

Date Submitted:

Dates of Revision:

School Performance Plan 2021-2022



School Name: Kenwood Elementary

Legend

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

SAC Information

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

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

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
Kelli Williams	Kindergarten teacher / ELA
Allison Pulliam	1 st Grade teacher / ELA
Keri Reed	1 st Grade teacher / Math
Susan Edeker	2 nd Grade teacher / ELA
Jennifer Bell	3 rd Grade teacher / ELA
Karen Osborn	3 rd Grade teacher / Math
Laura King	4 th Grade teacher / ELA
Nikki Muckridge	5 th Grade teacher / ELA
Sarah Downs	ELA Instructional Coach
Jennifer Ferrell	Math Instructional Coach
Mary Drew	Title I Math teacher
Peggy Nehring	Principal
Suzanne Boyd	Assistant Principal

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

In May 2021, planning days were held for both ELA and Math. At least one primary, one intermediate, and one special area teacher, along with the instructional coaches and administrators, met to begin the planning of the 2021-2022 School Performance Plan. In August, stakeholders again met in small groups, focus and strategy areas were reviewed and discussed; additional input was gathered and edits/additions were made. SPP was presented to the School Advisory Council for review in September 2021.

School Profile

Kenwood Elementary School, founded in 1968, is a unique open ramp school situated in the heart of the Kenwood neighborhood in Fort Walton Beach. Students from three years old (pre-kindergarten with disabilities) through 5th grade attend Kenwood. Kenwood has been designated a Title I school since 2009 and currently has approximately a 52 percent free and reduced lunch population. From 1999 through 2019, Kenwood has earned an A rating for 14 of those years, a B for 5 years, and a C in 1999. The faculty, staff, volunteers, and parents of Kenwood have set high standards of academic achievement for all students. For the 2019-2020 school year, the State of Florida did not issue school grades as a result of the unprecedented statewide school closures caused by the COVID-19 pandemic. As of this writing, no grade has been issued for the 2020-2021 school year. Whether during face-to-face or virtual learning, working together, we expect our students to consistently achieve their academic and personal goals. As well as providing general education, 12 percent of the students are in Communication Behavior Socialization (CBS), Varying Exceptionality (VE), or Pre-KD classrooms. Kenwood has one Pre-KD classroom, one VE classroom, and seven CBS classrooms. Discretionary funds, Title I and IDEA funds, teachers, classroom assistants, and instructional materials for English Language Arts (reading, writing, speaking, listening), mathematics, and science are directed toward supporting struggling students. All students are provided developmentally appropriate academic instruction and support from teachers who are highly qualified and certified. With the start of the 2021-2022 school year, Kenwood's English Language Learner population has increased with an approximate total of 41 students. An ESOL interpreter provides academic support to about 40 English Language Learners (ELL) students. The staff also includes specialists to provide occupational therapy, physical therapy, adaptive PE, Speech, and Language. All students participate in physical education for 45 minutes, four days per week and 45 minutes of art one day per week. A full-time media assistant makes available developmentally appropriate print and digital media for students and parents. The school counselor supports students' social, emotional and behavior growth, coordinates the MTSS process, and is the school's testing coordinator. Other services provided on campus include a full-time counselor provided by the military for students of active military parents (MFLC), Lion's Club for eye care, and Okaloosa County Health for dental care and flu vaccines as scheduled, and Boys and Girls Club of the Emerald Coast provides a before and after school care program. Kenwood supports STEAM through participation in maintaining the beautiful school gardens throughout the campus, Grasses in Classes, Biophilia, a 1-to-1 computer/iPad ratio, after school academic team, art program for grades 1 – 5, and through focused work on academic science skills.

Parent and Community Awareness

Kenwood Elementary			No	Not Sure	Yes	
		Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
Question	Responses	Very Dissatisfied	Dissatisfied	Neither satisfied nor dissatisfied	Satisfied	Very Satisfied
As a parent, how satisfied were you with the mySchool Online program this year?	3		33%		67%	
Do you plan to return your child to full-time brick & mortar classes next fall?	3		33%		67%	
My child's school emphasizes academic performance as the number one priority.	115		1%	9%	37%	53%
Our principal is an effective leader who meets the needs of our students.	117	1%	2%	13%	26%	58%
As a parent, I am made aware of the curriculum program for my child's grade level or course.	117	1%	3%	8%	39%	49%
The school uses a variety of methods for parent communication.	117	3%	3%	3%	29%	62%
Parent input is valued at my child's school.	114	2%	5%	16%	35%	42%
Clear expectations of conduct and behavior are communicated to my child.	114	1%		2%	36%	61%
I receive positive phone calls, emails, or notes about my child from the school.	115	4%	10%	15%	32%	39%
My child's school maintains a safe environment.	114		2%	3%	39%	57%
My child's school treats everyone fairly, regardless of race, economic status, or other relationships.	115		2%	14%	37%	48%
School funds are used to support the school in a financially responsible manner.	115		3%	34%	29%	34%
The guidance department at my child's school provides for the educational success of my student.	115		3%	32%	25%	40%
I am satisfied that my child's teachers do a good job educating my child.	115	2%	2%	5%	30%	61%
My child's school is well maintained.	115		5%	16%	36%	43%
The health services provided at my child's school support his/her wellness.	114	1%	1%	11%	35%	53%

Parent and Community Awareness

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

In the strongly agree/very satisfied area, our strengths were found in the following comments:

The school uses a variety of methods for parent communication. 62% strongly agree.

Clear expectations of conduct and behavior are communicated to my child. 61% strongly agree.

I am satisfied that my child's teachers do a good job educating my child. 61% strongly agree.

A common link among these three indicators is communication. What this tells us is that our methods of communication are strong, with at least 91% of all responses to these statements being in the agree/strongly agree range. We should continue to use and grow our methods of communication. We currently use monthly school newsletters, weekly class newsletter, Facebook, Blackboard Connect, Class Dojo (including school-wide posting), phone calls, emails.

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

A few opportunities for growth stand out:

Parent input is valued at my child's school. 16% were not sure; 7% disagreed or strongly disagreed.

I receive positive phone calls, emails, or notes about my child from the school. 15% were not sure; 14% disagreed or strongly disagreed.

School funds are used to support the school in a financially responsible manner. 34% were not sure.

The guidance department at my child's school provides for the educational success of my student. 32% were not sure.

These areas also can be connected by the common theme of communication. We have an opportunity to use the positive aspects of our school/home communication to ensure parents are informed of the following: good news about their child, information about school budget decisions, and information about our school guidance department and resources.

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

The Kenwood Communicator, our monthly newsletter, is published on the schools' website and also sent to all homes as a hard copy. Kenwood's Facebook page and the sister page, Kenwood PACK (Parent Activities and Committees at Kenwood), are used to provide information and to share news about the school and students. Kenwood has a school-wide Class Dojo linked to the teacher accounts. Teachers communicate with parents on Class Dojo, and the school can also make school-wide posts to share news and information. When it is important that the entire school community has a message in a timely manner, Blackboard Connect is used.

School Action Plan

ESSA Subgroup: Strategies & Programs to Support the Objectives

ESSA Subgroup Focus

Subgroup: Kenwood's subgroup is students who are designated with an ESE eligibility. The focus eligibilities include language impaired, specific learning disabled, autism spectrum disorder, other health impaired, speech impaired, deaf/hard of hearing, visually impaired, and intellectual disability.

School Focus

What is the cause(s) for this subgroup being an area of focus? Kenwood has a large ESE population with 14% of all students identified as language impaired. 24% of all students are identified with at least one ESE eligibility. 2020-2021 data shows that a significantly lower percentage of these students are proficient as measured by FSA when compared to the total population. In math, 14% of ESE 3rd graders, 46% of ESE 4th graders, and 58% of ESE 5th graders were proficient on FSA. When compared to the total population, 67% of 3rd graders, 64% of 4th graders, and 63% of 5th graders were proficient. In ELA, 21% of ESE 3rd graders, 42% of ESE 4th graders, and 38% of ESE 5th graders were proficient. When compared to the total population, 59% of 3rd graders, 66% of 4th graders, and 63% of 5th graders were proficient. I-Ready data showed similar discrepancies for 3rd and 5th grade reading and for kindergarten, 2nd, and 3rd grade math.

What are we doing to target this subgroup?

Monitoring of this subgroup starts with strategic implementation of the master schedule. ESE students who are not in self-contained ESE classrooms will participate in pull-out services with the ESE resource teacher and/or SLP. In some cases, the Title I math support teacher will also see these students for math support. Grades 2-5 will have morning and afternoon pull-out times to ensure students in departmentalized settings can attend regardless of their own schedule. Grade 1 will have one pull-out time each day. Classroom teachers and ESE teachers will progress monitor students on a regular basis. Small group planning will be monitored by administration to ensure current data is being used and students are receiving explicit instruction while being taught their grade level standards with appropriate supports in place.

Targeted School-based Professional Development:

Summer 2021 – ESE teachers attended UFLI Summer Academy

All teachers will participate in both district and school professional development as related to the balanced literacy and math models. ESE self-contained teachers will be partnered with a grade level to provide collaborative planning and access to resources and embedded coaching. Virtual and onsite PD will be provided to support teacher growth in analyzing data and creating differentiated lesson plans. Additionally, teachers will be provided support in the use of the i-Ready Teacher Toolbox.

Mini PDs will be provided to all teachers focusing on best practices for working with students with disabilities, provision of

accommodations, and inclusion in the full curriculum.

Action Steps for Implementation with a Strong Focus on Addressing Potential Learning Loss

Classroom Implementation Action Steps (Teachers and Students):

Small Group Instruction

1. Teachers will analyze diagnostic and formative assessment data (i-Ready Diagnostic, weekly and unit assessments, personalized instruction summary) to plan and provide responsive lessons that remediate or extend student learning to maximize academic growth using differentiated instruction. (Data and goal setting charts, teacher/student goal setting conferences, department meetings, flexible grouping)
2. Teachers will provide systematic, explicit, multi-sensory foundational skills and guided reading and math lessons that allow for authentic practice through gradual release. (I-Ready Tools for Instruction, Benchmark Advance remediation materials, guided reading, phonics and phonemic awareness activities, writing through reading, student discussion. M3 document, hands on activities)
3. Teachers will use 30-minute DIGs block for small group instruction to fill skill gaps with support of Title and ESE teachers. In-class remediation will involve the use of grade level materials and texts with the scaffolding needed to enable students to make appropriate progress.

Independent Activities (stations/cooperative groups)

1. Teachers will model and teach routines, procedures, and expectations throughout the balanced literacy block to allow for smooth transition to independent activities. Review of routines and procedures will be revisited as needed.
2. Teachers will plan for differentiated, engaging independent activities with accountability aligned to the B.E.S.T standards (K-2nd ELA) and allowing student practice and application of learning from whole group and small group instruction to increase student growth and achievement. (i-Ready personalized instruction path, word work, vocabulary, reading response, Reader's Theater, partner reading, writing for multiple purposes)
3. Teachers will guide students to monitor their learning as they engage in differentiated activities such as i-Ready personalized instruction, word work spiraling phonics and foundational skills (e-pocket chart from Benchmark Universe), authentic writing tasks, *Benchmark Advance* learning games, and Reader's Theater for fluency practice.

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

Administration, teachers and students will progress monitor student growth on a regular basis with formative and summative data. Teachers will discuss individual data with students; students will participate in a goal setting activity for i-Ready Diagnostic tests 2 and 3. Administrators, teachers, and instructional coaches will discuss data, its implications, and plans for growth during data chats and leadership team meetings.

Progress Monitoring

Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
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Leadership team and grade level meetings	Agendas, minutes	Leadership team – monthly Grade levels – quarterly	Administrators, teachers
i-Ready program implementation	I-Ready reports	Weekly	Teachers, administrators
Differentiated, small group instruction	Walk throughs and/or informal classroom visits, lesson plans, informal discussions with teachers, instructional coaches, and administrators	weekly	Teachers, administrators

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

ELA DATA

iReady ELA by School					Grade Level Placements							Gender		Ethnicity						Status			Strands																			
On/Mid/Above Grade Level (%)					3+	2	1	Early	On	Mid/	On/	M	F	A	B	H	I	M	W	ESE	ELL	F/R	Average Grade Placement																			
Year	Term	School	Grade	# Students Tested	Ave. Percentile	% of Placement	% of Placement	% of Placement	% of Placement	% of Placement	% of Placement	# Total Population	% On/Mid/Above	# Total Population	% On/Mid/Above	# Total Population	% On/Mid/Above	# Total Population	% On/Mid/Above	# Total Population	% On/Mid/Above	# Total Population	% On/Mid/Above	Phonological Awareness	Phonics	High-Frequency Words	Vocabulary	Reading Comprehension Literature	Reading Comprehension Informational Text													
2021	Test C	Kenwood	K	98	59.1			8	12	12	67	80	55	75	43	86	3	100	18	89	8	50		3	67	66	80	18	56	4	25	49	73	mid	mid	Late	Late	Late	Late			
2021	Test C	District	K	2,260	57.9			10	11	12	68	79	1159	77	1101	82	39	82	244	75	274	59	9	56	288	78	1406	85	283	61	184	46	960	75	mid	mid	Late	Late	Late	Late		
2021	Test C	Kenwood	1	80	61.5			24	3	8	66	74	41	73	39	74	1	100	17	82	10	60		1	100	51	73	18	61	5	20	49	76	mid	mid	mid	mid	Late	mid			
2021	Test C	District	1	2,333	54.1			1	33	5	8	53	61	1197	59	1136	63	35	71	274	53	232	36	6	50	282	59	1504	67	363	44	152	22	1061	54	mid	mid	mid	Early	mid	mid	
2021	Test C	Kenwood	2	91	52.8			9	26	3	10	52	62	51	55	40	70		14	50	14	21		5	60	58	74	20	45	11	18	36	44		Early	Early	Early	Early	Early			
2021	Test C	District	2	2,204	54.8			0	5	27	8	10	50	60	1116	59	1088	61	50	74	250	47	275	44	5	40	234	60	1390	65	347	40	170	29	1000	49		Early	+1	Early	Early	Early

School FSA ELA (2018-2021)				Achievement Levels								Gender		Ethnicity						Status			Strands																					
Proficiency (%)				1L	1M	1H	2L	2H	3	4	5	3,4,5	M	F	A	B	H	I	M	W	ESE	ELL	F/R	Average Rating																				
Year	School	Grade	# Students Tested	% of Score	% of Score	% of Score	% of Score	% of Score	% of Score	% of Score	% of Score	% Proficient	# Total Population	% Proficient	# Total Population	% Proficient	# Total Population	% Proficient	# Total Population	% Proficient	# Total Population	% Proficient	# Total Population	% Proficient	# Total Population	% Proficient	# Total Population	% Proficient	# Total Population	% Proficient	# Total Population	% Proficient	Key Ideas	Craft & Struct	Ingr of Knowl	Language	Writing	Write: Purp/Org	Write: Evidence	Write: Convent.				
2018	Kenwood	3	107	2	4	9	15	17	28	17	8	53	51	51	56	55	1	100	16	31	9	11		18	56	63	63	26	27	5	20	75	41	54	61	45	68							
2019	Kenwood	3	81	1	5	9	20	14	25	19	9	52	40	50	41	54			11	45	9	44		12	50	49	55	20	25	3	0	54	37	49	61	49	81							
2021	Kenwood	3	94	1	4	13	10	14	30	22	6	59	48	58	46	59			15	27	14	43		8	63	57	70	14	21	5	20	43	44	58	55	47	76							
2018	District	3	2,520	1	3	9	9	13	31	24	11	66	1231	62	1289	69	50	76	292	47	285	51	9	67	259	68	1625	71	428	35	139	26	1403	55	59	65	50	74						
2019	District	3	2,460	1	3	9	9	12	29	27	10	66	1258	64	1202	68	42	83	293	50	293	51	9	78	232	64	1591	72	456	39	136	24	1317	55	56	66	51	84						
2021	District	3	2,261	2	4	11	10	11	30	25	7	63	1149	58	1112	67	60	72	264	48	303	43	5	60	228	64	1401	69	415	35	181	23	966	53	58	59	49	73						
2018	Kenwood	4	128	1	2	14	6	7	38	27	5	70	63	68	65	72	2	100	18	61	7	14		15	67	86	77	26	38	5	20	77	60	55	62	49	70	58	54	54	77			
2019	Kenwood	4	100	1	3	12	9	12	36	18	9	63	49	69	51	57	1	100	12	42	13	38		19	58	55	75	23	43	6	33	61	56	51	58	51	83	52	46	48	73			
2021	Kenwood	4	97	1	6	11	7	10	25	27	12	64	50	62	47	66	2	100	15	40	11	36		5	80	64	72	26	42	3	0	48	48	54	66	56	72	58	54	51	81			
2018	District	4	2,449	2	3	11	9	13	30	23	9	62	1259	59	1190	66	66	75	327	42	235	49	10	70	233	63	1578	68	443	31	106	21	1266	50	54	63	48	70	55	51	51	72		
2019	District	4	2,429	1	3	8	9	12	33	24	11	67	1183	62	1246	72	48	77	262	45	272	51	8	50	254	72	1585	73	437	35	114	26	1282	55	54	61	52	83	55	50	50	75		
2021	District	4	2,408	3	5	13	8	11	25	25	11	60	1272	56	1136	65	56	77	249	37	299	46	4	25	223	65	1577	66	480	31	133	18	984	46	54	65	55	72	53	48	47	74		
2018	Kenwood	5	87		2	8	9	13	33	23	11	68	41	63	46	72	1	100	11	73	7	57	1	0	19	63	48	71	9	33	1	0	50	60	65	73	64	77	56	52	49	79		
2019	Kenwood	5	122		2	8	8	15	32	25	9	66	59	61	63	71	2	50	17	59	8	38		16	56	79	73	25	36	2	50	69	62	53	71	57	82	63	59	56	82			
2021	Kenwood	5	78	4	4	6	9	17	31	23	6	60	35	57	43	63			13	54	12	50		10	50	43	67	16	38	2	50	41	63	57	66	60	75	61	55	55	83			
2018	District	5	2,376	1	3	8	12	12	30	23	11	64	1189	60	1187	69	65	71	257	50	232	59	8	50	239	58	1575	68	349	21	43	5	1170	53	61	71	61	78	58	54	51	77		
2019	District	5	2,466	1	2	8	9	13	29	27	11	67	1237	63	1229	70	64	78	323	47	236	51	8	75	232	64	1603	73	434	29	79	16	1205	55	53	72	58	83	63	59	56	84		
2021	District	5	2,202	2	3	10	10	14	27	23	11	61	1150	57	1052	66	44	82	244	44	276	44	6	67	207	57	1425	68	402	28	92	11	920	47	59	68	65	77	60	55	54	81		

School Action Plan
ELA: Reading & Writing

District Goal:	Students shall demonstrate reading proficiency at or above the expected grade level.
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Objectives:	
The percentage of all curriculum students who will make learning gains in reading as defined by the State of Florida on the Florida Standards Assessment Test will be at least 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 62 %.	
The percentage of Level 4 and 5 students who will make learning gains in reading on the Florida Standards Assessment Test will be at least 62%	

School Action Plan

ELA: Strategies & Programs to Support the Objectives

Central Focus: ELA Focus Kindergarten- Grade 2

To address potential learning loss by accelerating student achievement through the use of evidence-based resources, district and school-based staff will analyze assessment data, collaborate to create engaging lessons, and provide intervention support.

- Develop engaging, grade appropriate lessons aligned to the B.E.S.T. Standards
- In grades 1 and 2, utilize the B.E.S.T. Standards Vertical Progression to ensure a successful transition from LAFS to B.E.S.T. Standards
- Analyze data to identify appropriate instruction components of i-Ready that can be integrated within the Balanced Literacy Model (e.g., whole group mini-lessons, differentiated small group instruction incorporating multi-sensory strategies, and stations)
- Utilize the ELA textbook, *Benchmark Advance*, as a resource to plan targeted Tier I (whole group) instruction based on i-Ready data that incorporates text-dependent questions leading to a culminating task

School Focus

Targeted School-based Focus: Accelerate student achievement throughout the Balanced Literacy Block based on data from I-Ready and classroom assessments.

1. Utilize Benchmark Advance and the BEST Standards Vertical Progressions to drive tier 1 (Whole Group) planning, instruction, and assessment. (Read Alouds, Mini-Lessons, Shared Reading, Modeled text-based writing, Think Alouds using Complex Texts, TDQs with varying levels of complexity, engaging Multisensory Phonics and Phonemic Awareness)
2. Analyze Diagnostic Data, personalized instruction summary, and formative assessment data from tier 1 instruction to provide differentiated small-group explicit instruction to include tier 2 and 3 interventions. (Ready Book, i-Ready toolbox, foundational skills instruction (lessons may include Max Scholar, word work, guided reading, and Benchmark Advance resources)
3. Plan and facilitate engaging independent activities (stations/collaborative activities) purposely designed to increase student growth and achievement by creating accountable, authentic, and relevant learning opportunities. (i-Ready personalized instruction path, writing tasks (i.e. text-based, prompt writing, process writing), collaborative student groups, word work, Reader's Theater fluency practice)

Targeted School-based Professional Development:

1. Virtual and/or in-person training for Benchmark Advance (planning, scheduling, mini-lessons, ancillary resources), BEST Standards, and Kindergarten Standards-based Report Card implementation (pre-planning overview with ELA Coach, monthly GL collaboration with ELA Coach, monthly Virtual Collaborate with Kindergarten Zoom meetings (1 GL representative minimum), Q & A sessions by GL with ELA coach to support SPP focus areas, Collaborative Planning Groups with ELA Coach as needed, embedded coaching.

2. Planning with ELA coach using i-Ready data and Benchmark Unit Assessment data to reflect on previous instruction and plan for future instruction and assessment. (using BEST Standards, quarterly mapping of instruction, planning whole group, independent and small group lessons, grade level data chats and goal setting, teacher and student goal setting). Embedded coaching as needed.
3. Differentiated learning opportunities based on needs to support implementation of the Balanced Literacy Model for new teachers and teachers new to ELA or a grade level. (virtual training, observing classrooms, embedded coaching, release time for collaborative planning)

Action Steps for Implementation with a Strong Focus on Addressing Potential Learning Loss

Classroom Implementation Action Steps (Teachers and Students):

1. Whole Group Instruction:

- a. Teachers design and provide engaging tier 1 instruction using the BEST Standards, *Benchmark Advance* resources, and i-Ready resources to support the scope and sequence for *Benchmark Advance*.
- b. Teachers will create anchor charts highlighting focus skills taught in mini lessons (may include graphic organizers, shared writing, etc.)
- c. Kindergarten teachers will utilize ABC Bootcamp during the first quarter to revisit letters from the Review and Routines first 20 days lessons.
- d. Teachers will plan and provide engaging (student talk, guided text marking and annotating, collaborative learning groups) mini lessons, read alouds, shared reading lessons using the gradual release of responsibility. (Close Reading, Shared Reading, Phonemic Awareness & Phonics lessons)
- e. Teachers will facilitate student talk to include answering questions in complete sentences and use textual evidence to explain reasoning.

2. Targeted Small Group Instruction:

- a. Teachers will analyze diagnostic and formative assessment data (i-Ready Diag., weekly and unit assessments, personalized instruction summary) to differentiate instruction. (Data and goal setting charts, teacher/student goal setting conferences, flexible grouping)
- b. Teachers will provide multi-sensory foundational skills lessons and guided reading lessons to fill gaps or provide enrichment. (i-Ready Tools for Instruction, Max Scholar, *Benchmark Advance* remediation materials, guided reading, phonics and phonemic awareness activities, writing through reading, student discussion)
- c. The daily DIGS (Differentiated Instructional Groups) block will be used for small groups to fill skill gaps or provide enrichment as identified.
- d. Teachers will plan and provide Tier 2 and Tier 3 intervention lessons for students based on diagnostic and formative assessment data to align with PMPs.

3. Independent Activities (stations/collaborative groups)

- a. Teachers will plan for engaging independent activities with accountability to increase student growth and achievement. (i-Ready personalized instruction path, Reader’s Theater, partner reading, reading response, word work, writing)
- b. Teachers will model and teach routines, procedures, and expectations throughout the balanced literacy block to allow for smooth transition to independent activities. (Review and Routines lessons from *Benchmark Advance*)
- c. Teachers will guide students to monitor their learning (daily check-in, must do/may do, etc.) as they engage in differentiated activities such as i-Ready personalized instruction, spiraling phonics and foundational skills (epocket chart from Benchmark Universe), *Benchmark Advance* learning games, authentic writing tasks, and Reader’s Theater.

Progress Monitoring			
Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
i-Ready	i-Ready Reports	Weekly	Administrators and teachers
Kindergarten Standards-based Report Card	Formative assessments, grade level meeting notes	Quarterly	Administrators and Kindergarten teachers
<i>Benchmark Advance</i> curriculum as a resource to implement BEST Standards	Evidence during admin visits to classrooms and collegial discussions with teachers	Monthly	Administrators and teachers
Balanced Literacy Model	Evidence during admin visits to classrooms and collegial discussions with teachers	Weekly	Administrators and teachers

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

School Action Plan

ELA: Strategies & Programs to Support the Objectives

Central Focus: ELA Focus Grades 3-5

To address potential learning loss by accelerating student achievement through the use of evidence-based resources, district and school-based staff will analyze assessment data, collaborate to create engaging lessons, and provide intervention support.

- Develop engaging, standards-based lessons that bridge LAFS and B.E.S.T. Standards using data (e.g., FSA, formative, classroom assessments), the Item Specifications, and *Benchmark Advance* Standards document
- Utilize the ELA textbook, *Benchmark Advance*, as a resource to plan targeted Tier I (whole group) instruction based on i-Ready data that incorporates text-dependent questions leading to a culminating task
- Analyze components of i-Ready (e.g., Teacher Toolbox, Personalized Online Instruction) to appropriately incorporate within the Balanced Literacy Model
- Strategically utilize the B.E.S.T. Standards Vertical Progression to ensure a successful transition from LAFS to B.E.S.T. Standards

School Focus

Targeted School-based Focus: Accelerate student achievement throughout the Balanced Literacy Block based on data from I-Ready and classroom assessments.

1. Utilize Benchmark Advance and the OCSD Bridge Document to drive tier 1 (Whole Group) planning, instruction, assessment. (Read Alouds, Mini-Lessons, Modeled text-based writing, Think Alouds using Complex Text, TDQs with varying levels of complexity)
2. Analyze Diagnostic Data, personalized instruction summary, and formative assessment data from tier 1 instruction to provide differentiated small-group explicit instruction. (Ready Book, iReady Toolbox, foundational skills (lessons may include Max Scholar, Storyworks, word work, guided reading, Benchmark Advance resources, and novel studies)
3. Facilitate engaging independent activities purposely designed to increase student growth and achievement by creating accountable, authentic, and relevant learning opportunities. (reflections from reading, collaborative student groups, word study, i-Ready personalized instruction path, writing tasks (i.e., text-based, prompt writing, process writing)

Targeted School-based Professional Development:

1. Virtual and/or face to face trainings for *Benchmark Advance* and Bridge Document (planning, scheduling, mini-lessons, ancillary resources), Q & A sessions by grade level with ELA coach, embedded coaching to include modeling, observation, collaborative planning, debrief discussions, data analysis
2. Collaborative planning with ELA coach using i-Ready Diagnostic data and Benchmark Unit Assessment Data to reflect on previous instruction and plan for future instruction and assessment. (use of Bridge Document to add TDQs to assessments, quarterly mapping of instruction, planning independent and small group lessons, grade level data chats, teacher and student goal setting); embedded coaching
3. Mini-PD sessions about using *Benchmark Advance* and i-Ready resources to engage students in independent learning activities, monitoring and remediating lessons in personalized instruction path, and creating stations with accountability.
4. Using data driven instruction to improve student achievement (examples of topics: teaching foundational reading skills, using intervention lessons in *Benchmark Advance* and I-Ready Toolbox) Action Steps: Admin and grade level data chats and goal setting (release time), teacher and student goal setting
5. Differentiated learning activities based on teacher needs assessment to support implementation of the Balanced Literacy Model; ensure new teachers or new to grade level/subject area teachers are included.

Action Steps for Implementation with a Strong Focus on Addressing Potential Learning Loss

Classroom Implementation Action Steps (Teachers and Students):

1. Whole group instruction / Tier 1:

- a. Teachers plan and teach engaging tier 1 instruction and mini-lessons that bridge LAFS to B.E.S.T. using Bridge Document, *Benchmark Advance*, i-Ready, and other research-based resources (close reading, anchor charts, text marking and annotations, responding to text, word study, writing)
- b. Teachers will use Item Specs, ALDs, sequenced TDQs of varying DOK levels, *Benchmark Advance*, i-Ready Toolbox, Storyworks, and Common Lit to promote achievement and growth within the standards
- c. Grade levels will collaboratively develop culminating tasks that reflect standards of focus, incorporating the standards of evidence and elaboration throughout instruction in the Balanced Literacy block (discussing claims, justifying reasoning, building on ideas, active listening, citing evidence through direct quotes or paraphrasing, making inferences, and producing quality work)
- d. Teachers will create opportunities for deeper learning for students at all performance levels by providing access to varied grade level complex texts that build upon content knowledge; scaffolding of instruction will occur to assist students in gaining access to and understanding of complex text.
- e. Teachers will incorporate student talk expecting questions to be answered by students using complete sentences and citing evidence to explain and justify reasoning.

2. Differentiated small group instruction:

- a. Analyze data (i-Ready Diagnostic, personalized instruction summary, weekly and unit assessments) to plan responsive lessons that remediate or extend student learning to maximize academic growth. (Data and goal setting charts, teacher/student goal setting conferences, grade level meetings, flexible grouping)
- b. Provide engaging intervention and extension lessons for students to ensure academic growth. (Guided reading, phonics and word study, writing through reading, student discussion, lessons that scaffold comprehension)
- c. Use 30-minute DIGs block for small group instruction to fill skill gaps or provide enrichment as identified with support of Title I pullout program for identified students. The “gap filling” will occur within the framework of the grade level standards with scaffolding for the students.

3. Independent activities (stations):

- a. Teachers will plan for engaging independent activities with accountability aligned to the standards and allowing student practice and application of learning from whole group and small group instruction to increase student growth and achievement. (i-Ready personalized instruction path, collaborative activities, reading response, Reader’s Theater, writing (text-based, prompt, process), and word work).
- b. Teachers will guide students to monitor their learning as they engage in differentiated activities such as i-Ready personalized instruction, phonics and foundational skills activities, authentic writing tasks, *Benchmark Advance* learning games, and Reader’s Theater.

Progress Monitoring			
Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Balanced Literacy Model	Walk throughs, informal, and formal classroom visits; collegial discussions, grade level and leadership team meetings	Weekly	Administrators, teachers
I-Ready program implementation	I-Ready reports, collegial discussions	Weekly	Administrators, teachers
Benchmark Advance and Bridge Documents	Collegial discussions, walk throughs and informal/formal classroom visits, grade level and leadership team meetings	Weekly	Administrators, teachers

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

School Action Plan

ELA: Strategies & Programs to Support the Objectives

Central Focus: Text-based Writing

School Focus

Targeted School-based Focus:

Purpose, Focus, Organization (K-2) Evidence and Elaboration (3-5)

Targeted School-based Professional Development:

1. K-2 teachers will meet with the Instructional Coach to discuss writing progress towards BEST Standards and calibrate scoring of student work using the *Benchmark Advance* writing materials and rubrics.
2. FSA rubric calibration training will be offered to new 3-5 teachers during release time or grade level meetings after the *Benchmark Advance* Unit 1 Writing Assessment and additional Unit Assessments as needed. Calibration of papers will lead to discussions of trends/needs for classroom instruction and result in planning for mini-lessons or teaching strategies to meet those needs.
3. Embedded coaching (observation/debrief, co-teaching, modeling, conferencing, collaborative planning, and collegial conversations) will be used by the instructional coach to support the implementation of the Kenwood Writing Plan.
4. Collaborative planning opportunities will be provided to integrate *Benchmark Advance* and Ready Writing into the Balanced Literacy Block.
5. New to 4th and 5th grade teachers will participate in an overview of the WriteScore Program to include resources available and how to use the WriteScore data to differentiate writing instruction.

Writing Plan

*****Ready Writing will be used as a supplemental/remediation tool for small group writing lessons based on student needs grades 2-5.

GRADE K TEXT-BASED WRITING

Shared, Interactive, and Independent Writing and Conferencing

Unit	Knowledge Strand	Week 1	Week 2	Week 3
1	Life Science	Draw and Share a Message (Writing in Response to Reading)	Draw, Write, and Share Messages (Writing in Response to Reading)	Draw, Write, and Share Messages (Writing in Response to Reading)

2	Character Matters	Draw and Write Narrative Texts (Inspired by "Tortoise and the Hare" and "Lion and the Mouse")	Draw and Write Narrative Texts (Inspired by <i>Horrible Bear</i>)	Draw and Write Narrative Texts (Inspired by <i>Dog Days of School</i>)
3	Government and Citizenship	Draw and Write Informational / Explanatory Texts (Using facts and details from "Let's Play by the Rules" and "A New Pet")	Draw and Write Informational / Explanatory Texts (Using facts and details from <i>What Are Some Rules at School?</i>)	Draw and Write Informational / Explanatory Texts (Using facts and details from <i>Rules Are Cool</i>)
4	Perspectives in Literature	Draw and Write Opinion Texts (Students share opinions about "Who Did It?" and "The Spider and the Deer")	Draw and Write Opinion Texts (Students share opinions about Knuffle Bunny, supporting their opinions with reasons grounded in the text.)	Draw and Write Opinion Texts (Students share opinions about Night Sky, supporting their opinions with reasons grounded in the text.)
5	Technology and Society	Process Writing: Informative / Explanatory Texts (Using details from "Up, Up and Away" and prior knowledge)	Process Writing: Informative / Explanatory Texts (Using Technology at Home and School as a mentor text and source of ideas)	
6	Themes Across Cultures	Process Writing: Opinion (Students choose texts from Units 1–5 to write opinions about)	Process Writing: Opinions about Favorite Authors and Books (Students choose texts from Units 1–5, or other books they have read, to write opinions about)	
7	History, Culture, and Geography	Process Writing: Stories (Students draw on the unit video, unit readings, and personal experiences)	Process Writing: Stories (Students draw on the unit video, unit readings, and personal experiences)	
8	Earth Science	Process Writing: Shared Research Reports (Teacher and students research a subject related to the unit topic.)		
9	Economics	Process Writing: Opinion Texts (Students write opinions drawing on the unit video, readings, and personal perspectives)		
10	Physical Science	Poetry Writing Unit (Students write poetry reflecting the unit topic)	Reflection Week	

*****Ready Writing will be used as a supplemental/remediation tool for small group writing lessons based on student needs grades 2-5.

GRADE 1 TEXT-BASED WRITING

Shared, Interactive, and Independent Writing and Conferring

Unit	Knowledge Strand	Week 1	Week 2	Week 3
1	Life Science	Write Personal Responses (after reading "The Amazing Life Cycle of a Frog" and "The Fox and the Robin")	Write Personal Responses (after reading The Life Cycle of an Oak Tree)	Write Personal Responses (after reading The Ugly Duckling)
2	Character Matters	Write Narrative Texts (based on the characters in "The Ant and the Grasshopper" and "Little Red Riding Hood")	Write Narrative Texts (based on the characters in Wolfie the Bunny)	Write Narrative Texts (based on the characters in Abuelita's Secret)
3	Government and Citizenship	Process Writing: Informational / Explanatory Texts (Using facts and details from "Let's Play by the Rules" and "A New Pet")	Draw and Write Informational / Explanatory Texts (Using f Process Writing: Informational / Explanatory Texts (Students use facts and details from Being a Responsible Citizen)	
4	Perspectives in Literature	Process Writing: Opinion Texts (Students share opinions about "The City Mouse and the Country Mouse")	Draw and Write Opinion Texts (Students choose a character from a text in Units 1–4 and write an opinion about the character using details from the text)	
5	Technology and Society	Process Writing: Informative / Explanatory Texts (Students study a mentor text and use unit selections and other sources of information to write about self-selected technology topics.		
6	Themes Across Cultures	Process Writing: Opinions about Literary Characters (Students self-select characters and books from Units 1–5 and write opinions using reasons and evidence from the books)		
7	History, Culture, and Geography	Process Writing: How-To (Procedural) Texts (Students study a mentor text and write their own how-to texts)		
8	Earth Science	Process Writing: Shared Research Reports (Teacher and students research a subject related to the unit topic.)		
9	Economics	Process Writing: Opinion Texts (Students write opinions drawing on the unit video, readings, and personal perspectives)		
10	Physical Science	Poetry Writing Unit (Students write poetry reflecting the unit topic)		Reflection Week

*****Ready Writing will be used as a supplemental/remediation tool for small group writing lessons based on student needs grades 2-5.

GRADE 2 TEXT-BASED WRITING

Shared, Interactive, and Independent Writing and Conferring

Unit	Knowledge Strand	Writing Mini-Lesson Focus (In Teacher’s Resource System)	Other Text-Based Writing Tasks
1	Life Science	Write to a Text-Based Prompt: Informative/Explanatory Essays Students write essays based on print and multimedia sources	DAILY TEXT ANNOTATION (Texts for Close Reading)
2	Character Matters	Write to a Text-Based Prompt: Opinion Essay Students write opinions about characters in texts the unit texts.	During "First Read" mini-lessons, guide practice sections of strategy mini-lessons, and Close Reading mini-lessons, students annotate texts as they apply strategies and look for text evidence to support answers and inferences.
3	Government and Citizenship	Process Writing: Informative/Explanatory Essays Students use facts and details from research sources.	APPLY UNDERSTANDING TASKS (TRS Mini-Lessons)
4	Perspectives in Literature	Writing to a Text-Based Prompt: Narrative Students study a mentor text before writing their own narratives	Apply Understanding activities in each mini-lesson give students an opportunity to demonstrate their strategy knowledge. These are primarily writing tasks based on the text.
5	Technology and Society	Process Writing: Opinion Essay Students support an opinion using evidence from texts they have read.	BUILD-REFLECT-WRITE ACTIVITIES (Texts for Close Reading)
6	Themes Across Cultures	Process Writing: Narrative Fiction Students study mentor narratives in order to write their own story.	Build Knowledge Activities require students to complete graphic organizers using information from their readings.
7	History, Culture, and Geography	Process Writing: Narrative Nonfiction Students study narrative nonfiction mentor texts and write narratives reflecting the unit topic.	Write: Use Text Evidence Questions for every week's readings require students to answer questions and supply supporting evidence from the texts.
8	Earth Science	Process Writing: Research Project Students choose topics, select sources, and write a text incorporating facts and details from the sources.	WRITING IN RESPONSE TO SMALL-GROUP READING (Small-Group Text Teacher's Guides) Writing in response to reading activities are provided in every leveled text teacher's guide.
9	Economics	Multimedia Presentation: Students conduct research, create a multimedia presentation, and present it to the class.	CULMINATING WRITING TASK (Texts for Close Reading)
10	Physical Science	Process Writing: Poetry Students study mentor poetry and write their own poems related to the unit topic.	

Shared, Interactive, and Independent Writing and Conferring about Text in K-5

Writing in the Balanced Literacy Model

- ✓ Teachers will allow for daily writing instruction beyond the required 90 minutes of reading instruction.
- ✓ Teachers will provide whole group instruction as well as differentiated small group and individual conferencing as needed for students to progress.
- ✓ Students will engage in writing activities for a variety of purposes through Writing in Reading during content area lessons, Everyday Instructional Reading, Close Read Sequences, and writing instruction (Ready Writing, *Benchmark Advanced*, Storyworks, school made/school specific resources).
- ✓ Students will progress through all stages of the Writing Process: Prewrite, draft, revise, edit, and publish. Conventions will be taught in the context of writing. Students will correct conventions during the revising and editing steps. Correcting conventions should not impede the process of writing their essay.

Calibration and Scoring

- ✓ ELA teachers who are new to 4th/5th, new to Florida, or new to ELA will meet with the Instructional Coach at least once a 9-weeks to continue the process of calibration and scoring of student writing samples using the FSA rubric and the FSA Sampler Sets for fourth and fifth grades.
- ✓ ELA teachers will analyze data from Write Score results and use them to differentiate writing instruction using Write Score and Ready Writing resources as needed.
- ✓ Teachers will increase student knowledge and use of the B.E.S.T. (Benchmark Advanced Rubrics) or FSA rubrics by modeling scoring and creating bulletin boards or anchor charts of exemplary writing.
- ✓ To create self-assessing learners, students will self-score and peer-score using the rubric and incorporating student talk as appropriate to the grade level.

Progress Monitoring

- ✓ Kenwood students will write from text-based prompts throughout the year to include *Benchmark Advance* Unit Assessments and Write Score (4th/5th) writing tasks. At the beginning of the year, students will complete a formative writing assessment to be used to drive initial instruction. Students will complete multiple teacher-created tasks throughout the nine weeks, and at the end of each grading period students will complete the Benchmark Advanced Cold Read/Writes. These writing tasks will be scored by either the B.E.S.T Standards (Benchmark Rubric) or FSA rubric and recorded into PAWS Gradebook. Teachers will use results to drive instruction.

- ✓ Assessed format (narrative, argumentative/opinion, or expository/informative) will follow the Benchmark Advanced progression for writing instruction.
- ✓ Student writing grades will be clearly labeled and recorded in PAWS for timely reporting to parents and administration. Rubric results of these writing grades will be used to plan whole group instructional lessons within Everyday Instructional Reading, culminating activities for Close Read Sequences, and writing instruction, as well as drive instructional need for small group and individual student/teacher conferencing. Students will reflect on teacher feedback and develop personal goals for writing.

Teachers will provide modeling, guided, and independent practice in Everyday Instructional Reading, Close Read sequences, Writing Instruction, and during content area (science and social studies) lessons as appropriate for the following elements of writing:

Unpacking the Prompt and Time Management

- ✓ Teachers will model how to unpack the prompt using vertically aligned common language. As appropriate to the grade level, students will text mark important words in the prompt that indicate format and topic.
- ✓ Students will practice unpacking prompts during Everyday Instructional Reading, using grade-level appropriate resources (anchor charts, Ready Workbook, a variety of teacher-created prompts, Writing Sampler Sets, and Benchmark Advance).
- ✓ While practicing for timed writings, teachers will model and students will practice efficient use of their time. Guidelines for 120 minutes will include:

Unpack the prompt – 5 minutes

Close read and mark text – 20-25 minutes

Plan for your essay – 10-15 minutes

Draft, Revise, and Edit – 75-85 minutes

Kindergarten:

1. Box the type (narrative, argumentative, expository).
2. Underline what they are supposed to write about.
3. Teacher models list of key words to use in essay.

First and Second:

1. Box the type (narrative, argumentative, expository).
2. Underline the purpose (what they are supposed to write about).
3. List key words to use in essay. (End of year second grade goal.)

Third, Fourth, Fifth:

1. Box the type (narrative, argumentative, expository).

2. Underline the purpose (what they are supposed to write about)
3. Circle the topic (common thread between text set)
4. List key words to use in essay. (End of year second grade goal.)

Text Marking Specific to the Task

- ✓ Teachers will model purposeful text marking and annotating specific to the demands of the prompt.
- ✓ As appropriate to the grade level, students will text mark to identify, analyze, and determine the most meaningful sentences in the reading passages that could be used for evidence and/or to help with elaboration while answering TDQs and while writing to prompts. Students will identify Tier 3 vocabulary to be included in the student writing piece. Students will annotate thoughts in relation to the prompt in the margins or on a planning sheet.

Planning for the Essay

- ✓ Students will use a variety of prewriting strategies and planning devices appropriate to the grade level and task.
- ✓ Teachers will model use of planning organizers as appropriate to the demands and format of the writing task.
- ✓ Students will engage in guided practice using teacher-created planning organizers. Teachers will gradually discontinue providing copies of planning organizers as students are ready to plan independently.

Kindergarten:

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

First and Second:

Planning organizers will include an introduction, body, and conclusion. By the end of second grade, teachers will purposefully introduce and model planning for synthesis of two texts.

Third, Fourth, and Fifth:

Students will continue to plan for an introduction, body, and conclusion. Teachers will use a variety of organizers to teach planning for synthesis and elaboration. Students will choose their preferred body organization method after introduction of grade level determined graphic organizers. Students will be encouraged to adjust the plan as needed for independent use during assessment.

Scaffolded Instruction: One Source to Multiple Sources

- ✓ Everyday Instructional Reading and Close Read Sequences: In grade K through second, students will have regular practice analyzing multiple sources, including non-textual stimuli and multimedia, and integrating information to respond to TDQs. By third grade, on a regular basis student will reference more than one source when responding to TDQs.
- ✓ Writing Instruction: Grade K through second, students will become proficient at responding to one text source for writing assignments. During third grade, students will independently respond to two sources. In fourth and fifth grade, students will become proficient in responding to tasks including three or more sources.

Introductions

- ✓ Teachers will use mentor texts to identify and model elements of an effective introduction.
- ✓ Students will practice including the thesis (topic) statement in the introduction of their writing pieces.
- ✓ Students will identify elements of effective introductions in exemplar papers.
- ✓ **Introduction types** could include **imagery, funnel, drama, quotations, turnabout, interesting fact.**

Explicit Instruction will include:

Kindergarten:

- o Addressing the topic of the essay (answering the prompt)

First through Second:

- o Use a **relevant** statement to catch the reader's attention
- o Addressing the topic of the essay (answering the prompt)

Third through Fifth:

- o Use a relevant statement to catch the reader's attention
- o Addressing the topic of the essay (answering the prompt)
- o Stating the ideas or concepts that will be explained using sources (thesis statement/claim), and using background information as appropriate.

Conclusions

- ✓ Teachers will use mentor text to identify and model elements of an effective conclusion, specifically how a conclusion restates the introduction and remains focused on the prompt.
- ✓ Students will identify elements of effective conclusions in exemplar papers.
- ✓ Students will practice writing conclusions.
- ✓ **Conclusion types** could include a **call to action, your two cents, future significance, etc.**

- ✓ Explicit instruction will include:

Kindergarten:

- o The ending of the writing tells the reader why our text is important.
- o A good ending reminds the reader about the topic.

First and Second:

- o Thesis Statement: Usually the first sentence of a conclusion revisits the controlling idea of an essay, but is phrased differently from the original thesis found in the introduction
- o (Grade 2) Synthesis: The element of a conclusion that brings together the points of an essay in a new and interesting way to make a generalization or to draw a conclusion.

Third, Fourth and Fifth:

- o Thesis Statement: Usually the first sentence of a conclusion revisits the controlling idea of an essay, but is phrased differently from the original thesis found in the introduction.
- o Synthesis: The element of a conclusion that brings together the points of an essay in a new and interesting way to make a generalization or to draw a conclusion.
- o Extension: A memorable thought or idea that extends beyond the essay and pushes the reader into the real world.

Citing Relevant Evidence

Instruction and practice of citing relevant evidence will occur during explicit reading and writing instruction:

- ✓ Teachers will share exemplar papers and use mentor text to show effective use of evidence.
- ✓ Teachers will model how to purposefully text mark evidence and how to paraphrase evidence.
- ✓ Teachers will provide instruction to determine evidence that supports the purpose of the prompt, moving students toward independence.
- ✓ First: Read a prompt and pick out sentence strips containing relevant evidence that support the prompt.
- ✓ Second and Third: Read a student writing piece and identify the examples and non-examples of relevant evidence.
- ✓ Fourth and Fifth: Read a prompt and multiple passages. Identify relevant/non-relevant statements, analyzing support of prompt.
- ✓ Teacher and students will create anchor charts with sentence stems for citing evidence (with continued practice move to less formulaic writing).
- ✓ Intermediate students will paraphrase and cite from multiple sources and how using text evidence from multiple sources provides for synthesis/analysis.
- ✓ Students will practice citing evidence while writing responses in content areas.

Strategies for Elaboration

Instruction and practice of elaboration strategies will occur during explicit reading and writing instruction as well as during explicit writing instruction:

- ✓ Teachers will show how elaboration is used to support and extend text evidence while analyzing mentor writing as well as modeling written responses and essays. Teachers will use multiple elaboration strategies as appropriate to the needs of the learner and the expectations of the task. Strategies will include: connections to self/world/text, cause/effect (If...then...), compare/contrast, definitions, real life example, figurative language
- ✓ Kindergarten: Identify text to self-connections and elaborate through illustrations.
- ✓ First and Second: Introduce each type of elaboration and create anchor charts for sentence stems. First and second grade will use mentor text to show examples of elaboration. Teachers will model how to create relevant elaboration that supports the prompt. Students are encouraged to move away from sentence stems as appropriate.
- ✓ Third through Fifth: Teachers will continue strategies introduced in first and second grade. In addition, teachers will provide instruction to include color coding parts of a paragraph or essay and how to use graphic organizers to plan and organize writing. (Grade levels will determine specific graphic organizers that will be used.)
- ✓ Teachers and students will share student writing that exemplifies effective use of elaboration.
- ✓ Teachers and students will create anchor charts with sentence stems/frames for elaboration (with continued practice move to less formulaic writing). (Using Elaborative Techniques graphic organizer as a resource)
- ✓ Students will practice elaboration strategies in short written responses as well as lengthier essays.

Use of Transitions

- ✓ Teachers and students will create an anchor chart that identifies both types of transitions – within (internal) paragraphs and between (external) paragraphs as appropriate to the grade level.
- ✓ Students will practice including effective transitions that are both appropriate for the text structure and relevant to the progression of the writing piece.
- ✓ Students will practice effective use of transitions while writing responses in content areas.

Content-Specific Vocabulary

- ✓ As appropriate to the grade level, students will mark text in reading passages that could be used for evidence and/or elaboration while answering TDQs.
- ✓ Students will identify in reading passages Tier 3 vocabulary to be included in the student writing piece.
- ✓ Students will practice effective use of content-specific vocabulary while writing responses in content areas.

Conventions non-negotiables for each grade level:

Kindergarten:

*All “grade level” expectations are per the B.E.S.T. Standards for Grade K.

- Picture and words match
- Picture shows a setting
- A reader can tell what the illustration is without an explanation
- Beginning, middle and ending sounds are used
- Letters(s) for each sound heard in a word
- Spaced between words
- Begin each sentence with a capital letter and ending punctuation
- Writes using mostly lowercase letters
- Capitalization on days of the weeks and months, and the word “I” should be correct

First Grade:

*All “grade level” expectations are per the B.E.S.T. Standards for Grade 1.

- No capital letters within words
- Finger spacing between words
- Capital “I”/ proper nouns
- Correct formation of letters (no reversals by end of year)
- Letters written on the line
- Write complete sentences with correct capitalization and punctuation
- Grade level appropriate grammar
- Phonetic spelling
- Sight words spelled correctly

Second Grade:

*All “grade level” expectations are per the B.E.S.T. Standards for Grade 2.

- Capital letters at the beginning of sentence, capital “I”, proper nouns
- No capital letters within words
- Grade level appropriate punctuation (period, exclamation, question mark, comma, and quotation marks)
- Finger spacing between words
- Correct formation of letters (no reversals and placed on paper/line correctly)
- Complete sentences with varied sentence structure

- Verb/Noun agreement
- Sight words spelled correctly
- Words from the text or source will be spelled correctly
- Form plurals –y to –ies, use apostrophes to form contractions, use interjections, use appropriate pronouns, use commas in a series, and use plural possessives

Third Grade:

- Complete sentences with varied sentence structure/compound sentences
- Capitalize appropriate words (beginning of sentence, proper nouns, titles)
- Verb/Noun agreement
- Proper punctuation (comma, quotation, end mark)
- Words from the text or source will be spelled correctly
- Apostrophes used correctly in contractions and possessives
- Writing is legible
- Like ideas will be grouped into paragraphs
- Use simple modifiers and prepositional phrases

Fourth Grade:

- Complete sentences
- Words from the text or source will be spelled correctly
- Capitalization of “I”, beginning of sentence, and proper nouns, no random capitalizations within the writing
- Proper ending punctuation
- Paragraph separation is evident (indentation or line spacing)
- Subject/verb agreement with intervening clauses and phrases
- Conjunctions

Fifth Grade

- Complete sentences with varied sentence structure
- Words from the text or source will be spelled correctly
- Paraphrase text evidence
- Capitalizing “I” at the beginning of a sentence, proper nouns, no random capitalizations within the writing
- Capitalize titles of articles and enclose in quotation marks

- Proper ending punctuation
- Paragraph separation is evident
- Place quotation marks around any text that is quoted
- Use principal modals to indicate the mood of a verb
- Use appositives, main, clauses, and subordinate clauses
- Use conjunctions correctly to join words and phrases in a sentence

Progress Monitoring			
Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Implementation of Writing Plan	lesson plans, walk-throughs, student work samples, collegial discussions	Weekly	administrators, teachers, instructional coach upon teacher request

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 Students Below Grade Level

School Focus

Targeted School-based Focus: Students who are 1 or 2 years below grade level will meet at least 75% of their stretch growth as measured from diagnostic 1 to diagnostic 3.

Targeted School-based Professional Development:

- How to implement small group instruction that includes daily direct instruction in addition to students' specific instructional needs derived from student I-Ready lessons.
- How to scaffold instruction for students who are not yet proficient while using grade level texts.

Action Steps for Remediation

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

Classroom/small group remediation:

- Students will meet with the classroom teacher for small group lessons to address the skill gaps identified on the latest i-Ready diagnostic and classroom formative assessments.
- Teachers will meet with students in small groups daily (tier 3 – meet 4 to 5 days per week, tier 2 – meet 3 to 4 days per week)
- Teachers' lesson plans will include students in each group, focus area, and lessons
- Classroom teachers will maintain their students' PMPs with support from the guidance counselor and pull-out remediation teacher.

Pull-out remediation:

- Students will be selected for pull out remediation/Title I through a data-based decision-making process and with input from classroom teachers focusing on students retained in that subject area and students one year below grade level or more.
- Title I teacher will provide i-Ready data driven support for grades 2-5. Grade 1 will be provided daily direct instruction on foundational skills based on those students' identified needs from the i-Ready Diagnostic results.

Plan of Care (POC)

- Provide plan of care support (before/after school tutoring) to students identified as "red zone" or level 1 students from I-Ready Diagnostic 1, retained students, and students identified by teachers as in need of increased support

Progress Monitoring

Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
PMPs	MTSS, collegial discussions, review of PAWS	At least quarterly	Administrators, teachers
Small group differentiated instruction	Classroom visits, lesson plans, collegial discussions	Weekly	Administrators, teachers
i-Ready program implementation	I-Ready reports, collegial discussions, collaborative planning groups, grade level and leadership team meetings	Daily/Weekly	Administrators, teachers

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

MATH DATA

iReady Math by School On/Mid/Above Grade Level (%)					Grade Level Placements							Gender		Ethnicity							Status			Strands														
Year	Term	School	Grade	# Students Tested	Ave. Percentile	3+	2	1	Early	On	Mid/	Early/	M	F	A	B	H	I	M	W	ESE	ELL	F/R	Average Grade Placement														
						% of Placement Below	% of Placement Below	% of Placement Below	% of Placement Grade	% of Placement Grade	% of Placement Above	% of Placement Above	% of Placement Above	% of Placement Above	% of Placement Above	% of Placement Above	# Total Population	% On/Mid/Above	# Total Population	% On/Mid/Above	# Total Population	% On/Mid/Above	# Total Population	% On/Mid/Above	# Total Population	% On/Mid/Above	# Total Population	% On/Mid/Above	# Total Population	% On/Mid/Above	# Total Population	% On/Mid/Above	Number & Operations	Algebra & Algebra Thinking	Measurement & Data	Geometry		
2021	Test C	Kenwood	K	97	60.4			16	8	4	71	75	55	73	42	79	3	67	18	78	7	57		3	67	66	77	17	47	4	50	48	69	mid	mid	mid	mid	
2021	Test C	District	K	2,248	57.1			18	6	8	67	75	1154	74	1094	77	39	82	240	65	273	55	9	78	286	70	1401	82	279	57	184	40	954	69	mid	mid	mid	mid
2021	Test C	Kenwood	1	80	68.8		1	14	6	5	74	79	41	85	39	72	1	100	17	94	10	80		1	100	51	73	18	61	5	60	49	76	mid	mid	mid	mid	
2021	Test C	District	1	2,325	58.9		2	28	7	6	57	63	1191	66	1134	60	35	66	273	51	232	40	6	33	277	61	1502	69	361	45	152	28	1054	55	mid	mid	mid	mid
2021	Test C	Kenwood	2	90	53.8		8	28	7	9	49	58	50	46	40	73			14	36	14	43		5	40	57	68	19	42	11	27	36	47	Early	Early	mid	Early	
2021	Test C	District	2	2,197	54.7		0	3	28	12	45	57	1111	61	1086	52	50	78	250	36	273	42	5	60	234	48	1385	64	345	39	170	29	995	46	Early	Early	mid	mid

School FSA Math (2018-2021) Proficiency (%)					Achievement Levels								Gender		Ethnicity							Status			Strands																		
Year	School	Grade	# Students Tested	1L	1M	1H	2L	2H	3	4	5	3,4,5	M	F	A	B	H	I	M	W	ESE	ELL	F/R	Average Rating																			
				% Proficient	% Proficient	% Proficient	% Proficient	% Proficient	% Proficient	% Proficient	% Proficient	% Proficient	% Proficient	% Proficient	% Proficient	% Proficient	% Proficient	% Proficient	% Proficient	% Proficient	% Proficient	% Proficient	% Proficient	% Proficient	% Proficient	% Proficient	Num&Opp: Base 10 (4-5) Ratio&Prop (6-7)	Num&Opp: Fract (3-4) Oper&Alg / Fract (5) NumSys (6-7)	Meas&Data / Geo (3-5) Stats&Prob (6-7) Stats&Prob / NumSys (8) Stats&NumSys (A1) Model w/Geo (Geo)	Geometry (6-8) Alg&Modl (A1) Cong,Sm,RTri,Trig (Geo)	Opp&Alg / Base 10 (3) Opp&Alg (4) Expr&Equat (6-8)	Functions (8) Funct&Modl (A1) Circ,Meas,Props&Equat (Geo)											
2018	Kenwood	3	108	4	6	5	12	36	31	6	73	51	73	57	74	1	100	16	56	9	33		19	89	63	78	26	54	5	40	76	67		65									
2019	Kenwood	3	79			11	8	16	29	27	9	65	38	68	41	61			11	64	9	67		12	58	47	66	20	55	3	33	53	57		64								
2021	Kenwood	3	94	1	3	13	4	12	32	19	16	67	48	67	46	67			15	53	14	50		8	63	57	75	14	14	5	40	43	58		75								
2018	District	3	2,528	1	2	8	7	10	30	30	13	72	1,238	71	1,290	73	50	86	292	49	289	62	9	67	260	72	1,628	77	434	42	143	48	1,408	63		66							
2019	District	3	2,448	1	2	8	7	9	31	30	12	73	1,255	74	1,193	73	41	88	290	61	293	58	9	78	231	68	1,584	79	447	55	136	35	1,308	64		68							
2021	District	3	2,227	2	4	14	8	10	29	22	11	61	1,129	63	1,098	59	57	75	255	40	301	45	5	40	226	58	1,383	68	400	35	181	34	941	50		68							
2018	Kenwood	4	129	2	2	11	8	13	34	19	12	65	64	63	65	68	2	50	18	50	8	25		15	67	86	72	26	38	6	17	78	54	69	63								
2019	Kenwood	4	102	3	2	8	10	6	32	22	18	72	51	73	51	71	1	100	12	58	13	38		19	79	57	79	24	50	6	33	62	65	71	61								
2021	Kenwood	4	97	2	4	20	4	6	25	25	14	64	50	64	47	64	2	100	15	47	11	36		5	60	64	72	26	46	3	0	48	50	61	58								
2018	District	4	2,482	2	3	10	7	8	30	26	14	70	1,279	73	1,203	67	66	79	333	48	244	57	11	91	234	71	1,594	76	452	43	113	38	1,292	59	73	66							
2019	District	4	2,437	2	2	9	7	7	28	27	19	74	1,188	73	1,249	76	49	92	262	55	276	64	8	50	253	74	1,589	79	439	44	118	46	1,286	65	74	63							
2021	District	4	2,410	4	5	14	8	8	26	22	13	62	1,275	62	1,135	61	55	84	250	34	301	45	4	50	222	64	1,578	68	477	37	135	25	984	48	63	57							
2018	Kenwood	5	87	3	5	3	2	28	29	30	86	41	93	46	80	1	100	11	64	7	71	1	0	19	95	48	92	9	67	1	0	50	78	77	71								
2019	Kenwood	5	125	1	6	6	10	33	23	21	77	61	74	64	80	2	50	17	65	8	50		17	71	81	84	27	52	2	50	71	77	69	67									
2021	Kenwood	5	77	3	1	16	8	14	35	18	5	58	34	65	43	53			13	46	11	45		10	40	43	70	15	40	2	50	41	56	59	45								
2018	District	5	2,388	1	3	8	7	11	28	27	16	71	1,195	72	1,193	70	64	89	260	53	234	68	8	50	240	69	1,582	74	354	38	46	26	1,176	62	66	62							
2019	District	5	2,475	1	3	8	7	10	25	26	20	71	1,242	72	1,233	70	64	83	326	54	238	62	8	75	233	69	1,606	76	438	43	81	36	1,213	60	67	63							
2021	District	5	2,209	3	6	13	9	12	24	21	13	58	1,155	60	1,054	56	44	82	247	36	278	38	6	67	206	52	1,428	66	399	29	95	19	925	44	61	47							

School Action Plan *Math*

District Goal:	Students shall demonstrate math proficiency at or above the expected grade level.
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Objectives:	
The percentage of all curriculum students who will make learning gains in math as defined by the State of Florida on the Florida Standards Assessment Test will be at least 68 %.	
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 %.	
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 %	

School Action Plan

Math: Strategies & Programs to Support the Objectives

Central Focus: Math Focus

To address potential learning loss by accelerating student achievement through the use of evidence-based resources, district and school-based staff will analyze assessment data, collaborate to create engaging lessons, and provide intervention support.

- 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 differentiated small group lesson, routines, emphasizing student discourse and building conceptual understanding
- Embed instructional strategies for all students' specific academic needs
- Investigate the B.E.S.T. Standards Vertical Progression to ensure a successful transition from MAFS to B.E.S.T. Standards

School Focus

Targeted School-based Focus:

Within the framework of the balanced math model, teachers will collaboratively use i-Ready data and teacher formative assessments to drive small group instruction and stations according to their grade level standards, while using resources to include Ready Math, OCSD M3 Document, Test Item Specs, and i-Ready Teacher Toolbox.

Targeted School-based Professional Development:

Balanced Math Model: Standards and Data Drive Our Instruction:

- May 2021 – admin and teacher representatives and coach met to discuss needs/begin SPP work
- August 2021- Teachers will receive the Balanced Math Model template and training during pre-planning
- Sept/Oct 2021 Admin will provide teacher release time to receive the District Central Message PD, review the BMM and opportunity to plan for small group instruction/ station activities based on student data (contingent on sub availability); teachers choosing to attend after school virtual math PD may do so
- Jan-March 2022- Admin will provide release time for teachers to receive B.E.S.T Standards Training during semester two (contingent on sub availability)
- July 2021-June2022 – CGI (Cognitively Guided Instruction) teachers will continue to participate in training when scheduled.
- Admin will provide release time for teachers and coaches to participate in instructional rounds

Stations/Small Groups:

- Sept./Oct. - Admin will provide teacher release time for teachers to receive I-Ready training through Curriculum Associates to analyze data and plan for small group instruction with instructional coach support
- Admin will provide Ready Curriculum and teacher Toolbox Lessons

Mini-Lesson:

- Admin will work with instructional coaches to provide training on i-Ready, Ready Curriculum and the Teacher Toolbox Lessons

Routines/Fluency:

- Admin will provide Reflex Fluency program for grades 2-5

Action Steps for Implementation with a Strong Focus on Addressing Potential Learning Loss

Classroom Implementation Action Steps (Teachers and Students):

Balanced Math Model: Standards and Data Drive Our Instruction (90 minute math block):

- Teachers will establish norms for student discourse.
- Teachers will collaboratively (CPG) meet weekly to (including but not limited to) discuss student data, plan whole/small group instructions and/or station activities.
- Teachers will use the M3 Planning document to plan instruction for small and whole group mini lessons.
- Teachers of grades 3-5 will ensure students are acclimated to question types as used in FSA, I-Ready assessments, quarterly assessments. utilize FSA style questions to expose and prepare students for the FSA assessment.

- CGI teachers will continue to implement CGI problems and strategies in their classroom. Students will engage in student discourse within the CGI classroom.

Stations/Small Groups (estimated 30-45 minutes):

- Teachers will use i-Ready online math with fidelity for 45 minutes per student each week.
- Teachers will use i-Ready Diagnostic reports, Pre-requisite reports, formative assessments, etc... to drive small group instruction and stations
- Manipulatives will be used to support students’ conceptual understanding of mathematic skills
- Teachers will meet with students in small groups daily (tier 3 – 4-5 days per week, tier 2 – 3-4 days per week, tier 1 – 1-2 days per week).
- Teachers will meet with students in small group to fill learning gaps and/or provide enrichment during their 90-minute math block according to the following schedule: tier 1 – 1-2 days per week; tier 2 – 3-4 days per week in addition to any remediation pull out service; tier 3- 4-5 days per week in addition to any remediation pullout service to fill learning loss gaps and/or provide enrichment to accelerate learning.

Mini-Lesson (estimated 15-30 minutes):

- Teachers will use i-Ready Diagnostic reports, Pre-requisite reports, formative assessments, etc... to drive small and whole group instruction
- Teachers may invite the Instructional Math Coach to the CPG meeting for support.
- Teachers in grades 1-5 will use math quarterly assessments. At the discretion of the grade level, teachers will determine the most effective use of the OCSD quarterly math assessment.
- Teachers may continue to use the Math in Practice book to plan instruction (small and whole group)

Routines/Fluency (estimated 5-15 minutes):

- Teachers will implement and engage students in high-yield routines (WODB, I Notice, I wonder, Same but Different, Would You Rather?, Number of the Day, etc...).
- Manipulatives will be used to build fluency

Progress Monitoring			
Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Balanced Math Model Components	Observations, lesson plans	Weekly	Administrators, teachers
I-Ready online implementation	Observations, lesson plans	Weekly	Administrators, teachers
Student Discourse	Observations	Weekly	Administrators, teachers

Differentiated Small group/Stations	Observations, lesson plans	Weekly	Administrators, teachers
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Evaluation Following Mid-Year Data
Evaluation of Targeted School-based Focus & Implementation:
Refinement of Targeted School-based Focus:

School Action Plan

Math: Strategies & Programs to Support the Objectives

Math Students Below Grade Level

School Focus

Targeted School-based Focus:

Students who are one or two years below grade level will meet at least 75% of their stretch growth as measured from i-Ready Diagnostic 1 to Diagnostic 3.

Targeted School-based Professional Development:

- Implementing small group instruction that includes daily direct instruction in addition to students' specific instructional needs derived from student i-Ready data (maintaining focus on grade level standards while filling gaps in student knowledge).
- Using grade level appropriate manipulatives with students in small groups to increase student conceptual understanding

Action Steps for Remediation

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

Classroom/small group remediation:

- Students will meet with the classroom teacher for small group lessons to address the skill gaps identified on the latest iReady diagnostic and classroom formative assessments.
- Teachers will meet with students in small groups daily (tier 3 – 4-5 days per week, tier 2 – 3-4 days per week)
- Teacher's lesson plans will indicate students in each group, focus area, and lessons
- Classroom teachers will maintain their students' PMPs with support from the guidance counselor and pull-out remediation teacher.

Pull-out remediation:

- Students will be selected for pull out remediation/Title I through collaboration with classroom teachers focusing on retained **in that subject area and students one year below grade level or more.**
- Title I teacher will provide i-Ready data driven support.

Plan of Care (POC)

- Provide plan of care support (before/after school tutoring) to students identified as "red zone" or level 1 students from I-Ready Diagnostic 1, retained students, and students identified by teachers as in need of increased support

Progress Monitoring

Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
PMPs	Observations, PAWS	Quarterly	Administrators, teachers
Small group differentiated instruction	Observations, lesson plans	Weekly	Administrators, teachers
i-Ready program implementation	Observations, reports	Weekly	Administrators, teachers

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

SCIENCE DATA

FCAT Science 2018-2021 Proficiency (%)				Achievement Levels					Gender		Ethnicity						Status			Strands															
Year	School	Grade	# Students Tested	1	2	3	4	5	3,4,5	M	F	A	B	H	I	M	W	ESE	ELL	F/R	Percent Correct														
				% of Score	% of Score	% of Score	% of Score	% of Score	% Proficient	# Total Population	% Proficient	# Total Population	% Proficient	# Total Population	% Proficient	# Total Population	% Proficient	# Total Population	% Proficient	# Total Population	% Proficient	Nature (MS)	Molecular (BIO)	Earth/Space (MS)	Classification (BIO)	Physical (MS)	Organisms (BIO)	Life (MS)							
2018	Kenwood	5	86	6	19	35	21	20	76	40	88	46	65	1	100	10	70	7	71	1	100	19	79	48	75	8	38	1	0	49	71	80	70	81	77
2019	Kenwood	5	125	14	28	28	15	14	58	61	59	64	56	2	50	17	35	8	13			17	53	81	68	27	33	2	0	71	49	70	72	72	71
2021	Kenwood	5	78	19	29	37	9	5	51	35	54	43	49			13	46	12	42			10	60	43	53	16	19	2	50	41	44	64	61	73	68
2018	District	5	2,374	11	23	34	16	16	66	1,188	69	1,186	62	65	75	257	44	234	56	8	75	237	61	1573	71	351	31	45	16	1166	54	74	67	78	76
2019	District	5	2,463	14	23	30	17	16	63	1,235	64	1,228	61	64	67	323	38	234	47	8	63	231	59	1603	70	433	34	80	13	1200	49	73	71	72	71
2021	District	5	2,194	21	25	29	14	12	54	1,150	55	1,044	53	44	77	243	30	278	33	6	67	204	50	1419	62	395	24	95	6	912	39	65	64	74	71

School Action Plan Science

District Goal:	Students shall demonstrate science proficiency at or above the expected grade level.
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Objectives:
The percentage of 5 th grade students who will be proficient in science as defined by the State of Florida on the Statewide Science Assessment (SSA) will be at least 60%.

School Action Plan

Science: Strategies & Programs to Support the Objectives

Central Focus: Science Focus

To address potential learning loss by accelerating student achievement through the use of evidence-based resources, district and school-based staff will analyze assessment data, collaborate to create engaging lessons, and provide intervention support.

- Incorporate the use of a Learning Management System- LMS (e.g., Canvas) in the classroom to accelerate student interaction and communication of course content, assignments, and remediation
- Use assessment data (e.g., Study Island, quarterly assessments) to plan and create instructional lessons, differentiated activities, and spiraling tasks

School Focus

Targeted School-based Focus:

For 3rd-5th grades, use Study Island assessments and data to identify previous grade level gaps in student knowledge; determine remediation/instructional plan for all students.

For Kindergarten-2nd grades, use grade level common assessments to identify student and group strengths and areas for growth.

Targeted School-based Professional Development:

- Collaborative review of 2021 SSA data; determine “take aways” and implications for improving student performance
- Study Island mini PD for teachers new to the program in grades 3-5; mini PDs for increased consistency of teacher progress monitoring
- Opportunities for collaboration using the Canvas LMS
- Application of the “5 E’s” in daily science instruction (engage, explore, explain, elaborate, evaluate)

Classroom Implementation Action Steps (Teachers and Students):

Teachers will use spiraling reviews and assessments to determine students’ levels of proficiency.

Students will use science journals to demonstrate their understanding of content. Science vocabulary will be used in the journals and in class discussions about science.

Students and teachers will use science vocabulary in academic discussions and in writing.

Teachers will use a variety of resources to plan for small groups, weaving science into the plans in ELA and math when appropriate.

Resources may include AIMS resources, Discovery Ed videos, Brain Pop, Study Island, hands on experiences

Progress Monitoring

Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Study Island in grades 3-5	Study Island reports	Weekly	Teachers, administrators

Science journals	Informal classroom visits, collegial conversations	Weekly	Teachers, administrators

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

School Action Plan

CTE/STEMM: Strategies & Programs to Support the Objective

Describe how students are involved in CTE/STEMM activities at your school (e.g., clubs, programs, school initiatives, etc.)

Kenwood offers after school coding and academic team. Through Kenwood's art program, students participate in activities/ assignments that require mathematical thinking and reasoning. To introduce all students to the ideas behind computer science, Kenwood will investigate and implement the "Hour of Code" during this year's worldwide event (December 6-12, 2021).

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?

Two teachers funded by Title I and two classroom assistants funded by district staffing allocations are assigned to work with identified students following a daily schedule of 30-minute remediation acceleration blocks, one 30-minute block per day for 1st and 2nd, two blocks for 3rd and 4th, and three blocks for 5th. During this time 1st - 3rd students are instructed using the Max Scholar program and 4th and 5th with i-Ready reading. The district provides Max Scholar and i-Ready seats. The Title I remediation teachers maintain fidelity logs and track student progress. Students are selected based on most current student data from IReady assessments. New students are given assessments to determine their academic levels. In collaboration with classroom teachers, students are selected with a focus on those with the lowest diagnostic scores and retained students. The school has a partnership with an outside counseling agency who provides services on the school campus, typically 30 minutes per week, but this is adjusted depending on student need. A district provided mental health counselor is available for emergency needs and students at greatest risk of injuring themselves or others. A guidance counselor, provided by the district, is at the school five days per week. She meets with students in small groups and one-on-one, coordinates the MTSS program, manages a weekly food backpack program, and works with local agencies and nonprofits to provide clothing and medical needs to students. An LPN is available five days per week and in addition to administering basic first aid and medications, talks to parents about health concerns such as recommendations when additional medical care may be needed, lice removal, and other minor medical concerns. All grade levels have a daily 30-minute segment of time dedicated to remediation acceleration in addition to the 90-minute ELA block and the 60-minute math block. Teachers meet in small groups with the students in greatest need five days per week. Instructional coaches are available at the school 1-2 days a week to provide support and strategies to teachers for working with struggling students. Teachers meet in weekly 30-minute CPGs (Collaborative Planning Groups) to discuss student data and strategies to improve instruction and student academic growth. Quarterly awards are given for students showing growth in a variety of areas and programs to continue to motivate students to improve. The school has a partnership with the Boys and Girls Club to provide before and after school care on campus, thus providing their staff access to the teachers at the school so they can better assist struggling students as well as provide students with structured events while parents are working.



Accreditation Page

Accreditation Standards

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

...re an institution's progress toward its stated objectives is an... effectiveness. An institution's leadership capacity includes the fidelity and commitment to its purpose and direction, the effectiveness of governance and leadership to enable the institution to realize its stated objectives, the ability to engage and involve stakeholders in meaningful and productive ways, and the capacity to implement strategies that improve learner and educator performance.

Standard 1.3

The institution engages in a continuous improvement process that produces evidence, including measurable results of improving student learning and professional practice.

- 1 – Administration provides resources and time for planning/PD for: differentiated instruction using current data and grade level resources such as Florida Standards, B.E.S.T. standards for K-2nd ELA, Test Item Specifications, ELA Standards Resource (ELA) and M3 (Math) grade level documents, MTSS process for supporting and monitoring students, ongoing professional development for all teachers in ELA and/or math in central message PDs, school based PDs, Connect with Kindergarten Zooms, and collaborative planning meetings.
- 2 – Administration meets with Title I teachers, grade levels, leadership team, and other groups to ensure the following: ESE and remediation teachers meet with classroom teachers and provide quarterly reports on student progress; additionally, quarterly meeting with remediation teachers and ESE/SLD teacher to progress monitor students being served.
- 3 – Administration ensures provision of resources/time for access to the following: CPalms, Benchmark Advance, I-Ready, Reflex Math, Study Island, and related resources are used. Students have use of one-to-one devices (KG-2nd has iPads; 3rd-5th has chrome books or laptops); teachers use white boards, projectors, document cameras, and/or touchboards during instruction. For each I-Ready diagnostic assessment, teachers do goal setting activities with their classes, and students set individual goals.
- 4 – OCSD web page, Kenwood web page, Kenwood Facebook page and parent group (PACK) Facebook page, Twitter site, student planners, monthly newsletter (Kenwood Communicator), teacher and grade level newsletters, digital connections such as Class Dojo, progress reports and report cards, parent/teacher conferences, phone conferences.



Accreditation Page

Accreditation Standards

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

Domain 2: Learning Capacity

The impact of teaching and learning on student achievement and success is the primary expectation of every institution. An effective learning culture is characterized by positive and productive teacher/learner relationships, high expectations and standards, a challenging and engaging curriculum, quality instruction and comprehensive support that enable all learners to be successful, and assessment practices (formative and summative) that monitor and measure learner progress and achievement. Moreover, a quality institution evaluates the impact of its learning culture, including all programs and support services, and adjusts accordingly.

Standard 2.7

Instruction is monitored and adjusted to meet individual learners' needs and the institution's learning expectations.

- 1 - Differentiated instruction using current data and grade level resources such as Florida Standards, B.E.S.T. standards for K-2nd ELA, Test Item Specifications, ELA Standards Resource (ELA) and M3 (Math) grade level documents, MTSS process for supporting and monitoring students, ongoing professional development for all teachers in ELA and/or math in central message PDs, school based PDs, Connect with Kindergarten Zooms, and collaborative planning meetings.
- 2 - ESE and remediation teachers meet with classroom teachers and provide quarterly reports on student progress; additionally, administration meets quarterly with remediation teachers and ESE/SLD teacher to progress monitor students being served.
- 3 - CPalms, Benchmark Advance, I-Ready, Reflex Math, Study Island, and related resources are used. Students have use of one-to-one devices (KG-2nd has iPads; 3rd-5th has chrome books or laptops); teachers use white boards, projectors, document cameras, and/or touchboards during instruction. For each I-Ready diagnostic assessment, teachers do goal setting activities with their classes, and students set individual goals.
- 4 - OCSD web page, Kenwood web page, Kenwood Facebook page and parent group (PACK) Facebook page, Twitter site, student planners, monthly newsletter (Kenwood Communicator), teacher and grade level newsletters, digital connections such as Class Dojo, progress reports and report cards, parent/teacher conferences, phone conferences.