School Performance Plan
2020-2021

School Name: Eglin Elementary

Legend

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

SAC Information

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

SAC funds in the amount of $521.00 will primarily be used for: continual upgrades to technology, specifically replacing older projectors, projector bulbs, projector lenses, and/or hand held radios.

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
Dennis Samac	Principal
Amy Church	Assistant Principal
Lisa Clemmons and Stephanie Cook	Kindergarten Representatives
Amy Anderson and Jamie Skipper	1st Grade Representatives
Suzanne Glass-Troutman and Debbie Landon	2nd Grade Representatives
Windy Graham and Renee Laney	3rd Grade Representatives
June Whiting-Cobb and Marilyn Jones-Urena	4th Grade Representatives
Nancy Hedges	ESE Teacher
Renee Rounsaville	ELA Instructional Coach
Kay Mason	Math Instructional Coach

Stakeholder Involvement: Describe the process taken to create the School Performance Plan.
School Performance Plan grade level representatives were given the district SPP guidance questions on May 14, 2020 and were asked to gather feedback and input from their grade levels about any adjustments that would need to be made with "rolling over" last year's SPP due to COVID-19 school closures. They were also asked to seek input about the additional Gap Focus areas. Our initial SPP team meetings were held over Zoom on May 27, 2020. All grade levels shared that they were in support of continuing last year's SPP school implementation action steps. We collaboratively created the action steps to address the instructional gaps due to the pandemic. Grade level representatives obtained further input by June 2, 2020 with their team recommendations for the materials to use for the Gap Focus areas. The Assistant Principal made adjustments to the plan as a result in district changes from MAP to iReady, Accelerate, and mySchool Online. The plan was submitted to district leaders for review on August 26, 2020. All stakeholders will be given an opportunity to review the final draft of our SPP and inform us of any additional changes during preplanning. The plan will be voted on by SAC at the first meeting of the 2020-2021 school year.

School Profile

Eglin Elementary School is a K-4 school located on Eglin Air Force Base. It is home to approximately 500 students, many of which are the sons and daughters of active duty service members. Due to the COVID-19 pandemic, we are starting the 2020-2021 school year with roughly 335 students on campus and roughly 115 students enrolled in mySchool Online. "Serving Those Who Serve U.S." is the school's motto and we are honored to have the opportunity to educate this unique community. Eglin Elementary School is committed to preparing students to be successful with today's rigorous academic standards while providing a safe, enriching, and inviting educational environment.

The school is home to a diverse population of students. 49% of our student body is comprised of minority students, 27% of our students meet the criteria for free/reduced lunch, and 10% of our students receive services through Exceptional Student Education (ESE). Students zoned for Eglin live in base housing. 84% of our students live on base, while 16% are enrolled through zoning waivers based on Controlled Open Enrollment. Many of these families take advantage of childcare services that are offered through the Child Development Center and the School Age Program located on base. Eglin is fortunate to have two Military Family Life Counselors on staff to assist with the unique needs of our population.
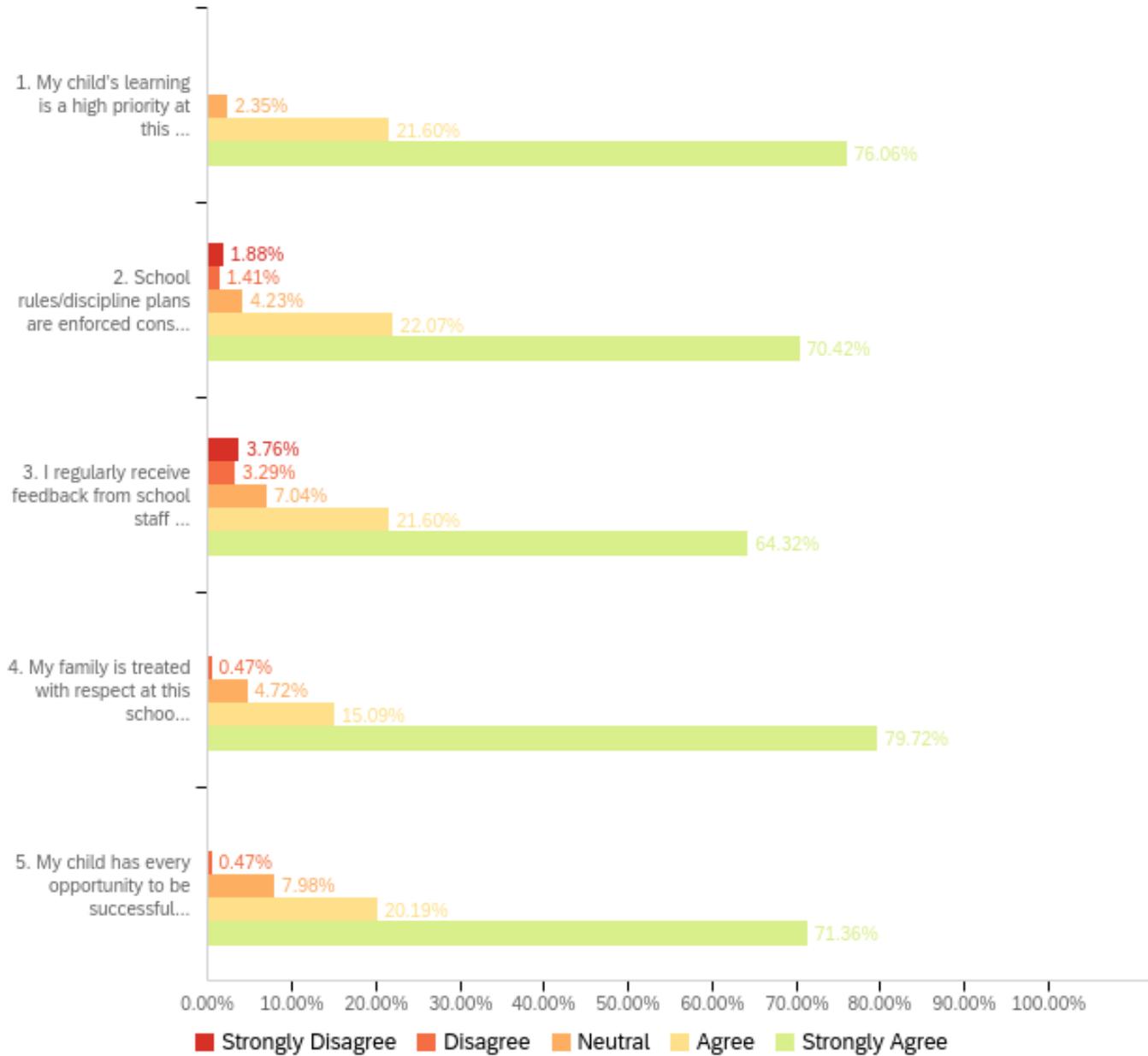
Eglin Elementary strives to meet the diverse needs of all of our students. Classroom teachers work diligently to differentiate their instruction. Struggling students are served through remedial services using either a push-in or pullout model. A Multi-Tiered System of Support team which includes administration, a staffing specialist, a school psychologist, a guidance counselor, an ESE teacher, a speech and language pathologist, and a general education teacher meet weekly to discuss students presenting unique academic or behavioral concerns. Students with disabilities have their needs met in an individualized, systematic manner that is unique to their exceptionality. ESE student needs are met through programs focused on Specific Learning Disabilities, Speech and Language, Other Health Impairment, and Gifted. Eglin also offers many supplementary programs to meet the individual needs of all students.
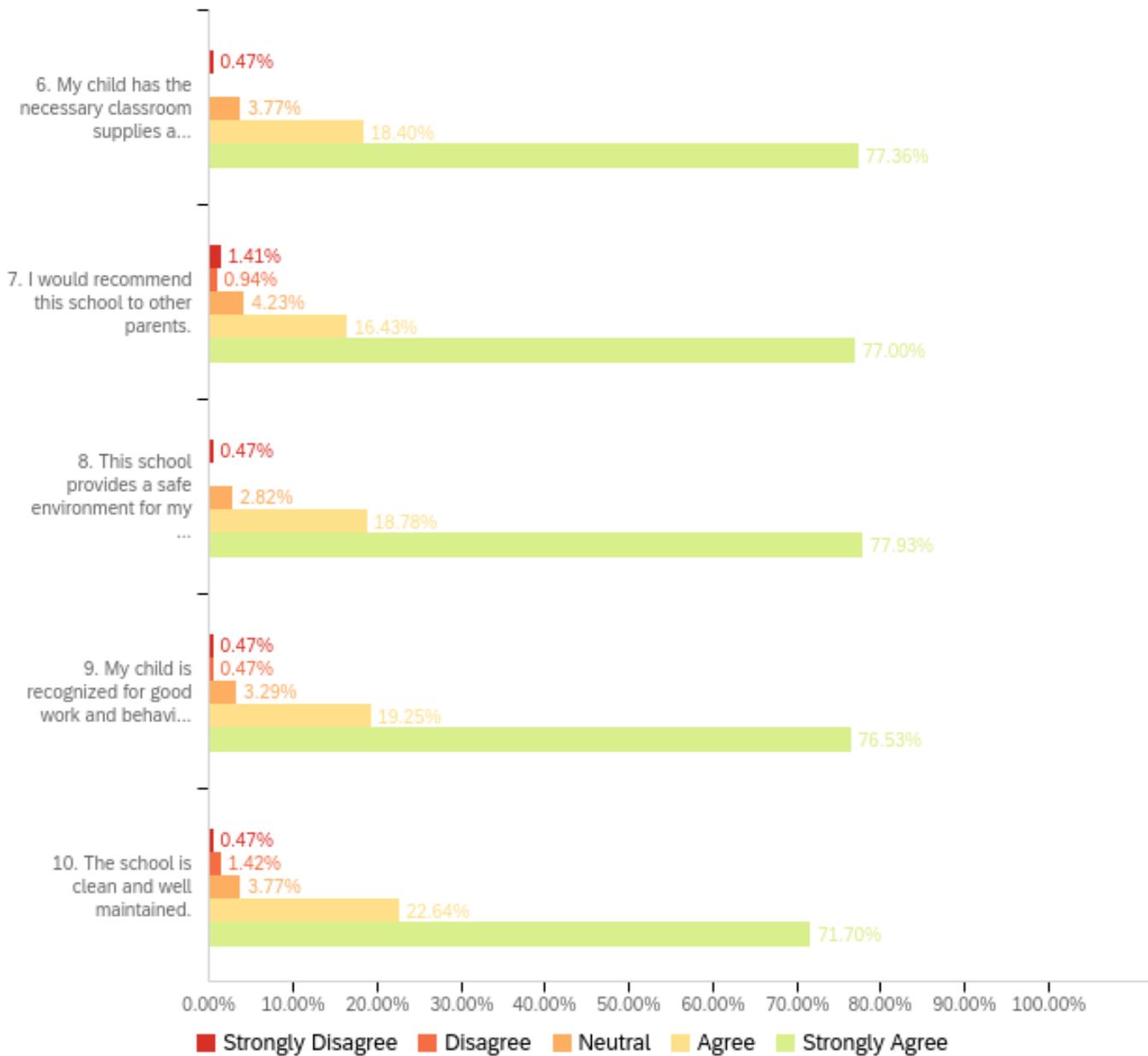
Eglin Elementary understands that maintaining a positive and inviting atmosphere for the parents and community is essential to our success. We extend an open invitation to parents and the community to work together with our teachers and staff. We aim to educate our students to the highest proficiencies in reading, math, science, technology, and social studies in order to prepare them for the ever-changing workforce.
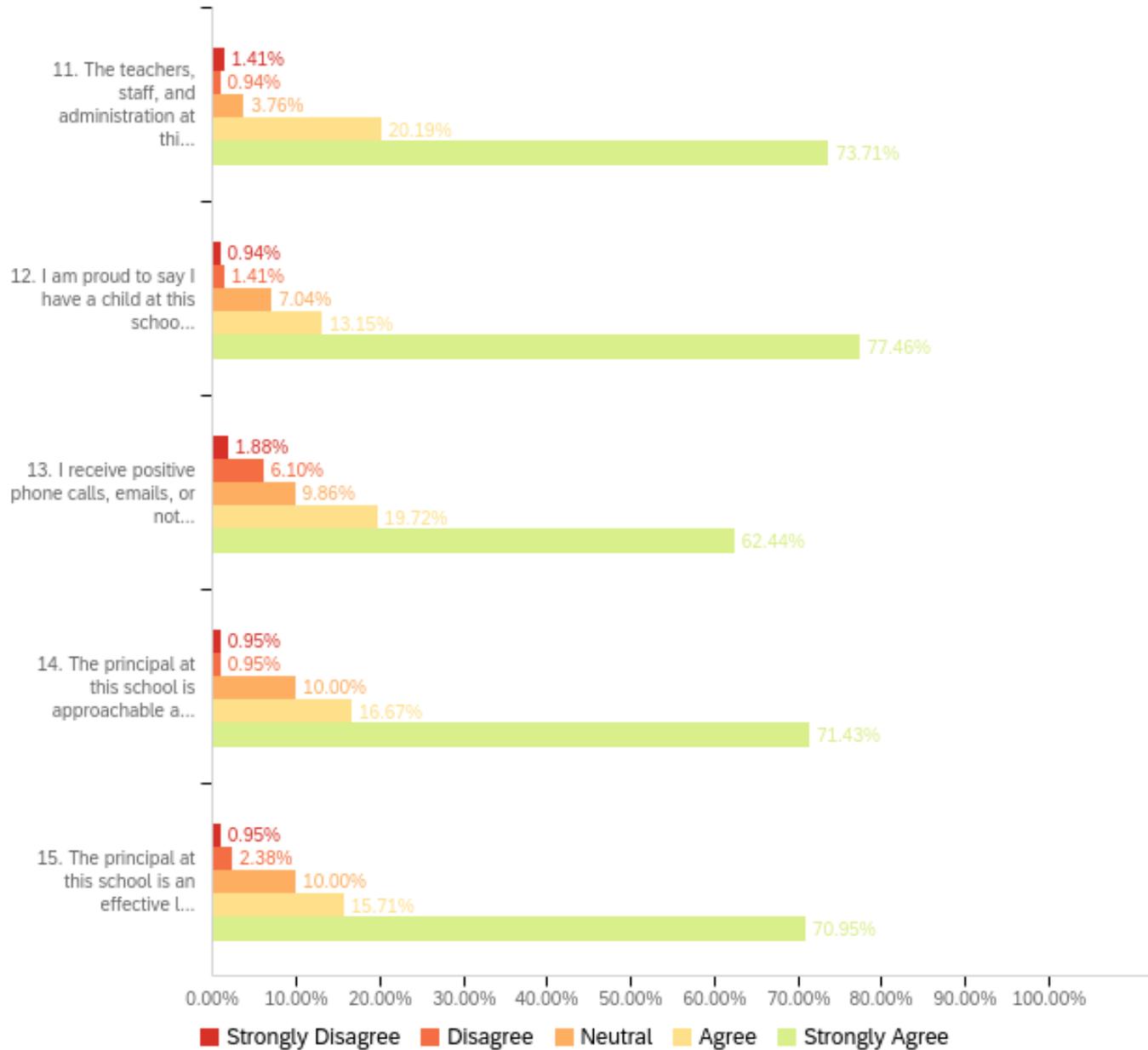
Parent and Community Awareness

	Mean	Count	Top Box
1. My child's learning is a high priority at this school.	4.74	213	76.06%
2. School rules/discipline plans are enforced consistently at this school.	4.58	213	70.42%
3. I regularly receive feedback from school staff on how well my child is learning.	4.39	213	64.32%
4. My family is treated with respect at this school.	4.74	212	79.72%
5. My child has every opportunity to be successful at this school.	4.62	213	71.36%
6. My child has the necessary classroom supplies and equipment for effective learning.	4.72	212	77.36%
7. I would recommend this school to other parents.	4.67	213	77.00%
8. This school provides a safe environment for my child to learn.	4.74	213	77.93%
9. My child is recognized for good work and behavior at this school.	4.71	213	76.53%
10. The school is clean and well maintained.	4.64	212	71.70%
11. The teachers, staff, and administration at this school demonstrate a genuine concern for my child.	4.64	213	73.71%
12. I am proud to say I have a child at this school.	4.65	213	77.46%
13. I receive positive phone calls, emails, or notes about my child from the school.	4.35	213	62.44%
14. The principal at this school is approachable and reachable.	4.57	210	71.43%
15. The principal at this school is an effective leader.	4.53	210	70.95%

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
1. My child's learning is a high priority at this school.	0	0	5	46	162	213
2. School rules/discipline plans are enforced consistently at this school.	4	3	9	47	150	213
3. I regularly receive feedback from school staff on how well my child is learning.	8	7	15	46	137	213
4. My family is treated with respect at this school.	0	1	10	32	169	212
5. My child has every opportunity to be successful at this school.	0	1	17	43	152	213
6. My child has the necessary classroom supplies and equipment for effective learning.	1	0	8	39	164	212
7. I would recommend this school to other parents.	3	2	9	35	164	213
8. This school provides a safe environment for my child to learn.	1	0	6	40	166	213
9. My child is recognized for good work and behavior at this school.	1	1	7	41	163	213
10. The school is clean and well maintained.	1	3	8	48	152	212
11. The teachers, staff, and administration at this school demonstrate a genuine concern for my child.	3	2	8	43	157	213
12. I am proud to say I have a child at this school.	2	3	15	28	165	213
13. I receive positive phone calls, emails, or notes about my child from the school.	4	13	21	42	133	213
14. The principal at this school is approachable and reachable.	2	2	21	35	150	210
15. The principal at this school is an effective leader.	2	5	21	33	149	210

1. My child's learning is a high priority at this ...
- 2.35%
- 21.60%
- 76.06%

2. School rules/discipline plans are enforced cons...
- 1.88%
- 1.41%
- 4.23%
- 22.07%
- 70.42%

3. I regularly receive feedback from school staff ...
- 3.76%
- 3.29%
- 7.04%
- 21.60%
- 64.32%

4. My family is treated with respect at this schoo...
- 0.47%
- 4.72%
- 15.09%
- 79.72%

5. My child has every opportunity to be successful...
- 0.47%
- 7.98%
- 20.19%
- 71.36%

Legend: Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
6. My child has the necessary classroom supplies a...	0.47%		3.77%	18.40%	77.36%
7. I would recommend this school to other parents.	1.41%	0.94%	4.23%	16.43%	77.00%
8. This school provides a safe environment for my ...	0.47%		2.82%	18.78%	77.93%
9. My child is recognized for good work and behavi...	0.47%	0.47%	3.29%	19.25%	76.53%
10. The school is clean and well maintained.	0.47%	1.42%	3.77%	22.64%	71.70%

11. The teachers, staff, and administration at thi...
- 1.41%
- 0.94%
- 3.76%
- 20.19%
- 73.71%

12. I am proud to say I have a child at this schoo...
- 0.94%
- 1.41%
- 7.04%
- 13.15%
- 77.46%

13. I receive positive phone calls, emails, or not...
- 1.88%
- 6.10%
- 9.86%
- 19.72%
- 62.44%

14. The principal at this school is approachable a...
- 0.95%
- 0.95%
- 10.00%
- 16.67%
- 71.43%

15. The principal at this school is an effective l...
- 0.95%
- 2.38%
- 10.00%
- 15.71%
- 70.95%

Legend: Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree

X-axis: 0.00% 10.00% 20.00% 30.00% 40.00% 50.00% 60.00% 70.00% 80.00% 90.00% 100.00%

Parent and Community Awareness

What does the data tell you regarding the positive aspects of your school?
Eglin's motto is "Serving Those Who Serve U.S." We believe we are succeeding in this mission. Our overall survey results show a 79.72% rating with parents reporting that they believe their family is treated with respect at our school. This was our highest category. Out of the 213 responses we received on the survey, the following areas were the highest rated according to our data: This school provides a safe environment for my child to learn (77.93%), I am proud to say I have a child at this school (77.46%), My child has the necessary classroom supplies and equipment for effective learning (77.36%), and I would recommend this school to other parents (77.00%).

What does the data tell you regarding the opportunities for improvement in your school?
The two weakest areas according to our data are: I receive positive phone calls, emails, or notes about my child from the school (62.44%) and I regularly receive feedback from school staff on how well my child is learning (64.23%). Based on these areas, we will strive to better our communication with parents both in the front office as well as in the classroom.

Provide a description of the various forms of communication to your community and parents.
Classroom newsletters, school newsletters, email, robo-call, Friday Tidbits, school website, Eglin Elementary Facebook page, communication with Eglin AFB leadership, parent orientation, curriculum nights, FSA Night, Open House, Eglin Flyer (Bay Beacon), KG parent meet and greet with Corvias

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

ESSA Subgroup Focus
Subgroup: Students with Disabilities

School Focus
What is the cause(s) for this subgroup being an area of focus?
According to the Every Student Succeeds Act (ESSA) Sub-Group Data, we do not have a sub-group below 41%. Our Students with Disabilities sub-group is closest to that percentage at 46%.
What are we doing to target this subgroup?
Our students with disabilities have goals written on their IEPs. They receive pull out intervention in a resource room for academic support, language therapy, and speech therapy according to the minutes required in their IEP. These students also receive classroom and testing accommodations based on their needs. The ESE teacher and general education teachers follow these accommodations in all classroom settings. The ESE teacher communicates with the general education teacher at a minimum of once per quarter to discuss student progress and IEP goals. The ESE teacher also meets with parents and general education teachers for interim and annual IEP meetings.
Targeted School-based Professional Development:
During pre-planning, teachers will receive information on the Balanced Literacy and Math Models, the ELA Standards Resource book, and M3 Document. New teachers will be given copies of these documents.   The ESE teacher will attend professional development on iReady and Accelerate.   The ESE teacher will attend professional development on multisensory reading instruction.   General education teachers will attend professional development on Max Scholar. This program will be utilized in the general education classroom for Tier 3 students (including Students with Disabilities).

Action Steps for Implementation
Classroom Implementation Action Steps (Teachers and Students):
TEACHERS   ESE teacher will notify general education teachers of ESE students and accommodations during preplanning and throughout the year when changes occur. Teachers will implement the IEP through standards based instruction.   Teachers will address specific levels of performance for students with disabilities.   Teachers will follow all classroom and testing accommodations.

ESE teacher and general education teachers will monitor and meet to discuss student progress based on IEP goals using data on a quarterly basis.

ESE teacher will utilize iReady Diagnostic reports to monitor growth.

General education teachers will utilize the Max Scholar program with student with disabilities who meet the criteria to participate.

STUDENTS
Students will participate daily during SOAR to receive interventions and academic support.

Students will monitor their progress with guidance from the ESE teacher during SOAR.

Students who qualify will participate in Max Scholar.

School Implementation Action Steps (Administration, Teachers, and Students):
ADMINISTRATION
Administrators are members of the MTSS team and will be involved with the decision making process for our students with disabilities.

Administrators will be invited to participate in IEP interim and annual meetings as needed.

Administrators will monitor the implementation of classroom and testing accommodations for students with disabilities, and will assist in creating testing schedules which ensure they will receive those accommodations.

Administrators assist with classroom placement of students with disabilities.

Progress Monitoring

Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
IEP goals	IEPs, Observations, MAP, DIBELS	Monthly	ESE Teacher, Teachers, Administration
iReady	Data review, lesson plans	Ongoing	ESE Teacher, Teachers, Administration
Max Scholar	Lesson plans, walkthroughs	Weekly	Teachers, Coach, 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.

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 75%.
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 70%

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., iReady, 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: Our teachers will collaborate in order to develop standards based assessments, culminating tasks, and/or lesson activities while creating engaging classroom environments where students are mindful of their own learning.
Targeted School-based Professional Development:

During pre-planning, teachers will receive information on the Balanced Literacy Model and the ELA Standards Resource book. New teachers will be given copies of these documents.

During pre-planning, teachers will receive iReady and Accelerate training.

Grade levels and departmentalized teams will collaborate, with the support of the instructional coach and/or assistant principal, to develop and/or revise standards based common assessments within the 70% grading category. Teams will decide on a common grading system for these assessments. After assessments have been scored, the data will be used to develop station and/or small group lessons which will close the gaps in student learning.

Wednesday mornings from 7:30-8:00 will be reserved for faculty meetings, administrator led professional development, and instructional coach led professional development based on ongoing needs and implementation of SPP initiatives.

A refresher training on Max Scholar will be offered during preplanning or during August.

Teachers will have the opportunity to participate in "Teacher Inspire Teacher" visits of other classrooms (in-house and off campus) to see components of the Balanced Literacy model and/or SPP initiatives in action. A board is set up in the front office for teachers to list what they would like to see in action. They may also opt to open their classrooms for visitors to see certain components of Balanced Literacy or SPP initiatives. Visiting teachers will be asked to schedule an implementation follow-up discussion with the coach or assistant principal within a week to share and discuss what they observed. In addition, a "shout out" board is hung in the front office. This board serves to highlight best practices and teachers implementing SPP initiatives throughout the campus.

Action Steps for Implementation

Classroom Implementation Action Steps (Teachers and Students):
TEACHERS
Teachers will establish routines and class norms (respectful student talk, student questioning, growth mindset, etc.) for implementation of the specific components of the Balanced Literacy Model.

Teachers will indicate a specified time during the Balanced Literacy Model where they will focus daily on phonics and multi-sensory phonemic awareness lessons in isolation.

Phonics and phonemic awareness lessons will be differentiated based on student needs, and will take place in whole group, small group, and/or individual conferences.

Teachers will utilize Max Scholar for Level 1 students during SOAR time and/or at teacher discretion during the Balanced Literacy Model.

Teachers will remediate and/or enrich all students during their designated grade level SOAR time.

Teachers will meet with team members at least once per month to collaboratively analyze data (iReady, Max Scholar, formative assessments, classroom observations) in order to plan lessons.

Teachers will integrate Social Studies into the ELA block.

Teachers will use backward design to collaboratively create a culminating task (assessment, writing, project, etc.) integrating purposeful TDQs.

Teachers will use multiple sources/mentor texts.

Teachers will model effective text marking and purposeful annotating.

Teachers will post and discuss with students learning intentions and success criteria on a daily or weekly basis.

Teachers will meet weekly or bi-weekly to collaboratively develop and/or revise common assessments for the 70% grade category, analyze data from those assessments, and plan future instruction or activities based on results.

Teachers will use an Accelerate online lesson at least once per month.

Teachers will monitor the use of iReady online instruction, and may use the Ready Toolbox lessons for whole group and/or small group lessons.

mySchool Online Teachers will utilize and monitor student progress through the Accelerate program, monitor the use of iReady online instruction, and may use the Ready Toolbox lessons for daily small group instruction via Zoom.

STUDENTS
Students will demonstrate class norms while using reading and writing strategies throughout the Balanced Literacy Model.

Students will build foundational skills for reading through daily practice and lessons centered around phonics and phonemic awareness.

Students will participate in differentiated remediation or acceleration activities daily during SOAR time.

Students will be engaged in lessons and learning activities that were designed to meet their needs based on data.

Students will make connections in reading and the content areas and will use informational reading strategies to be successful with informational text.

Students will dig deeper into multiple sources/mentor texts (both literary and informational) with purposeful TDQs, text marking, and annotating in order to meet the rigor of a culminating task.

Students will be able to verbalize what they are learning, why they are learning it, and will describe how they will know they have learned it.

Students will engage in at least one Accelerate online lesson per month.

Students will spend 45 minutes per week using iReady online instruction.

mySchool Online students will participate daily in the Accelerate program, weekly in iReady online instruction, and in small group instruction based upon the Zoom schedule set by the teacher.

Progress Monitoring

Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Learning Intentions and Success Criteria	Lesson plans, walkthroughs	Weekly	Teachers, Administration
70% grade category common assessments	Lesson plans, collaborative planning meetings, mid-quarter grade checks	Weekly/Monthly	Teachers, Coach, Administration
Review of common assessments and other data in order to guide instruction	Lesson plans, collaborative planning meetings, walkthroughs	Ongoing	Teachers, Coach, Administration
Remediation/Enrichment during SOAR (Student Opportunities for Achievement and Reinforcement)	Lesson plans, walkthroughs	Daily	Teachers, Remediation Assistants, Administration
Accelerate	Lesson plans, walkthroughs	Monthly	Teachers, Administration, Coach
iReady	Lesson plans, walkthroughs	Daily	Teachers, Administration, Coach

Evaluation Following Mid-Year Data

Evaluation of Targeted School-based Focus & Implementation:

Refinement of Targeted School-based Focus:

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

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., iReady, 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: Our teachers will collaborate in order to develop standards based assessments, culminating tasks, and/or lesson activities while creating engaging classroom environments where students are mindful of their own learning.
Targeted School-based Professional Development:

During pre-planning, teachers will receive information on the Balanced Literacy Model and the ELA Standards Resource book. New teachers will be given copies of these documents.

During pre-planning, teachers will receive iReady and Accelerate training.

Grade levels and departmentalized teams will collaborate, with the support of the instructional coach and/or assistant principal, to develop and/or revise standards based common assessments within the 70% grading category. Teams will decide on a common grading system for these assessments. After assessments have been scored, the data will be used to develop station and/or small group lessons which will close the gaps in student learning.

Wednesday mornings from 7:30-8:00 will be reserved for faculty meetings, administrator led professional development, and instructional coach led professional development based on ongoing needs and implementation of SPP initiatives.

A refresher training on Max Scholar will be offered during preplanning or during August.

Teachers will have the opportunity to participate in "Teacher Inspire Teacher" visits of other classrooms (in-house and off campus) to see components of the Balanced Literacy model and/or SPP initiatives in action. A board is set up in the front office for teachers to list what they would like to see in action. They may also opt to open their classrooms for visitors to see certain components of Balanced Literacy or SPP initiatives. Visiting teachers will be asked to schedule an implementation follow-up discussion with the coach or assistant principal within a week to share and discuss what they observed. In addition, a "shout out" board is hung in the front office. This board serves to highlight best practices and teachers implementing SPP initiatives throughout the campus.

Action Steps for Implementation

Classroom Implementation Action Steps (Teachers and Students):
TEACHERS
Teachers will utilize Max Scholar for Level 1 students during SOAR time and/or at teacher discretion during the Balanced Literacy Model.

Teachers will remediate and/or enrich all students during their designated grade level SOAR time.

Teachers will meet with team members at least once per month to collaboratively analyze data (iReady, Max Scholar, formative assessments, classroom observations) in order to plan lessons.

Teachers will integrate Social Studies into the ELA block.

Teachers will use backward design to collaboratively create a culminating task (assessment, writing, project, etc.) integrating purposeful TDQs.

Teachers will use multiple sources/mentor texts.

Teachers will model effective text marking and purposeful annotating.

Teachers will post and discuss with students learning intentions and success criteria on a daily or weekly basis.

Teachers will meet weekly or bi-weekly to collaboratively develop and/or revise common assessments for the 70% grade category, analyze data from those assessments, and plan future instruction or activities based on results.

Teachers will use an Accelerate online lesson at least once per month.

Teachers will monitor the use of iReady online instruction, and may use the Ready Toolbox lessons for whole group and/or small group lessons.

mySchool Online Teachers will utilize and monitor student progress through the Accelerate program, monitor the use of iReady online instruction, and may use the Ready Toolbox lessons for daily small group instruction via Zoom.

STUDENTS
Students will demonstrate class norms while using reading and writing strategies throughout the Balanced Literacy Model.

Students will build foundational skills for reading through daily practice and lessons centered around phonics and phonemic awareness.

Students will participate in differentiated remediation or acceleration activities daily during SOAR time.

Students will be engaged in lessons and learning activities that were designed to meet their needs based on data.

Students will make connections in reading and the content areas and will use informational reading strategies to be successful with informational text.

Students will dig deeper into multiple sources/mentor texts (both literary and informational) with purposeful TDQs, text marking, and annotating in order to meet the rigor of a culminating task.

Students will be able to verbalize what they are learning, why they are learning it, and will describe how they will know they have learned it.

Students will engage in at least one Accelerate online lesson per month.

Students will spend 45 minutes per week using iReady online instruction.

mySchool Online students will participate daily in the Accelerate program, weekly in iReady online instruction, and in small group instruction based upon the Zoom schedule set by the teacher.

Progress Monitoring

Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Learning Intentions and Success Criteria	Lesson plans, walkthroughs	Weekly	Teachers, Administration
70% grade category common assessments	Lesson plans, collaborative planning meetings, mid-quarter grade checks	Weekly/Monthly	Teachers, Coach, Administration
Review of common assessments and other data in order to guide instruction	Lesson plans, collaborative planning meetings, walkthroughs	Ongoing	Teachers, Coach, Administration
Remediation/Enrichment during SOAR (Student Opportunities for Achievement and Reinforcement)	Lesson plans, walkthroughs	Daily	Teachers, Remediation Assistants, Administration
Accelerate	Lesson plans, walkthroughs	Monthly	Teachers, Administration, Coach
iReady	Lesson plans, walkthroughs	Daily	Teachers, Administration, Coach

Evaluation Following Mid-Year Data

Evaluation of Targeted School-based Focus & Implementation:

Refinement of Targeted School-based Focus:

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

Central Focus: Text-based Writing

School Focus

Targeted School-based Focus:
Evidence and Elaboration

Targeted School-based Professional Development:
New teachers will receive training on the Eglin Writing Plan for their grade level.

The instructional coach will explicitly model the connection between reading strategies and writing during central message and school based PD opportunities.

4th grade teachers will participate in Rangefinders if it is offered.

Writing Plan

Kindergarten Writing Plan
KG will work on sequencing their stories during narrative writing and will not focus on pulling in text evidence until they transition to informational and opinion writing.

Unpacking the Prompt

Instruction:
- The students will be asked to orally answer the following questions:
  1. What **style** of piece are you writing?
  2. What is the **topic**?
- All teachers will model the common process to unpack the prompt:
  1. **Box <u>Style</u>** (opinion, informational, narrative)
  2. **Circle Topic**

Example: Write and tell how Pilgrims lived long ago.

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: Write and tell how Pilgrims lived long ago.   =

      Possible Purposeful Text Marking that relates to the Prompt**:** L= Long Ago

- Teachers will model using this text marking through shared/interactive writing.

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:
- Create anchor chart of the different ways the author and illustrator of a text present the ideas or information in a text.
- Teacher and students will utilize shared and interactive writing to collaboratively plan for writing using a graphic organizer. Teachers will then model how to turn these drawings into words on the appropriate spot within the graphic organizer (samples can be found on the V: drive).

Everyday Instructional Reading Connections:
- Teacher will create Everyday Instructional Reading tasks requiring students to, unpack a prompt, create a purposeful text marking pertaining to the prompt and explain how the author and illustrator present the ideas or information from the text.

Student Outcomes:
- Students will complete Everyday Instructional Reading tasks.
- Students will routinely plan for writing activities using a graphic organizer.

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.
  - *Example: How does the diagram showing what lives in a pond help us to better understand life at the pond? Why did the author decide to add this chart to his text?*

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

Everyday Instructional Reading Connections:
- Teacher will create text dependent questions (with an emphasis on Phase 3) requiring students to analyze the relationship between the text and illustrations.

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.

Writing a Beginning (Introduction)

Instruction:
- Teacher will provide explicit instruction on:
  - Orienting the reader to the topic of the essay (answering the prompt)

Example: Let me tell you about how the Pilgrims lived long ago.

- Teacher and students will create an anchor chart showing the component of an introduction along with student examples. When used effectively, "the introduction is the *doorway* to an essay that invites the reader to enter."
- Teacher and students will utilize shared and interactive writing to collaboratively write introductions.
- Teacher and students will utilize shared and interactive writing to collaboratively rewrite a low scoring "teacher-created" introduction (using Okaloosa Writing Exemplars).
- Teacher will utilize formative assessments to determine student mastery of writing a beginning. Small, targeted writing groups will be established based on formative assessment results for remediation/acceleration purposes.

Student Outcomes:
- Students will utilize purposeful student talk to state their introduction based on their 4-Square Graphic Organizer.
- Students will practice writing introductions.
- Using the FSA-like Writing Rubric, students will self-assess their introductions in writing and revise writing as needed.

Grades 1-2 Writing Plan

Unpacking the Prompt

Instruction:
- All teachers will use a common process to unpack the prompt:
  3. **Box Style** (informatioosa, narrative, opinion)
  4. **Circle Topic**

Example: Write an informational essay explaining how the ~~polar bear survives in the~~ arctic.

- Teachers will then teach students how to organize this information into the STANS format:
  - **S- Style**
  - **T- Transitions** *Students will list.*
  - **A- Action and Audience** (to entertain _____ with a story about _____, to inform _____ about _____, to persuade _____ about _____,) *If no audience is specified in the prompt, it is understood the audience is a "knowledgeable person"*
  - **N- Nouns** *Students will list all of the nouns in the prompt. These nouns will be used when they develop their topic sentence.*
  - **S- Synonyms** *Student will list a synonym for each noun (excluding proper nouns) they listed above. These synonyms will be used to develop their conclusion.* During guided instruction, teachers and students will practice generating multiple possibilities for each noun.

Example: **S**- Informational- Explain how the polar bear survives in the arctic
    T- First, to begin with, the text said, I learned, then, next, last, finally
    A- To inform someone (because no audience was identified) about how polar bears survive in the arctic.
    N- essay, polar bear, arctic
    S- paper, large, white bear, cold

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

Purposeful Text Marking Specific to Prompt

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

Example: Write an informational essay explaining how the polar bear survives in the arctic. =

Possible Purposeful Text Marking that relates to the Prompt: S = Survives

- Teachers will model **using this text marking** through shared/interactive writing.

Narrative writing note: Student text marking should focus on identifying unique facts from the text that they may want to include in their story.

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.
- Student will practice using text marking to identify key information within the text that addresses 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?*
- Teacher will use FSA Writing Sample Sets and/or Okaloosa Writing Exemplars to model strong and weak examples of PFO papers.
- Teachers will model how to use the use the Evidence-Elaboration Graphic Organizer (samples can be found on the V: drive).
- Students must be able to reprocess this graphic organizer by the time the Cold Write takes place. Please scaffold this skill throughout the quarter.

Narrative writing note: Because our expectations for evidence and elaboration are different for narrative writing (see those sections below), you may want to hold off on using the graphic organizer until Quarter 3 and 4. If you choose to use it for narrative writing, your evidence square would be pulled from the text (giraffes have long, powerful legs that help them fight away their predators) and your elaboration show how this information would be integrated into the story (Gerald yelled out in pain, then kicked Leon (the lion) in the stomach with his mighty legs).

Everyday Instructional Reading Connections:

- 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 and 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:
- Create anchor chart of text structures (Compare/Contrast, Problem/Solution, How/Why, Sequence, etc.) with appropriate graphic organizer (samples can be found on the V: drive) to assist students in understanding what they read.
- 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 moving from one text to two sources.
    - 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/Hooking the reader's attention through the use of:
    - An interesting fact
    - A scenario
    - A rhetorical question
    - An onomatopoeia
  - Orienting the reader to the topic of the essay by combining the <u>Ns in STANS</u> (essay, polar bear, arctic) and **answering the prompt**
    *Example: This <u>essay</u> **will explain how <u>polar bears</u> survive in the <u>arctic</u>.**

Example: Burr, its cold! This essay will explain how polar bears survive in the arctic.

Narrative writing note: Students will want to provide this information within the context of a story. For example, after reading a National Geographic text on giraffes, the students were asked to write a story about a giraffe's day in Africa. Rather than writing this story will… the student might write something like: One blazing hot day in Africa, Gerald the Giraffe was playing tag with Rosie the Cheetah. The introduction is used to introduce the setting and characters based on the prompt and information from the text.

- Teacher and students will create an anchor chart containing the two components of an introduction. When used effectively, "the introduction is the *doorway* to an essay that invites the reader to enter."
- Teacher will use Okaloosa Writing Exemplars to identify attributes of an introduction. Teacher will model **color-coded** method found in Additional Notes section to **introduction**.
- 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 two components of an introduction.
- Using introductions from the 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 **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 <u>explains why it all matters</u>. It answers the question "So what?" A good conclusion revisits the thesis statement.
- Teacher will provide explicit instruction on:
  - Paraphrased Introduction: Usually the first sentence of a conclusion <u>revisits the controlling idea of an essay</u>, but <u>is phrased differently from the original introduction.</u> The final <u>S in STANS</u> should aid the students in the creation of this sentence (paper, large, white bear, cold).
    *Example: This <u>paper</u> **explained how** these <u>large, white bears</u> can live in very <u>cold</u> temperatures.*
  - Synthesis: The element of a conclusion that <u>brings together the points of an essay in a new and interesting way to make a generalization or to draw a conclusion</u>. (Grade 2)

Example: This paper explained how the large, white bears can live in very cold temperatures. Their special features make the arctic a perfect home! (Last sentence= Grade 2)

Narrative writing note: The conclusion for a narrative piece should wrap up the story. Students can end by returning to the "hook," by reflecting on what they want the reader to remember, by offering advice or wish, or thinking about the future. (After Leon ran away, Gerald and Rose went back to playing tag. Leon never bothered Gerald again).

- 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 **color-coded** method found in Additional Notes section to identify the **conclusion**.
- 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 utilize the **color-coded** method found in Additional Notes section to identify their **conclusion**.
- 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 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 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.

Narrative writing note: At this point, we will be looking for students to select information from the text (evidence) and weave it into their own story (elaboration).

Everyday Instructional Reading Connections:
- Prior to writing, students will utilize purposeful Student Talk to share and justify relevant text evidence.
- After selecting evidence for the Evidence-Elaboration Graphic Organizer, students will utilize purposeful Student Talk to explain the type(s) of evidence (quotation, paraphrasing, summarizing) which will be used to most effectively respond to a given prompt.

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

Elaboration

Instruction:
- Teacher will define the term elaboration:
  - Elaborating is adding details/evidence and explaining connections. This is the way a writer makes connections between ideas for the reader 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:
  1. Connections to Self/World/Text
  2. Using a Real Life Example
  3. Make a Figurative Comparison (Metaphor or Analogy)
- Teacher will model the use of the Evidence-Elaboration Graphic Organizer to assist in developing strong elaboration. This includes explicit instruction on which text evidence is worthy of elaboration.
- Teachers will teach how the different types of elaboration can be used by labeling which technique they have used in their modeled and shared writing.
- Teacher and students will utilize shared and interactive writing to practice developing elaboration using the Say-Mean-Matter Graphic Organizer.
- Teacher will model **color-coded** method found in Additional Notes section to identify **elaboration** in Okaloosa Writing Exemplars.
- Teacher will use Okaloosa Writing Exemplars to show examples of effective and ineffective elaboration.
- Teacher will utilize formative assessments to determine student mastery of creating relevant elaboration- particularly looking at which type of elaboration techniques the students are using. Small, targeted writing groups will be established based on formative assessment results for remediation/acceleration purposes.

Narrative writing note: At this point, we will be looking for students to select information from the text (evidence) and weave it into their own story (elaboration).

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 Say-Mean-Matter Graphic Organizer, students will utilize purposeful Student Talk to develop and justify the type(s) of elaboration used.

Student Outcomes:
- Students will evaluate and revise student writing (Okaloosa Writing Exemplars) 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 utilize the **color-coded** method found in Additional Notes section to identify their **elaboration**.

Transitions

Instruction:
- Teacher will define the term transition:
  - Transitions are the words and phrases that serve as a bridge from one idea to the next or one sentence to the next (internal transitions), or one paragraph to the next (external transitions). Transitions are like the glue that holds a writer's ideas together so the reader will not get lost in the reading.
- Teacher and students will create an anchor chart of effective internal and external transitions.
- Teacher will model **color-coded** method found in Additional Notes section to identify **transitions** in writing.
- Teacher will use 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-like Writing Rubrics, students will evaluate and revise usage of transitions in writing (i.e., Okaloosa Writing Exemplars).
- Students will routinely use transitions in both their essay writing and Everyday Instructional Reading tasks.
- Students will utilize the **color-coded** method found in Additional Notes section to identify their **transitions**.
- Using the FSA-like Writing Rubric, students will self-assess 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 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.

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

Student Outcomes:
- Students will identify content specific vocabulary in their writing.
- Cooperative groups will collaborate to add relevant content specific vocabulary to a piece of writing.
- Students will revise writing (i.e., 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
- Components of essay writing will be taught and practiced independent of each other through mini-lessons.
- Students should routinely be provided opportunities to write complete essays.
- Teachers and students will use common color coding technique to assist in identifying components of essay writing:
    - **Green (Go): Introduction**
    - **Yellow (Pause and Prove It): Text Evidence**
    - **Orange (Outside Connections): Elaboration**
    - **Blue (Bridge): Transitions**
    - **Pink/Red (Stop): Conclusion**

Narrative writing note: At this point, we will be looking for students to identify the introduction, text evidence (the fact from the text), and their conclusion. We will not expect them to color code their elaboration (although we would like them to double check that the yellow (pause and prove it that they underline does is not word for word from the text) or transition. Those items will happen in Quarter 3 and 4.

Grades 3-4 Writing Plan

Unpacking the Prompt

Instruction:
- All teachers will use a common process to unpack the prompt:
  5. **Box Style** (opinion, informational, narrative)
  6. **Circle Topic**

Example: These passages are discussing whether or not ~~students should be required to play an instrument in school~~. Write an essay in which you give your opinion about requiring every student to learn to play a musical instrument. Use information from the sources in your essay.

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.
- Teachers will then teach students how to organize this information into the STANS format:
  - **S- Style**
  - **T- Transitions** *Students will list potential transitions.*
  - **A- Action and Audience** (to inform _____ about _____, to persuade _____ about _____,) *If no audience is specified in the prompt, it is understood the audience is a "knowledgeable person"*
  - **N- Nouns** *Students will list all of the nouns in the prompt. These nouns will be used when they develop their topic sentence.*
  - **S- Synonyms** *Student will list a synonym for each noun (excluding proper nouns) they listed above. These synonyms will be used to develop their conclusion.* During guided instruction, teachers and students will practice generating multiple possibilities for each noun.

Example: **S**- Opinion- Should students be required to play an instrument in school
  T- hence, therefore, furthermore, in conclusion, and so, as you can see
  A- To persuade someone to that you should/should not (pick one) be required to play an instrument during the school day.
  N- passages, students, instrument, school, essay, sources
  S- story, children, tuba/clarinet/saxophone/flute/bass/recorder, composition

Student Outcomes:
- Students will practice unpacking the prompt and organizing the information from the prompt into the STANS format 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 each other's prompts).
    - *Note: A student should later practice coding response written to prompts use the coding process above, in order to determine that they have addressed all aspects of the prompt.*

Purposeful Text Marking/Annotating 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: These passages are discussing whether or not students should be required to play an instrument in school. Write an essay in which you give your opinion about requiring every student to learn to play a musical instrument. Use information from the sources in your essay.

Possible Purposeful Text Marking that relates to the Prompt: R= Reasons you should be required,
N= Reasons you should NOT be required

- Teachers will model **using this text marking** through shared/interactive writing.

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.
- Student will practice using text marking and annotating to identify key information within the text that addresses the prompt.

Planning for the Essay

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?*
- Teacher will use FSA Writing Sample Sets and/or Okaloosa Writing Exemplars to model strong and weak examples of PFO papers.

- Teachers will model how to use the use the Evidence-Elaboration Graphic Organizer (samples can be found on the V: drive).

Everyday Instructional Reading Connections:
- 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 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:
- Create anchor chart of text structures (Compare/Contrast, Problem/Solution, How/Why, Sequence, etc.) with appropriate graphic organizer (samples can be found on the V: drive) to assist students in understanding what they read.
- 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:
        - Text type (i.e., letter, newspaper article, blog, etc.)
        - Text and non-text stimulus (i.e., cartoons, pictures, charts/graphics, etc.)
        - How multiple texts are related (i.e., content, theme, pro/con, etc.)
- When creating writing tasks, teachers will purposefully pair multiple sources. This includes the use of multiple text types and stimuli.
- Teacher will provide opportunities for students to increase reading stamina through instruction, differentiated stations, and Everyday Instructional Reading tasks.

Everyday Instructional Reading Connections:
- Teacher will create text dependent questions (with an emphasis on Phase 2 and 3) requiring students to analyze multiple sources.
- Teacher will provide collaborative opportunities for students to pair given sources together to create their own writing tasks.
    - *Example: Groups are provided with four potential sources and students must determine the three that best fit together and create a relevant prompt.*

Student Outcomes:
- Students will develop the stamina required to read, text mark, and analyze up to <u>four</u> texts.
    - ***Note:***

- - - ***3rd Grade will begin using two sources before the end of the first semester after explicit instruction is provided.***
    - ***4th grade will begin using at least two sources during the first quarter after explicit instruction is provided. Additional sources will be added at in 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.

Writing an Introduction

Instruction:
- Teacher will provide explicit instruction on:
    - Grabbing/Hooking the reader's attention through the use of:
        - An interesting fact
        - A scenario
        - A rhetorical question
    - Orienting the reader to the topic of the essay by combining the <u>Ns in STANS</u> (passages, students, instrument, school, essay, sources) and **answering the prompt**
    *Example: This <u>essay</u> will elaborate on **why I don't agree** with the requirement of every <u>student</u> learning to play a musical <u>instrument</u> at <u>school</u>.*

Example: Picture this: You are starting at the new school called Lewis School in the 5th grade. It is the second day of school and you are standing with a group of football and basketball players waiting for the bell to ring. You have dreamed of playing football just like your dad did in school.   You really want to play football with everything in your body. But, this school is going to make every child learn to play an instrument.   And, you can't take Band and Football. Do you think that sounds like a fair deal?   This essay will elaborate on why I don't agree with the requirement of every student learning to play a musical instrument at school.

- Teacher and students will create an anchor chart containing the two 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 Okaloosa Writing Exemplars to identify attributes of an introduction. Teacher will model **color-coded** method found in Additional Notes section to identify the **introduction**.
- 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 (refer to Additional Notes section) to unpack the prompt, develop purposeful text marking, and write an introduction.

Student Outcomes:
- Students will practice writing introductions using the two components of an introduction.
- Using introductions from the FSA Writing Sampler Sets and 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 **introduction**.
- 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 <u>explains why it all matters</u>. 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:
  - Paraphrased Introduction: Usually the first sentence of a conclusion <u>revisits the controlling idea of an essay</u>, but <u>is phrased differently from the original introduction.</u> The final <u>S in STANS</u> should aid the students in the creation of this sentence (story, children, tuba/clarinet/saxophone/flute/bass/recorder, composition).
  *Example: In conclusion, I believe that requiring <u>children</u> to learn how to play a musical instrument, whether it be a <u>tuba, clarinet, saxophone, or flute</u>, **is wrong**.*
  paper, peers, difficulty, unnatural light, United States
  - Synthesis: The element of a conclusion that <u>brings together the points of an essay in a new and interesting way to make a generalization or to draw a conclusion</u>.
  - Extension: A <u>memorable thought or idea that extends beyond the essay and pushes the reader into the real world</u>.

Example: In conclusion, I believe that requiring children to learn how to play a musical instrument, whether it be clarinet, saxophone, or flute, is wrong. Children should be able to make their own choices on whether they want to play an instrument or do something else.

- 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 **conclusion**.

- 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 (refer to Additional Notes section) to unpack the prompt, develop purposeful text marking, and write an introduction and/or conclusion.

Student Outcomes:
- Students will analyze FSA Writing Sampler Sets and 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 conclusion.
- 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 unpack the Evidence and Elaboration (EE) category of the FSA Writing Rubrics (opinion, informational) by conducting an Everyday Instructional Read of each score point
    - Highlight key terms in each section.
    - As a class, define and analyze each highlighted key term
        - *Example: "relevant evidence integrated smoothly and thoroughly"- What does this mean?*
    - Identify and discuss the elements of each score point
        - *Example: How is a "3" in EE different from a "4" in EE?*
- Teacher will provide explicit instruction in determining relevant vs. irrelevant evidence from student's own text marking.
- Teacher will provide explicit instruction on not over relying on one source when selecting relevant evidence.
- Teacher will provide explicit instruction on three types of evidence:
  1. Quotations: <u>Text that is taken word for word from the source material</u>. 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…
          - *Note: When using direct quotations, 5th grade students must use quotation marks.*
  2. Paraphrasing: <u>Condensing a passage from the source material and putting it into your own words</u>.
  3. Summarizing: <u>Putting the main idea(s) and main point(s) into your own words</u>. Summaries are broad overviews of the source material.

- *Note: A student paper that is entirely summary, will result in a score point of 2 in Evidence and Elaboration.*
- Teacher will provide explicit instruction on how to determine which of the three types of evidence will be most effective, based on their text marking and purpose.
- Teacher will model the use of the Evidence-Elaboration Graphic Organizer to assist in determining relevant evidence.
- Teacher will model color-coded method found in Additional Notes section to identify text evidence.
- Teacher will utilize formative assessments to determine student mastery of determining and citing relevant evidence. Small, targeted writing groups will be established based on formative assessment results for remediation/acceleration purposes.

Everyday Instructional Reading Connections:
- Prior to writing, students will utilize purposeful Student Talk to share and justify relevant text evidence.
- After selecting evidence for the Evidence-Elaboration Graphic Organizer, 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 Writing Rubrics for EE.
- Students will evaluate their text markings to determine relevant vs. irrelevant evidence.
- Students will effectively use all three types of evidence in both their essay writing and Everyday Instructional Reading tasks.
- Students will utilize the color-coded method found in Additional Notes section to identify their text evidence.

Elaboration

Instruction:
- Teacher will define the term elaboration:
  - Elaborating is adding details/evidence and explaining connections. This is the way a writer makes connections between ideas for the reader to further their understanding. Even though the connections may be obvious to you (the writer), your essay is not for you, but for the audience that needs to understand your ideas without you being there to explain them.
- Teacher will provide explicit instruction on the effective use of the six elaborative techniques:
- Connections to Self/World/Text
- Explaining Cause and Effect (or "If… then…")
- Making a Comparison or Contrast
- Using Definitions
- Using a Real Life Example
- Make a Figurative Comparison (Metaphor or Analogy)
- Teacher will model the use of the Evidence-Elaboration Graphic Organizer to assist in developing strong elaboration. This includes explicit instruction on which text evidence is worthy of elaboration.

- Teacher and students will utilize shared and interactive writing to practice developing elaboration using the Evidence-Elaboration Graphic Organizer.
- Teachers will teach how the different types of elaboration can be used by labeling which technique they have used in their modeled and shared writing.
- 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 Okaloosa Writing Exemplars to show examples of effective and ineffective elaboration.
- Teacher will utilize formative assessments to determine student mastery of creating relevant elaboration- particularly looking at which type of elaboration techniques the students are using. 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 Say-Mean-Matter Graphic Organizer, students will utilize purposeful Student Talk to develop and justify the type(s) of elaboration used.

Student Outcomes:
- Students will evaluate and revise student writing (FSA Writing Sampler Sets and 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**. During practice pieces, students will be required to identify which technique they are using with each elebration.

Transitions

Instruction:
- Teacher will define the term transition:
    - Transitions are the <u>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)</u>. 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 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 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.
- 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 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.

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

Student Outcomes:
- Students will identify content specific vocabulary in their writing.
- Cooperative groups will collaborate to add relevant content specific vocabulary to a piece of writing.

- Students will revise writing (FSA Writing Sampler Set and 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 to assist in identifying components of essay writing:
  - **Green (Go): Introduction**
  - **Yellow (Pause and Prove It): Text Evidence**
  - **Orange (Outside Connections): Elaboration**
  - **Blue (Bridge): Transitions**
  - **Pink/Red (Stop): Conclusion**
- 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:
  - 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**
Instruction on writing components	Anchor charts, lesson plans, walkthroughs	Weekly	Teachers, Coach, Administration
Elaboration identification	Student writing, walkthroughs	Quarterly	Teachers, Coach, Administration
Color-coded drafts of student writing	Student writing, walkthroughs	Quarterly	Teachers, Coach, Administration
Fostering a love of writing	Journaling, conferencing, walkthroughs, opportunities to share/publish work	Weekly	Teachers, Coach, 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

ELA Levels 1 and 2 Focus

School Focus

Targeted School-based Focus:
Our students will be able to successfully read grade level materials using strategies to increase language skills through the use of literature and informational text.

Targeted School-based Professional Development:
During pre-planning, teachers will receive training on SOAR (Student Opportunities for Achievement and Reinforcement). ESE students, Speech and Language students, Remediation students, and all students still in the classroom will receive additional remediation based on IEP goals, PMP Tiered interventions, and individual needs based on data. Remediation assistants will be provided with training on how to use the Journey's Write-In Readers for student intervention during SOAR. Teachers will receive a refresher training for Max Scholar. Max Scholar will be utilized during the ELA block and SOAR.

Action Steps for Remediation

Intervention/Title I Implementation Action Steps (Teachers and Students):
TEACHERS
Remediation assistants and teachers will review data throughout the year and work together to create flexible groupings of students.

Teachers will provide small-group, intensive instruction at least three times a week.

Remediation assistants will utilize the Journeys Write-In Readers during SOAR, and will continue to offer push-in assistance daily.

Teachers will provide daily Reading remediation during SOAR.

Remediation assistants and teachers will review iReady reports and data to make adjustments to instruction. The Ready Toolbox will be utilized as needed.

Teachers will write targeted goals within student PMPs as needed.

STUDENTS
Students will use text marking and annotations to engage in purposeful student talk around Key Ideas and Details TDQs during remedial instruction.

Students will implement one strategy that their teacher recommends while independently reading their "just right" books.

Progress Monitoring

Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Data analysis for determining placement in remediation	Lesson plans, walkthroughs, data chats	Ongoing based on assessment	Teachers, Remediation Assistants, Coach, Administration
Differentiated standards-based small group instruction	Lesson plans, walkthroughs	Weekly	Teachers, Remediation Assistants, Coach, Administration
Remediation during SOAR (Student Opportunities for Achievement and Reinforcement)	Lesson plans, walkthroughs	Daily	Teachers, Remediation Assistants, Administration
Fostering the love of reading-independent reading	AR Reports	Weekly	Teachers, Media Assistant, Administration
PMP Writing	MTSS	Ongoing based on response to intervention	Teachers, Guidance Counselor, Administration
iReady	iReady reports	Weekly	Teachers, Administration, Remediation Assistants, Coach

Evaluation Following Mid-Year Data

Evaluation of Targeted School-based Focus & Implementation:

Refinement of Targeted School-based Focus:

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

Pandemic ELA Instructional Gaps Focus

School Focus
Targeted School-based Focus: Teachers will reinforce the previous grade level's English Language Arts skills to include phonemic awareness, phonics, vocabulary, comprehension and writing skills and strategies.

Action Steps for Implementation
Classroom Implementation Action Steps (Teachers and Students): TEACHERS Teachers in grades 1-4 will spiral standards (i.e. stations, small groups, SOAR, one-on-one, etc.) based on identified student academic needs from iReady Diagnostic 1. STUDENTS Students in grades 1-4 will actively participate in spiraling activities (i.e. stations, small groups, SOAR, one-on-one, etc.).

Progress Monitoring			
Initiative	**How Will It Be Monitored**	**Frequency of Official Monitoring**	**Who is Responsible to Monitor**
iReady	Lesson plans, walkthroughs	Daily	Teachers/Administration
Spiraling	Lesson plans, walkthroughs	Weekly	Teachers/Administration

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

School Action Plan
Math

District Goal:	Students shall demonstrate math proficiency at or above the expected grade level.

Objectives:
The percentage of all curriculum students who will make learning gains in math as defined by the State of Florida on the Florida Standards Assessment Test will be at least 75 %.
The percentage of students in the lowest 25% who will make learning gains in math as defined by the State of Florida on the Florida Standards Assessment Test will be at least 65 %.
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 70 %

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

Central Focus: Math Focus
Use OCSD M3 Standards-based planning document to create student-centered standards-based lessons   - Collaboratively review student data to select and develop whole-group and small-group lessons and routines   - Embed instructional strategies to make targeted instructional choices for all students (ELLs, ESE, ESSA sub-groups)

School Focus
Targeted School-based Focus: Our teachers will collaborate on a regular basis in order to review data, create common assessments, and plan for daily remediation or enrichment activities during SOAR (all of which are aligned to and meet the rigor of the Florida Standards).
Targeted School-based Professional Development: During pre-planning, teachers will receive information on the Balanced Math Model and the M3 Document. New teachers will be given copies of these documents along with the quarterly placemats.   During pre-planning, teachers will receive iReady and Accelerate training.   Grade levels and departmentalized teams will collaborate, with the support of the instructional coach and/or assistant principal, to develop and/or revise standards based common assessments within the 70% grading category. Teams will decide on a common grading system for these assessments. After assessments have been scored, the data will be used to develop station and/or small group lessons which will close the gaps in student learning.   Wednesday mornings from 7:30-8:00 will be reserved for faculty meetings, administrator led professional development, and instructional coach led professional development based on ongoing needs and implementation of SPP initiatives.   Teachers will have the opportunity to participate in "Teacher Inspire Teacher" visits of other classrooms (in-house and off campus) to see components of the Balanced Literacy model and/or SPP initiatives in action. A board is set up in the front office for teachers to list what they would like to see in action. They may also opt to open their classrooms for visitors to see certain components of Balanced Literacy or SPP initiatives. Visiting teachers will be asked to schedule an implementation follow-up discussion with the coach or assistant principal within a week to share and discuss what they observed. In addition, a "shout out" board is hung in the front office. This board serves to highlight best practices and teachers implementing SPP initiatives throughout the campus.

Action Steps for Implementation

Classroom Implementation Action Steps (Teachers and Students):

TEACHERS

Teachers will establish routines and class norms (respectful student talk, student questioning, growth mindset, etc.) for implementation of the specific components of the Balanced Math Model.

Teachers will meet with team members at least once per month to collaboratively analyze data (iReady, formative assessments, classroom observations, etc.) in order to plan lessons.

Teachers will begin their daily math block with a high yield routine (problem of the day, which one doesn't belong, calendar math, wonder/notice, number of the day, etc.) which promotes complex problem solving, fluency, spiraling, and/or math talk/discourse.

Teachers will utilize the M3 Document, Go Math, and other resources during collaborative planning in order to develop lessons for the Balanced Math Model.

Teachers will use data (iReady, formative assessments, classroom observations, etc.) in order to plan differentiated lessons for small groups and/or individual conferencing.

Teachers will post and discuss with students learning intentions and success criteria on a daily or weekly basis.

Teachers will use the item specs and/or item types on the district quarterly assessment to meet weekly or bi-weekly to collaboratively develop and/or revise common assessments for the 70% grade category, analyze data from those assessments, and plan future instruction or activities based on results.

Teachers will remediate and/or enrich students during their designated grade level SOAR time.

Teachers will use an Accelerate online lesson at least once per month.

Teachers will monitor the use of iReady online instruction, and may use the Ready Toolbox lessons for whole group and/or small group lessons.

mySchool Online Teachers will utilize and monitor student progress through the Accelerate program, monitor the use of iReady online instruction, and may use the Ready Toolbox lessons for daily small group instruction via Zoom.

STUDENTS

Students will demonstrate class norms while engaging in the mathematical practices within the Balanced Math Model.

Students will be engaged in lessons and learning activities that were designed to meet their needs based on data.

Students will develop fluency and discourse through daily high yield routines.

Students will be able to verbalize what they are learning, why they are learning it, and will describe how they will know they have learned it.

Students will participate in differentiated remediation or acceleration activities daily during SOAR time.

Students will engage in at least one Accelerate online lesson per month.

Students will spend 45 minutes per week using iReady online instruction.

mySchool Online students will participate daily in the Accelerate program, weekly in iReady online instruction, and in small group instruction based upon the Zoom schedule set by the teacher.

Progress Monitoring

Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Learning Intentions and Success Criteria	Lesson plans, walkthroughs	Weekly	Teachers, Administration
70% grade category common assessments	Lesson plans, collaborative planning meetings, mid-quarter grade checks	Weekly/Monthly	Teachers, Coach, Administration
Review of common assessments and other data in order to guide instruction	Lesson plans, collaborative planning meetings, walkthroughs	Ongoing	Teachers, Coach, Administration
Remediation/Enrichment during SOAR (Student Opportunities for Achievement and Reinforcement)	Lesson plans, walkthroughs	Daily	Teachers, Remediation Assistants, Administration
Accelerate	Lesson plans, walkthroughs	Monthly	Teachers, Administration, Coach
iReady	Lesson plans, walkthroughs	Daily	Teachers, Administration, Coach

Evaluation Following Mid-Year Data

Evaluation of Targeted School-based Focus & Implementation:

Refinement of Targeted School-based Focus:

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

ELA Levels 1 and 2 Focus

School Focus
Targeted School-based Focus:
Implementation of targeted, data driven, standards-based small group instruction within the Balanced Math Model.
Targeted School-based Professional Development:
During pre-planning, teachers will receive training on SOAR (Student Opportunities for Achievement and Reinforcement). ESE students, Speech and Language students, Remediation students, and all students still in the classroom will receive additional remediation based on IEP goals, PMP Tiered interventions, and individual needs based on data. Remediation assistants and teachers will receive iReady training in August in order to support students during SOAR.

Action Steps for Remediation
Intervention/Title I Implementation Action Steps (Teachers and Students):
TEACHERS
Remediation assistants and teachers will review data throughout the year and work together to create flexible groupings of students.
Remediation assistants will utilize GO Math Reteach resources during SOAR, and will continue to offer push-in assistance daily.
Teachers will provide daily Math remediation during SOAR.
Remediation assistants and teachers will review iReady reports and data to make adjustments to instruction. The Ready Math Toolbox will be utilized as needed.
Teachers will write targeted goals within student PMPs as needed.
STUDENTS
Students will be engaged in math fluency practice.
Students will use problem solving strategies during remedial instruction.

Progress Monitoring

Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Data analysis for determining placement in remediation	Lesson plans, walkthroughs, data chats	Ongoing based on assessment	Teachers, Remediation Assistants, Coach, Administration
Differentiated, standards-based small group instruction	Lesson plans, walkthroughs	Weekly	Teachers, Remediation Assistants, Coach, Administration
Remediation during SOAR (Student Opportunities for Achievement and Reinforcement)	Lesson plans, walkthroughs	Daily	Teachers, Remediation Assistants, Administration
iReady	iReady reports	Weekly	Teachers, Remediation Assistants, Administration
PMP Writing	MTSS	Ongoing based on response to intervention	Teachers, Guidance Counselor, Administration

Evaluation Following Mid-Year Data

Evaluation of Targeted School-based Focus & Implementation:

Refinement of Targeted School-based Focus:

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

Pandemic Math Instructional Gaps Focus

School Focus
Targeted School-based Focus: Teachers will reinforce the previous grade level's standards in money (1st grade only), measurement/data, and/or geometry, as well as math fluency.

Action Steps for Implementation
Classroom Implementation Action Steps (Teachers and Students): TEACHERS Teachers in grades 1-4 will reinforce the previous grade level's measurement/data and geometry skills using the Ready Toolbox or GO Math resources. Grade levels will choose one of the above options as a common instructional tool. Teachers will spiral standards (i.e. stations, small groups, SOAR, one-on-one, etc.) based on identified student academic needs from iReady Diagnostic 1. STUDENTS Students in grades 1-4 will demonstrate their current level of measurement/data and geometry skills through the Ready Toolbox or GO Math resources. Students in grades 1-4 will actively participate in spiraling activities (i.e. stations, small groups, SOAR, one-on-one, etc.).

Progress Monitoring			
Initiative	**How Will It Be Monitored**	**Frequency of Official Monitoring**	**Who is Responsible to Monitor**
Measurement/Data/Geometry resources	Lesson plans, walkthroughs	Daily for the first 2-3 weeks of school	Teachers/Administration
Spiraling	Lesson plans, walkthroughs	Weekly	Teachers/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.

Objectives:
The percentage of 5th grade students who will be proficient in science as defined by the State of Florida on the Statewide Science Assessment (SSA) will be at least N/A %.

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:
Deepen understanding of Science standards by engaging in purposeful cooperative learning activities, reading strategies, and hands-on learning.

Targeted School-based Professional Development:
We will focus on how to use student data on informational text in order to develop learning activities which incorporate informational text reading strategies.

Subject area and grade level teams will meet to discuss how to utilize resources provided through Pearson Elevate, common assessments, Mystery Science, and district provided curriculum and pacing guides.

Kindergarten teachers will collaborate, with the support of the instructional coach and/or assistant principal, to develop standards based common assessments within the 70% grading category. They will decide on a common grading system for these assessments. After assessments have been scored, the data will be used to develop station and/or small group lessons which will close the gaps in student learning. The second half of central message professional development days may also be used for planning these assessments and data review.

Action Steps for Implementation

Classroom Implementation Action Steps (Teachers and Students):
TEACHERS
Teachers will develop lessons using the district curriculum and pacing guides as the primary resource. The Year at a Glance portion of the pacing guide will be dated and turned in per quarter.

Teachers will develop lessons using standards and item specs.

Teachers will plan for the integration of reading strategies in the content area of Science.

KG teachers will collaboratively develop common assessments for the 70% grade category.

3rd and 4th grade teachers will administer the district formative assessments and analyze the data from the assessments in order to guide future instruction and spiraling activities.

Teachers will create an environment which fosters hands-on, cooperative learning.

STUDENTS
Students will interact with their peers to investigate and explore science content through hands-on activities.

Students will be engaged in at least 3 hands-on science activities per quarter in their classroom and/or in Science Lab.

Students will analyze single sources in the 1st semester and multiple sources in the 2nd semester to answer TDQs of varying complexity.

Progress Monitoring

Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Lessons aligned to standards	Dates on Year at a Glance	Quarterly	Teachers, Administration
Content area reading using EIR strategies	Lesson plans, walkthroughs	Weekly	Teachers, Coach, Administration
KG 70% grade category common assessments	Lesson plans, collaborative planning meetings, mid quarter grade checks	Weekly/Monthly	Teachers, Administration
Standards-based hands-on activities	Lesson plans, walkthroughs	Weekly	Teachers, 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: Teachers will reinforce the previous grade level's standards in Living Things (plants/animals) and their Environments.

Action Steps for Implementation
Classroom Implementation Action Steps (Teachers and Students):   Teachers in grades 1-4 will spiral standards for Living Things and their Environments during stations and/or during their units on Nature of Science.   Students in grades 1-4 will actively participate in spiraling activities.

Progress Monitoring			
Initiative	**How Will It Be Monitored**	**Frequency of Official Monitoring**	**Who is Responsible to Monitor**
Spiraling	Lesson plans, walkthroughs	Weekly	Teachers, Administrators

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

Title I Schools

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

Specific strategies for increasing Family Engagement (including those who have limited English proficiency, those with disabilities, and those with migratory children). How will implementation of these strategies be monitored and by whom?   *Note: Per ESSA a school district may receive Title I funds only if: it conducts outreach to all parents and family members; plans and implements programs, activities, and procedures to involve parents and family members in Title I Programs.*

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

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

Accreditation Page

cognia

Strategic Plan Focus Area: Improving and Advancing Student Achievement	**Cognia Performance Standards related to this Focus Area**
• Ensure access for all students to rigorous and challenging curriculum • Address diverse educational needs through a coordinated support system • Integrate technology in learning by both educators and students • Use a variety of methods to communicate student progress with parents and stakeholders	**Leadership Capacity Domain** 1.1 The system commits to a purpose statement that defines beliefs about teaching and learning, including expectations for learners. 1.2 Stakeholders collectively demonstrate actions to ensure the achievement of the system's purpose and desired outcomes for learners. 1.3 The system engages in a continuous improvement process that produces evidence, including measurable results of improving student learning and professional practice. **Learning Capacity Domain** 2.1 Learners have equitable opportunities to develop skills and achieve the content and learning priorities established by the system. 2.5 Educators implement a curriculum that is based on high expectations and prepares learners for their next levels. **Resource Capacity Domain** 3.2 The system's professional learning structure and expectations promote collaboration and collegiality to improve learner performance and organizational effectiveness.

All stakeholders including teachers, staff, administrators, Instructional Coaches and SAC members play a critical role in the development of our School Performance Plan (SPP).

Our school's Vision and Mission statements are posted in the entrance of our school and appear in our handbooks and website.

All classroom teachers will implement a rigorous and challenging curriculum aligned with the Florida Standards/Instructional Practices with fidelity as evidenced by walkthroughs and lesson plans.

All teachers will have access to the district Curriculum Guides to support implementation and differentiation within the classroom.

All teachers will have access to Professional Development.

Instruction is data driven based on MAP and/or FSA results depending upon the grade level.

A variety of communication methods will be used to inform parents and stakeholders of student progress and supportive programs that can be used to extend learning beyond school hours.

The SAC and the PTO will provide parent involvement and the principal will provide a Friday Tidbits email to families for a weekly school update. A monthly newsletter is also provided for parents and stakeholders.

Accreditation Page

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

The Okaloosa County Board of Education establishes policies and practices that promote effective instruction, assessment and support for all students. These documents guide our decision making.

Our school motto, "Serving Those Who Serve Us" continues to drive our educational and philosophical purpose.

Through the cooperation of the OCSD and the United States Air Force, a School Resource Officer is provided by the Air Force. We continue to collaborate with Air Force agencies to provide the safest school environment possible.

The primary priority of our school is to maintain a positive and productive working and learning environment.

All classrooms are equipped with education technology, i.e. projectors, Ziggis, iPad, Chrome Books and laptops to enhance learning.

School district safety and health inspections will ensure we maintain a safe facility.