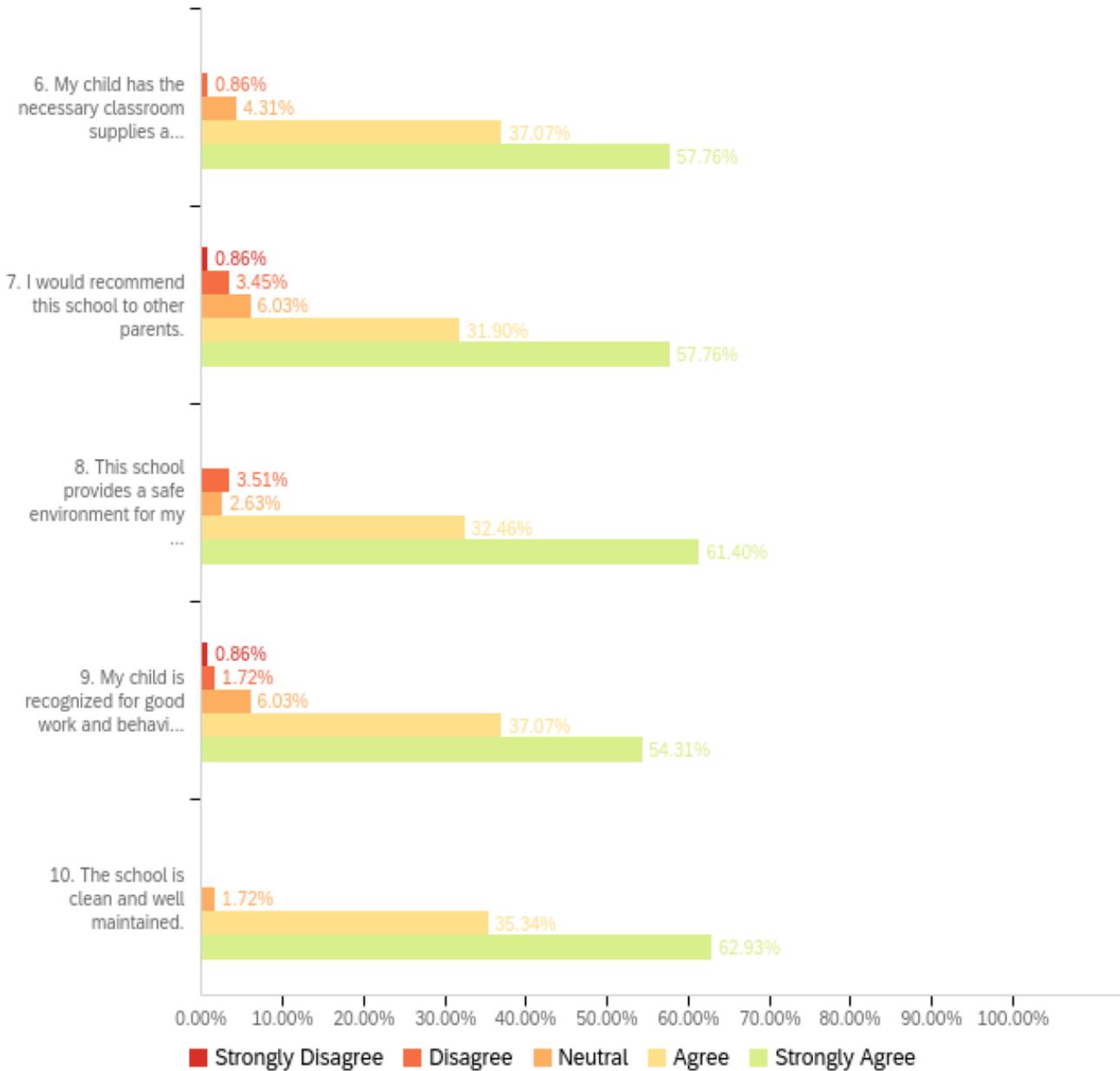
Parent and Community Awareness
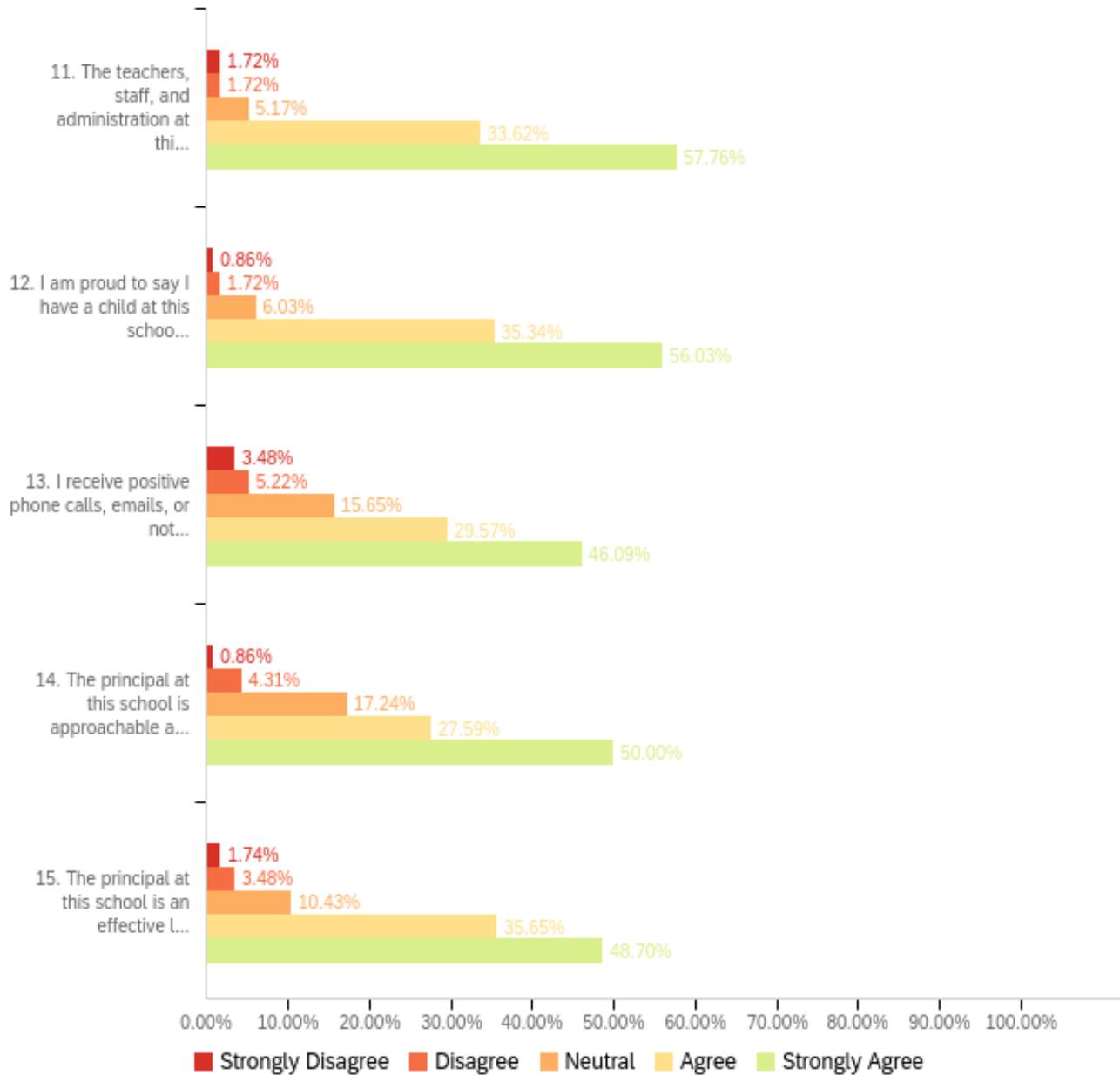
Parent Satisfaction Survey

Benchmark Items

	Mean	Count	Top Box
1. My child's learning is a high priority at this school.	4.49	115	60.00%
2. School rules/discipline plans are enforced consistently at this school.	4.24	116	50.86%
3. I regularly receive feedback from school staff on how well my child is learning.	4.28	116	50.86%
4. My family is treated with respect at this school.	4.57	115	63.48%
5. My child has every opportunity to be successful at this school.	4.43	116	55.17%
6. My child has the necessary classroom supplies and equipment for effective learning.	4.52	116	57.76%
7. I would recommend this school to other parents.	4.42	116	57.76%
8. This school provides a safe environment for my child to learn.	4.52	114	61.40%
9. My child is recognized for good work and behavior at this school.	4.42	116	54.31%
10. The school is clean and well maintained.	4.61	116	62.93%
11. The teachers, staff, and administration at this school demonstrate a genuine concern for my child.	4.44	116	57.76%
12. I am proud to say I have a child at this school.	4.44	116	56.03%
13. I receive positive phone calls, emails, or notes about my child from the school.	4.10	115	46.09%
14. The principal at this school is approachable and reachable.	4.22	116	50.00%
15. The principal at this school is an effective leader.	4.26	115	48.70%

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
1. My child's learning is a high priority at this school.	1	2	6	37	69	115
2. School rules/discipline plans are enforced consistently at this school.	2	5	15	35	59	116
3. I regularly receive feedback from school staff on how well my child is learning.	0	9	8	40	59	116
4. My family is treated with respect at this school.	0	2	4	36	73	115
5. My child has every opportunity to be successful at this school.	0	4	6	42	64	116
6. My child has the necessary classroom supplies and equipment for effective learning.	0	1	5	43	67	116
7. I would recommend this school to other parents.	1	4	7	37	67	116
8. This school provides a safe environment for my child to learn.	0	4	3	37	70	114
9. My child is recognized for good work and behavior at this school.	1	2	7	43	63	116
10. The school is clean and well maintained.	0	0	2	41	73	116
11. The teachers, staff, and administration at this school demonstrate a genuine concern for my child.	2	2	6	39	67	116
12. I am proud to say I have a child at this school.	1	2	7	41	65	116
13. I receive positive phone calls, emails, or notes about my child from the school.	4	6	18	34	53	115
14. The principal at this school is approachable and reachable.	1	5	20	32	58	116
15. The principal at this school is an effective leader.	2	4	12	41	56	115

1. My child's learning is a high priority at this ...
- 0.87%
- 1.74%
- 5.22%
- 32.17%
- 60.00%

2. School rules/discipline plans are enforced cons...
- 1.72%
- 4.31%
- 12.93%
- 30.17%
- 50.86%

3. I regularly receive feedback from school staff ...
- 7.76%
- 6.90%
- 34.48%
- 50.86%

4. My family is treated with respect at this schoo...
- 1.74%
- 3.48%
- 31.30%
- 63.48%

5. My child has every opportunity to be successful...
- 3.45%
- 5.17%
- 36.21%
- 55.17%

0.00% 10.00% 20.00% 30.00% 40.00% 50.00% 60.00% 70.00% 80.00% 90.00% 100.00%

■ Strongly Disagree ■ Disagree ■ Neutral ■ Agree ■ Strongly Agree

8

6. My child has the necessary classroom supplies a...
- 0.86%
- 4.31%
- 37.07%
- 57.76%

7. I would recommend this school to other parents.
- 0.86%
- 3.45%
- 6.03%
- 31.90%
- 57.76%

8. This school provides a safe environment for my ...
- 3.51%
- 2.63%
- 32.46%
- 61.40%

9. My child is recognized for good work and behavi...
- 0.86%
- 1.72%
- 6.03%
- 37.07%
- 54.31%

10. The school is clean and well maintained.
- 1.72%
- 35.34%
- 62.93%

Legend: ■ Strongly Disagree ■ Disagree ■ Neutral ■ Agree ■ Strongly Agree

11. The teachers, staff, and administration at thi...
- Strongly Disagree: 1.72%
- Disagree: 1.72%
- Neutral: 5.17%
- Agree: 33.62%
- Strongly Agree: 57.76%

12. I am proud to say I have a child at this schoo...
- Strongly Disagree: 0.86%
- Disagree: 1.72%
- Neutral: 6.03%
- Agree: 35.34%
- Strongly Agree: 56.03%

13. I receive positive phone calls, emails, or not...
- Strongly Disagree: 3.48%
- Disagree: 5.22%
- Neutral: 15.65%
- Agree: 29.57%
- Strongly Agree: 46.09%

14. The principal at this school is approachable a...
- Strongly Disagree: 0.86%
- Disagree: 4.31%
- Neutral: 17.24%
- Agree: 27.59%
- Strongly Agree: 50.00%

15. The principal at this school is an effective l...
- Strongly Disagree: 1.74%
- Disagree: 3.48%
- Neutral: 10.43%
- Agree: 35.65%
- Strongly Agree: 48.70%

Legend: Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree

Parent and Community Awareness

What does the data tell you regarding the positive aspects of your school?
The responses from the school community indicated that stakeholders believe that learning is a top priority at Riverside, they feel they are treated with respect when they come to the school, and the school facility is safe and well-maintained.

What does the data tell you regarding the opportunities for improvement in your school?
Riverside needs to consider methods to provide feedback to parents regarding academic success as well as providing positive communication about their child, as respondents marked these two items as 14.66% and 8.7% respectively for strongly disagree and disagree.

Provide a description of the various forms of communication to your community and parents.
Parents and stakeholders are informed of school news and student progress through multiple means. Information such as calendar events and school news is sent home in the form of a monthly school newsletter, scrolled across the LED school sign, sent to parent phones by the Blackboard Connect system, shared on the school website, and shared through our school's social media accounts. Teachers send home weekly newsletters with class-specific news and information. Up-to-date student grades and course averages are perpetually available to parent/guardians through the online PAWS gradebook system. Every 4 ½ weeks, students take home a printed Progress Report showing current course averages. Every nine weeks, an electronic Report Card is also made available to the families. As students complete standardized assessment, reports are printed and shared with parents. Teachers and administrators are available by phone and through email for timely contact as parent concerns arise.

School Action Plan
ESSA Subgroup: Strategies & Programs to Support the Objectives

ESSA Subgroup Focus
Subgroup: Students with Disabilities (SWD)

School Focus
What is the cause(s) for this subgroup being an area of focus? The students with disabilities achievement level for the 18-19 SY was 51%. No data was available for the 19-20 SY due to COVID-19 school closures March through June.
What are we doing to target this subgroup? For the 20-21 SY, we are implementing an inclusion model of instruction. Our SWDs' instructional needs will be met in the general education classroom through support facilitation. Our 5 ESE Resource Teachers and 5 paraprofessionals with push-in to work with SWDs in K through 5th grade. Teachers will implement the guidelines of Universal Design for Learning (UDL) to reduce barriers and maximize learner for all students. Teachers will use Max Scholar to remediate identified students in grades K-3. The ESE Resource Teachers will use i-Ready to remediate identified students in grades 4th and 5th with reading deficiencies. Sanford Harmony SEL curriculum will be implemented in all classrooms.
Targeted School-based Professional Development: May – Aug 2020: Teachers and paraprofessionals participated in a 20-hour book study, *UDL Now!* by Katie Novak, provided by FDLRS. July 2020: Teachers participated in a 6-hour *Collaborative Teaching* PD, facilitated by FDLRS. Aug 2020: Teachers received an UDL refresher during Summer Institute. July 2020-June 2021: The PBIS Team will continue to provide collegial support for all teachers, holding scheduled grade level or special area meetings once a month.

Action Steps for Implementation
Classroom Implementation Action Steps (Teachers and Students): 1. Teachers will provide instruction for students with disabilities in the general education classroom through a support facilitation model of inclusion, with the CRT and the ESE Resource teacher working collaboratively to meet the individual student's academic and social needs. Students will receive instruction in class with grade level peers. 2. Teachers will implement guidelines of UDL, providing students with multiple means of engagement, representation, and action and expression. Students will have choice for self-regulation, sustaining effort and persistence, recruiting interest, comprehension, language, mathematical expressions, symbols, perception, executive functions, expression and communication, and physical action.

3. Teachers will implement the SOAR expectations. Teachers will adhere to the school-wide behavior token economy system. Teachers and students will build positive relationships and collaborate to create class rules based on SOAR and be held accountable to adhere to the SOAR expectations.

4. Teachers will incorporate Sanford Harmony Social Emotional Learning curriculum into instruction. Students will participate in SEL activities.

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

Administration: Provide PD to prepare teachers and paras to implement inclusion. Support teacher needs as implementation progresses. Cultivate the understanding that our school has academic and behavioral expectations for our entire community. Communicate with families as we implement inclusion.

Teachers: Implement the guidelines of UDL and PBIS and we move into inclusion. Classroom teacher and ESE Resource Teacher will work collaboratively. Incorporate the Sanford Harmony SEL curriculum into instruction. Build positive relationships with students and families as we implement inclusion.

Students: Actively participate in universally designed learning options. Adhere to and practice SOAR expectations, building positive relationships with teachers and peers. Self-advocate, communicating needs to teachers and parents.

Progress Monitoring

Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Support-facilitation Inclusion	Classroom observations and walk-throughs, regularly scheduled meetings, data chats	Once per nine weeks, once per month	Admin, Inclusion Team
UDL Guidelines	Classroom observations and walk-throughs, PLC notes	Per teacher category of the OCSD Teacher Evaluation System	Admin
PBIS/SOAR expectations	Classroom observations and walk-throughs, school walks, PBIS Team meetings	Per teacher category of the OCSD Teacher Evaluation System, daily admin walks, once a month	Admin, PBIS Team
Sanford Harmony SEL	Classroom observations and walk-throughs, PLC notes	Per teacher category of the OCSD Teacher Evaluation System	Admin

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.

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 65%.
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 65%.
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 55%

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., i-Ready, Max Scholar, and formative) to collaboratively plan whole group mini-lessons, small group instruction, and stations

School Focus

Targeted School-based Focus:
Standards-based data-driven (i-Ready, Max Scholar, Common Formative Assessments) differentiated small groups and stations with accountability that focus on strengthening foundational skills.

Targeted School-based Professional Development:
August-Pre-planning - teachers will revisit the expectation guide for differentiated smalls groups and stations along with the 20-21 Teacher Will Statements.
August – i-Ready training provided by the district
September- Max Scholar Training with ELA Instructional Coach (new teachers, and in grade level meetings)
September- First and second year teachers will meet in full-day PD sessions with ELA Instructional Coach to review the Balanced Literacy Block and use data to plan for data-driven differentiated small groups and standards-based stations.
December- i-Ready training for all teachers
January-After reviewing Diagnostic 2 data in i-Ready along with observable classroom data and teacher feedback, we will define 2nd semester additional PD.
Ongoing August – May: ELA Instructional Coach will coordinate observation/debrief/implementation cycles in site-based and off-campus classrooms for teachers wishing to refine and/or extend their practice.
Once a week, August – May: Grade levels will meet in evidence-based PLCs, discussing common formative assessment data to identify effective instructional practices to incorporate into instruction. "Collaborative Planning Groups will provide to principals a schedule of dates and times they will meet and discuss instructional strategies, practices, and content for a minimum of thirty (30) consecutive minutes once per week. When necessary, principals will flex the personnel's work week to accommodate the thirty (30) consecutive minutes." *Master Contract between School Board of Okaloosa County and Okaloosa County Education Association,* Article VI, N., p. 9, March 4, 2019.

Once a month, August – May: Mentors and Mentees will meet with admin, guidance, and instructional coaches for scheduled M&M meetings to discuss topics to include balanced literacy block, assessment and data, and classroom management.

Ongoing October – May: Principal will create a calendar of morning trainings led by teachers, admin, guidance, and instructional coaches in their area of reading instruction expertise, based on needs indicated through admin observation and M&M meetings.

Action Steps for Implementation

Classroom Implementation Action Steps (Teachers and Students):

Planning:

1. "Lesson planning is an essential element of effective and highly effective teaching. All teachers are expected to have current plans for the subjects they teach. Lesson planning involves consideration of key elements including the school's SPP initiatives, student learning goals, curriculum standards, essential questions, research-based learning experiences, resources, differentiation, formative and summative assessment, and reflection. The Teacher's sequential lesson plans should be accessible in the classroom at all times. Teachers should have an emergency lesson plan available." *Master Contract between school board of Okaloosa County and Okaloosa County Education Association,* Article VI, Y., p. 12, March 4, 2019. Students will participate daily in research-based learning experiences.

2. Teachers will implement guidelines of UDL, providing students with multiple means of engagement, representation, and action and expression. Students will have choice for self-regulation, sustaining effort and persistence, recruiting interest, comprehension, language, mathematical expressions, symbols, perception, executive functions, expression and communication, and physical action.

3. Teachers will use a variety of resources when planning for instruction using the Balanced Literacy Model including Ready Toolbox, Standards Resource documents, learning progressions, and the ELA Instructional Coach. Students will participate in academic lessons that are closely aligned with their state standards using a variety of resources.

4. Teachers will use formative and summative data (i-Ready, Max Scholar and Common Formative Assessments) to plan and implement differentiated small groups and plan for remediation and extension. Students will participate in small group differentiated instruction based on their specific academic needs that directly relate to their grade level standard.

5. Teachers will use the Standards Resource Document to create purposefully sequenced TDQs leading towards a culminating task. Students will respond to and engage with the sequenced TDQs leading towards a culminating task.

6. Teachers will plan for student talk driven by TDQs throughout the Balanced Literacy Model. Students will interact with peers through students talk driven by TDQs.

7. Teachers will plan for purposeful student talk regarding mastery of standards through Learning Progressions. Students will understand their learning progressions and where they are on the trajectory of that standard.

ELA Stations:

1. Teachers will create standards-based differentiated stations based on Formative Assessments and use i-Ready, Max Scholar, and Learning Progressions. Student will participate in differentiated stations based on their specific academic needs.

2. Teachers will implement ELA standards-based stations that incorporate academic vocabulary, grade appropriate standards-based identification labels, and a system of accountability. Students will participate in stations using academic vocabulary and an understanding of the learning goal based on the standard.

3. Teachers will use i-Ready ELA or Max Scholar as a differentiated ELA station. Students will participate in the i-Ready ELA program no less than 45/30-K minutes per week (i-Ready) and 60-90 minutes per week (Max Scholar).

4. Teachers will use the beginning of the year differentiated small group and station implementation document to set up and pace their rotations. Students will be *introduced* to stations and differentiated small groups the first week of school, with station and small group implementation by the 4th week of school.

5. Teachers (1st-2nd) will incorporate a Fluency station and assessment each nine weeks for those that show a reading deficiency. Students will monitor their own progress on reading fluently when they become accurate readers.

Mini-Lesson:

 1. Teachers will implement student-centered whole group mini-lessons designed to provide direct instruction of the standard which will include prerequisite skills. Students will participate in mini-lessons based on their grade level standards.

2. Teachers will plan for student talk strategies to extend and enhance students understanding of direct instruction. Students will use student talk strategies while working with other students.

Small Groups:

1. Teachers will create standards-based, data driven, differentiated small group instruction based on individual student need. Students will engage in differentiated small group instruction based on their individual academic need.

2. Teachers will use Learning Progressions to guide students to their understanding of their mastery within a standard. Students will use Learning Progressions to determine their mastery within the standard.

3. K-2 teachers will plan for engagement using multi-sensory instructional strategies to use during differentiated small group instruction. Student will participate in multi-sensory instructional strategies.

Routines:

1. Teachers will post their standards-based learning goal every day. Evidence of that standard will run through their Balanced Literacy block in the mini lessons, differentiated small groups, and station work. Students will participate and understand the daily learning goal. They will verbalize, if asked, how the learning goal ties into their small group and station work.

2. Teachers will discuss common formative assessment data in weekly collaborative planning groups (PLCs) to identify effective instructional practices and incorporate them into instruction. Students will benefit from teacher collaboration with best practices being implemented by their teachers.

3. Teachers will use i-Ready or Max Scholar with fidelity (monitoring student progress, meeting with students to remediate lessons, ensuring students complete 45/30-K minutes per week (i-Ready) and 60-90 minutes per week (Max Scholar). Students will use the i-Ready program to provide one form of differentiated instruction.

Progress Monitoring			
Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Planning	Classroom observations and walk-throughs, PLC notes, data chats	Per teacher category of the OCSD Teacher Evaluation System, once a week, quarterly	Admin./Peer Teachers

ELA Stations	Classroom observations and walk-throughs, PLC notes, data chats	Per teacher category of the OCSD Teacher Evaluation System, once a week, quarterly	Admin./Peer Teachers
Mini Lessons	Classroom observations and walk-throughs, PLC notes, data chats	Per teacher category of the OCSD Teacher Evaluation System, once a week, quarterly	Admin./Peer Teachers
Differentiated Small Groups	Classroom observations and walk-throughs, PLC notes, data chats	Per teacher category of the OCSD Teacher Evaluation System, once a week, quarterly	Admin./Peer Teachers
Routines	Classroom observations and walk-throughs, PLC notes, data chats	Per teacher category of the OCSD Teacher Evaluation System, once a week, quarterly	Admin./Peer Teachers
i-Ready	Program reports, data chats	Weekly, quarterly	Admin, teachers, AU team

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:
Standards-based data-driven (i-Ready, Max Scholar for 3rd, Common Formative Assessment) differentiated small groups and stations with accountability that focus on strengthening purposeful interactions with texts.

Targeted School-based Professional Development:
August-Pre-planning- teachers will revisit the expectation guide for differentiated smalls groups and stations along with the 20-21 Teacher Will Statements.
August – i-Ready training provided by the district
September- Max Scholar Training with ELA Instructional Coach (3rd grade- new teachers and refresher)
September- Literacy Coach sent out an electronic copy of the Expeditionary Learning Protocols
September- New and second year teachers will meet in full-day PD sessions with ELA Instructional Coach to review the Balanced Literacy Block and use data to plan for data-driven differentiated small groups and standards-based stations.
December- i-Ready training for all teachers
January-After reviewing Diagnostic 2 data in i-Ready along with observable classroom data and teacher feedback, we will define 2nd semester additional PD.
Ongoing August – May: ELA Instructional Coach will coordinate observation/debrief/implementation cycles in site-based and off-campus classrooms for teachers wishing to improve and/or extend their practice.
Once a week, August – May: Grade levels will meet in evidence-based PLCs, discussing common formative assessment data to identify effective instructional practices to incorporate into instruction. "Collaborative Planning Groups will provide to principals a schedule of dates and times they will meet and discuss instructional strategies, practices, and content for a minimum of thirty (30) consecutive minutes once per week. When necessary, principals will flex the personnel's work week to accommodate the thirty (30) consecutive minutes." *Master Contract between School Board of Okaloosa County and Okaloosa County Education Association,* Article VI, N., p. 9, March 4, 2019.

Once a month, August – May: Mentors and Mentees will meet with admin, guidance, and instructional coaches for scheduled M&M meetings to discuss topics to include balanced literacy block, assessment and data, and classroom management.

Ongoing October – May: Principal will create a calendar of morning trainings led by teachers, admin, guidance, and instructional coaches in their area of reading instruction expertise, based on needs indicated through admin observation and M&M meetings.

Action Steps for Implementation

Classroom Implementation Action Steps (Teachers and Students):

Planning:

1. "Lesson planning is an essential element of effective and highly effective teaching. All teachers are expected to have current plans for the subjects they teach. Lesson planning involves consideration of key elements including the school's SPP initiatives, student learning goals, curriculum standards, essential questions, research-based learning experiences, resources, differentiation, formative and summative assessment, and reflection. The Teacher's sequential lesson plans should be accessible in the classroom at all times. Teachers should have an emergency lesson plan available." *Master Contract between school board of Okaloosa County and Okaloosa County Education Association,* Article VI, Y., p. 12, March 4, 2019. Students will participate daily in research-based learning experiences.

2. Teachers will implement guidelines of UDL, providing students with multiple means of engagement, representation, and action and expression. Students will have choice for self-regulation, sustaining effort and persistence, recruiting interest, comprehension, language, mathematical expressions, symbols, perception, executive functions, expression and communication, and physical action.

3. Teachers will use a variety of resources when planning for instruction using the Balanced Literacy Model including Ready Toolbox, Test Item Specifications, ELA Standards Resource, ALDs and the ELA Instructional Coach. Students will participate in academic lessons that are closely aligned with their state standards using a variety of resources.

4. Teachers will use formative and summative data (i-Ready, Max Scholar 3rd and Common Formative Assessments) to plan and implement differentiated small group instruction. Students will participate in differentiated small group instruction based on their specific academic needs that directly related to their grade level standard.

5. Teachers will use the Standards Resource Document to create purposefully sequenced TDQs leading towards a culminating task. Students will respond to and engage with the sequenced TDQs leading towards a culminating task.

6. Teachers will plan for student talk driven by TDQs throughout the Balanced Literacy Model. Students will interact with peers through students talk driven by TDQs.

7. Teachers will plan for purposeful student talk regarding mastery of standards through ALDs. Students will understand their ALDs and where they are on the trajectory of that standard.

ELA Stations:

1. Teachers will create standards-based differentiated stations based on Formative Assessment using i-Ready, Max Scholar for 3rd, and ALDs. Student will participate in differentiated stations based on their specific academic needs.

2. Teachers will implement ELA stations that incorporate academic vocabulary, grade appropriate standards-based identification labels, and a system of accountability. Students will participate in stations using academic vocabulary and an understanding of the learning goal based on the standard.

3. Teachers will use i-Ready ELA or Max Scholar for 3rd as a differentiated ELA station. Students will participate in the i-Ready ELA program no less than 45 minutes per week and 60-90 minutes per week on Max Scholar for 3rd.

4. Teachers will use the beginning of the year differentiated small group and station implementation document to set up and pace their rotations. Students will be *introduced* to stations and differentiated small groups the first week of school, with station and small group implementation by the 4th week of school.

5. Teachers will incorporate a Fluency station and assessment as needed based on the student's fluency needs. Students will monitor their own progress on reading fluency.

Mini-Lesson:

1. Teachers will implement student-centered whole group mini-lessons designed to provide direct instruction of the standard which will include prerequisite skills. Students will participate in mini-lessons based on their grade level standards.

2. Teachers will plan for student talk strategies to extend and enhance students understanding of direct instructions. Students will use student talk strategies while working with other students.

Small Groups:

1. Teachers will create standards-based, data driven, differentiated small group instruction based on individual student need. Students will engage in differentiated small group instruction based on their individual academic need.

2. Teachers will use the ALDs to guide students to their understanding of their mastery within a standard. Students will use the ALDs to determine their mastery within the standard.

3. Teacher will identify students who have mastered the standard and extend their learning using levels 4 and 5 of the ALD for that standard. Students will participate in the extended learning activities to push their understanding toward the higher end of the ALD.

4. Teachers (3-5) will plan for engagement using the Expeditionary Learning Protocols from Engage New York to use during differentiated small group instruction. Students will participate in Expeditionary Learning Protocols from Engage New York instructional strategies.

Routines:

1. Teachers will post their standards-based learning goal every day. Evidence of that standard will run through their Balanced Literacy block in the mini lessons, differentiated small groups, and station work. Students will participate and understand the daily learning goal. They will verbalize, if asked, how the learning goal ties into their small group and station work.

2. Teachers will discuss common formative assessment data in weekly collaborative planning groups (PLCs) to identify effective instructional practices and incorporate them into instruction. Students will benefit from teacher collaboration with best practices being implemented by their teachers.

3. Teachers will use i-Ready or Max Scholar with fidelity (monitoring student progress, meeting with students to remediate lessons, ensuring students complete 45 minutes on the i-Ready program or 60-90 minutes of Max Scholar for 3rd). Students will use the i-Ready or the Max Scholar program to provide one form of differentiated instruction.

4. Teachers will use the FSA ELA Reading Practice Test Questions 3rd, 4th and 5th (4th and 5th will give all 3 tests). Students will practice paper based FSA style questions.

Progress Monitoring

Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Planning	Classroom observations and walk-throughs, PLC notes, data chats	Per teacher category of the OCSD Teacher Evaluation System, once a week, quarterly	Admin./Peer Teachers
ELA Stations	Classroom observations and walk-throughs, PLC notes, data chats	Per teacher category of the OCSD Teacher Evaluation System, once a week, quarterly	Admin./Peer Teachers
Mini Lessons	Classroom observations and walk-throughs, PLC notes, data chats	Per teacher category of the OCSD Teacher Evaluation System, once a week, quarterly	Admin./Peer Teachers
Differentiated small groups	Classroom observations and walk-throughs, PLC notes, data chats	Per teacher category of the OCSD Teacher Evaluation System, once a week, quarterly	Admin./Peer Teachers
Routines	Classroom observations and walk-throughs, PLC notes, data chats	Per teacher category of the OCSD Teacher Evaluation System, once a week, quarterly	Admin./Peer Teachers
i-Ready	Program Data, data chats	Weekly, quarterly	Admin/Teachers/AU Team

Evaluation Following Mid-Year Data

Evaluation of Targeted School-based Focus & Implementation:

Refinement of Targeted School-based Focus:

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

Central Focus: Text-based Writing

School Focus

Targeted School-based Focus:
Evidence and Elaboration

Targeted School-based Professional Development:
Continue working with Collaborative Classrooms 2nd-5th grades on implementing Being a Writer.
Collaborative Classrooms uses embedded TDQs in every writing unit and with each Performance Task. The TDQs are used in each section of the writing process, including the sharing and reflecting process which leads to peer edits and revisions. TDQ's are also used for classroom assessment.
Being a Writer uses Sharing and Reflection after a writing time is over to listen to peer's writings and ask reflective questions like, Why do you think it's a good thing to know how to write persuasively? Several student talk opportunities are in the extension activities as well.

September – The ELA Instructional Coach will meet with each grade level during a morning meeting to review the Writing Plan.
October- 4th and 5th Writing Calibration with the Literacy Coach
Zoom Session with JoLynn (Collaborative Classrooms Rep)
Fall 2020-Training Session with JoLynn for all new Being a Writer Teachers
Fall 2020-POC Tutoring using the Being a Writer Materials focused on our Level 2 6's
January- Mock FSA Writing Assessment

Writing Plan

Riverside Elementary- Writing Plan 2019-2020

** The Riverside writing instructional expectation is that this plan will be carried out over a series of days or weeks, taught in a rational progression based on student readiness. Lessons will follow the gradual release model (I do, we do, y'all do, you do) and each step in the process would be explicitly taught and modeled. Students will be provided with both guided and independent practice.
**Being a Writer materials and instruction will be used with fidelity in both 4th and 5th grades.

Writing Modes for Instruction and Assessment Per Quarter:

*This instruction is delivered by	Quarter 1	Quarter 2	Quarter 3	Quarter 4

ELA Classroom Teachers.				
Kindergarten	Follow the Kindergarten Report Card			
1st Grade	Pure Narrative	Informational	Opinion	Spiral
2nd Grade	Pure Narrative	Informational	Opinion	Spiral
3rd Grade	Pure Narrative	Informational	Opinion	Spiral
4th Grade	Pure Narrative	Opinion	Informational	Fiction/Functional
5th Grade	Pure Narrative	Informational	Opinion	Fiction/Functional

Grade Level	Writing Instructional Component
KINDERGARTEN	**UNPACKING THE PROMPT**
	Teacher Will
	• Model text marking the prompt (verbal and/or written prompt)
	o Circling the topic and boxing the mode
	• Model use of non-examples to understand the topic to address
	• Establish prior knowledge, addressing unfamiliar terms through discussion and relating experiences.
	• Provide concrete learning experiences using the 5 senses before exposure to the prompt
	Students Will
	• Participate in whole group text marking of the prompt (verbal and/or written prompt)
	o Circling the topic and boxing the mode
	• Recognize non-examples to understand the topic to address Share prior knowledge, addressing unfamiliar terms through discussion and related experiences.
	• Participate in concrete learning experiences using the 5 senses before exposure to a prompt.
	TEXT MARKING AND ANNOTATIONS
	Teacher Will
	• Question students about background knowledge on the topic to establish purpose for reading and then writing.

- Plan and implement read alouds or shared reading with text dependent questions in all phases and at varying DOKs.
- Create charts and/or use molded writing to show the text marking and annotations for a specific source and prompt.

Students Will
- Throughout the year, with read alouds or shared reading, students will participate in highlighting and text coding relevant details as described in the prompt, with teacher prompting and support.
- Use background knowledge on the topic to establish purpose for teaching and then writing.
- Participate in interactive read alouds or shared reading experiences while engaging with text dependent questions in all phases and at varying levels of DOK.
- Help create charts or participate in shared text marking and annotations for a specific source and prompt.

PLANNING FOR THE ESSAY

Teacher Will
- Provide for multiple reads of a text with guiding TDQs in all phases and DOK levels.
- Discuss text evidence to support the focus of the prompt to determine the controlling idea of the writing.
- Chart of complete a graphic organizer collaboratively with students to support comprehension and development of the writing.
- Clarify misconceptions and non-relevant details.
- Use a shared writing or molded writing to show students how to write a topic sentence.

Students Will
- Participate in multiple reads of a text while engaging with guiding TDQs (to aide in comprehension) in all phases DOK levels
- Discuss text evidence to support the focus of the prompt to determine the controlling idea of the writing.
- Participate in the completion of a graphic organizer collaboratively with the teacher to support comprehension and development of the writing.
- Participate in shared writings or watch modeled writings to understand how to write a topic sentence.

SCAFFOLDING INSTRUCTION TO MULTIPLE SOURCES

Teacher Will
- Read the passage(s) multiple times with guiding TDQs and student talk opportunities leading to two sources by at least the second semester.

Students Will
- Listen to passage(s) read aloud multiple times while engaging with TDQs and participating in student talk protocols, with exposure to two sources by at least the second semester.

WRITING EFFECTIVE INTRODUCTIONS

Teacher Will
- Model, provide practice, and scaffold/support to assist students in writing topic sentences or phrases (which includes developmentally appropriate phonetic spelling) and illustrating the topic with limited extraneous information.
- Teachers will use mentor text read louds to show effective introductions in writing.

Student Will
- With prompting, support, and appropriate resources, write and illustrate the topic (sentence or phrase) with limited extraneous information.

WRITING EFFECTIVE CONCLUSIONS

Teachers Will
- Model, provide practice, and provide prompting and support to assist a student with writing concluding phrases or sentences (which includes developmentally appropriate phonetic spelling) and illustrating the topic with limited extraneous information.

Student Will
- With prompting, support, and appropriate resources, write and illustrate the conclusion (sentence or phrase) with limited extraneous information.

CITING REVELEVANT EVIDENCE

Teachers Will
- Provide modeling, practice, and prompting/support to assist students in providing evidence and elaboration through drawing, dictation, and writing, which may include *some* extraneous information.

Students Will
- With prompting, support and available supplemental resources, provide evidence and elaboration through drawing, dictation, and writing which may include *some* extraneous information.

ADDRESSING ELABORATION

Teachers Will
- Model, provide practice, and give prompting and support to assist students with providing evidence and elaboration through drawing, dictation, and writing, which may include *some* extraneous information.
- Teachers will illicit student talk protocols that encourage elaboration on topics (and prompts).

Students Will
- With prompting and support, and use of available supplemental resources, provide evidence and elaboration through drawing, dictation, and writing which may include *some* extraneous material.
- Participate in student talk opportunities that illicit elaboration on given topics and writing prompts.

TRANSITIONS BETWEEN IDEAS

Teachers Will
- Model and provided guided practice of using temporal words to support organization in writing.
- Point out temporal and other transition words during read-alouds and shared reading experiences.

Students Will
- Practice using temporal words when engaging in student talk and classroom discussions.
- Recognize temporal and transition words in short grade appropriate texts.

CONTENT SPECIFIC VOCABULARY

Teachers Will
- Using grade appropriate complex texts, model and provide practice for the use of a variety of methods to demonstrate understanding of unknown words from within the text or illustrations.
- Model how to choose important words from a text to include in a writing prompt's controlling idea (topic sentence).

Students Will
- BY THE END OF THE YEAR, using grade appropriate complex texts, use a variety of methods to demonstrate understanding of unknown words from within a text or illustration, with prompting and support.
- With prompting and support, identify words from a text that would be pertinent to be included in a writing's controlling idea or topic sentence.

Grade Level	Writing Instructional Component
1st Grade	**UNPACKING THE PROMPT** Teacher Will - Question students about topic and models text marking the prompt through think alouds. - Facilitate class discussions to determine the mode of writing (Opinion, Informational, Narrative) - Establish prior knowledge, addressing unfamiliar terms through discussion and relating experiences of students. Students Will - Be supported toward identification of the topic and be able to text mark the prompt with support and prompting (verbal and/or written prompt) - Through class discussion, will determine mode of writing (Opinion, Informational, Narrative) by the end of the year using clue words in the prompt. - Share prior knowledge, addressing unfamiliar terns through discussion and relating experiences, scaffolded toward relating topic to their own background knowledge by the end of the year. **TEXT MARKING AND ANNOTATIONS** Teacher Will - Question students about background knowledge on the topic to establish a purpose for reading and then writing. - Plan and implement shared reading (student and teacher has copy of text) with guiding TDQs in a phases and varying DOKs

- Throughout the year, with shared reading, teachers will provide opportunities for students to participate in highlighting and text coding relevant details as well as annotating to address the prompt, with teacher support.

Students Will
- Use background knowledge on the topic to establish purpose for reading and then writing.
- Participate in shared reading (student and teacher has a copy of the text) with guiding TDQs in all phases and at carrying DOK levels.
- Throughout the year, students will participate in shared reading experiences while being guide to highlight and text code relevant details as well as annotating to address the prompt, with teacher support.

PLANNING FOR THE ESSAY

Teacher Will
- Provide for multiple reads of the text with guided TDQs to aid in comprehension
- Using the prompt and the sources, model for students how to plan using a graphic organizer or chart using a controlling idea.
- Provide opportunities for class discussion and activities to clarify misconceptions about relevant and non-relevant details.

Students Will
- Participate in multiple reads of the text while engaging in TDQs to aide in comprehension of the text.
- Engage in shared writing experiences (first modeled by the teacher) using charts or graphic organizers to plan for the writing.
- Participate in class discussions and activities that clarify misconceptions about relevant and non-relevant details.

SCAFFOLDING INSTRUCTION TO MULTIPLE SOURCES

Teacher Will
- Model the reading and think-aloud processes of reading a source multiple times in the first semester.
- Plan for and initiate reading and collaboratively analyzing 2 sources by the second semester.

Students Will
- Participate in read-alouds and class discussions regarding at least one complex text in the first semester.
- Participate in collaborative (with teacher and other students) reading and analysis of 2 sources by the second semester.

WRITING EFFECTIVE INTRODUCTIONS

Teacher Will
- Model and provide practice of writing an introduction (topic) sentence that addresses the prompt with respect to sources.
- Use mentor texts and read-alouds to identify and model elements of and effective introduction.

Student Will

- Practice writing introductions in response to reading when responding to prompts and other reading tasks (Writing Through Reading).
- By the end of the school year, write an introduction sentence that addresses a given prompt with respect to sources.

WRITING EFFECTIVE CONCLUSIONS

Teachers Will
- Model and provide practice of writing a concluding sentence that addresses the prompt with respect to sources.
- Use mentor texts and read-alouds to identify and model elements of and effective conclusions.

Student Will
- Practice writing conclusions in response to reading when responding to prompts and other reading tasks (Writing Through Reading).
- By the end of the school year, write a concluding sentence that addresses a given prompt with respect to sources.

CITING REVELEVANT EVIDENCE

Teachers Will
- Model and provide practice for referring back to text-marking, anchor charts, and graphic organizers to incorporate at least one piece of relevant evidence from the text into the writing.
- Use student writings to model use of relevant evidence.

Students Will
- Refer back to text-marking, anchor charts, and graphic organizers to incorporate at least one piece of relevant evidence from the text into their writing.
- Use student writing samples to increase their understanding of and ability to use relevant evidence from the text in their writing.

ADDRESSING ELABORATION

Teachers Will
- Define elaboration and explain how it is used to enhance an author's purpose, develop the controlling idea, and connect details and evidence within the writing.
- Teachers will create anchor charts with sentence stems for elaboration such as "*I think this because…*" with the students (with continued practice to move toward less formulaic writing.)

Students Will
- With guidance and support, explain the relevance of text-based evidence they have chosen.
- Students will use anchor charts with sentence stems for elaboration such as *"I think this because…"* with the teacher (with continued practice to move toward less formulaic writing).

TRANSITIONS BETWEEN IDEAS

Teachers Will
- Use temporal words to signal event order with two or more events.
- Create an anchor chart (or other visual reminder- reference page in writing notebook) that identifies examples of temporal (time-order) words with the students.

Students Will
- Use temporal words to signal events order with two or more events.
- Practice effectively using temporal words in both responding to a writing prompt or engaging in a Writing Through Reading task.
- Use anchor charts or other resources to identify and use temporal words in their writing to connect and transition between events and/or ideas.

CONTENT SPECIFIC VOCABULARY

Teachers Will
- Using grade-specific text, model and provide practice of the use of a variety of methods to demonstrate understanding of unknown words from within the text or other multimedia sources.
- Scaffold and support students in determining the important vocabulary from the text that should be included into the students' writing to address the prompt.

Students Will
- By the end of the year, using grade-specific text, use a variety of methods to demonstrate understanding of unknown words from within text or other multimedia sources with prompting and support as needed.
- With support from the teacher, determine the important vocabulary from the text that should be included into the writing to address the prompt.

Grade Level	Writing Instructional Component
2nd Grade	**UNPACKING THE PROMPT** Teacher Will - Question students about topic and models text marking the prompt, through questioning students to determine the needed text marking for the prompt. - Facilitate student talk and questioning to determine the mode of writing (Opinion, Informational, or Narrative), model use of clue words in the prompt to determine mode of writing with teacher support as needed. Students Will - Address and engage with questions about topic and participate in text marking the prompt to determine the mode and topic for writing.

- Participate in student talk and scaffolded teacher questioning to determine the mode of writing (Opinion, Informational, or Narrative) by the end of the year.
- Use clue words in the prompt to determine mode of writing with teacher support as needed.

TEXT MARKING AND ANNOTATIONS

Teacher Will
- Question students to establish purpose for reading/writing to the topic. Use student input to determine how to code the text.
- Plan and implement shared reading (students and teacher have copies of text) with guiding TDQs in all phases and varying DOKs to aid in comprehension of the text(s).
- Using the discussions from the TDQs, teachers will collaboratively, with students, identify relevant text evidence to support writing.
- Provide opportunities for students to participate in highlighting and text coding relevant details as well as annotating to address the prompt and elaborate on evidence, with teacher support.

Students Will
- Establish a purpose for reading/writing to the topic. Students will help the teacher determine how to code the text.
- Participate in shared reading (students and teachers have copies of the text) with TDQs in all phases and at varying DOKs.
- Using the discussions from the TDQs, students will collaboratively, with the teacher's support, identify relevant text evidence to support writing.
- Throughout the year, while engaging in shared reading opportunities, students will participate in highlighting and text coding relevant details as well as annotating to address the prompt, with teacher support.

PLANNING FOR THE ESSAY

Teacher Will
- Provide for multiple reads of the text with guided TDQs to aid in comprehension
- Using the prompt and the sources, model for students how to plan using a graphic organizer or chart using a controlling idea.
- Provide opportunities for class discussion and activities to clarify misconceptions about relevant and non-relevant details.

Students Will
- Participate in multiple reads of the text while engaging in TDQs to aide in comprehension of the text.
- Engage in shared writing experiences (first modeled by the teacher) using charts or graphic organizers to plan for the writing.
- Participate in class discussions and activities that clarify misconceptions about relevant and non-relevant details.

SCAFFOLDING INSTRUCTION TO MULTIPLE SOURCES

Teacher Will
- Model the reading and think-aloud processes of reading a source multiple times throughout the first semester, with gradual release of responsibility to students.
- Plan for and initiate reading and collaboratively analyzing 2 sources by December.

Students Will
- Participate in read-alouds and class discussions regarding at least one complex text with support towards two complex texts.
- Participate in collaborative (with teacher and other students) reading and analysis of 2 sources by December.

WRITING EFFECTIVE INTRODUCTIONS

Teacher Will
- Model and provide practice for writing an introductory paragraph to include a topic sentence (thesis statement) to introduce the controlling idea with a transitional sentence.
- Use mentor texts or books to identify and model elements of an effective introduction.

Student Will
- Write an introductory paragraph to include a topic sentence to introduce the controlling idea with a transitional sentence.
- Practice writing introductions in response to a text (Writing Through Reading) or during a writing prompt.

WRITING EFFECTIVE CONCLUSIONS

Teachers Will
- Model and provide practice for writing a concluding paragraph focusing specifically on how an effective conclusion reinforces the introduction in relation to the purpose and task of the prompt.
- Use mentor texts or books to identify and model elements of an effective conclusion.

Student Will
- By the end of the year, write a concluding paragraph that reemphasizes the topic and gives a concluding sentence.
- Identify the elements of an effective conclusion in anchor papers.
- Practice writing conclusions in response to a text (Writing Through Reading) or during a writing prompt.

CITING REVELEVANT EVIDENCE

Teachers Will
- Model and provide practice for referring back to text-marking and annotations, anchor charts, graphic organizers, or other resources to determine the most relevant pieces of evidence to include into the essay (at least 2 pieces of evidence).
- Model and provide practice for integrating relevant evidence into writings.
- Use student writings (anchor papers) to model use of relevant text evidence.

Students Will
- Refer back to text-marking and annotation, anchor charts, graphic organizers, or other resources to determine the most relevant 2 pieces of evidence to include in their writings.

- By the end of the year, integrate at least 2 pieces of evidence in to their writings.
- Use anchor papers as a resource for relevant evidence integration.

ADDRESSING ELABORATION

Teachers Will
- Model and provide practice for effective elaboration using the 6 Elaborative Techniques.
- Conduct writing conferences to help students with their elaboration.
- Define elaboration and explain how it is used to enhance an author's purpose, develop the controlling idea, and connect details and evidence within the writing.
- Share anchor papers that show examples and non-examples of effective elaboration.
- Create anchor charts with sentence stems for elaboration such as "*This is important because…*" with the students (with continued practice towards less formulaic writing).
- Provide opportunities for students to practice elaborating during responding to writing prompts and Writing Through Reading activities.

Students Will
- Include elaboration into their writing with guidance and support (writing conferences).
- Use anchor papers to see examples and non-examples of effective elaboration.
- Use anchor charts and/or other resources for elaboration stems in their writings.
- Practice elaborating in their writing when responding to prompts and during Writing Through Reading activities.

TRANSITIONS BETWEEN IDEAS

Teachers Will
- Model and provide practice for appropriate use of transitions between ideas and introductions, body, and conclusions with use of posted and handy resources.
- Create an anchor chart of give a handout for writing folder that identifies appropriate transitions for student use in their writings.
- Provide practice of writing effective transitions in both essay writing and Writing Through Reading activities.

Students Will
- By the end of the year, use appropriate transition words to create a smooth flow from beginning to end when responding to a writing prompt.
- Use an anchor chart or other transition resource to determine transitions to use when writing.
- Practice writing effective transitions in essay writing and during Writing Through Reading activities.

CONTENT SPECIFIC VOCABULARY

Teachers Will

- Use grade specific text to model and provide practice for use of a variety of methods to demonstrate understanding of content specific vocabulary from within a text.
- Provide resources, practice, and scaffolding to include content specific vocabulary into students' writings.

Students Will
- By the end of the year, using a grade specific text, use a variety of methods to demonstrate understanding of known content specific from within a text.
- Using resources, include content specific vocabulary into their writings to further their controlling idea.

Grade Level	Writing Instructional Component
3rd Grade	**UNPACKING THE PROMPT** Teacher Will • Model text marking the prompt for mode, topic, and audience during the first exposure for each mode of writing. • Provide feedback on students' unpacking and markings of the prompt throughout the year, as needed. Students Will • Independently mark the prompt for mode, topic, and audience during writing tasks after the first exposure. **TEXT MARKING AND ANNOTATIONS** Teacher Will • Model how to establish purpose for reading a text for a writing prompt to determine how to text mark/text code during each initial exposure to a mode of writing. • Scaffold instruction as needed based on the needs of the students through a gradual release model to help students determine relevant evidence to support the writing. • Plan and implement shared reading experiences with pre-planned TDQs at varying DOKs and phases to support comprehension of sources. • Provide opportunities for students to participate in highlighting and text coding relevant details as well as annotating to address elaboration of the prompt, with teacher support. Students Will • Establish a purpose for reading/writing to the topic. • Collaboratively and with teacher, determine how to text code for the given prompt. • Determine relevant evidence for text coding with support from teacher (conferences).

- Participate in highlighting and text coding relevant details as well as annotating to address the prompt, with teacher support.

PLANNING FOR THE ESSAY

Teacher Will
- Provide opportunities for students to participate in class discussion, text-marking, annotation, and class created charts to understand the text.
- Model the drafting of a controlling idea/thesis statement to drive the paper.
- Model how to plan for big ideas in a writing using a graphic organizer.

Students Will
- Participate in class discussions, text-marking, annotation, and class created charts to better understand the text and prompt.
- With teacher support and guidance, draft thesis statements that will be the controlling idea of their writing.
- Use a graphic organizer to plan for big ideas within their essay.

SCAFFOLDING INSTRUCTION TO MULTIPLE SOURCES

Teacher Will
- Model for, provide practice for, and scaffold students toward reading and analyzing two or more sources (500-900 words) with respect to a writing prompt

Students Will
- Independently read and analyze two or more sources (500-900 words) with respect to a writing prompt by the 3rd nine weeks.

WRITING EFFECTIVE INTRODUCTIONS

Teacher Will
- Model and provide practice for writing an introductory paragraph to include a grabber, thesis statement, and transitional sentence to introduce the controlling idea of the essay.
- Use mentor texts or books to identify and model elements of an effective introduction.
- Model and provide practice for writing quality paragraphs (topic sentence, details to support, and concluding statement/transitional statement).

Student Will
- Independently write an introductory paragraph to include a grabber, thesis statement, and transitional sentence by the 3rd nine weeks.
- Practice writing introductions in response to a text (Writing Through Reading) or during a writing prompt.
- Students will practice writing quality paragraphs (topic sentence, details to support, and concluding statement/transitional statement).

WRITING EFFECTIVE CONCLUSIONS

Teacher Will
- Model and provide practice for writing a concluding paragraph to include a restatement of the thesis statement, restating the big ideas of the body paragraphs, and a final thought.
- Use mentor texts or books to identify and model elements of an effective conclusion.
- Model and provide practice for writing quality paragraphs (topic sentence, details to support, and concluding statement/transitional statement).

Student Will
- Independently write a concluding paragraph to include a restatement of the thesis statement, restating the big ideas of the body paragraphs, and a final thought by the 3rd nine weeks.
- Practice writing conclusions in response to a text (Writing Through Reading) or during a writing prompt.
- Students will practice writing quality paragraphs (topic sentence, details to support, and concluding statement/transitional statement).

CITING REVELEVANT EVIDENCE

Teachers Will
- Model and provide practice for integrating relevant evidence into writings.
- Model and provide practice for giving appropriate credit to sources (nod to the text).
- Use student writings (anchor papers) to model use of relevant text evidence.
- Provide direct instruction, modeling, and practice for paraphrasing what the text says explicitly.

Students Will
- By the second semester, independently integrate relevant evidence into body paragraphs of writing.
- Give appropriate citations for text evidence in their essays by the second semester.
- Use anchor papers as a resource for relevant evidence integration.
- Practice paraphrasing what the text says explicitly and with support, integrate this into their writings.

ADDRESSING ELABORATION

Teachers Will
- Model and provide practice for effective elaboration using the 6 Elaborative Techniques.
- Conduct writing conferences to help students with their elaboration.
- Define elaboration and explain how it is used to enhance an author's purpose, develop the controlling idea, and connect details and evidence within the writing.
- Share anchor papers that show examples and non-examples of effective elaboration.

- Create anchor charts with sentence stems for elaboration such as "*This is important because, This gives me the impression that, With this in mind, I think, etc.*" with the students (with continued practice towards less formulaic writing).
- Provide opportunities for students to practice elaborating during responding to writing prompts and Writing Through Reading activities.

Students Will
- Include elaboration into their writing with guidance and support (writing conferences).
- Use anchor papers to see examples and non-examples of effective elaboration.
- Use anchor charts and/or other resources for elaboration stems in their writings.
- Practice elaborating in their writing when responding to prompts and during Writing Through Reading activities.

TRANSITIONS BETWEEN IDEAS

Teachers Will
- Model and provide practice for appropriate use of specific transitions between ideas and for introductions, body, and conclusions.
- Create an anchor chart of give a handout for writing folder that identifies appropriate transition types for student use in their writings.
- Provide practice of writing effective transitions in both essay writing and Writing Through Reading activities.

Students Will
- Use use appropriate transition words to create a smooth flow from beginning to end when responding to a writing prompt by the 2nd nine weeks.
- Use an anchor chart or other specific transition type resource to determine transitions to use when writing.
- Practice writing effective transitions in essay writing and during Writing Through Reading activities.

CONTENT SPECIFIC VOCABULARY

Teachers Will
- Use grade specific text to model and provide practice for use of a variety of methods to demonstrate understanding of content specific vocabulary from within a text.
- Provide resources, practice, and scaffolding to include content specific vocabulary into students' writings.

Students Will
- By the end of the year, using a grade specific text, use a variety of methods to demonstrate understanding of known content specific from within a text.
- Using resources, include content specific vocabulary into their writings to further their controlling idea.

Grade Level	Writing Instructional Component
4th Grade	**UNPACKING THE PROMPT**
	Teacher Will • Model text marking the prompt for mode, topic, and audience during the first exposure for each mode of writing. • Provide feedback on students' unpacking and markings of the prompt throughout the year, as needed. Students Will • Independently mark the prompt for mode, topic, and audience during writing tasks after the first exposure.
	TEXT MARKING AND ANNOTATIONS
	Teacher Will • Model how to establish purpose for reading/writing to the topic during initial exposure of each mode of writing • Use student input to determine how to code the text based on the prompt • Through gradual release model teachers will collaboratively, with students, identify how to code text evidence to support writing, provide scaffolding as needed based on the needs of the students. • Provide opportunities for discussing evidence selected with justification. Allow for students to model by sharing their work. Teacher will provide feedback. • Plan and implement shared reading (student and teacher copies of passages) with TDQs in all phases and at varying DOKs • Provide opportunities for students to participate in highlighting and text coding relevant details as well as annotating to address the prompt, with teacher support Students Will • Establish purpose for reading/writing to the topic after teacher models during initial exposure • Help teacher determine how to code the text based on the prompt • Students will collaboratively, with teachers, identify how to code text evidence to support writing, teacher scaffolding will be provided as needed based on the needs of the students. • Participate in discussing evidence selected with justification. Students to model by sharing their work. Students will provide feedback. • By the end of the year, independently determine relevant text evidence to support writing

- Participate in shared reading (student and teacher copies of passages) with TDQs in all phases and at varying DOKs
- Throughout the year, participate in highlighting and text coding relevant details as well as annotating to address the prompt, with teacher support

PLANNING FOR THE ESSAY

Teacher Will
- Provide opportunities for students to participate in class discussion, text-marking, annotation, and class created charts to understand the text.
- Support the drafting of a controlling idea/thesis statement to drive the paper.
- Support students when planning for their writing using a graphic organizer.

Students Will
- Participate in class discussions, text-marking, annotation, and class created charts to better understand the text and prompt.
- Draft thesis statements that will be the controlling idea of their writing.
- Use graphic organizers to plan for their essay.

SCAFFOLDING INSTRUCTION TO MULTIPLE SOURCES

Teacher Will-
- Model for, provide practice for, and scaffold students toward reading and analyzing two or more sources (800-1300 words) with respect to a writing prompt

Students Will
- Independently read and analyze two or more sources (800-1300 words) with respect to a writing prompt by December.

WRITING EFFECTIVE INTRODUCTIONS

Teacher Will
- Model and provide practice for writing an introductory paragraph to include a grabber, thesis statement, and transitional sentence to introduce the controlling idea of the essay.
- Use mentor texts or books to identify and model elements of an effective introduction.
- Explicitly teach and model specific types of effective introductory paragraph strategies (Funnel, Turn-About, Quotation, Rhetorical Question, Definition)

Student Will
- Independently write an introductory paragraph to include a grabber, thesis statement, and transitional sentence by the 2nd nine weeks.
- Practice writing introductions in response to a text (Writing Through Reading) or during a writing prompt.

- Practice using specific types of effective introductory paragraph strategies (Funnel, Turn-About, Quotation, Rhetorical Question, Definition)

WRITING EFFECTIVE CONCLUSIONS

Teacher Will
- Model and provide practice for writing a concluding paragraph to include a restatement of the thesis statement, restating the big ideas of the body paragraphs, and a final thought.
- Use mentor texts or books to identify and model elements of an effective conclusion.
- Model and provide practice for specific conclusion types: 2 Cents, Call to Action, and Future Significance

Student Will
- Independently write a concluding paragraph to include a restatement of the thesis statement, restating the big ideas of the body paragraphs, and a final thought by the 2nd nine weeks.
- Practice writing conclusions in response to a text (Writing Through Reading) or during a writing prompt.
- Students will practice writing and implement specific conclusion types: 2 Cents, Call to Action, and Future Significance.

CITING REVELEVANT EVIDENCE

Teachers Will
- Model and provide practice of identifying relevant text evidence to support writing and smoothly integrate within the paragraphs
- Unpack the FSA rubric as it pertains to effective citations with the students
- Create anchor papers that exhibit the use of effective evidence with students
- Create anchor charts with sentence stems for citing evidence to give credit to the resource with students (with continued practice move to less formulaic writing).

Students Will
- Identify relevant text evidence of multiple sources and use text evidence from multiple sources to synthesize/analyze
- Practice citing evidence in both writing tasks and Writing Through Reading tasks.
- Practice paraphrasing what the text explicitly says
- Identify relevant text evidence to support writing and smoothly integrate within the paragraphs
- Students will unpack the FSA rubric as it pertains to effective citations with the teacher
- Use anchor papers that exhibit the use of effective evidence with the teacher
- Use anchor charts with sentence stems for citing evidence to give credit to the resource with the teacher (with continued practice move to less formulaic writing).

- Identify relevant text evidence in multiple sources and how using text evidence from multiple sources to synthesize/analyze
- Practice citing evidence in both writing tasks and Writing Through Reading tasks.
- Practice paraphrasing what the text says explicitly.

ADDRESSING ELABORATION

Teachers Will
- Model and provide practice of how to include effective elaboration using the 6 Elaborative Techniques
- Share anchor papers that show examples and non-examples of effective elaboration
- Teachers will create anchor charts or give reference sheets that give examples of different types of elaboration to include examples of how to use the 6 Elaborative Techniques

Students Will
- Practice elaborating on evidence in both writing tasks and Writing Through Reading tasks.
- Include effective elaboration
- Study anchor papers that show examples and non-examples of effective elaboration in order to improve their knowledge of elaboration
- Students will use anchor charts or reference pages that give examples of different types of elaboration from the 6 elaborative techniques.
- Practice elaborating on evidence in both writing tasks and Writing Through Reading tasks.

TRANSITIONS BETWEEN IDEAS

Teachers Will
- Model and provide practice of using appropriate transitional words and phrases to start and within the paragraphs to show the relationship between and among ideas to include paragraph transitions, citations transitions, and transitions to show the relationships between ideas.
- Teacher will create an anchor chart or give a reference sheet that identifies types of transitional phrases – within paragraphs and between paragraphs with their students.

Students Will
- Practice writing effective transitions in both essay writing and Writing Through Reading tasks.

- By the end of the year, use appropriate transitional words and phrases to start and within the paragraphs to show the relationship between and among ideas to include paragraph transitions, citations transitions, and transitions to show the relationships between ideas.
- Create an anchor chart that identifies types of transitional phrases – within paragraphs and between paragraphs with their teacher.
- Practice writing effective transitions in both essay writing and Writing Through Reading tasks.

CONTENT SPECIFIC VOCABULARY

Teachers Will
- Use grade specific text to model and provide practice for use of a variety of methods to demonstrate understanding of content specific vocabulary from within a text.
- Provide resources, practice, and scaffolding to include content specific vocabulary into students' writings.

Students Will
- By the end of the year, using a grade specific text, use a variety of methods to demonstrate understanding of known content specific from within a text.
- Using resources, include content specific vocabulary into their writings to further their controlling idea.

Grade Level	Writing Instructional Component
5th Grade	**UNPACKING THE PROMPT** Teacher Will • Model text marking the prompt for mode, topic, and audience during the first exposure for each mode of writing. • Provide feedback on students' unpacking and markings of the prompt throughout the year, as needed. Students Will • Independently mark the prompt for mode, topic, and audience during writing tasks after the first exposure. **TEXT MARKING AND ANNOTATIONS** Teacher Will

- Model how to establish purpose for reading/writing to the topic during initial exposure of each mode of writing
- Provide opportunities for students to determine how to code the text based on the prompt
- Through a gradual release model, teachers will collaboratively, with student input, identify relevant text evidence to support writing teacher scaffolding will be provided as needed based on the needs of the students
- After students independently read and mark their text, provide opportunities for discussing evidence selected with justification. Allow for students to model by sharing their work. Teacher and students will provide feedback.
- Provide opportunities for students to independent read (student and teacher copies of passages) with TDQs in all phases and at varying DOKs
- Provide opportunities throughout the year, for students to participate in highlighting and text coding relevant details

Students Will
- Establish purpose for reading/writing to the topic after teacher models during initial exposure
- Determine how to code the text based on the prompt
- Collaboratively, with teacher, identify relevant text evidence to support writing, teacher scaffolding will be provided as needed based on the needs of the students
- Independently read and mark their text, participate in discussions of evidence selected with justification. Model by sharing their work. Provide feedback to peers.
- Independently read (student and teacher copies of passages) with TDQs in all phases and at varying DOKs
- Throughout the year, participate in highlighting and text coding relevant details
- Throughout the year, Use annotations of their SPEC ideas to use later for elaboration, as well as annotating questions at all DOKs to help them synthesize across texts

PLANNING FOR THE ESSAY

Teacher Will
- Provide opportunities for students to use text marking, annotations, student/teacher created charts to use a graphic organizer that is appropriate to the prompt-driven text structure to plan their writing.
- Encourage students to organize their selected evidence, elaboration, and transitions.

Students Will
- Use text marking, annotations, student/teacher created charts to use a graphic organizer that is appropriate to the prompt-driven text structure to plan their writing.
- Organize selected evidence, elaboration, and transitions.
- Craft their thesis statement based on the prompt

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SCAFFOLDING INSTRUCTION TO MULTIPLE SOURCES
Teacher Will- • Model for, provide practice for, and scaffold students toward reading and analyzing two or more sources (800-1300 words) with respect to a writing prompt Students Will • Independently read and analyze two or more sources (800-1300 words) with respect to a writing prompt by December.
WRITING EFFECTIVE INTRODUCTIONS
Teacher Will • Model and provide practice for writing an introductory paragraph to include a grabber, thesis statement, and transitional sentence to introduce the controlling idea of the essay. • Use mentor texts or books to identify and model elements of an effective introduction. • Explicitly teach and model specific types of effective introductory paragraph strategies (Funnel, Turn-About, Quotation, Rhetorical Question, Definition)   Student Will • Independently write an introductory paragraph to include a grabber, thesis statement, and transitional sentence by the 2nd nine weeks. • Practice writing introductions in response to a text (Writing Through Reading) or during a writing prompt. • Practice using specific types of effective introductory paragraph strategies (Funnel, Turn-About, Quotation, Rhetorical Question, Definition)
WRITING EFFECTIVE CONCLUSIONS
Teacher Will • Model and provide practice for writing a concluding paragraph to include a restatement of the thesis statement, restating the big ideas of the body paragraphs, and a final thought. • Use mentor texts or books to identify and model elements of an effective conclusion. • Model and provide practice for specific conclusion types: 2 Cents, Call to Action, and Future Significance   Student Will • Independently write a concluding paragraph to include a restatement of the thesis statement, restating the big ideas of the body paragraphs, and a final thought by the 2nd nine weeks. • Practice writing conclusions in response to a text (Writing Through Reading) or during a writing prompt. • Students will practice writing and implement specific conclusion types: 2 Cents, Call to Action, and Future Significance.
CITING REVELEVANT EVIDENCE

Teachers Will
- Model and provide practice of identifying relevant text evidence to support writing and smoothly integrate within the paragraphs
- Unpack the FSA rubric as it pertains to effective citations with the students
- Create anchor papers that exhibit the use of effective evidence with students
- Create anchor charts with sentence stems for citing evidence to give credit to the resource with students (with continued practice move to less formulaic writing).
- Instruct students how to "quote accurately" when directly quoting a source.

Students Will
- Through paraphrasing and integrating at least one direct quote, explain what the text says explicitly and draw inferences from the text
- Identify use of relevant text evidence from multiple sources and how using text evidence from multiple sources to synthesize/analyze
- Practice citing evidence in both writing tasks and Everyday Instructional Reading tasks.
- Identify relevant text evidence to support writing and smoothly integrate within the paragraphs
- Students will unpack the FSA rubric as it pertains to effective citations with the teacher
- Create anchor papers that exhibit the use of effective evidence with the teacher
- Create anchor charts with sentence stems for citing evidence to give credit to the resource with the teacher (with continued practice move to less formulaic writing).

ADDRESSING ELABORATION

Teachers Will
- Model and provide practice of how to include effective elaboration using the 6 Elaborative Techniques
- Share anchor papers that show examples and non-examples of effective elaboration
- Teachers will create anchor charts or give reference sheets that give examples of different types of elaboration to include examples of how to use the 6 Elaborative Techniques

Students Will
- Practice elaborating on evidence in both writing tasks and Writing Through Reading tasks.
- Include effective elaboration
- Study anchor papers that show examples and non-examples of effective elaboration in order to improve their knowledge of elaboration
- Students will use anchor charts or reference pages that give examples of different types of elaboration from the 6 elaborative techniques.
- Practice elaborating on evidence in both writing tasks and Writing Through Reading tasks.

TRANSITIONS BETWEEN IDEAS

Teachers Will
- Model and provide practice of using appropriate transitional words and phrases to start and within the paragraphs to show the relationship between and among ideas to include paragraph transitions, citations transitions, and transitions to show the relationships between ideas.
- Teacher will create an anchor chart or give a reference sheet that identifies types of transitional phrases – within paragraphs and between paragraphs with their students.

Students Will
- Practice writing effective transitions in both essay writing and Writing Through Reading tasks.
- By the end of the year, use appropriate transitional words and phrases to start and within the paragraphs to show the relationship between and among ideas to include paragraph transitions, citations transitions, and transitions to show the relationships between ideas.
- Create an anchor chart that identifies types of transitional phrases – within paragraphs and between paragraphs with their teacher.
- Practice writing effective transitions in both essay writing and Writing Through Reading tasks.

CONTENT SPECIFIC VOCABULARY

Teachers Will
- Use grade specific text to model and provide practice for use of a variety of methods to demonstrate understanding of content specific vocabulary from within a text.
- Provide resources, practice, and scaffolding to include content specific vocabulary into students' writings.

Students Will
- By the end of the year, using a grade specific text, use a variety of methods to demonstrate understanding of known content specific from within a text.
- Using resources, include content specific vocabulary into their writings to further their controlling idea.

Progress Monitoring			
Initiative	**How Will It Be Monitored**	**Frequency of Official Monitoring**	**Who is Responsible to Monitor**
Writing Plan Roll Out	ELA Instructional Coach cycles	quarterly	Admin

Being a Writer	Classroom observations and walk-throughs, PLC notes	Per teacher category of the OCSD Teacher Evaluation System, once a week	Admin/Peer teachers
POC Tutoring	Data	Classroom and FSA data	Admin/Teachers
Mock FSA Writing Assessment	Informal observation and scoring	Once per year	Admin/Teachers

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

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

ELA Levels 1 and 2 Focus

School Focus

Targeted School-based Focus:

Students working with ESE or Academic Upgrade (AU) teacher/paras will receive two differentiated small groups daily, one with the ESE or AU team and one with the classroom teacher. K-3 identified students will receive Max Scholar instruction with either the classroom teacher or the AU teacher. 4th-5th grade identified students will receive i-Ready instruction from the ESE or AU team.

Targeted School-based Professional Development:

August- At Summer Institute, teachers will be given their student data for ELA to identify their level 1 and 2 students before school begins and plan instruction to implement immediately for daily differentiated small group instruction. AU teachers will analyze MAP Winter data and begin identifying students for push-in small group instruction.

August- All teachers will receive the differentiated small group and stations expectation guide.

August – i-Ready training provided by the district

December - All ELA teachers will receive PD from Curriculum Associates on i-Ready data. This data is analyzed to identify students who will receive daily differentiated small group instruction.

January- After 2nd Diagnostic for i-Ready, classroom observations, and teacher feedback, we will identify teacher PD needs.

Action Steps for Remediation

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

1. K-5 classroom teachers will analyze i-Ready student data and identify level 1 and 2 students. Virtual teachers will provide T2 and T3 intervention for their identified students. Using the i-Ready Instructional Grouping Report, teachers will meet with the identified students daily for differentiated small group instruction implementing resources from the Ready Toolbox and referencing the LPs/ALDs to move students toward mastery of the grade level standard. K-3 identified students will receive Max Scholar instruction with either the classroom teacher or the AU teacher. Identified students will participate in a differentiated small group daily with their classroom teacher.

2. K-5 classroom teachers will analyze i-Ready diagnostic reports and create differentiated spiraling stations. Students will participate in differentiated stations based on their most current data.

3. AU and ESE teachers will utilize i-Ready to fill in gaps with instruction on the below grade level skills as identified by i-Ready student data. AU and ESE teachers will provide a second differentiated small group daily for identified students. K-3 identified students will receive Max Scholar instruction with either the classroom teacher or the AU teacher. Students receiving AU and ESE instruction will participate in two differentiated small groups daily targeted to meet academic gaps.

4. AU and ESE teachers will meet with identified classroom teachers on sharing information reported from i-Ready to help teachers understand specific student's areas of weakness. They will work collaboratively to create the Tier 2 and/or Tier 3 PMP strategy for these students. Students

will benefit from the teacher collaboration between the AU teacher and their classroom teacher working together to discuss that student's strengths, weaknesses and strategies that worked.

Progress Monitoring

Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Differentiated small group instruction with classroom teacher	Classroom observations and walk-throughs, PLC notes, data chats	Per teacher category of the OCSD Teacher Evaluation System	Admin
AU and ESE small group instruction	Classroom observations and walk-throughs, admin status checks	Per teacher category of the OCSD Teacher Evaluation System	Admin
PMP Monitoring	Electronically	Monthly	Admin/Guidance/MTSS Team
i-Ready	Program Reports	Weekly	Admin/AU Team/teachers

Evaluation Following Mid-Year Data

Evaluation of Targeted School-based Focus & Implementation:

Refinement of Targeted School-based Focus:

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

Pandemic ELA Instructional Gaps Focus

School Focus

Targeted School-based Focus:
Using data from various sources (Teacher observation, i-Ready, CFAs, Moby Max, Core Phonics survey), teachers will identify learning gaps and develop targeted lessons within the Balanced Literacy Model (whole-, small-group, stations) to remediate and accelerate student learning.

Action Steps for Implementation

Classroom Implementation Action Steps (Teachers and Students):
1. Teachers will collaboratively analyze student data from various sources (Teacher observation, i-Ready, CFAs, Moby Max, Core Phonics survey), to plan for and provide just right support and targeted instruction to students in small groups or individual conferencing. Students will engage in problem solving tasks that are appropriate based on pre-assessment data to enable them to master grade-level standards and fill gaps in their learning.
2. In July, grade levels will identify standards that were not adequately addressed during 2019-20 fourth quarter and will share that info with the next grade. Teachers will reference LPs/ALDs to create instruction and stations based on these standards. Students will engage in whole-, small-group instruction and station practice to progress toward mastery of these standards.
3. Teachers will collaboratively plan whole group mini lessons and small group lessons along with station tasks using the OCSD Standards Resource document and Pacing guide focusing on learning targets, the progression of the standard, assessment limits, rigor of the standard, and the LPs/ALDs. Planning may include grade level, department, and/or ESE and Title teachers. Students will engage in whole group mini lessons, small group lessons and station tasks selected based upon student data and teacher observations to meet areas of need.
4. Teachers will utilize Summer Bridge activities throughout the Balanced Literacy Model to provide instructional support for identified gaps. Students will engage in tasks from the OCSD Summer Bridge activities to fill in learning gaps.
5. Teachers will purposefully plan for and utilize open-ended reading and writing tasks to increase student engagement, provide opportunities for multiple responses, give students voice and choice in how they will choose to address the task, and encourage divergent and higher level thinking. Possible sources of tasks: Ready Toolbox, CPALMS, Being a Writer, TextProject.org, Common Lit, and Achieve the Core. Students will engage in solving open-ended reading and writing tasks from a variety of sources to develop confidence in their ELA skills and strategies.
6. Teachers will utilize the LPs/ALDs in the Standards Resource document to choose tasks based on where a student is in the mastery of the standard and provide opportunities for students to use them in assessing their progress in working as a team to move the student forward. Students will use work samples and the LPs/ALDs for the standard to self-assess their level of mastery and collaborate with the teacher and/or other students to identify steps to take to move forward in meeting mastery.

Progress Monitoring			
Initiative	**How Will It Be Monitored**	**Frequency of Official Monitoring**	**Who is Responsible to Monitor**
Collaborative planning (PLCs)	PLC notes	Once a week	Admin, grade level teams, peer teachers
Student Self-Assessment using LPs/ALDs	Classroom observations and walk-throughs, PLC notes	Per teacher category of the OCSD Teacher Evaluation System, once a week	Admin, peer teachers
Summer Bridge Activities	Classroom observations and walk-throughs, PLC notes	Per teacher category of the OCSD Teacher Evaluation System, once a week	Admin, peer teachers
Targeted Standards-based station tasks	Classroom observations and walk-throughs, PLC notes	Per teacher category of the OCSD Teacher Evaluation System, once a week	Admin, peer teachers
Analyze Data	PLC notes, teacher partnerships, data chats	Once a week, quarterly	Admin, peer teachers
Open-ended ELA Tasks	Classroom observations and walk-throughs, PLC notes	Per teacher category of the OCSD Teacher Evaluation System, once a week	Admin, peer teachers
Identify 4th quarter standards	Emails to/from grade level chairs	July	Admin, grade level chairs

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.

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 75%.
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 80%

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:
Standards-based data-driven (i-Ready, Common Formative Assessments) differentiated small groups and stations with accountability aligning to PLDs or ALDs.
Targeted School-based Professional Development:
Ongoing June-May- Teachers attend CGI training
August-Summer Institute teachers will receive the SPP "Teacher Will" Statements, Station/Differentiated Instruction Small Group Instruction Implementation Timeline
August – i-Ready training provided by the district
September-First and second year teachers will meet in full-day PD sessions with Math Instructional Coach to review the Balanced Math Block and use data to plan for data-driven differentiated small groups and standards-based stations. Coach will distribute planning resources (M3, test specs, PLDs, ALDs).
December- i-Ready training for all teachers
January-After the second Diagnostic for i-Ready, along with classroom observations and teacher feedback, we will identify teacher PD needs.
January – Math Instructional Coach will conduct a book study with teachers: *Making Sense of Mathematics for Teaching the Small Group***,** by Juli K. Dixon, Lisa A. Brooks, Melissa R. Carli
Ongoing August – May: Math Instructional Coach will coordinate observation/debrief/implementation cycles in site-based and off-campus classrooms for teachers wishing to improve and/or extend their practice.
Once a week, August – May: Grade levels will meet in evidence-based PLCs, discussing common formative assessment data to identify effective instructional practices to incorporate into instruction. "Collaborative Planning Groups will provide to principals a schedule of dates and times they will meet and discuss instructional strategies, practices, and content for a minimum of thirty (30) consecutive minutes once per week. When necessary, principals will flex the personnel's work week to accommodate the thirty (30) consecutive minutes." *Master Contract between School Board of Okaloosa County and Okaloosa County Education Association,* Article VI, N., p. 9, March 4, 2019.
Once a month, August – May: Mentors and Mentees will meet with admin, guidance, and instructional coaches for scheduled M&M meetings to discuss topics to include balanced math block, assessment and data, and classroom management.
Ongoing October – May: Principal will create a calendar of morning trainings led by teachers, admin, guidance, and instructional coaches in their area of math instruction expertise, based on needs indicated through admin observation and M&M meetings.

Action Steps for Implementation

Classroom Implementation Action Steps (Teachers and Students):

Planning:

1. "Lesson planning is an essential element of effective and highly effective teaching. All teachers are expected to have current plans for the subjects they teach. Lesson planning involves consideration of key elements including the school's SPP initiatives, student learning goals, curriculum standards, essential questions, research-based learning experiences, resources, differentiation, formative and summative assessment, and reflection. The Teacher's sequential lesson plans should be accessible in the classroom at all times. Teachers should have an emergency lesson plan available." *Master Contract between school board of Okaloosa County and Okaloosa County Education Association,* Article VI, Y., p. 12, March 4, 2019. Students will participate daily in research-based learning experiences.

2. Teachers will implement guidelines of UDL, providing students with multiple means of engagement, representation, and action and expression. Students will have choice for self-regulation, sustaining effort and persistence, recruiting interest, comprehension, language, mathematical expressions, symbols, perception, executive functions, expression and communication, and physical action.

3. Teachers will use the following as primary resources when planning for instruction using the Balanced Math Model, PLDs or ALDs, i-Ready Toolbox, CPALMS, OCSD Curriculum Guides, Item Specifications, FSA Practice Test, M3 document, and the Instructional Math Coach. Students will participate in academic lessons that are closely aligned with their state standards using a variety of resources.

4. Grades 3, 4, 5 will plan to integrate Measurement & Data and Geometry standards into other domains throughout the school year, in addition to using spiraling bell ringers and i-Ready pathways. Students will participate in stations that spiral measurement data and geometry standards.

5. Teachers will analyze and discuss formative and summative data during common planning time, as a grade group, to support planning for instruction. Students will participate in targeted instruction based on data.

Differentiated Small Group Instruction:

1. Teachers will use formative and summative data (i-Ready and Common Formative Assessments) to plan and implement differentiated small group instruction for remediation and extension of student learning. Students will participate in differentiated small group instruction based on their specific academic needs.

2. Teachers will use student discourse strategies to encourage math talk among participants in differentiated small group instruction. Students will participate in math talk during differentiated small group instruction.

3. Teachers will use and make accessible a variety of manipulatives and math resources/tools to support student development of conceptual understanding, procedural skills, and application of the standard during differentiated small group instruction. Students will use manipulatives and other math resources/tools to develop deep conceptual understanding, procedural skills and fluency, and application of the standard.

Math Stations:

1. Teachers will differentiate stations based on i-Ready and Common Formative Assessment data. Student will participate in differentiated stations based on their specific academic needs.

2. Teachers will implement math stations that incorporate academic vocabulary, standards-based/domain identification labels, and a system of accountability. Students will participate in stations using academic vocabulary and an understanding of the learning goal based on the standard.

3. Teachers will use i-Ready math as a differentiated math stations. Students will participate in i-Ready as a differentiated math station.

Mini-Lessons:

1. Teachers will implement student-centered whole group mini-lessons designed to develop conceptual understanding, procedural skills and fluency, application of the standard. Students will participate in mini-lessons based on their grade level standards.

2. Teachers will use interactive cooperative groups during whole group to extend and enhance a mini-lesson using student discourse. Student will participate in cooperative groups to extend and enhance the mini-lesson using student talk strategies.

Fluency:

1. Teachers will use High-Yield Routines to support fluency with a focus on concrete and representational strategies for basic facts. Students will apply multiple strategies to develop efficiency when solving basic math facts.

Routines:

1. Teachers will post their standards-based learning goal every day. Evidence of that standard will run through their Balanced Math block in the mini lessons, specific small groups, and specific station work. Students will participate and understand the daily learning goal. They will verbalize, if asked, how the learning goal ties into their small group and station work.

2. Teachers will use the practice FSA tests, 3rd, 4th and 5th. (4th and 5th will give all 3 tests). Students will practice paper based FSA style questions.

3. Teachers will discuss Common Formative Assessment (CFA) data in weekly collaborative planning groups (PLCs) to identify effective instructional practices and incorporate them into instruction. Students will benefit from teacher collaboration with best practices being implemented by their teachers.

Progress Monitoring			
Initiative	**How Will It Be Monitored**	**Frequency of Official Monitoring**	**Who is Responsible to Monitor**
Planning	Classroom observations and walk-throughs, PLC notes, data chats	Per teacher category of the OCSD Teacher Evaluation System, once a week, quarterly	Admin./Peer Teachers
Math Stations	Classroom observations and walk-throughs, PLC notes, data chats	Per teacher category of the OCSD Teacher Evaluation System, once a week, quarterly	Admin./Peer Teachers
Mini Lessons	Classroom observations and walk-throughs, PLC notes, data chats	Per teacher category of the OCSD Teacher Evaluation System, once a week, quarterly	Admin./Peer Teachers
Differentiated Small Group Instruction	Classroom observations and walk-throughs, PLC notes, data chats	Per teacher category of the OCSD Teacher Evaluation System, once a week, quarterly	Admin./Peer Teachers
Routines	Classroom observations and walk-throughs, PLC notes, data chats	Per teacher category of the OCSD Teacher Evaluation System, once a week, quarterly	Admin./Peer Teachers
i-Ready	Program reports, data chats	Weekly, quarterly	Admin, teachers, AU team

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

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

Math Levels 1 and 2 Focus

School Focus

Targeted School-based Focus:

Students working with ESE or Academic Upgrade (AU) teacher/paras will receive two differentiated small groups daily, one with the ESE or AU team and one with the classroom teacher. 2nd-5th grade identified students will receive instruction from the AU team. Students in K and 1st will participate in a small group with their general education teacher daily.

Targeted School-based Professional Development:

August- At Summer Institute, teachers will be given their student data for math to identify their level 1 and 2 students before school begins and plan instruction to implement immediately for daily differentiated small group instruction. AU teachers will analyze MAP Winter data and begin identifying students for push-in small group instruction.

August-All teachers will receive the differentiated small group and stations expectation guide.

August – i-Ready training provided by the district

December -All math teachers will receive PD from Curriculum Associates on i-Ready data. This data is analyzed to identify students who will receive daily differentiated small group instruction.

January- After 2nd Diagnostic for i-Ready, classroom observations, and teacher feedback, we will identify teacher PD needs.

Action Steps for Remediation

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

1. K-5 classroom teachers will analyze i-Ready student data and identify level 1 and 2 students. Virtual teacher will provide T2 and T3 intervention for their identified students. Using the i-Ready Instructional Grouping Report, teachers will meet with the identified students daily for differentiated small group instruction implementing resources from the Ready Toolbox and referencing the PLDs/ALDs to move students toward mastery of the grade level standard. Identified students will participate in a differentiated small group daily with their classroom teacher.

2. K-5 classroom teachers will analyze i-Ready diagnostic reports and create differentiated spiraling stations. Students will participate in differentiated stations based on their most current data.

3. AU teachers (2nd – 5th) and ESE teachers (K - 5th) will utilize i-Ready to fill in gaps with instruction on below grade level skills as identified by i-Ready student data. AU and ESE teachers will provide a second differentiated small group daily for identified students. Students will participate in two differentiated small groups daily targeted to meet academic gaps.

4. AU teacher will meet with identified classroom teachers on sharing information reported from i-Ready to help teachers understand specific student's areas of weakness. They will work collaboratively to create the Tier 2 and/or Tier 3 PMP strategy for these students. Students will benefit from the teacher collaboration between the AU teacher and their classroom teacher working together to discuss that student's strengths, weaknesses and strategies that worked.

Progress Monitoring			
Initiative	**How Will It Be Monitored**	**Frequency of Official Monitoring**	**Who is Responsible to Monitor**
Differentiated small group instruction with classroom teacher	Classroom observations and walk-throughs, PLC notes, data chats	Per teacher category of the OCSD Teacher Evaluation System, quarterly	Admin
AU and ESE small group instruction	Classroom observations and walk-throughs, admin status checks	Per teacher category of the OCSD Teacher Evaluation System, monthly	Admin
PMP Monitoring	Electronically	Monthly	Admin/Guidance/MTSS Team
i-Ready	Program Reports, data chats	Weekly, quarterly	Admin/AU Team/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:
Using data from various sources (Teacher observation, i-Ready, CFAs, Prodigy, Moby Max), teachers will identify learning gaps and develop targeted lessons within the Balanced Math Model (whole-, small-group, stations) to remediate and accelerate student learning.

Action Steps for Implementation

Classroom Implementation Action Steps (Teachers and Students):
1. Teachers will collaboratively analyze student data from various sources (Teacher observation, i-Ready, CFAs, Prodigy, Moby Max), to plan for and provide just right support and targeted instruction to students in small groups or individual conferencing. Students will engage in problem solving tasks that are appropriate based on pre-assessment data to enable them to master grade-level standards and fill gaps in their learning.
2. In July, grade levels will identify standards that were not adequately addressed during 2019-20 fourth quarter and will share that info with the next grade. Teachers will reference PLDs/ALDs to create instruction and stations based on these standards. Students will engage in whole-, small-group instruction and station practice to progress toward mastery of these standards.
3. Teachers will collaboratively plan whole group mini lessons and small group lessons along with station tasks using the M3 document focusing on learning targets, the progression of the standard, assessment limits, rigor of the standard, and the PLDs/ALDs. Lessons/tasks will include instruction and practice of high yield routines for fluency. Planning may include grade level, department, and/or ESE and Title teachers. Students will engage in whole group mini lessons, small group lessons and station tasks selected based upon student data and teacher observations to meet areas of need.
4. Teachers will utilize Summer Bridge activities throughout the Balanced Math Model to provide instructional support for identified gaps. Students will engage in tasks from the OCSD Summer Bridge activities to fill in learning gaps.
5. Teachers will purposefully plan for problem-solving, math talk, and CGI to increase student engagement, give students voice and choice in how they will choose to address the task, and encourage divergent and higher level thinking. Possible sources of tasks: Ready Toolbox, CPALMS. Students will engage in solving (tasks) to develop confidence in their math skills and strategies.
6. Teachers will utilize the PLDs/ALDs in the M3 document to choose tasks based on where a student is in the mastery of the standard and provide opportunities for students to use them in assessing their progress in working as a team to move the student forward.
Students will use work samples and the PLDs/ALDs for the standard to self-assess their level of mastery and collaborate with the teacher and/or other students to identify steps to take to move forward in meeting mastery.

Progress Monitoring

Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Collaborative planning (PLCs)	PLC notes	Once a week	Admin, grade level teams, peer teachers
Student Self-Assessment using PLDs/ALDs	Classroom observations and walk-throughs, PLC notes	Per teacher category of the OCSD Teacher Evaluation System, once a week	Admin, peer teachers
Summer Bridge Activities	Classroom observations and walk-throughs, PLC notes	Per teacher category of the OCSD Teacher Evaluation System, once a week	Admin, peer teachers
Targeted Standards-based station tasks	Classroom observations and walk-throughs, PLC notes, data chats	Per teacher category of the OCSD Teacher Evaluation System, once a week, quarterly	Admin, peer teachers
Analyze Data	PLC notes, teacher partnerships, data chats	Once a week, quarterly	Admin, peer teachers
Problem solving, math talk, CGI	Classroom observations and walk-throughs, PLC notes, data chats	Per teacher category of the OCSD Teacher Evaluation System, once a week, quarterly	Admin, peer teachers
Identify 4th quarter standards	Emails to/from grade level chairs	July	Admin, grade level chairs

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.

Objectives:
The percentage of 5th 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 65%.

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:
Study Island will be implemented in all 3rd-5th grade classrooms as a spiraling station. Classrooms K-5 with use the science program Elevate to implement the OCSD pacing guide.

Targeted School-based Professional Development:
August- Provide each K-5 teacher with their grade level's pacing guide for science instruction
August – Study Island training provided by the district
On-going August-May- District Science trainings

Action Steps for Implementation

Classroom Implementation Action Steps (Teachers and Students):
1. All teachers will plan for science instruction: "Lesson planning is an essential element of effective and highly effective teaching. All teachers are expected to have current plans for the subjects they teach. Lesson planning involves consideration of key elements including the school's SPP initiatives, student learning goals, curriculum standards, essential questions, research-based learning experiences, resources, differentiation, formative and summative assessment, and reflection. The Teacher's sequential lesson plans should be accessible in the classroom at all times. Teachers should have an emergency lesson plan available." *Master Contract between school board of Okaloosa County and Okaloosa County Education Association,* Article VI, Y., p. 12, March 4, 2019. Students will participate daily in research-based learning experiences.
2. Teachers (K-5) Teachers will implement guidelines of UDL, providing students with multiple means of engagement, representation, and action and expression. Students will have choice for self-regulation, sustaining effort and persistence, recruiting interest, comprehension, language, mathematical expressions, symbols, perception, executive functions, expression and communication, and physical action.
3. Teachers (K-5) will provide students with hands-on 5E standards-based science lessons that correlate with their grade level focus standards and aligned with the pacing guides. Activities will be graded and evident in the grade book for all grades. Students will participate in engaging hands-on 5E lessons.
4. Teachers (K-5 self-contained and ELA) will use standards-based science content text to teach informational reading in the Balanced Literacy Block. Students will use science standards-based materials and interact with informational texts during whole group, differentiated instruction small group, and stations.

5. Teachers (K-5 Math/Science) will routinely implement Instructional Reading strategies that specifically incorporate note taking, student talk, writing through reading on a weekly basis, working at a higher DOK level. Students will engage with these Instructional Reading strategies during their math/science class.

6. Teachers (3-5 and Science Lab Instructor) will spiral 3-5 science standards that are identified as "Power Standards" through hands on activities. The 5th grade students will participate in activities that match lessons from their previous grade placements.

7. Teachers (3-5 Math/Science) will use Study Island as a spiraling station at least one time a week. Students will participate in Study Island during station time.

8. Teachers (5th Math/Science) will use the Pearson Assessment workbook with their students daily as a bell ringer or morning group activity starting at the beginning of the year and scaffolded as needed. Students will engage in the Assessment Practice Materials to prepare them for the SSA test.

9. Science Lab Instructor will use the explore portion of the 5E learning cycle with standards-based lessons during science lab instruction. Students will participate in the explore portion of the 5E model during their science lab day.

Progress Monitoring

Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
K-5: 5E Hands-on lessons	Classroom observations and walk-throughs, PLC notes	Per teacher category of the OCSD Teacher Evaluation System	Admin
K-5: ELA standards-based science-content instruction	Classroom observations and walk-throughs, PLC notes	Per teacher category of the OCSD Teacher Evaluation System	Admin
K-5: Instructional reading strategies in math/science	Classroom observations and walk-throughs, PLC notes	Per teacher category of the OCSD Teacher Evaluation System	Admin
3-5: Spiral "Power Standards"	Classroom observations and walk-throughs, PLC notes	Per teacher category of the OCSD Teacher Evaluation System	Admin
3rd-5th: Study Island	Program reports	monthly	Science Lab Instructor, admin
5th: Pearson Assessment Workbook	Classroom observations and walk-throughs, PLC notes	Per teacher category of the OCSD Teacher Evaluation System	Admin

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:
Using data from various sources (Teacher observation, CFAs, Study Island-3rd - 5th), teachers will identify learning gaps and develop targeted lessons to remediate and accelerate student learning.

Action Steps for Implementation

Classroom Implementation Action Steps (Teachers and Students):

1. Teachers will collaboratively analyze student data from various sources (Teacher observation, i-Ready, CFAs, Study Island-3rd - 5th), to plan for
 and provide just right support and targeted instruction to students in small groups or individual conferencing. Students will engage in problem
 solving tasks that are appropriate based on pre-assessment data to enable them to master grade-level standards and fill
 gaps in their learning.
2. In July, grade levels will identify standards that were not adequately addressed during 2019-20 fourth quarter and will share that info with
 the next grade. Teachers will create instruction and stations based on these standards. Students will engage in instruction and practice to
 progress toward mastery of these standards.
3. Teachers will collaboratively plan instruction and practice using the district Pacing Guide focusing on learning targets, assessment limits,
 and the rigor of the standard. Planning may include grade level, department, and/or ESE and Title teachers. Students will engage in instruction
 and practice selected based upon student data and teacher observations to meet areas of need.
4. Teachers will purposefully plan for instruction to increase student engagement and provide opportunities for divergent and higher level
 thinking. Students will engage in higher level thinking to develop confidence in their science skills and strategies.

Progress Monitoring			
Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Collaborative planning (PLCs)	PLC notes	Once a week	Admin, grade level teams, peer teachers
Identify 4th quarter standards	Emails to/from grade level chairs	July	Admin, grade level chairs
Analyze Data	PLC notes, teacher partnerships	Once a week	Admin, peer teachers
Higher-level Thinking Tasks	Classroom observations and walk-throughs, PLC notes	Per teacher category of the OCSD Teacher Evaluation System, once a week	Admin, peer teachers

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?
September- Data presentation for parents to review: What Title I is, how they can be involved, how the money is spent, what the compact is, what the Family Parent Engagement Plan is, and how data contributes to our school decisions. We will continue the tradition of "Moving on Up", which is a parent-child make and take to prepare students over the summer for success at the next grade level. We will ask for input from SAC and PTO to use monies from Parent Involvement to help fund this effort again. This will be done by administration and the AU teachers. We also use our School Performance Plan as a road map to build capacity in our teachers which will in turn result in better student achievement.

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.*
Riverside will continue to utilize the Blackboard Connect phone system to promote attendance at various school functions. School functions to increase parent involvement are decided jointly with PTO at the beginning of each school year. Functions include: School Carnival, Grandparent's day, Volunteer Orientation, Red Ribbon Week, Talent Show, Pancakes with Santa, Bingo nights, Open House/Book fairs, Veteran's Day program, and STEMM night. Events are monitored by Administration and teachers.

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?
Our feeder Pre-K is Southside Center which has three preschool programs. One program is a full day VPK and the second program is a half day VPK. The third program is Pre-K Disabilities. These VPK students and Headstart VPK students are invited to visit Kindergarten classrooms at

Riverside Elementary School in the spring each year. For the 2020-21 school year Riverside screened over 100 incoming kindergarteners to place them equitably in kindergarten classrooms for the fall.
For the 2020-21 school year we will house 1 VPK unit at Riverside.

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.

Riverside Elementary has a full-time School Counselor as well as a Military & Family Life Counselor (MFLC). Both are available to meet with students individually, in small groups, or by class to promote the educational, social, and emotional wellbeing of each student. The School Counselor also coordinates mentors and the services from our district Social Worker for students who may benefit from this service. Riverside has an active MTSS (Multi-Tier System of Supports) Team that collaborates with the teachers of struggling students to ensure that appropriate interventions are in place and frequently monitored. Students who fail to respond positively to such interventions may be referred for further evaluation for special education services.

Our school also has a licensed MHC (Mental Health Counselor) who visits our campus 2 times per week and works with students in her scope who are struggling academically and need some extra support.

Accreditation Page

Strategic Plan Focus Area: Improving and Advancing Student Achievement	Cognia Performance Standards related to this Focus Area
- 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	**Leadership Capacity Domain** 1.1 The system commits to a purpose statement that defines beliefs about teaching and learning, including expectations for learners. 1.2 Stakeholders collectively demonstrate actions to ensure the achievement of the system's purpose and desired outcomes for learners. 1.3 The system engages in a continuous improvement process that produces evidence, including measurable results of improving student learning and professional practice. **Learning Capacity Domain** 2.1 Learners have equitable opportunities to develop skills and achieve the content and learning priorities established by the system. 2.5 Educators implement a curriculum that is based on high expectations and prepares learners for their next levels. **Resource Capacity Domain** 3.2 The system's professional learning structure and expectations promote collaboration and collegiality to improve learner performance and organizational effectiveness.

*Riverside's MTSS process will help administrators and teachers identify struggling learners. The team will implement interventions to optimize the student's learning potential and document the response to intervention in the PMP.

*RES has technology available in all classrooms which include iPad classrooms, Chromebook classrooms, and an ActivTable. Teachers are offered technology classes from the district and several take advantage of these courses.

*Parent meetings/ PTO/SAC, classroom newsletters, school newsletters, school marquis, web page, School Facebook page, PTO Facebook page, Remind, and Black Board Connect are a few ways we try and communicate with our stakeholders.

Accreditation Page

Strategic Plan Focus Area: Learning and Working in a Safe and Productive Environment	Cognia Performance Standards related to this Focus Area
 • Provide adequate and appropriate facilities • Provide a culture conducive to learning and working • Maintain a safe learning and working environment	**Leadership Capacity Domain** 1.4 The governing authority establishes and ensures adherence to policies that are design to support system effectiveness. 1.7 Leaders implement operational processes and procedures to ensure organizational effectiveness in support of teaching and learning. **Learning Capacity Domain** 2.2 The learning culture promotes creativity, innovation, and collaborative problem-solving. 2.3 The learning culture develops learners' attitudes, beliefs, and skills needed for success. 2.9 The system implements processes to identify and address the specialized needs of learners. 2.12 The system implements a process to continuously assess its programs and organizational conditions to improve student learning. **Resource Capacity Domain** 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. 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.

*Riverside has a full-time school resource officer (SRO) who teams with the school counselor to educate students on topics such as bullying and drug awareness.

*Riverside facilities are utilized by our community for events like Boy and Girl Scouts, Crossway Church, and various city sport leagues.

*The climate survey has come back two years in a row with clean facilities as a high ranking area!