

Date Submitted: 9/11/2020

Dates of Revision: 11/4/2020

School Performance Plan 2020-2021



School Name: Edge Elementary School

Legend

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

SAC Information

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

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

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

Principal's Signature
SAC Chairperson's Signature

Okaloosa County School District

Vision Statement:

We inspire a lifelong passion for learning.

Mission Statement:

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

Core Values:

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

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

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

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

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

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

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

School Performance Team

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

Name	Title
Dr. Samantha Dawson	Principal
Kathy Anderson	Assistant Principal
Sherri Ferrara	Fifth Grade Teacher
Pam Huzzard	Second Grade Teacher
Pam Willard	Kindergarten Teacher
Krista Kuester	Kindergarten Teacher
Cindy Hanson	Fourth Grade Teacher
Jenny Hastings	First Grade Teacher
Lora Phillips	Kindergarten Teacher
Shelley Buck	Fifth Grade Teacher
Jamie Seifert	Third Grade Teacher
Laneie Taylor	Instructional Coach - Math
Sarah Downs	Instructional Coach - ELA

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

Grade levels met to review data and determine areas of strength and need. SPP contributions were made through discussions as teams reviewed achievement data and student work samples. Content area teachers, administration and coaches held meetings to begin drafting SPP.

Summer: Leadership Team (LT) and stakeholders analyzed the data, reviewed the district's overall focus for grades K-2 of using the ELA Foundation Standards and data to guide instruction within the balanced literacy block. In grades 3-5, the team reviewed the district's continued focus on planning with the end in mind using the ELA standards, Item Specifications, ALDs, and data to drive instruction. The central focus for writing continues to be text-based informational and opinion writing. Teams and content area stakeholders were asked for input in specific areas of the SPP. We noted areas of need in math with an emphasis on learning gains in 3-5. Aligning the discussions with stakeholders and data analysis, we began planning vertical and spiraling strategies. Our goal is to create self-assessing learners who can set goals, participate in planning to achieve those goals, and discuss where they are in achieving grade level standards.

Finalizing: After receiving the input, the Leadership Team (LT) composed a draft document which was sent to teachers for review and further input. LT finalized revisions.

School Profile

Edge Elementary is located in the Florida Panhandle with 540 students in grades Kindergarten through fifth. Approximately 48% of the students participate in the Free and Reduced Lunch Program. Our minority population makes up 24% of our student body. We serve a significant number of mobile civilian and military families. Our school community sets and meets high academic standards by providing quality, standards-based, differentiated instruction for all students.

Edge parents, mentors, and volunteers from the community are actively involved in providing numerous volunteer hours to assist in classrooms and to mentor students. We have an active Parent Teacher Organization (PTO) made up of parents, teachers, and community members. The Edge PTO hosts activities to encourage family and school involvement and assists in multiple fundraising activities to raise money to benefit the school. Edge continues its distinguished eighteen-year tradition as an A school.

Edge provides continuous improvement in all areas of the curriculum with a diverse range of programs. The Multi-Tiered Systems of Support (MTSS) model uses our core curriculum for Tier 1 students, and targeted, purposeful skills-based interventions for students who need additional support at the Tier 2 and Tier 3 levels. ESE programs include Specific Learning Disabilities (SLD), Gifted, Speech, Language, Occupational Therapy (OT), Physical Therapy (PT), and enrichment for those who qualify. Our programs are flexible and decisive to meet the learning needs of all Edge Tigers. Our school consistently maintains a highly qualified facility.

Teachers participate in professional development facilitated by instructional coaches, peer teachers, and speakers with expertise in specific areas. We support research-based reading and math instruction with mini-lessons, small group, and leveled, standards-based differentiated stations emphasizing mastery of the Florida Standards (LAFS and MAFS). Our teachers monitor progress on students' academic performance consistently to drive instruction and meet the academic needs of every student. Edge's academic excellence over the years is due in large part to strong leadership, a positive working environment, and making students accountable for thinking and applying concepts and skills beyond the textbook. We want our students to become self-assessing learners by participating in setting and documenting their own learning goals.

Parent and Community Awareness

Benchmark Items

	Mean	Count
1. My child's learning is a high priority at this school.	4.67	235
2. School rules/discipline plans are enforced consistently at this school.	4.52	233
3. I regularly receive feedback from school staff on how well my child is learning.	4.26	234
4. My family is treated with respect at this school.	4.66	235
5. My child has every opportunity to be successful at this school.	4.54	234
6. My child has the necessary classroom supplies and equipment for effective learning.	4.57	235
7. I would recommend this school to other parents.	4.65	235
8. This school provides a safe environment for my child to learn.	4.71	235
9. My child is recognized for good work and behavior at this school.	4.60	235
10. The school is clean and well maintained.	4.58	232
11. The teachers, staff, and administration at this school demonstrate a genuine concern for my child.	4.57	235
12. I am proud to say I have a child at this school.	4.66	235
13. I receive positive phone calls, emails, or notes about my child from the school.	4.14	234
14. The principal at this school is approachable and reachable.	4.41	235
15. The principal at this school is an effective leader.	4.52	234

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
1. My child's learning is a high priority at this school.	0	3	9	50	173	235
2. School rules/discipline plans are enforced consistently at this school.	0	4	14	71	144	233
3. I regularly receive feedback from school staff on how well my child is learning.	2	12	28	74	118	234

4. My family is treated with respect at this school.	0	0	11	57	167	235
5. My child has every opportunity to be successful at this school.	0	7	14	58	155	234
6. My child has the necessary classroom supplies and equipment for effective learning.	0	3	10	71	151	235
7. I would recommend this school to other parents.	0	2	15	46	172	235
8. This school provides a safe environment for my child to learn.	1	0	5	54	175	235
9. My child is recognized for good work and behavior at this school.	1	2	17	50	165	235
10. The school is clean and well maintained.	0	2	12	67	151	232
11. The teachers, staff, and administration at this school demonstrate a genuine concern for my child.	2	1	19	51	162	235
12. I am proud to say I have a child at this school.	0	1	17	43	174	235
13. I receive positive phone calls, emails, or notes about my child from the school.	5	16	34	66	113	234
14. The principal at this school is approachable and reachable.	1	0	34	67	133	235
15. The principal at this school is an effective leader.	1	0	22	64	147	234

Parent and Community Awareness

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

97% of parents expressing an opinion on the climate survey stated:

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

95% of parents expressing an opinion on the climate survey stated:

-My family is treated with respect at this school.

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

93% of parents expressing an opinion on the climate survey stated:

-I would recommend this school to other parents.

-The school is clean and well maintained.

-I am proud to say I have a child at this school.

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

82% of parents expressing an opinion stated they regularly receive feedback from school staff on how well their child is learning.

76% of parents expressing an opinion stated they receive positive phone calls, emails, or notes about their child from the school.

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

Monthly newsletters and calendars sent electronically and hard copy

Classroom newsletters

Automated call system

Edge Facebook page, OCSD Facebook page, OCSD app, Edge webpage, electronic sign

PTO Facebook page

Email, conferences

Family events at school (Macho Monday, Tigress Tuesday, book fairs, parent night for all grade levels, music programs, movie night)*

*May be adjusted to comply with health directives during Covid-19

School Action Plan

ESSA Subgroup: Strategies & Programs to Support the Objectives

ESSA Subgroup Focus
Subgroup: ESE
School Focus
What is the cause(s) for this subgroup being an area of focus? This subgroup is an area of focus due to unsatisfactory learning gains.
What are we doing to target this subgroup? ELA - Small group instruction that accelerates learning so students will meet their projected growth on winter and spring administrations of iReady diagnostic. Math - differentiated small group instruction using targeted strategies to meet student needs for presentation and access of content.
Targeted School-based Professional Development: During school based professional development sessions, the instructional coaches/administration and teachers will collaborate to analyze iReady data to identify specific deficiency areas for each student. Data will be used to plan purposeful and targeted standards-based activities including targeted, intentional lessons, small group instruction, and stations. ELA Instructional coach will work with teachers to help them effectively plan utilize Item Specifications, ALDs/LPs, high quality text, sequenced TDQs, components of EIR, and engagement strategies when crafting learning experiences. Math instructional coach and grade level teams will identify and implement strategies identified to instructionally support the ESE subgroup during small group instruction. Professional development on iReady reports as needed. Professional development on MaxScholar/iReady and usage expectations.
Action Steps for Implementation
Classroom Implementation Action Steps (Teachers and Students):

Utilize small group instruction based on ongoing data analysis targeting areas of need.
 Utilize differentiated station activities targeting areas of need.
 Utilize technology resources (MaxScholar/iReady) to enhance learning.

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

Students will have 1:1 devices that allow for using iReady to have dedicated time work and ensure that staff has the time needed to pull small groups of students to work on areas of need as identified by iReady student reports.

ESE teachers, classroom teachers, and intervention personnel will monitor student progress every two to three weeks with the iReady program as well as classroom assessment data utilizing the MTSS protocol for Tier 1, 2, and 3 students.

ESE teacher and Intervention Personnel will pull students or push into the classroom for support.

Students will attend to intervention support personnel and be responsible for learning and becoming a self-assessing learner by maintaining accountability notebooks and participating in regular scheduled conferences with teachers about goals.

Within one week of iReady diagnostic administration, conduct data chats with grade level teams and administration to plan instruction and next steps.

Students will demonstrate mathematical practices in their math stations, student talk, routines, and lessons.

Progress Monitoring			
Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Differentiated small group instruction	Lesson plans, walk-throughs, PLC meeting notes	Weekly	Administration, teachers
Student accountability	Finished products from small group work, formative assessments, observations	Weekly	Teachers, students
Grade level data chats, meetings, PLC	Meeting notes, teacher reflection	Weekly	Administration
Analysis of iReady reports	Lesson plans, student work samples, station accountability piece	Weekly	Teachers, Administration
Math and ELA stations	Lesson plans, student work samples, station accountability piece	Weekly	Teachers, Administration

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

School Action Plan
ELA: Reading & Writing

District Goal:	Students shall demonstrate reading proficiency at or above the expected grade level.
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Objectives:
The percentage of all curriculum students who will make learning gains in reading as defined by the State of Florida on the Florida Standards Assessment Test will be at least 70 %.
The percentage of students in the lowest 25% who will make learning gains in reading as defined by the State of Florida on the Florida Standards Assessment Test will be at least 60%.
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 60%

School Action Plan

ELA: Strategies & Programs to Support the Objectives

Central Focus: ELA Focus Kindergarten- Grade 2

Keeping the Balanced Literacy Model in mind, use the ELA Foundation Standards and data (e.g., MAP, Max Scholar, iReady, formative) to create lessons

- Collaboratively develop targeted, engaging multi-sensory phonemic awareness and phonics lessons for use within the Balanced Literacy Model
- How to use Max Scholar in a blended learning environment for identified students
- Use data (e.g. iReady, Max Scholar, and formative) to collaboratively plan whole group mini-lessons, small group instruction, and stations

School Focus

Targeted School-based Focus:

Using data (iReady, MaxScholar, formative assessments, etc.) to collaboratively plan lessons within the Balanced Literacy Model (shared reading, whole group mini-lessons, small group instruction, and stations/cooperative group activities) that support children as they transfer instruction into independent practice.

- Using MaxScholar and Orton-Gillingham strategies with fidelity for identified students
- Incorporating multi-sensory strategies within standards-based lessons to enhance engagement, memory, and learning (focus on small group and shared reading)

Targeted School-based Professional Development:

-PLC time will be used to plan for differentiated small group instruction using multi-sensory techniques and resources from the MaxScholar and Orton-Gillingham approach and student centered data. (MaxScholar, iReady), Formative Assessments, and student work)

-Each PLC session resulted in a product or plan to be used within the classroom prior to the next PLC. Time included planning, aligning, analyzing, creating, or revising the following:

- Differentiated small group lessons and/or stations to meet student needs based on data and tied to standards. (Using multi-sensory strategies, data, standards, Standards Resource Book, Learning Progressions, and TDQs when applicable).

-Shared reading or whole group mini-lessons ensuring student engagement and purposeful interactions using appropriate rigor to monitor student progress in meeting reading and foundational standards and classroom expectations for developmentally appropriate student talk, text marking, annotation, analyzing, and synthesizing sources (pictures and text, video and text, simple text and more complex text).

-Embedded coaching (data analysis and planning, co-teaching, modeling, conferencing, coaching cycles, and collegial conversations) will be used by the ELA instructional coach to support implementation of the MaxScholar Program, Central Message PD, and school-based initiatives.

-Support in data analysis and monitoring of MaxScholar online component will be ongoing. (How to administer placement test, using data to drive small group instruction, etc.)

-Planning based on the Reading Foundational Standards and Orton-Gillingham multi-sensory techniques within the Balanced Literacy Model will be incorporated into school-based PD.

-Teachers will be given the opportunity to observe MaxScholar in classrooms across the district and through selected videos.

Action Steps for Implementation

Classroom Implementation Action Steps (Teachers and Students):

- Teachers will align instruction within the Balanced Literacy Model to ELA Florida Standards using OCSD/FLDOE resources (Standards Resource Books, Learning Progressions (LPs), TDQ Stems, MaxScholar/Orton-Gillingham multi-sensory techniques, Standards at a Glance pacing guide, CPalms, etc.)

Students will participate in standards-based instruction within the Balanced Literacy Model.

- Teachers will create norms and routines for each component of the Balanced Literacy Model. (by the end of Q1: K-5)

Students will follow the norms and routines for each component of the Balanced Literacy Model.

- Teacher will plan and implement differentiated stations using student data (MaxScholar, iReady, Common Formative Assessment, and LPs.) (by the end of Q2: 2 stations up and running (1 spiral review)

Students will participate in differentiated stations 2 to 3 times per week and will be held accountable for work produced. (Level 1 students will spend a minimum of 20 minutes 3 times a week on MaxScholar computer component during this time.)

- Teachers will plan for differentiated small-group instruction using student data and OCSD/FLDOE resources to provide remediation and enrichment for targeted students. (MaxScholar and Orton-Gillingham routines for Level 1s, guided reading, conferencing/goal setting, mini-lessons, purposeful read alouds, shared reading, word work, etc.) -incorporating TDQs, LPs, multi-sensory strategies, strategies from Standards Resource Book, and specific guidance in developmentally appropriate text marking and annotation. (Groups: Remediation: daily, Proficient-3 days a week, Enrichment-2 days a week)

Students will participate in differentiated small group instruction that meets their specific academic needs.

- Teachers will model student talk and hold students accountable for participating in student talk through all components of the Balanced Literacy Model.

Students will participate in student talk through all components of the Balanced Literacy Model.

Progress Monitoring			
Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
MaxScholar and Orton-Gillingham with identified students	walk throughs, lesson plans, grade level meetings	Weekly	Administration, teachers
Multi-sensory lessons w/in the Balanced Literacy Model (small group & shared reading focus)	walk throughs, lesson plans, grade level meetings	Weekly	Administration, teachers
Implementation of Balanced Literacy Model	walk throughs, lesson plans, observation	Weekly	Administration

Evaluation Following Mid-Year Data

Evaluation of Targeted School-based Focus & Implementation:

Refinement of Targeted School-based Focus:

School Action Plan

ELA: Strategies & Programs to Support the Objectives

Central Focus: ELA Focus Grades 3-5

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

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

School Focus

Targeted School-based Focus:

Implementation of the Balanced Literacy Model using student data as a basis for decisions when planning with the end in mind. (iReady, FSA, formative assessments, ALDs)

Teaching students to think critically and respond (shared writing, short response, student-led discussions, etc.) to challenging and high quality texts through data driven teacher-led small group instruction, cooperative learning opportunities, and purposeful practice in meaningful stations differentiated as appropriate and needed.

- Utilize multiple data points (iReady, FSA, formative assessments, etc.) and standards/ALDs to guide teacher-led small group instruction and related stations/cooperative groups.
- Engage students in purposeful interactions with complex text(s) through the use of EIR components (multiple sources, sequenced TDQs, text marking, annotations, culminating tasks, and student talk) across reading and writing instruction.

Targeted School-based Professional Development:

-PLC time following Central Message PD will result in a product to be used in instruction prior to the next PLC. Time may include collaborative planning, aligning, creating or revising the following:

-Differentiated small group lessons OR station tasks to meet student needs based on data and tied to standards. (Using TDQs, ALDs, Standards, Standards Resource Book, Item Specs)

-Cooperative learning opportunities/ Mini-lessons ensuring student engagement and purposeful interactions using appropriate rigor to monitor student progress in meeting standards and classroom expectations for student talk, text marking, annotation, and analyzing and synthesizing sources.

-Interested teachers may visit classroom within Edge and/or within the District with a focus on implementing best practices supporting the Central Message and School-based professional development initiatives with the guidance of an instructional coach and a debrief discussion.

-Embedded coaching (data analysis and planning, co-teaching, modeling, conferencing, coaching cycles, and collegial conversations) will be used by the ELA instructional coach to support implementation of the Central Message and School-based PD initiatives.

Action Steps for Implementation

Classroom Implementation Action Steps (Teachers and Students):

1. Teachers will align instruction within the Balanced Literacy Model to the standards, Item Specifications, and ALDs, utilizing the Standards Resource Book/TDQ stems, and other resources (Common Lit, Readworks, etc.) in order to ensure that instruction is standards-based and that students are engaged in purposefully interacting with text. (sequenced TDQs, text marking, annotations, multiple sources, culminating task, student talk)
2. Teachers and students will create norms and routines for each component of the Balanced Literacy Model. (by the end of Q1: 3-5)
3. Students will participate in multiple components of the Balanced Literacy Model incorporating student interaction and student talk facilitated by the teacher. (Daily: 3-5)
4. Teachers will use the Balanced Literacy Model to differentiate instruction (i.e., targeted small group instruction, stations, collaborative group work/projects) based on data (iReady, and/or formative assessments using ALDs). (Groups: Remediation-daily, Proficient-3 days a week, Enrichment-2 days a week)
5. Teachers will use data (iReady, and/or formative assessments) and standards as a guide to create differentiated stations to include at least one Spiraling Station that extends concepts previously learned during whole group and/or targeted small group instruction in order to provide students with independent practice of previously learned standards. 3rd: 2 stations (1 spiral review) up and running by the end of Q2, 4/5: 2 stations (1 spiral review) up and running by end of Q1.
6. Students will complete differentiated tasks that provide remediation and/or acceleration based on data during targeted small group instruction and/or stations. 3rd: 2 stations (1 spiral review) up and running by the end of Q2, 4/5: 2 stations (1 spiral review) up and running by end of Q1.
7. Students will be held accountable for work produced during differentiated stations in order to demonstrate expected progress toward standards as described in grade level ALDs.
8. Teachers will use high quality texts of varying genres aligned to standards during purposeful Read Alouds/Mini-lessons to model fluency, comprehension strategies, and higher order thinking skills specifically including teacher-created TDQs at varying DOKs. (using the Gradual Release Model to scaffold student learning)
9. Teacher will incorporate the components of EIRs (i.e., text marking to support initial comprehension, annotations to track analysis and synthesis of text(s), student talk, writing through reading derived from the TDQ) during classroom instruction and stations to facilitate critical thinking and engagement.

Progress Monitoring			
Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Differentiated, purposeful small group lessons and standards-based stations	walk throughs, lesson plans, grade level meetings	Weekly	Administration, teachers
Implementation of Balanced Literacy Model	walk throughs, lesson plans, observation	Weekly	Administration
Planning with the end in mind (alignment of instruction to standards and assessments)	walk throughs, lesson plans, grade level meetings	Monthly	Administration

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

School Action Plan

ELA: Strategies & Programs to Support the Objectives

Central Focus: Text-based Writing

School Focus

Targeted School-based Focus Based on FSA Writing Rubric:

Purpose, Focus, Organization Evidence and Elaboration

Targeted School-based Professional Development:

-Grade level groups and Instructional Coach will create or revise writing tasks with multiple sources ensuring a sufficient amount of evidence is available within sources to respond to the given task.

-Calibration training will be offered to new teachers or teachers new to a grade level or ELA via release time with Literacy Coach or grade level peer after first Cold Write. 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.

-Teachers who attend grade level specific trainings based on writing will share with the grade level or school during grade level or faculty meetings.

-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 Edge Writing Plan.

Writing Plan

Kindergarten Writing Plan

Unpacking the Prompt

Instruction:

- All teachers will use a common process to unpack the prompt:
 1. **Circle** Topic
 2. **Underline** Purpose and Audience, when applicable
 - *Note: If no audience is specified in the prompt, it is understood the audience is a “knowledgeable person”*
 3. **Box** Mode (opinion, informational, narrative)
- Teacher models the process for unpacking the prompt using Mentor Texts, Okaloosa Writing Exemplars, and student samples

Student Outcomes:

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

Purposeful Text Marking/Annotation Specific to Prompt

Instruction:

- Teacher will use Okaloosa Writing Exemplars or student work samples to model how unpacking the prompt determines purposeful text marking.

Example: Write and tell how Pilgrims lived long ago.

Possible Purposeful Text Marking: L= Long Ago

- Example: Text marking through shared/interactive writing
- Teacher will ask “Why did you text mark this evidence?” and model how to annotate
 - Example: Add a sticky note with response next to text marking

Student Outcomes:

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

Planning for the Essay

Instruction:

- Identify and discuss the elements of the rubric and create student friendly rubrics depicting each score point
- Create anchor chart of the different ways the author and illustrator of a text present the ideas or information in a text.
- Teacher will create Everyday Instructional Reading tasks during whole group lessons to help students:
 - Unpack a prompt
 - Create a purposeful text marking/annotations pertaining to the prompt
 - Explain how the author and illustrator present the ideas or information from the text
- Teacher and students will utilize shared and interactive writing to collaboratively plan for writing using a Graphic Organizer (i.e., 4-Fold).

Student Outcomes:

- Students will name attributes to describe each score point of the FSA-like Writing Rubrics for PFO, student friendly rubric, and/or student exemplars.
- Students will complete Everyday Instructional Reading tasks.
- Students will plan for writing activities using a Graphic Organizer. This will start by teacher modeling and whole group planning and move to independent student planning as students’ progress.

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

Instruction:

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

Everyday Instructional Reading Connections:

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

Student Outcomes:

- Students will develop the stamina required to read, text mark, and analyze increasing complex text.
- Students will apply analytical thinking skills to make connections across a text.
- Given a text-based writing task, students will be able to answer the question, “How will these sources help me to answer this prompt?”

Stating the Topic

Instruction:

- Teacher will provide explicit instruction on:
 - Orienting the reader to the topic (answering the prompt)
- Teacher will utilize formative assessments to determine student mastery of naming a topic/title of a book. Small, targeted writing groups will be established based on formative assessment results for remediation/acceleration purposes.

Everyday Instructional Reading Connections:

- Teacher and students will utilize shared and interactive writing to collaboratively write to include naming the topic and/or book title.
- Teacher and students will utilize shared and interactive writing to collaboratively rewrite a low scoring paper that did not name the topic or book title (using Okaloosa Writing Exemplars or teacher created writing/student work samples from another class).

Student Outcomes:

- Students will utilize purposeful student talk to state their topic/name of the book.
- Students will practice drawing, dictating, and writing including their topic/title of book.
- Using the FSA-like Writing Rubric/student friendly writing rubric/student exemplars, students will self-assess their drawing, dictating, writing and revise writing as needed.

Citing Relevant Evidence

Instruction:

- Teacher and students will unpack the Evidence and Elaboration (EE) category of the FSA-like Writing Rubrics (opinion, informational) by conducting an Everyday Instructional Read of each score point and/or creating student friendly rubrics.
 - Identify and discuss the elements of each score point (student friendly rubric and student exemplars)
- Teacher will provide explicit instruction in determining relevant vs. irrelevant evidence through text marking.
- Teacher will provide explicit instruction on how to determine which of the two types of evidence will be most effective, based on their text marking and purpose.
- Teacher will provide explicit instruction on using illustrations as a method to provide additional evidence for a prompt.
- Teacher will model:
 - Ensuring a writer's picture matches their words
 - The processing of dictating which allows a student to tell the details/information they are unable to get on paper for themselves

Student Outcomes:

- Students will name attributes to describe each score point of the FSA-like Writing Rubrics for EE, student friendly rubric, and/or student exemplars.
- Students will collaboratively evaluate text markings to determine relevant vs. irrelevant evidence.

Details (Elaboration)

Instruction:

- Teacher will define the term details (elaboration):
 - This is a way a writer makes connections from the text so a reader can better understand their writing. The details are not always solely from the text (ex. adding adjectives to describe something from the text).
- Teacher will provide explicit instruction on the effective use of two of the details (elaborative) techniques:
 1. Connections to Self/World/Text
 2. Using a Real Life Example
- Teacher will model the use Graphic Organizers such as the Say-Mean-Matter Graphic Organizer to assist in developing strong details (elaboration). This includes explicit instruction on which text evidence is worthy of adding additional details (elaboration).
- Teacher and students will utilize shared and interactive writing to practice developing elaboration using Graphic Organizers such as the Say-Mean-Matter Graphic Organizer.
- Teacher will model:
 - Details can be found in any combination of drawing, dictating, or writing
 - Details must be related (relevant) to the topic and text
- Teacher will use: Okaloosa Writing Exemplars, student writing samples from another class, teacher writing samples, and/or student friendly rubrics to show examples of effective and ineffective use of details (elaboration).

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

Student Outcomes:

- Students will routinely incorporate relevant details in their writing through a combination of drawing, dictating, and writing.
- Students will evaluate and revise student writing (Okaloosa Writing Exemplars, student writing samples from another class, teacher writing samples, etc.) containing weak details (elaboration).
- Using the FSA-like Writing Rubric, student friendly rubric, student exemplars, students will self-assess their use of details in writing and revise writing as needed
- Students will effectively use the elaborative techniques both in their writing and Everyday Instructional Reading tasks.

Additional Information

- Kindergarten standards provide the scaffold of “using a combination of drawing, dictating, and writing.” Kindergarten students will use any or all of the scaffolds in order to convey their ideas. The expectation is for students to increase the amount of independent writing as the year progresses.
- Components of writing can be taught and practiced in isolation, however students should be routinely given the opportunities to write on a topic.

Grades 1-2 Writing Plan

Unpacking the Prompt

Instruction:

- All teachers will use a common process to unpack the prompt:
 4. **Circle** Topic
 5. **Underline** Purpose and Audience, when applicable
 - *Note: If no audience is specified in the prompt, it is understood the audience is a “knowledgeable person”*
 6. **Box Mode** (opinion, informational, narrative)
 7. **List** any academic/domain specific words (if present)
- Teacher models the process for unpacking the prompt

Student Outcomes:

- Students will practice unpacking the prompt in Everyday Instructional Reading tasks

Purposeful Text Marking Specific to Prompt

Instruction:

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

Example: Ernest Shackleton was an explorer. He sailed on a ship called the *Endurance*. Write an informative essay

explaining why the voyage of the *Endurance* was unforgettable. Use information from the passage in your essay.

Student Outcomes:

- Students will use unpacked prompts to determine a possible purpose text marking.
- Using Student Talk, students will justify their purposeful text marking and how it relates to the prompt.

Planning for the Essay

Instruction:

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

Student Outcomes:

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

Scaffolding Instruction to Build from One Source to Multiple Sources

Instruction:

- Teacher will provide explicit instruction on why multiple sources might be required to respond to a given prompt.
 - *Example: At least two texts are typically needed for a compare/contrast.*
- Teacher will model different ways to analyze text moving from one text to two sources one text and one shorter text or complex image.
 - This includes explicit instruction on:
 - Text type (i.e., letter, newspaper article, blog, etc.)
 - Text and non-text stimulus (i.e., cartoons, pictures, charts/graphics, etc.)

- How multiple texts are related (i.e., topic, theme, pro/con, etc.)
- When creating writing tasks, teachers will purposefully pair sources. This includes the use of both text types and stimuli.
- Teacher will provide opportunities for students to increase reading stamina through instruction, differentiated stations, and Everyday Instructional Reading tasks.

Everyday Instructional Reading Connections:

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

Student Outcomes:

- Students will develop the stamina required to read, text mark, and analyze two texts.
- Students will use Everyday Instructional Reading strategies (i.e., purposeful text marking) to determine important connections across texts.
- Given a text-based writing task, students will be able to answer the questions, “Why were these texts put together for this prompt? How are these texts related?”
- Students will increase the number of texts in both essay writing and Everyday Instructional Reading tasks at an incremental rate.

Writing an Introduction

Instruction:

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

Everyday Instructional Reading Connections:

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

Student Outcomes:

- Students will practice writing introductions using the three components of an introduction.
- Using introductions from the Okaloosa Writing Exemplars, students will rewrite a low scoring introduction.

- Using the FSA-like Writing Rubric, students will self-assess their introductions in writing and revise writing as needed.

Writing a Conclusion

Instruction:

- Teacher will define the term conclusion:
 - The last section of an essay that explains why it all matters. It answers the question “So what?” A good conclusion revisits the thesis statement.
- Teacher will provide explicit instruction on:
 - Thesis Statement: Usually the first sentence of a conclusion revisits the controlling idea of an essay, but is phrased differently from the original thesis found in the introduction
 - Synthesis: The element of a conclusion that brings together the points of an essay in a new and interesting way to make a generalization or to draw a conclusion. (Grade 2)
- Teacher and students will create an anchor chart containing the components of a conclusion with examples.
- Teacher and students will utilize shared and interactive writing to collaboratively write conclusions. Teacher will model how to identify the thesis/claim in mentor texts.
- Teacher will utilize formative assessments to determine student mastery of writing a conclusion. Small, targeted writing groups will be established based on formative assessment results for remediation/acceleration purposes.

Everyday Instructional Reading Connections:

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

Student Outcomes:

- Students will analyze Okaloosa Writing Exemplars to identify effective and ineffective conclusions.
- Students will practice writing conclusions based on their introductions from the previous section.
- Students will share writing with partners and practice identifying their thesis/claim.
- Using the FSA-like Writing Rubric, students will self-assess their conclusions in writing and revise writing as needed.

Determining and Citing Relevant Evidence

Instruction:

- Teacher and students will unpack the Evidence and Elaboration (EE) category of the FSA-like Writing Rubrics (opinion, informational, narrative) by conducting an Everyday Instructional Read of each score point
 - Highlight key terms in each section.
 - As a class, define and analyze the highlighted key term
 - *Example: “relevant evidence integrated smoothly and thoroughly”- What does this mean?*
 - Identify and discuss the elements of each score point

▪ *Example: How is a “3” in EE different from a “4” in EE?*

- Teacher will provide explicit instruction in determining relevant vs. irrelevant evidence from student’s own text marking.
- Teacher will provide explicit instruction on three types of evidence:
 1. Quotations: Text that is taken word for word from the source material. A writer must give credit to the author when using a quotation. Direct quotes should be used sparingly in an essay.
 - I read...
 - I learned...
 - The author said...
 - In the text it says...
 - In paragraph __ it says...
 2. Paraphrasing: Condensing a passage from the source material and putting it into your own words.
 3. Summarizing: Putting the main idea(s) and main point(s) into your own words. Summaries are broad overviews of the source material.
 - **Note: A student paper that is entirely summary, will result in a score point of 2 in Evidence and Elaboration.**
- Teacher will provide explicit instruction on how to determine which of the three types of evidence will be most effective, based on their text marking and purpose.
- Teacher will model identifying text evidence in mentor texts.
- Teacher will utilize formative assessments to determine student mastery of determining and citing relevant evidence. Small, targeted writing groups will be established based on formative assessment results for remediation/acceleration purposes.

Everyday Instructional Reading Connections:

- Prior to writing, students will utilize purposeful Student Talk to share and justify relevant text evidence.
- After selecting evidence students will utilize purposeful Student Talk to explain the type(s) of evidence (quotation, paraphrasing, summarizing) which will be used to most effectively respond to a given prompt.

Student Outcomes:

- Students will list attributes to describe each score point of the FSA-like Writing Rubrics for EE.
- Students will evaluate their text markings to determine relevant vs. irrelevant evidence.
- Students will effectively use all three types of evidence in both their essay writing and Everyday Instructional Reading tasks.
- Students will collaborate with peers to select text evidence to support their controlling idea.

Elaboration

Instruction:

- Teacher will define the term elaboration:
 - Elaborating is adding details/evidence and explaining connections. This is the way a writer makes connections between ideas for the reader for further their understanding. Even though the connections may be obvious to you (the writer), your essay is not for you, but for the audience that needs to understand your ideas without your being there to explain them.

- Teacher will provide explicit instruction on the effective use of three of the elaborative techniques:
 3. Connections to Self/World/Text
 4. Using a Real Life Example
 5. Make a Figurative Comparison (Metaphor or Analogy)
- Teacher will model the use of Graphic Organizers to assist in developing strong elaboration. This includes explicit instruction on which text evidence is worthy of elaboration.
- Teacher and students will utilize shared and interactive writing to practice developing elaboration using Graphic Organizers.
- Teacher will model identifying elaboration in Writing Exemplars.
- Teacher will use Writing Exemplars to show examples of effective and ineffective elaboration.
- Teacher will utilize formative assessments to determine student mastery of creating relevant elaboration. Small, targeted writing groups will be established based on formative assessment results for remediation/acceleration purposes.

Everyday Instructional Reading Connections:

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

Student Outcomes:

- Students will evaluate and revise student writing containing weak elaboration.
- Using the FSA-like Writing Rubric, students will self-assess their use of elaboration in writing and revise writing as needed.
- Students will effectively use the elaborative techniques both in their essay writing and Everyday Instructional Reading tasks.
- Students will work with peers to identify and refine their elaboration.

Transitions (Temporal Words and Phrases)

Instruction:

- Teacher will define the term transition:
 - Transitions are the words and phrases that serve as a bridge from one idea to the next or one sentence to the next (internal transitions), or one paragraph to the next (external transitions). Transitions are like the glue that holds a writer’s ideas together so the reader will not get lost in the reading.
- Teacher and students will create an anchor chart of effective internal and external transitions (temporal words and phrases- Grade 1).
- Teacher will model identifying and using transitions in writing.
- Teacher will use Writing Exemplars to model effective use of temporal/transitional words and phrases.
- Teacher and students will utilize shared and interactive writing to create writing using temporal/transitional words and phrases.

- Teacher will utilize formative assessments to determine student mastery of using appropriate temporal words and phrases/internal and external transitions. Small, targeted writing groups will be established based on formative assessment results for remediation/acceleration purposes.

Student Outcomes:

- Using the FSA-like Writing Rubrics, students will evaluate and revise usage of transitions in writing (i.e., Writing Exemplars).
- Students will routinely use temporal words/transitions in both their essay writing and Everyday Instructional Reading tasks.
- Students will work with peers to identify and refine their transitions.
- Using the FSA-like Writing Rubric, students will self-assess their use of transitions in writing and revise writing as needed.

Content Specific (from the sources) Vocabulary

Instruction:

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

Everyday Instructional Reading Connections:

- Teacher will create Phase 2 text dependent questions focusing on content specific vocabulary.
- Teacher will provide opportunities for students to apply instruction on content specific vocabulary in Everyday Instructional Reading tasks (i.e., Writing Through Reading, Student Talk).

Student Outcomes:

- Students will identify content specific vocabulary in their writing.
- Cooperative groups will collaborate to add relevant content specific vocabulary to a piece of writing.
- Students will revise writing with ineffective use of content specific vocabulary.
- Students will routinely be provided opportunities to utilize content specific vocabulary from sources in essay writing and Everyday Instructional Reading tasks.

Additional Information

- Components of essay writing will be taught and practiced independent of each other through mini-lessons.
- Students should routinely be provided opportunities to write complete essays.

Grades 3-5 Writing Plan

Planning for Instruction

Instruction:

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

Student Outcomes:

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

Scaffolding Instruction to Build from One Source to Multiple Sources

Instruction:

- Teacher will explicitly model how to analyze and connect specific details and ideas in individual types of text prior to analyzing and connecting text sets.
- Teacher will provide explicit instruction on why multiple sources might be required to respond to a given prompt.
 - *Example: At least two texts are typically needed for a compare/contrast.*
- Teacher will model progression of analysis required for moving from **one** text to **multiple** sources.
 - This includes explicit instruction on how to analyze:
 - Specific Text types (i.e., letter, newspaper article, blog, etc.)
 - Text and non-text stimulus (i.e., cartoons, pictures, charts/graphics, etc.)
 - How multiple texts are related (i.e., content, theme, pro/con, etc.)
- When creating writing tasks, teachers will purposefully pair sources that support the types of analysis that have been explicitly taught through modeling and practice. This includes the use of multiple text types and stimuli.

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

Student Outcomes:

- Students will practice analyzing and connecting details and ideas in one source prior to analyzing multiple sources.
- Students will develop the stamina required to read, text mark, and analyze up to four texts.
 - *Note:*
 - *3rd Grade will begin using two sources before the end of the first semester after explicit instruction is provided.*
 - *4th and 5th grade will begin using at least two sources during the first quarter after explicit instruction is provided. Additional sources will be added at an incremental rate.*
- Students will use Everyday Instructional Reading strategies (i.e., purposeful text marking) to determine important connections across multiple texts.
- Given a text-based writing task, students will be able to answer the questions, “Why were these texts put together for this prompt? How are these texts related?”

Students will increase the number of texts in both essay writing and Everyday Instructional Reading tasks at an incremental rate.

Unpacking the Prompt

Instruction:

- All teachers will use one of these common process to unpack the prompt:
 8. **Circle** Topic
 9. **Underline** Purpose and Audience, when applicable
 - *Note: If no audience is specified in the prompt, it is understood the audience is a “knowledgeable person”*
 10. **Box** Mode (opinion, informational)
 11. **List** any academic/domain specific words (if present)
- Teacher models the process for unpacking the prompt using the FSA Writing Sampler Sets and/or Okaloosa Writing Exemplars

Student Outcomes:

- Students will practice unpacking the prompt in Everyday Instructional Reading tasks.
- Students will write a possible prompt for a given mode of writing. Student prompts will be used as a tool for instruction (i.e., students unpack teacher provided prompts).
 - *Note: A student should later practice coding response written to prompts use the coding process above, in order to determine that they have addressed all aspects of the prompt.*

Purposeful Text Marking/Note Taking Specific to Prompt

Instruction:

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

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

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

Student Outcomes:

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

Writing an Introduction**Instruction:**

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

Student Outcomes:

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

- Using the FSA Writing Rubric, students will self-assess their introductions in writing and revise writing as needed.

Writing a Conclusion

Instruction:

- Teacher will define the term conclusion:
 - The last paragraph of an essay that explains why it all matters. It answers the question “So what?” A good conclusion revisits the thesis statement, synthesizes the main points of the essay, and extends beyond the essay.
- Teacher will provide explicit instruction on:
 - Thesis Statement: Usually the first sentence of a conclusion revisits the controlling idea of an essay, but is phrased differently from the original thesis found in the introduction
 - Synthesis: The element of a conclusion that brings together the points of an essay in a new and interesting way to make a generalization or to draw a conclusion.
 - Extension: A memorable thought or idea that extends beyond the essay and pushes the reader into the real world.
- Teacher and students will create an anchor chart containing the three components of a conclusion.
- Teacher and students will utilize shared and interactive writing to collaboratively write conclusions. Teacher will model color-coded method found in Additional Notes section to identify the concluding sentence.
- Teacher will utilize formative assessments to determine student mastery of writing a conclusion. Small, targeted writing groups will be established based on formative assessment results for remediation/acceleration purposes.

Student Outcomes:

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

Determining and Citing Relevant Evidence

Instruction:

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

- Teacher will provide explicit instruction on not over relying on one source when selecting relevant evidence.
- Teacher will provide explicit instruction on the two types of evidence:
 1. Quotations: Text that is taken word for word from the source material. A writer must give credit to the author when using a quotation. Direct quotes should be used sparingly in an essay.
 - I read...
 - I learned...
 - The author stated...
 - In the text it states...
 - In paragraph ___ it says/states...
 - **Note: When using direct quotations, 5th grade students must use quotation marks.**
 2. Paraphrasing: Condensing a passage from the source material and putting it into your own words.
 - **Note: A student paper that is entirely summary, will result in a score point of 2 in Evidence and Elaboration.**
- Teacher will provide explicit instruction on how to determine which of the two types of evidence will be most effective, based on their text marking and purpose.
- Teacher will model color-coded method found in Additional Notes section to identify text evidence.
- Teacher will utilize formative assessments to determine student mastery of determining and citing relevant evidence. Small, targeted writing groups will be established based on formative assessment results for remediation/acceleration purposes.

Student Outcomes:

- Students will list attributes to describe each score point of the FSA Writing Rubrics for EE.
- Students will evaluate their text markings to determine relevant vs. irrelevant evidence.
- Students will effectively use all two types of evidence in both their essay writing and Everyday Instructional Reading tasks.
- Students will utilize the color-coded method found in Additional Notes section to identify their text evidence.

Elaboration

Instruction:

- Teacher will define the term elaboration:
 - Elaborating is adding details/evidence and explaining connections. This is the way a writer makes connections between ideas for the reader to further their understanding. Even though the connections may be obvious to you (the writer), your essay is not for you, but for the audience that needs to understand your ideas without you being there to explain them.
- Teacher will refer to explicit instruction on the effective use of the six elaborative techniques:
 1. Connections to Self/World/Text
 2. Explaining Cause and Effect (or “If... then...”)
 3. Making a Comparison or Contrast
 4. Using Definitions
 5. Using a Real Life Example
 6. Make a Figurative Comparison (Metaphor or Analogy)

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

Student Outcomes:

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

Transitions

Instruction:

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

Student Outcomes:

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

Content Specific (from the sources) Vocabulary

Instruction:

- Teacher will provide explicit instruction on referring to the source(s) to identify content specific vocabulary/Tier 3/Domain Specific Words.
- Teacher will model writing content specific vocabulary in the margin of text.
- Teacher and students will utilize shared reading/writing to identify content specific vocabulary within text.
- Teacher will provide explicit instruction on how to use context clues to determine the meaning of unknown content specific vocabulary.
- Teacher will provide explicit instruction on how and when to use content specific vocabulary from source material to enhance writing.
- Teacher will use FSA Writing Sampler Sets and/or Okaloosa Writing Exemplars to demonstrate effective use of content specific vocabulary.
- Teacher will utilize formative assessments to determine student mastery of using appropriate content specific vocabulary. Small, targeted writing groups will be established based on formative assessment results for remediation/acceleration purposes.

Student Outcomes:

- Students will identify content specific vocabulary in their writing and in text/sources.
- Cooperative groups will collaborate to add relevant content specific vocabulary to a piece of writing.
- Students will revise writing (FSA Writing Sampler Set and/or Okaloosa Writing Exemplars) with ineffective use of content specific vocabulary.
- Students will routinely be provided opportunities to utilize content specific vocabulary from sources in essay writing and Everyday Instructional Reading tasks.

Additional Information

- Grade 3 uses FSA-like Rubrics, however use of the FSA Sampler Sets should be evident in grade 3.
- Only Grade 3 has a writing focus of Narrative Writing for quarter one.
- Components of essay writing will be taught and practiced independent of each other through mini-lessons.
- Students should routinely be provided opportunities to write complete essays.
- Teachers and students will use a common color coding technique specific to their classroom to assist in identifying components of essay writing:
- In order to develop stamina, students will routinely write a text-based essay to a given prompt. Students should be aware of the estimated time they should take on the FSA writing assessment for each component of essay writing.
- Possible suggested timeframes:
 - Unpacking the prompt: 5 minutes
 - Reading/text marking (Everyday Instructional Read): 35 minutes
 - Planning: 20 minutes
 - Writing the essay: 50 minutes
 - Revising/Editing: 10 minutes

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	Weekly	Administration, Teacher, 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 Levels 1 and 2 Focus

School Focus

Targeted School-based Focus:
Data based differentiated small group instruction to remediate and strengthen skills identified by iReady, or MaxScholar.

Targeted School-based Professional Development:
iReady data analysis
MaxScholar data analysis (K-3)
Instructional planning based on individual skill deficits

Action Steps for Remediation

Intervention/Title I Implementation Action Steps (Teachers and Students):
Small group instruction daily using data (formative/summative) to drive instruction
K-3 students will spend a minimum of 20 minutes 3 times a week on the computer portion of the MaxScholar program
Teachers will meet in PLC groups to analyze data, plan and form fluid, skill-based small groups
Students will participate in daily small group instruction targeting areas of need and record their own progress

Progress Monitoring

Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Differentiated small group instruction	Lesson plans, walk-throughs, PLC meeting notes	Weekly	Administration, instructional coach, teachers
MaxScholar Program w/fidelity	MaxScholar reports, walk-throughs, lesson plans, fidelity logs	Weekly	Administration, instructional coach, teachers

Evaluation Following Mid-Year Data

Evaluation of Targeted School-based Focus & Implementation:

Refinement of Targeted School-based Focus:

School Action Plan

ELA: Strategies & Programs to Support the Objectives

Pandemic ELA Instructional Gaps Focus

School Focus

Targeted School-based Focus:
Data based differentiated small group instruction to remediate and strengthen skills identified by iReady and MaxScholar.

Action Steps for Implementation

Classroom Implementation Action Steps (Teachers and Students):
iReady data analysis
MaxScholar data analysis (K-3)
Instructional planning based on individual skill deficits

Progress Monitoring

Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Differentiated small group instruction	Lesson plans, walk-throughs, PLC meeting notes	Weekly	Administration, instructional coach, teachers
MaxScholar Program w/fidelity	MaxScholar reports, walk-throughs, lesson plans, fidelity logs	Weekly	Administration, instructional coach, teachers
iReady Program w/fidelity	iReady reports, walk-throughs, lesson plans, fidelity logs	Weekly	Administration, instructional coach, teachers

Evaluation Following Mid-Year Data

Evaluation of Targeted School-based Focus & Implementation:

Refinement of Targeted School-based Focus:

School Action Plan *Math*

District Goal:	Students shall demonstrate math proficiency at or above the expected grade level.
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Objectives:	
The percentage of all curriculum students who will make learning gains in math as defined by the State of Florida on the Florida Standards Assessment Test will be at least 75 %.	
The percentage of students in the lowest 25% who will make learning gains in math as defined by the State of Florida on the Florida Standards Assessment Test will be at least 70%.	
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 65 %	

School Action Plan

Math: Strategies & Programs to Support the Objectives

Central Focus: Math Focus

Use OCSD M3 Standards-based planning document to create student-centered standards-based lessons

- Collaboratively review student data to select and develop whole-group and small-group lessons and routines
- Embed instructional strategies to make targeted instructional choices for all students (ELLs, ESE, ESSA sub-groups)

School Focus

Targeted School-based Focus:

Analyze student data to plan and implement student-centered small group instruction differentiated to specific student needs.

Targeted School-based Professional Development:

Common planning time will be used to plan for differentiated small group instruction using OCSD/FLDOE resources and student data (Common Formative Assessments, and Student Work). The content focus for each PD will be:

- PD 1 – Numbers in Base-Ten and Operations and Algebraic Thinking
- PD 2 – Fractions and Geometry
- PD 3 – Measurement and Data

Teachers will have an opportunity to observe CGI/Small Group Instructional practices in classrooms across the district and through selected videos.

Professional Development on MAP will be ongoing throughout the school year as needed.

Planning using ALDs and PLDs will be incorporated.

Action Steps for Implementation

Classroom Implementation Action Steps (Teachers and Students):

- Teachers will align instruction within the Balanced Math Model to Math Florida Standards using OCSD/FLDOE resources (M3, Item Test Specifications, ALDs/PLDs, FSA Practice Tests).

Students will participate in standards-based instruction within the Balanced Math Model.

- Teachers will create norms and routines for each component of the Balanced Math Model.

Students will follow the norms and routines for each component of the Balanced Math Model.

- Teacher will plan and implement differentiated math stations using student data (MAP, Common Formative Assessment) and ALDs/PLDs. Students will participate in differentiated math stations 2 to 3 times per week.

- Teachers will plan for differentiated small-group instruction using student data and OCSD/FLDOE resources to provide remediation and enrichment for targeted students.

Students will participate in differentiated small group instruction that meets their specific academic needs.

- Teacher will incorporate manipulatives into instruction to develop conceptual understanding of the standards and make manipulatives accessible to students throughout all components of the Balanced Math Model.

Students will use manipulatives to develop conceptual understanding of the standards throughout the Balanced Math Model.

- Teachers will model student talk and hold student accountable for participating in student talk through all components of the Balanced Math Model.

Students will participate in student talk through all components of the Balanced Math Model.

Progress Monitoring

Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Daily Targeted Small Group Instruction	Lesson plans, walk-throughs	Weekly	Administration
Use of manipulatives for instruction	Walk-throughs, observations	Weekly	Administration, teachers
Administration, teachers Implementation of the Balanced Math Model	Lesson plans, walk-throughs, observations	Weekly	Administration
Use of OCSD/FLDOE resources for planning	Lesson plans, walk-throughs	Weekly	Administration, teachers
Student Talk	Walk-throughs, observations	Weekly	Administration, teachers

Evaluation Following Mid-Year Data

Evaluation of Targeted School-based Focus & Implementation:

Refinement of Targeted School-based Focus:

School Action Plan

Math: Strategies & Programs to Support the Objectives

ELA Levels 1 and 2 Focus

School Focus

Targeted School-based Focus:

Differentiated small group instruction using targeted strategies to meet Level 1 and 2 student needs for presentation and access of content.

Targeted School-based Professional Development:

- Utilize student data (Common Formative Assessments, iReady) to plan targeted small group instruction.
- Identify and implement strategies identified to instructionally support the ESE subgroup during small group instruction.

Action Steps for Remediation

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

- ESE teacher, classroom teachers and Intervention personnel will monitor student progress every two to three weeks within the iReady program as well as classroom assessment data utilizing the MTSS protocol for Tier 1, 2, and 3 students.
Students will participate in an instructional path that is monitored by ESE teachers, classroom teachers, and intervention personnel.
- ESE teacher and Intervention personnel will pull students or push into classrooms for support.
Student will participate in instruction with ESE teachers and intervention personnel.
- ESE teacher and classroom teacher will communicate regularly to determine the best instructional strategies to use with ESE students.
Students will learn using instructional strategies that benefit their academic growth.
- Teachers will conduct regularly scheduled student conferences with identified students to identify and monitor goals.
Students will participate in student/teacher conferences to set and monitor individual goals.
- Teachers will conduct grade level data chats with administration to plan instruction and next steps, within a week of MAP administration.
Students will participate in instruction that is differentiated to their specific needs.
- ESE teacher and Intervention teachers will provide targeted, purposeful, standards-based instruction to identified students.
Students will be responsible for participating in instruction with ESE and intervention teachers.

Progress Monitoring

Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Small group work	Lesson plans, fidelity logs	Weekly	Administration
Implementation of student specific strategies	Walk throughs, fidelity logs	Weekly	Administration, teachers
Analysis of i-Ready reports	Usage reports, mastery data	Weekly	Administration
Grade level data chats, meetings, PLC	meeting minutes, agendas	Weekly	Administration

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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

Pandemic Math Instructional Gaps Focus

School Focus

Targeted School-based Focus:

Differentiated small group instruction using targeted strategies to meet Level 1 and 2 student needs for presentation and access of content.

Action Steps for Implementation

Classroom Implementation Action Steps (Teachers and Students):

Utilize student data (Common Formative Assessments, iReady) to plan targeted small group instruction.

Progress Monitoring

Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Small group work	Lesson plans, fidelity logs	Weekly	Administration
Implementation of student specific strategies	Walk throughs, fidelity logs	Weekly	Administration, teachers
Analysis of i-Ready reports	Usage reports, mastery data	Weekly	Administration

Evaluation Following Mid-Year Data

Evaluation of Targeted School-based Focus & Implementation:

Refinement of Targeted School-based Focus:

School Action Plan *Science*

District Goal:	Students shall demonstrate science proficiency at or above the expected grade level.
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Objectives:
The percentage of 5 th grade students who will be proficient in science as defined by the State of Florida on the Statewide Science Assessment (SSA) will be at least 79 %.

School Action Plan

Science: Strategies & Programs to Support the Objectives

Central Focus: Science Focus

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

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

School Focus

Targeted School-based Focus:

Deeper understanding of NGSSS standards by engaging in purposeful whole group, cooperative group, and station learning activities, which incorporate critical reading skills, writing, and rich student talk guided by strategic TDQ's allowing for student talk.

Targeted School-based Professional Development:

Third through fifth grade science teachers will attend Study Island PD and share message with colleagues.

-PLC groups meet to discuss and share spiraling activities (Stations, bell ringers, formative assessment, summative assessments). Minutes submitted to administration

-PLC groups collaborate for implementation of standards-based stations, hands-on lessons. Minutes submitted to administration.

-Professional development on use of 2020 adopted text and technology resources as needed

Action Steps for Implementation

Classroom Implementation Action Steps (Teachers and Students):

Teachers will use course standards and item specifications to develop lessons, teacher created TDQs at various levels of complexity including DOK levels 3-4, and assessments.

Students will engage in comprehending and responding to text-dependent questions about complex texts.

Teachers will arrange the classroom space to be a positive hands-on, small group-learning environment.

Teachers will set classroom norms for small group talk and tasks.

Students will adhere to protocols for small group talk and tasks.

Students will engage in hands-on activities weekly through the use of foldables, manipulatives etc. One to two times a quarter, students will be applying their knowledge through a hands-on, inquiry based activity.

Teachers will routinely implement Everyday Instructional Reading strategies specifically incorporating text marking/note-taking, annotating, student talk, and writing through reading to meet the science and literacy standards requirements.

Students will use content area resources for Everyday Instructional Reading and Close Reading activities that are aligned to standards and spiral previously covered standards.

Students will participate in spiral activities (i.e. Spiral Small Groups/Station, bell ringers, formative and summative assessment) based on their individual Study Island, formative and summative assessment data.

Teachers will determine Tier II and Tier III vocabulary specific to the content area.

Students will be able to read, define and apply Tier II and Tier III vocabulary during everyday reading of subject area.

Teachers will plan instruction in applied science through partnerships with Choctawhatchee Basin Alliance (Grasses in Classes) and I Love Science through AFRL Munitions Directorate Damage Mechanisms Branch, Eglin and DoDEA grant resources.

Third through fifth grade science teachers will use Study Island to help address gaps in learning or misconceptions. Students will complete at least one lesson, one time per week.

Students will engage in applied science activities

Progress Monitoring

Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Science coach consultation	Progress notes, teacher reflection, meeting minutes	As needed	Administration
Hands-on/Inquiry based lessons	Lesson plans, walk-throughs	Weekly	Administration
Data driven spiraling activities	Lesson plans, walk-throughs, student products	Weekly	Administration, teachers
Curriculum resources used in planning	Lesson plans	Weekly during walkthroughs	Administration

Technology use	Lesson plans, program usage reports	Weekly	Administration
Study Island (3-5)	Program usage reports	Weekly	Administration

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

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

Pandemic Science Instructional Gaps Focus

School Focus
Targeted School-based Focus:

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

Progress Monitoring			
Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor

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

Refinement of Targeted School-based Focus:



Accreditation Page

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

<p>Strategic Plan Focus Area: Improving and Advancing Student Achievement</p> <ul style="list-style-type: none">• Ensure access for all students to rigorous and challenging curriculum• Address diverse educational needs through a coordinated support system• Integrate technology in learning by both educators and students• Use a variety of methods to communicate student progress with parents and stakeholders	<p>Cognia Performance Standards related to this Focus Area</p> <p>Leadership Capacity Domain</p> <ol style="list-style-type: none">1.1 The system commits to a purpose statement that defines beliefs about teaching and learning, including expectations for learners.1.2 Stakeholders collectively demonstrate actions to ensure the achievement of the system’s purpose and desired outcomes for learners.1.3 The system engages in a continuous improvement process that produces evidence, including measurable results of improving student learning and professional practice. <p>Learning Capacity Domain</p> <ol style="list-style-type: none">2.1 Learners have equitable opportunities to develop skills and achieve the content and learning priorities established by the system.2.5 Educators implement a curriculum that is based on high expectations and prepares learners for their next levels. <p>Resource Capacity Domain</p> <ol style="list-style-type: none">3.2 The system’s professional learning structure and expectations promote collaboration and collegiality to improve learner performance and organizational effectiveness.
<ol style="list-style-type: none">1. Tyner reading model used to differentiate and accelerate reading and writing instruction at K-2.2. Integration of technology in classrooms.3. Daily communication with parents through the use of student planners.4. Regular communication with stakeholders through social media, school web page and OCSD app.5. Applied science instruction through partnerships with Choctawhatchee Basin Alliance, STEM-Ed, DoDEA partners, Study Island and I LOVE SCIENCE through Eglin AFB.	



Accreditation Page

Accreditation Standards

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

Strategic Plan Focus Area: Learning and Working in a Safe and Productive Environment

- Provide adequate and appropriate facilities
- Provide a culture conducive to learning and working
- Maintain a safe learning and working environment

Cognia Performance Standards related to this Focus Area

Leadership Capacity Domain

- 1.4 The governing authority establishes and ensures adherence to policies that are design to support system effectiveness.
- 1.7 Leaders implement operational processes and procedures to ensure organizational effectiveness in support of teaching and learning.

Learning Capacity Domain

- 2.2 The learning culture promotes creativity, innovation, and collaborative problem-solving.
- 2.3 The learning culture develops learners' attitudes, beliefs, and skills needed for success.
- 2.9 The system implements processes to identify and address the specialized needs of learners.
- 2.12 The system implements a process to continuously assess its programs and organizational conditions to improve student learning.

Resource Capacity Domain

- 3.7 The system demonstrates strategic resource management that includes long-range planning and use of resources in support of the system's purpose and direction.
- 3.8 The system allocates human, material, and fiscal resources in alignment with the system's identified needs and priorities to improve student performance and organizational effectiveness.

1. Full-time school resource officer on campus.
2. Security doors and identification system that prevent unauthorized access to the interior of the building.
3. Security cameras throughout the campus.
4. 40 member student safety patrol.
5. Full-time health technician on campus.