

**Date Submitted:**

**Dates of Revision:**

# School Performance Plan 2020-2021



**School Name: Florosa Elementary**

## Legend

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

## **SAC Information**

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

SAC funds in the approximate amount of \$2000 will primarily be used for: School Improvement

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

<b>Principal's Signature</b>
<b>SAC Chairperson's Signature</b>

# 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
Dawn Massey	Principal
JC Cotton	Assistant Principal
Sherri Chavez, Kay Mason	Instructional Coaches
Kathy Boyte, Kirby Hart	Title 1 Remediation Teachers
Tiffany Robinson	Resource Teacher
Tracy McClelland	Grade 4 ELA
Dawn Johnson, Felicia Carnley	Grade 5 ELA
Jenna Reeder, Robin Boyd	Grade 3 ELA, Grade 3 Math/Science
Mary Lam	Grade 1 Math
India Sims	Grade 1 ELA
Ashley Berry, Arlene Pacheco	Grade K ELA/Math
Hannah Mulqueen, Michelle Hongyee	Grade 2 Math, Grade 2 ELA
Shelly King, Rachel Appleton	Grade 4 Math/Science

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

April-May 2020: Needs assessment given and reviewed for development of the SPP  
 May 2020: Administration review of teacher evaluations for the development of SPP  
 May 2020: Committee meetings for the development of the SPP draft through ZOOM.  
 June-July 2020: Editing and revisions made to the SPP  
 September 2020: Meet with all stakeholders (SAC and classroom teachers) to edit and make final revisions to the SPP

## School Profile

Florosa Elementary School, home of the Roadrunners, is located in the Florida Panhandle, two miles west of Hurlburt Field, an Air Force Special Operations military base. Approximately 540 students are enrolled in Pre-Kindergarten through fifth grade. Florosa receives Title I funding due to the percentage of students that receive free/reduced lunch. Florosa serves a significant number of civilian and mobile military families. In order to meet the needs of our working parents, Florosa provides transportation to the youth center located on Hurlburt Air Force Base. Florosa is fortunate to have mentors and volunteers from the Florosa and Mary Esther communities that support the school by assisting teachers in the classrooms and mentoring students. Ongoing communication with parents is established and maintained by classroom teachers through a variety of modes: classroom newsletters, phone calls, emails, positive postcards, and notes. The school maintains a website and electronic marquee. A monthly newsletter and Connect-Ed calls are provided in an effort to keep parents informed about events at Florosa Elementary School.

All administrators and teachers are highly qualified. Florosa has a full time Instructional Literacy Coach and a part-time Instructional Math Coach. Our Instructional Coaches facilitate job-embedded professional development by developing and demonstrating model lessons for reading, writing, and mathematical practices. The Coaches provide support and resources to the staff. Integration of the arts and wellness are both valued; therefore, music and physical education classes are offered to all students. Florosa Elementary School has a School Resource Officer that maintains a highly visible presence on the school campus. He models good safety practices for the students. Florosa strives to improve in all areas of the curriculum with a diverse range of programs. The Multi-Tiered System of Supports is utilized to assist students. The school counselor leads the MTSS Team.

All certified teachers participate in Data Team meetings. Teachers review current data to collaboratively plan purposeful instructional strategies. The ELA Data Teams focus on Close Reading strategies, Writing through Reading, and Student Talk. The Math Data Teams focus on specific spiraling and high yield strategies. At Florosa Elementary, we believe that all students can make learning gains if data is used to make instructional decisions.

# Parent and Community Awareness

Florosa Elementary School  
Okaloosa County School District

## Summary of Results for Parent Satisfaction Survey

Okaloosa County School District is committed to creating a great place for students to learn, teachers to teach, staff to work, and for parents to send their children to receive a great education. To build on this commitment, the leadership of the school district gathers and analyzes data on essential goals and measures, including Employee Engagement and Parent Satisfaction. The district continues its journey of excellence using Employee Engagement and Parent Satisfaction goals aligned to strategic actions and appropriate progress monitoring measures based on the Evidence-Based Leadership<sup>SM</sup> framework. The leadership of the district maintains a focus on data to identify gaps, take action, and follow through to ensure continuous improvement.

The Parent Satisfaction Survey was administered to all parents/caregivers with a child in the school district to assess the level of satisfaction parents have with their child's school. Collecting feedback from parents/caregivers allows leaders to recognize the good work that many school leaders, teachers, and staff accomplish every day, and to identify gaps in performance that should be addressed.

This report provides an overview of the findings for the Spring 2020 survey administration for Florosa Elementary School.

### School-Level Summary

- ▶ A total of **84** parents/caregivers of a child/children attending this school provided feedback during the current survey administration.
- ▶ The school's overall mean (Items 1-17) was **4.53**, using a scale of 1 to 5.

### District-Level Summary

- ▶ A total of **3,766** parents/caregivers across the district provided feedback during the current survey administration.
- ▶ The district's overall mean (Items 1-17) was **4.17**, using a scale of 1 to 5. About 50% of all response choices were in the "Strongly Agree" category or "Top Box."

“Top Box Percentage” is the percentage of parents/caregivers who select the “Strongly Agree” option indicating that they are *most positive*. Research suggests a difference in the loyalty of people who indicate that they are extremely satisfied (i.e., “Strongly Agree”) compared to those who are just satisfied (i.e., “Agree”) when rating their experience or engagement. In this way, top box scoring provides more focused data to better understand parent satisfaction and loyalty.

### School-Level Results

On the following pages, Tables provide the item means, number of responses per item, top box percentage, and frequency distribution of response categories; as a complement to Tables providing the frequency distribution of response categories, bar charts provide a visual presentation of the frequency distribution. Verbatim comments to the open-ended response items are found at the end of the document.

## Benchmark Items

	Mean	Count	Top Box
1. My child's learning is a high priority at this school.	4.69	84	76.19%
2. School rules/discipline plans are enforced consistently at this school.	4.42	83	55.42%
3. I regularly receive feedback from school staff on how well my child is learning.	4.32	84	55.95%
4. My family is treated with respect at this school.	4.61	84	70.24%
5. My child has every opportunity to be successful at this school.	4.58	84	71.43%
6. My child has the necessary classroom supplies and equipment for effective learning.	4.67	84	70.24%
7. I would recommend this school to other parents.	4.58	84	70.24%
8. This school provides a safe environment for my child to learn.	4.63	84	69.05%
9. My child is recognized for good work and behavior at this school.	4.57	84	66.67%
10. The school is clean and well maintained.	4.65	84	71.43%
11. The teachers, staff, and administration at this school demonstrate a genuine concern for my child.	4.58	84	65.48%
12. I am proud to say I have a child at this school.	4.51	84	64.29%
13. I receive positive phone calls, emails, or notes about my child from the school.	4.15	84	50.00%
14. The principal at this school is approachable and reachable.	4.50	84	65.48%
15. The principal at this school is an effective leader.	4.52	84	66.67%

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
1. My child's learning is a high priority at this school.	0	3	0	17	64	84
2. School rules/discipline plans are enforced consistently at this school.	0	1	9	27	46	83
3. I regularly receive feedback from school staff on how well my child is learning.	0	6	8	23	47	84
4. My family is treated with respect at this school.	2	0	2	21	59	84
5. My child has every opportunity to be successful at this school.	1	2	4	17	60	84
6. My child has the necessary classroom supplies and equipment for effective learning.	0	0	3	22	59	84
7. I would recommend this school to other parents.	0	1	8	16	59	84
8. This school provides a safe environment for my child to learn.	0	1	3	22	58	84
9. My child is recognized for good work and behavior at this school.	0	1	6	21	56	84
10. The school is clean and well maintained.	1	0	2	21	60	84
11. The teachers, staff, and administration at this school demonstrate a genuine concern for my child.	0	2	2	25	55	84
12. I am proud to say I have a child at this school.	1	0	8	21	54	84
13. I receive positive phone calls, emails, or notes about my child from the school.	1	6	14	21	42	84
14. The principal at this school is approachable and reachable.	1	0	10	18	55	84
15. The principal at this school is an effective leader.	1	1	7	19	56	84

## Parent and Community Awareness

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

Florosa's overall mean was .36 higher than the district average.  
Learning is a top priority at Florosa.

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

Florosa will work to provide families with more positive notifications.

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

School-Wide Dojo  
Blackboard Connect  
Digital Sign  
Twitter  
Facebook  
Weekly folder provided for every student (weekly classroom bulletins/monthly school newsletters)  
Planners provided in all grades 2-5

## School Action Plan

### *ESSA Subgroup: Strategies & Programs to Support the Objectives*

<b>ESSA Subgroup Focus</b>
<b>Subgroup:</b> Lowest quartile

<b>School Focus</b>
<p><b>What is the cause(s) for this subgroup being an area of focus?</b>          Increase number of level 1 students in grade 3          Support needed for early intervention in grades K-1</p>
<p><b>What are we doing to target this subgroup?</b>          K-1 Early Intervention FAB Block          iReady          MaxScholar          Small group instruction</p>
<p><b>Targeted School-based Professional Development:</b>          Teacher training in multisensory techniques with a focus on small group instruction</p>

<b>Action Steps for Implementation</b>
<p><b>Classroom Implementation Action Steps (Teachers and Students):</b>          Teacher will analyze student MaxScholar data and create small group plans for implementation of lessons outlined in the program          Student will participate in small groups targeted to meet specific needs          Students will be engaged in the on-line instructional path          Title 1 teachers will analyze student iReady data and create small group plans for implementation of lessons outlined in the program          Students will participate in small groups targeted to meet specific needs          Students will be engaged in the on-line instructional path</p>
<p><b>School Implementation Action Steps (Administration, Teachers, and Students):</b>          Create an early intervention K-1 classroom          Purchase programs          Identify students          Provide training for all teachers on MaxScholar and iReady          Design a schedule to support K-3 early intervention support</p>

<b>Progress Monitoring</b>			
<b>Initiative</b>	<b>How Will It Be Monitored</b>	<b>Frequency of Official Monitoring</b>	<b>Who is Responsible to Monitor</b>
MaxScholar	Daily/Weekly/Monthly/Quarterly	Monthly/Quarterly	Daily/Weekly: Teacher

			Monthly/Quarterly: Admin/Coaches
iReady	Daily/Weekly/Monthly/Quarterly	Monthly/Quarterly	Daily/Weekly: Teacher Monthly/Quarterly: Admin/Coaches
Small Group Instruction	Daily/Weekly/Monthly/Quarterly	Weekly	Teachers/Administration
K-1 Early Intervention FAB	Daily/Weekly/Monthly/Quarterly	Weekly	Daily/Weekly: Title Teachers Monthly/Quarterly: Admin/Coaches

<b>Evaluation Following Mid-Year Data</b>
<b>Evaluation of Targeted School-based Focus &amp; Implementation:</b>
<b>Refinement of Targeted School-based Focus:</b>

## **School Action Plan**

### *ELA: Reading & Writing*

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

By the end of the year, we expect our students to be able to . . . read grade level text, use text marking and annotation, answer text dependent questions, implement multisensory strategies, engage in student talk strategies, and write in response to reading in order to move basic comprehension (literal understanding) to deeper understanding (inferential understanding) of the text(s) through the Close Reading Process and Everyday Instructional Reading.

#### **Targeted School-based Professional Development:**

Professional Development will be offered pertaining to the Balanced Literacy Model to include a variety of culminating activities and the implementation of multisensory stations which reflect standard-based activities, flexible grouping, differentiation, student accountability, and spiraling.

Using the Backward Design Model, teachers will collaboratively evaluate and formulate assessments of various complexity.

Teachers will collaboratively evaluate and formulate Everyday Instructional Reading lessons utilizing purposeful sequenced TDQs at varying DOKs and Phases which lead to a rigorous culminating task.

Professional development will be offered for teachers on establishing goals, learning targets, and success criteria (Learning Progressions K-2) as it relates to Everyday Instructional Reading, Close Reading, differentiated stations with student accountability and TDQs at varying DOKs and Phases within the Balanced Literacy classroom.

Professional development will be offered for teachers on using data (e.g. iReady, Max Scholar, and formative assessments) to collaboratively plan whole group mini-lessons, small group instruction, and stations.

Training will be provided on the administration of iReady, Max Scholar and the utilization of the data.

ELA Instructional Coach and teachers will develop a resource file of standards-based multisensory scaffolded culminating tasks.

Teacher support will be provided for the development of lessons and differentiated stations activities based on standards, Learning Progressions (Grades 1st-2nd), and iReady Standards Mastery (Grade 2) during department meetings.

Training will be provided for teachers and staff new to Florosa Elementary/OCSD on multisensory strategies, Close Reading, Everyday Instructional Reading, Curriculum Guides, Max Scholar and iReady through training Thursdays.

Teachers may participate in classroom observations (#ObserveMe@FES) to discuss implementation of best practices.

### **Action Steps for Implementation**

#### **Classroom Implementation Action Steps (Teachers and Students):**

1a. Teachers will embed Close Reading Strategies through text dependent questions encompassing the three (3) phases into daily instruction utilizing the Standards Resource Book.

1b. Students will engage in Close Reading Strategies by answering TDQs that lead to deeper understanding.

2a. Teachers will use LPs to create text dependent questions of varying complexity as the vehicle to drive student comprehension (from explicit and implicit).

2b. Students will regularly (ex. Everyday Instructional Reading) engage with multiple texts, using text dependent questions as a guide to navigate these texts and deepen understanding through analysis and synthesis.

3a. Teachers will create and model purposeful text marking and annotation strategies to aid comprehension and facilitate student response to TDQs.

3b. Student will use modeled text marking and annotation strategies to respond to the text dependent questions that lead to a deeper understanding.

4a. Teachers will create multisensory opportunities and student talk/discussion through purposeful text dependent questions and writing tasks to build comprehension, stamina, and persistence in reading.

4b. Students will engage in multisensory and student talk strategies (ex: sentence frames, talk moves, Go-Go-Mo, debates, Socratic Seminars) to respond to text.

5a. Teachers will collaboratively develop targeted, engaging multisensory phonemic awareness, phonics and vocabulary lessons for use within the Balanced Literacy Model.

5b. Students will be actively engaged in multisensory phonemic awareness, phonics, and vocabulary lessons.

6a. Teachers will create Everyday Instructional Reading Lessons utilizing multiple sources that include TDQs at varying DOKs and Phases, text marking, annotation, and facilitate purposeful Student Talk in cooperative learning opportunities that will lead them to the Culminating Task across content areas.

6b. Students will be actively engaged in Everyday Instructional Reading lessons.

7a. Teachers will develop Learning Targets and Success Criteria using Learning Progressions (K-2) in their daily instruction, small groups, and differentiated stations with accountability.

7b. Students will be actively engaged in monitoring and tracking their progression toward the learning targets and success criteria established by the teacher for lessons and station activities.

8a. Teachers will analyze their students' reading data from iReady, and Max Scholar to develop Teacher-led Small Group Instruction based on identified skill deficits and progression.

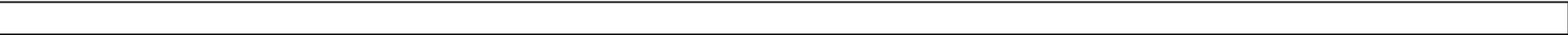
8b. Students will engage in small group instruction to develop identified reading skills.

<b>Progress Monitoring</b>			
<b>Initiative</b>	<b>How Will It Be Monitored</b>	<b>Frequency of Official Monitoring</b>	<b>Who is Responsible to Monitor</b>
Stations which reflect standard-based activities, flexible grouping, differentiation, student accountability, and spiraling.	Walk-throughs	Daily	CRT Reflections, Walk-throughs, PLCs, and Data Teams
Purposeful Student Talk Implementation of Multi-sensory Strategies	CRT Observations, Walk-throughs	Daily	Administration, CRT
Backward Design Model	PLCs Observations and discussions, Walk-throughs	Monthly	Administration, ELA Instructional Coach, CRT
iReady Standards Mastery (Common Formative 2nd Grade)	PLCs and Data Chats	Determined by grade level	Administration, ELA Instructional Coach, Remediation Teacher, CRT
Learning Progressions	PLC participation and Data Teams	Weekly	Administration, ELA Instructional Coach, CRT
Purposeful Small Group Instruction	CRT Reflections, Walk-throughs, PLCs, and Data Teams	Daily	Administration, ELA Instructional Coach, CRT

**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:**

By the end of the year, we expect our students to be able to . . . read grade level text, use text marking and annotation, answer text dependent questions, engage in student talk strategies, and write in response to reading in order to move basic comprehension (literal understanding) to deeper understanding (inferential understanding) of the text(s) through the Close Reading Process and Everyday Instructional Reading.

#### **Targeted School-based Professional Development:**

Professional Development will be offered pertaining to the Balanced Literacy Model to include a variety of culminating activities (e.g., test, writing task, etc.) and the implementation of stations which reflect standard-based activities, flexible grouping, differentiation, student accountability, and spiraling.

Using the Backward Design Model, teachers will collaboratively evaluate and formulate assessments modeled after Item Specifications.

Teachers will collaboratively evaluate and formulate Everyday Instructional Reading lessons utilizing purposeful sequenced TDQs at varying DOKs and Phases which lead to a rigorous culminating task.

Professional development will be offered for teachers on establishing goals, learning targets, and success criteria (ALDs 3rd-5th) as it relates to a culminating task using Everyday Instructional Reading, Close Reading, or differentiated stations within the Balanced Literacy classroom.

Training will be provided on the administration of iReady and Max Scholar (3rd Grade) and the utilization of the data.

ELA Instructional Coach and teachers will use grade level texts to develop lessons which prepare students for the developed culminating task.

Teacher support will be provided for the development of lessons and differentiated stations activities based on standards, Item Specifications / Assessment Limits (Grades 3-5), ALDs (Grades 3-5), and Standards Mastery (iReady) during collaborative PLCs.

Training will be provided for teachers and staff new to Florosa Elementary/OCSD on Close Reading, Everyday Instructional Reading, Curriculum Guides, and iReady through training Thursdays.

Teachers may participate in classroom observations (#ObserveMe@FES) to discuss implementation of best practices.

### **Action Steps for Implementation**

#### **Classroom Implementation Action Steps (Teachers and Students):**

- 1a. Teachers will embed Close Reading/EIR strategies through text dependent questions encompassing the three (3) phases into daily instruction utilizing the Standards Resource Book.
- 1b. Students will engage in Close Reading/EIR strategies by answering TDQs that lead to deeper understanding through a culminating task.
  
- 2a. Teachers will use ALDs and Item Specifications to create text dependent questions of varying complexity as the vehicle to drive student comprehension (from explicit and implicit).
- 2b. Students will regularly (ex. Everyday Instructional Reading) engage with multiple texts, using text dependent questions as a guide to navigate these texts and deepen understanding through analysis and synthesis.
  
- 3a. Teachers will create and model purposeful text marking and annotation strategies to aid comprehension, facilitate student response to TDQs, and lead to a culminating task.
- 3b. Student will use modeled text marking and annotation strategies to respond to the text dependent questions that lead to a deeper understanding and successful completion of a culminating task.
  
- 4a. Teachers will create opportunities for student talk/discussion through purposeful text dependent questions and writing tasks to build comprehension, stamina, and persistence in reading.
- 4b. Students will engage in student talk strategies (ex: sentence frames, talk moves, Go-Go-Mo, debates, Socratic Seminars) to respond to text dependent questions and prepare for writing activities.
  
- 5a. Teachers will collaborate to create lessons/formative assessments utilizing Item Specifications and/or multiple sources across content areas.
- 5b. Students will be actively engaged in complex texts and respond to a variety of question formats.
  
- 6a. Teachers will develop Learning Targets and Success Criteria using ALDs (Grades 3-5) in their daily instruction, small groups, and differentiated stations with accountability.
- 6b. Students will be actively engaged in monitoring and tracking their progression toward the learning targets and success criteria established by the teacher for lessons and station activities.

- 7a. Teachers will analyze their students' reading data from iReady, FSA (4<sup>th</sup> & 5<sup>th</sup> Grades), and Max Scholar (3rd Grade) to develop Teacher-led Small Group Instruction based on identified skill deficits and progression.
- 7b. Students will engage in small group instruction to develop identified reading skills.

<b>Progress Monitoring</b>			
<b>Initiative</b>	<b>How Will It Be Monitored</b>	<b>Frequency of Official Monitoring</b>	<b>Who is Responsible to Monitor</b>
Culminating tasks which reflect standard-based activities, differentiation, student accountability, and spiraling.	Walk-throughs	Daily	Administration, Remediation Teacher, CRT
Purposeful Student Talk	CRT Observations, Walk-throughs	Daily	Administration, CRT
Backward Design Model	PLCs Observations and discussions, Walk-throughs	Monthly	Administration, ELA Instructional Coach, CRT
iReady Standards Mastery	PLCs	Determined by grade level	Administration, ELA Instructional Coach, Remediation Teacher, CRT
ALDs	PLC participation, Data Team meetings, Data Chats	Weekly	Administration, ELA Instructional Coach, CRT
Purposeful Small Group Instruction	CRT Reflections, Walk-throughs, PLCs, Data Teams	Daily	Administration, ELA Instructional Coach, CRT

<b>Evaluation Following Mid-Year Data</b>
<b>Evaluation of Targeted School-based Focus &amp; Implementation:</b>
<b>Refinement of Targeted School-based Focus:</b>

# School Action Plan

## *ELA: Strategies & Programs to Support the Objectives*

### Central Focus: Text-based Writing

#### School Focus

##### Targeted School-based Focus:

Purpose, Focus, Organization, Evidence, and Elaboration

##### Targeted School-based Professional Development:

Data teams (impact cycles) will be held bi-weekly to determine focus based on student data and plan for instruction.

#### Writing Plan

School Writing Plan will be emailed to D. Berry

### Kindergarten Writing Plan

#### Unpacking the Prompt

##### Instruction:

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

##### Student Outcomes:

- Students will practice unpacking the prompt in Everyday Instructional Reading tasks
- Students will write a possible prompt for a given mode of writing. Student prompts will be used as a tool for instruction (i.e., students unpack 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 and tell how Pilgrims lived long ago.

Possible Purposeful Text Marking: L= Long Ago

- Example: 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:**

- 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: “Logical progression of ideas from beginning to end”- What does this mean?*
  - Identify and discuss the elements of each score point
    - *Example: How is a “3” in PFO different from a “4” in PFO?*
- Create anchor chart of the different ways the author and illustrator of a text present the ideas or information in a text.
- Teacher will create Everyday Instructional Reading tasks requiring students to:
  - Unpack a prompt
  - Create a purposeful text marking pertaining to the prompt
  - Explain how the author and illustrator present the ideas or information from the text
- Teacher and students will utilize shared and interactive writing to collaboratively plan for writing.

**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.
- Students will routinely plan for writing activities using OREEO and RACES.

**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 requiring students to analyze multiple “sources.”
- Teacher will highlight text dependent questions used according to phases.

**Student Outcomes:**

- Students will develop the stamina required to read, text mark, and analyze increasing complex text.
- Students will apply analytical thinking skills to make connections across a text.
- Given a text-based writing task, students will be able to answer the question, “Why was this text put together with this prompt?”

**Writing a Beginning (Introduction)****Instruction:**

- Teacher will provide explicit instruction on:
  - Orienting the reader to the topic of the essay (answering the prompt)
- 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 will use Okaloosa Writing Exemplars to identify attributes of an introduction. Teacher will model color-coded method found in Additional Notes section to identify the topic.
- 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.

**Everyday Instructional Reading Connections:**

- Teacher will use mentor text outlined in Culham’s work to enhance writing.
- 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 introduction (using Okaloosa Writing Exemplars).

**Student Outcomes:**

- Students will utilize purposeful student talk to state their introduction based on their graphic organizers.
- Students will practice writing introductions using the components of an introduction.
- Students will utilize the color-coded method found in Additional Notes section to identify their topic.
- Using the FSA-like Writing Rubric, students will self-assess their introductions in writing and revise writing as needed.

**Writing an Ending (Conclusion)****Instruction:**

- Teacher will define and provide explicit instruction on endings (conclusion):
  - The ending of the writing tells the reader why our text is important.
  - A good ending reminds the reader about the topic.
- Teacher and students will create an anchor chart containing the elements an ending (conclusion).
- Teacher will utilize formative assessments to determine student mastery of writing an ending (conclusion). Small, targeted writing groups will be established based on formative assessment results for remediation/acceleration purposes.

**Everyday Instructional Reading Connections:**

- Teacher will use mentor text outlined in Culham’s work to enhance writing.
- Teacher and students will utilize shared and interactive writing to collaboratively write conclusions. Teacher will model color-coded method found in Additional Notes section.

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

**Citing 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: “Repetitive or ineffective use of fact/s- 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 two types of evidence:
  1. Quotations: Text that is taken word for word from the source material. A writer must give credit to the author when using a quotation. Direct quotes should be used sparingly in an essay.
    - I read...
    - I learned...
    - The author said...
    - In the text it says...
  2. Summarizing: Putting the main idea(s) and main point(s) into your own words. Summaries are broad overviews of the source material.
- Teacher will use mentor text outlined in Culham’s work to enhance writing.
- Teacher will provide explicit instruction on using illustrations as a method to provide additional evidence for a prompt.
- Teacher will model:
  - Color-coded method found in Additional Notes section to identify text evidence
  - Ensuring a writer’s picture matches their words

- The process of dictating which allows a student to tell the details/information they are unable to get on paper independently

**Student Outcomes:**

- Students will list attributes to describe each score point of the FSA-like Writing Rubrics for EE.
- Students will collaboratively evaluate their text markings to determine relevant vs. irrelevant evidence.
- Students will effectively use 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.

**Details (Elaboration)**

**Instruction:**

- Teacher will define the term details (elaboration):
  - This is a way a writer makes connections from the text so a reader can better understand their writing. The details are not from the text.
- Teacher will provide explicit instruction on the effective use of two of the details (elaborative) techniques:
- Connections to Self/World/Text
- Using a Real Life Example
- Teacher will model the use of the Say-Mean-Matter Graphic Organizer to assist in developing strong details (elaboration). This includes explicit instruction on which text evidence is worthy of adding additional details (elaboration).
- Teacher and students will utilize shared and interactive writing to practice developing elaboration using the Say-Mean-Matter Graphic Organizer.
- Teacher will use mentor text outlined in Culham’s work to enhance writing.
- Teacher will model:
  - Color-coded method found in Additional Notes section to identify elaboration in Okaloosa Writing Exemplars
  - Details can be found in any combination of drawing, dictating, or writing
  - Details must be related (relevant) to the topic and text
- Teacher will use Okaloosa Writing Exemplars to show examples of effective and ineffective use of details (elaboration).
- Teacher will utilize formative assessments to determine student mastery of creating relevant elaboration. Small, targeted writing groups will be established based on formative assessment results for remediation/acceleration purposes.

**Student Outcomes:**

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

- Students will utilize the color-coded method found in Additional Notes section to identify their details (elaboration).

### Additional Information

- Kindergarten standards provide the scaffold of “using a combination of drawing, dictating, and writing.” Kindergarten students will use any or all of the scaffolds in order to convey their ideas. The expectation is for students to increase the amount of independent writing as the year progresses.
- Components of essay writing can be taught and practiced in isolation, however students should be routinely be provided opportunities write complete essays.
- Teachers and students will use common color coding technique to assist in identifying components of essay writing:
  - Orange: Topic
  - Green: Text Evidence
  - Pink: Details (Elaboration)
  - Blue: Ending (Concluding Sentence)

## Grades 1-2 Writing Plan

### Unpacking the Prompt

#### Instruction:

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

#### Student Outcomes:

- Students will practice unpacking the prompt 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:** Ernest Shackleton was an explorer. He sailed on a ship called the *Endurance*. Write an informative essay explaining why the voyage of the *Endurance* was unforgettable. Use information from the passage in your essay.

Possible Purposeful Text Marking: U= Unforgettable

**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:**

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

**Student Outcomes:**

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

**Scaffolding Instruction to Build from One Source to Multiple Sources**

**Instruction:**

- Teacher will provide explicit instruction on why multiple sources might be required to respond to a given prompt.
  - *Example: At least two texts are typically needed for a compare/contrast.*
- Teacher will model 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.
- Teachers will color code the text dependent questions based on the phases used during Everyday Instructional Reading

**Student Outcomes:**

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

**Writing an Introduction**

**Instruction:**

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

**Everyday Instructional Reading Connections:**

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

**Student Outcomes:**

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

- Students will utilize the color-coded method found in Additional Notes section to identify their thesis/claim.
- Using the FSA-like Writing Rubric, students will self-assess their introductions in writing and revise writing as needed.

### **Writing a Conclusion**

#### **Instruction:**

- Teacher will define the term conclusion:
  - The last section of an essay that explains why it all matters. It answers the question “So what?” A good conclusion revisits the thesis statement.
- Teacher will provide explicit instruction on:
  - Thesis Statement: Usually the first sentence of a conclusion revisits the controlling idea of an essay, but is phrased differently from the original thesis found in the introduction
  - Synthesis: The element of a conclusion that brings together the points of an essay in a new and interesting way to make a generalization or to draw a conclusion. (Grade 2)
- Teacher and students will create an anchor chart containing the components of a conclusion with examples.
- Teacher will use mentor text outlined in Culham’s work to enhance writing.
- 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 thesis/claim.
- 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 thesis/claim.
- 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.

**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 Say-Mean-Matter 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:

- Connections to Self/World/Text
- Using a Real Life Example
- Make a Figurative Comparison (Metaphor or Analogy)
- Teacher will model the use of the Say-Mean-Matter 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 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 use mentor text outlined in Culham’s work to enhance writing.
- Teacher will utilize formative assessments to determine student mastery of creating relevant elaboration. Small, targeted writing groups will be established based on formative assessment results for remediation/acceleration purposes.

**Everyday Instructional Reading Connections:**

- Students will engage in student talk 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 (Temporal Words and Phrases)**

**Instruction:**

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

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

**Student Outcomes:**

- Using the FSA-like Writing Rubrics, students will evaluate and revise usage of transitions in writing (i.e., Okaloosa Writing Exemplars).
- Students will routinely use temporal words/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 provide opportunities for students to apply instruction on content specific vocabulary in Everyday Instructional Reading tasks.
- Teacher will utilize formative assessments to determine student mastery of using appropriate content specific vocabulary. Small, targeted writing groups will be established based on formative assessment results for remediation/acceleration purposes.

**Everyday Instructional Reading Connections:**

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

**Student Outcomes:**

- Students will identify content specific vocabulary in their writing.
- Cooperative groups will collaborate to add relevant content specific vocabulary to a piece of writing.
- Students will revise writing (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:
  - Orange: Thesis/Claim
  - Green: Text Evidence
  - Pink: Elaboration
  - Yellow: Temporal Words and Phrases/Transitions
  - Blue: Concluding Sentence

## Grades 1-2 Writing Plan

### Unpacking the Prompt

#### Instruction:

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

#### Student Outcomes:

- Students will practice unpacking the prompt 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:** Ernest Shackleton was an explorer. He sailed on a ship called the *Endurance*. Write an informative essay explaining why the voyage of the *Endurance* was unforgettable. Use information from the passage in your essay.

Possible Purposeful Text Marking: U= Unforgettable

#### 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:**

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

#### **Student Outcomes:**

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

### **Scaffolding Instruction to Build from One Source to Multiple Sources**

#### **Instruction:**

- Teacher will provide explicit instruction on why multiple sources might be required to respond to a given prompt.
  - *Example: At least two texts are typically needed for a compare/contrast.*
- Teacher will model 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.
- Teachers will color code the text dependent questions based on the phases used during Everyday Instructional Reading

**Student Outcomes:**

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

**Writing an Introduction****Instruction:**

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

**Everyday Instructional Reading Connections:**

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

**Student Outcomes:**

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

**Writing a Conclusion**

**Instruction:**

- Teacher will define the term conclusion:
  - The last section of an essay that explains why it all matters. It answers the question “So what?” A good conclusion revisits the thesis statement.
- Teacher will provide explicit instruction on:
  - Thesis Statement: Usually the first sentence of a conclusion revisits the controlling idea of an essay, but is phrased differently from the original thesis found in the introduction
  - Synthesis: The element of a conclusion that brings together the points of an essay in a new and interesting way to make a generalization or to draw a conclusion. (Grade 2)
- Teacher and students will create an anchor chart containing the components of a conclusion with examples.
- Teacher will use mentor text outlined in Culham’s work to enhance writing.
- 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 thesis/claim.
- 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 thesis/claim.
- 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.

#### **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 Say-Mean-Matter 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:
- Connections to Self/World/Text
- Using a Real Life Example
- Make a Figurative Comparison (Metaphor or Analogy)

- Teacher will model the use of the Say-Mean-Matter 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 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 use mentor text outlined in Culham’s work to enhance writing.
- Teacher will utilize formative assessments to determine student mastery of creating relevant elaboration. Small, targeted writing groups will be established based on formative assessment results for remediation/acceleration purposes.

**Everyday Instructional Reading Connections:**

- Students will engage in student talk 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 (Temporal Words and Phrases)**

**Instruction:**

- Teacher will define the term transition:
  - Transitions are the words and phrases that serve as a bridge from one idea to the next or one sentence to the next (internal transitions), or one paragraph to the next (external transitions). Transitions are like the glue that holds a writer’s ideas together so the reader will not get lost in the reading.
- Teacher and students will create an anchor chart of effective internal and external transitions (temporal words and phrases- Grade 1).
- Teacher will model color-coded method found in Additional Notes section to identify transitions in writing.
- Teacher will use Okaloosa Writing Exemplars to model effective use of temporal/transitional words and phrases.
- Teacher and students will utilize shared and interactive writing to create writing using temporal/transitional words and phrases.
- Teacher will utilize formative assessments to determine student mastery of using appropriate temporal words and phrases/internal and external transitions. Small, targeted writing groups will be established based on formative assessment results for remediation/acceleration purposes.

**Student Outcomes:**

- Using the FSA-like Writing Rubrics, students will evaluate and revise usage of transitions in writing (i.e., Okaloosa Writing Exemplars).
- Students will routinely use temporal words/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 provide opportunities for students to apply instruction on content specific vocabulary in Everyday Instructional Reading tasks.
- Teacher will utilize formative assessments to determine student mastery of using appropriate content specific vocabulary. Small, targeted writing groups will be established based on formative assessment results for remediation/acceleration purposes.

**Everyday Instructional Reading Connections:**

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

**Student Outcomes:**

- Students will identify content specific vocabulary in their writing.
- Cooperative groups will collaborate to add relevant content specific vocabulary to a piece of writing.
- Students will revise writing (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:
  - Orange: Thesis/Claim
  - Green: Text Evidence
  - Pink: Elaboration
  - Yellow: Temporal Words and Phrases/Transitions
  - Blue: Concluding Sentence

## Grades 3-5 Writing Plan

### Unpacking the Prompt

#### Instruction:

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

#### Student Outcomes:

- Students will practice unpacking the prompt in Everyday Instructional Reading tasks.
- Students will write a possible prompt for a given mode of writing. Student prompts will be used as a tool for instruction (i.e., students unpack 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/Note Taking Specific to Prompt

#### Instruction:

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

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

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

#### Student Outcomes:

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

### **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?*
- Create anchor chart of text structures (Compare/Contrast, Problem/Solution, How/Why, Sequence, etc.) with appropriate graphic organizer.
- Teacher will create Everyday Instructional Reading tasks requiring students to:
  - Unpack a prompt
  - Create a purposeful text marking pertaining to the prompt
  - Analyze a text to determine text structure
  - Complete appropriate graphic organizer (corresponding to text structure)

#### **Student Outcomes:**

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

### **Scaffolding Instruction to Build from One Source to Multiple Sources**

#### **Instruction:**

- Teacher will 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.)
    - How annotations help monitor and track thinking which leads to analysis across texts.
- 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 color code text dependent questions based on the phase
- 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 four texts.
  - **Note:**
    - *3<sup>rd</sup> Grade will begin using two sources before the end of the first semester after explicit instruction is provided.*
    - *4<sup>th</sup> and 5<sup>th</sup> grade will begin using at least two sources during the first quarter after explicit instruction is provided. Additional sources will be added at an incremental rate.*
- Students will use Everyday Instructional Reading strategies (i.e., purposeful text marking) to determine important connections across multiple texts.
- Given a text-based writing task, students will be able to answer the questions, “Why were these texts put together for this prompt? How are these texts related?”
- Students will increase the number of texts in both essay writing and Everyday Instructional Reading tasks at an incremental rate.

### **Writing an Introduction**

#### **Instruction:**

- Teacher will provide explicit instruction on:
  - Grabbing the reader’s attention through a **relevant** statement
  - Orienting the reader to the topic of the essay (answering the prompt)
  - Stating the ideas or concepts that will be explained using sources (thesis statement/claim)
- Teacher and students will create an anchor chart containing the three components of an introduction. When used effectively, “the introduction is the *doorway* to an essay that invites the reader to enter.”
- Teacher will use 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 thesis/claim.
- Teacher and students will utilize shared and interactive writing to collaboratively write introductions.
- Teacher will use mentor text.
- 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 three components of an introduction.
- Using introductions from the FSA Writing Sampler Sets and Writing Exemplars, students will rewrite a low scoring introduction.
- Students will utilize the color-coded method found in Additional Notes section to identify their thesis/claim.
- Using the FSA Writing Rubric, students will self-assess their introductions in writing and revise writing as needed.

**Writing a Conclusion****Instruction:**

- Teacher will define the term conclusion:
  - The last paragraph of an essay that explains why it all matters. It answers the question “So what?” A good conclusion revisits the thesis statement, synthesizes the main points of the essay, and extends beyond the essay.
- Teacher will provide explicit instruction on:
  - Thesis Statement: Usually the first sentence of a conclusion revisits the controlling idea of an essay, but is phrased differently from the original thesis found in the introduction
  - Synthesis: The element of a conclusion that brings together the points of an essay in a new and interesting way to make a generalization or to draw a conclusion.
  - Extension: A memorable thought or idea that extends beyond the essay and pushes the reader into the real world.
- Teacher and students will create an anchor chart containing the three components of a conclusion.
- Teacher and students will utilize shared and interactive writing to collaboratively write conclusions. Teacher will model color-coded method found in Additional Notes section to identify the concluding sentence.
- Teacher will use mentor text.
- 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 Writing Exemplars to identify effective and ineffective conclusions.
- Students will practice writing conclusions based on their introductions from the previous section.

- Students will utilize the color-coded method found in Additional Notes section to identify their concluding sentence.
- Using the FSA Writing Rubric, students will self-assess their conclusions in writing and revise writing as needed.

### Determining and *Citing* Relevant Evidence

#### Instruction:

- Teacher and students will 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 the 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...
      - **Note: When using direct quotations, 5<sup>th</sup> grade students must use quotation marks.**
  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 strategies 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 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 (SPEC)
- 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 strategies to assist in developing strong elaborations. 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.
- Teacher will use mentor text.
- 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. 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 Warrant Workout, 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 Writing Exemplars) containing weak elaboration.
- Using the FSA Writing Rubric, students will self-assess their use of elaboration in writing and revise writing as needed.
- Students will effectively use the elaborative techniques both in their essay writing and Everyday Instructional Reading tasks.
- Students will utilize the color-coded method found in Additional Notes section to identify their elaboration.

**Transitions**

**Instruction:**

- Teacher will 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 FSA Writing Sampler Sets and 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 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 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 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.

**Conventions**

**Instruction:**

- Teacher will provide explicit instruction of conventions.
- Teachers will provide daily practice by modeling expectations, engaging in shared writing experiences, and providing feedback to students.

**Students outcomes -**

- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
  - a) Capitalize appropriate words in titles.
  - b) Use commas in addresses.
  - c) Use commas and quotation marks in dialogue.
  - d) Form and use possessives.
  - e) Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., *sitting, smiled, cries, happiness*).
  - f) Use spelling patterns and generalizations (e.g., *word families, position-based spellings, syllable patterns, ending rules, meaningful word parts*) in writing words.
  - g) Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

- Points will be deducted from score based on a pattern of errors in conventions.

**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:
  - Orange: Thesis/Claim
  - Green: Text Evidence
  - Pink: Elaboration
  - Yellow: Transitions
  - Blue: Concluding Sentence
- 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
- Resources to support text based writing instruction: 3-5 Chart Sense by Rozlyn Linder, The Writing Thief Trait Crate by Ruth Culham, The Writing Strategies Book by Jennifer Serravallo, The Big Book of Ideas by Rozlyn Linder, iReady Toolbox, Readworks, Storyworks, NewsELA, CommonLit.

<b>Progress Monitoring</b>			
<b>Initiative</b>	<b>How Will It Be Monitored</b>	<b>Frequency of Official Monitoring</b>	<b>Who is Responsible to Monitor</b>
Data Teams	Student writing samples	Bi-weekly	Coach and Principal

<b>Evaluation Following Mid-Year Data</b>
<b>Evaluation of Targeted School-based Focus &amp; Implementation:</b>
<b>Refinement of Targeted School-based Focus:</b>

# School Action Plan

## *ELA: Strategies & Programs to Support the Objectives*

### ELA Levels 1 and 2 Focus

#### School Focus

##### **Targeted School-based Focus:**

By the end of the year, we expect our students to be able to . . . show growth in reading foundations and vocabulary in order to demonstrate understanding of various types of genres in literature and be successful in responding to essential questions.

##### **Targeted School-based Professional Development:**

Professional development will be offered for teachers on establishing goals, learning targets, and success criteria Learning Progressions (KG-2nd) and ALDs (3rd-5th) as it relates to Everyday Instructional Reading, Close Reading, multisensory strategies, differentiated stations with accountability and TDQs at varying DOKs and Phases within the Balanced Literacy classroom.

Teacher support and collaboration will be provided for the development of lessons and differentiated stations activities based on standards, Item Specifications / Assessment Limits (Grades 3-5), ALDs (Grades 3-5), Learning Progressions (Grades KG-2nd), and Standards Mastery (iReady).

Training will be provided for teachers and staff new to Florosa Elementary/OCSD on Close Reading, Everyday Instructional Reading, Curriculum Guides, and iReady through training Thursdays.

Professional Development will be provided for teachers on the iReady Reading program for the purpose of small group differentiated instruction and station activities based on student need.

Professional Development will be provided for K-3 teachers on the implementation of Max Scholar as needed.

CRT and Remediation teachers will review data after the administration of the diagnostic assessments to make instructional decisions. Progress monitoring will take place weekly/monthly to determine next steps for instructions and ensure student progress toward goals.

#### Action Steps for Remediation

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

##### **K-2**

1. Teachers will provide daily small group instruction within the 90 minute instructional block to include Close Reading Protocol, Everyday Instructional Reading, Guided Reading, etc.
2. Students will engage in small group instruction daily on phonemic awareness, phonics, fluency, vocabulary, and comprehension skills.
3. Students will read and re-read text to increase comprehension and fluency.
4. Students will text mark in response to the purpose of reading set by the teacher.
5. Students will engage in student talk about the information they obtain from multiple sources of text.

6. Teachers will provide multisensory strategies and differentiated instruction to support all students.
7. Teachers will utilize high interest (Fountas & Pinell, Rigby, scholastic, articles, iReady toolbox resources, and poetry) text in small group instruction.
8. General education teachers and special area teachers will collaborate when developing differentiated instructional strategies.
9. Students will engage in "just right" books in daily independent reading.

### **Grades 3-5**

1. Teachers will provide daily small group instruction within the 90 minute instructional block to include Close Reading Protocol, Everyday Instructional Reading, Guided Reading, etc.
2. Students will regularly (ex. Everyday Instructional Reading) interact with texts, using text dependent questions as a guide to navigate these texts and deepen understanding.
3. Students will daily engage in fluency, phonics, vocabulary, and comprehension activities.
4. Teachers will provide multisensory strategies and differentiated instruction to support all students.
5. Teachers will provide students with book bins containing "just right" books.
6. Students will read and re-read text to increase comprehension and fluency.
7. Teachers will create and model purposeful text marking/note-taking strategies to aid comprehension and facilitate student response to text dependent questions.
8. General education teachers and special area teachers will collaborate when developing differentiated instructional strategies.
9. Students will use modeled text marking/note-taking strategies to respond to text dependent questions of varying complexity.
10. Teachers will provide various opportunities for student to engage in student talk.
11. Students will be engaged daily in student talk about the information they obtain from multiple sources of text.
12. Teachers will utilize high interest (Fountas & Pinell, Scholastic text, articles, iReady toolbox resources, and poetry) text in small group instruction.

### **Intervention / Title 1 Remediation Action Steps: (Teachers & Students)**

1. Teachers will instruct in a small group setting utilizing the iReady Reading instruction model.
2. Students will participate in Tyner and/or the iReady Reading intervention model.
3. Teachers will support iReady program during small group instruction.
4. Students will participate in small group instruction specific to their intervention reading needs as identified by the iReady program.
5. Teachers will utilize high interest Fountas & Pinnell or Rigby text, along with iReady toolbox lessons in small group instruction specific to the needs of the student.
6. Student will engage in small group reading with focus on their specific reading needs.
7. Students will understand their reading data and will determine goals for their success.
8. Teachers will monitor student progression in relation to these goals and provide feedback and support as needed.

<b>Progress Monitoring</b>			
<b>Initiative</b>	<b>How Will It Be Monitored</b>	<b>Frequency of Official Monitoring</b>	<b>Who is Responsible to Monitor</b>
Learning Progressions and ALDs	PLC participation, Lesson Plans, Data Team meetings, and Data Chats	Daily	Administration, ELA Instructional Coach, Remediation Teacher, CRT
iReady Standards Mastery	Data Teams, Lesson Plans, Walk-throughs	As needed by grade level	Administration, ELA Instructional Coach, Remediation Teacher, CRT
Small Group Instruction	Walk-throughs, Data Chats, Lesson Plans	Daily	Administration, ELA Instructional Coach, Remediation Teacher, CRT

<b>Evaluation Following Mid-Year Data</b>
<b>Evaluation of Targeted School-based Focus &amp; Implementation:</b>
<b>Refinement of Targeted School-based Focus:</b>

# School Action Plan

## *ELA: Strategies & Programs to Support the Objectives*

### Pandemic ELA Instructional Gaps Focus

#### School Focus

##### Targeted School-based Focus:

Focus Area 1: Identify instructional gaps using iReady Diagnostic data to provide remedial support.

Focus Area 2: Provide Social Emotional Learning activities through literature and SEL kit resources.

#### Action Steps for Implementation

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

##### Focus Area 1:

- 1a. Teachers will use iReady diagnostics data.
- 1b. Students will take assessments the first weeks of school in August.
- 2a. Teachers will provide data driven differentiated standards instruction during the Balanced Literacy model.
- 2b. Students will engage in data driven differentiated standards activities during the Balanced Literacy model.
- 3a. Teachers will use the Standards Resource document incorporating LPs/ALDs and research based strategies while planning for small group and whole group instruction.
- 3b. Students will work toward their targeted LPs/ALDs based on individual needs tied to student data.
- 4a. Teachers will use a variety of resources as needed to plan small group and station tasks to include iReadyToolbox resources, OCSD Summer Bridge Activities, previous year FSA practice assessments, previous year Cold Read/Writes assessments.
- 4b. Students will engage in differentiated small group and stations using rigorous tasks from vetted resources.

##### Focus Area 2:

- 1a. Teachers will use SEL lessons to promote healthy social and emotional awareness.
- 1b. Students will participate in social emotional learning experiences.
- 2a. Teachers will implement SEL literature based lessons using resources to promote a healthy response to emotions, set and achieve goals, feel and show empathy for others, make responsible decisions, and build relationships.
- 2b. Students will engage in SEL activities to promote social and emotional growth.

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<b>Progress Monitoring</b>			
<b>Initiative</b>	<b>How Will It Be Monitored</b>	<b>Frequency of Official Monitoring</b>	<b>Who is Responsible to Monitor</b>
iReady Data Analysis	Data Teams/iReady Meeting Participation	Up to 3 times per year diagnostics Daily student progress reporting	Administration, CRT, Remediation teacher
Differentiated Standards-based stations	Lesson plans, walk-throughs, collegial conversations.	Daily	Administration, CRT, ELA Instructional Coach
Purposeful small group instruction	Lesson plans, walk-throughs, collegial conversations.	Daily	Administration, CRT, ELA Instructional Coach
SEL lessons and activities	Lesson plans, walk-throughs, collegial conversations.	Daily	Administration, CRT, Remediation teacher, Guidance Counselor, ELA Instructional Coach

<b>Evaluation Following Mid-Year Data</b>
<b>Evaluation of Targeted School-based Focus &amp; Implementation:</b>
<b>Refinement of Targeted School-based Focus:</b>

# School Action Plan

## *Math*

<b>District Goal:</b>	<b>Students shall demonstrate math proficiency at or above the expected grade level.</b>
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<b>Objectives:</b>	
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 85 %.	
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 85%.	
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 85%	

# 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**

**By the end of the school year, we expect our students to be able to engage in small/whole group math-rich discussions, differentiated small group mini lessons, and standards-based stations tailored for differentiation with accountability.**

#### **Targeted School-based Professional Development:**

Teachers will continue to collaborate with colleagues on developing meaningful, differentiated, and rigorous standards-based stations and mini lessons.

Professional Development (PD) will be offered to teachers on the Balanced Math Model, standards-based stations, accountability and management, Achievement/Performance Level Descriptors (ALDs/PLDs), Item Specifications, and purposeful spiraling.

Professional Development (PD) will be offered to teachers to use the Backward Design Model to purposefully plan and to collaboratively evaluate and formulate assessments of various complexity using ALDs/PLDs and Test Specification items.

During data team meetings, teachers will meet to analyze formative/summative assessments using the ALDs/PLDs in the M3 document to drive standards-based small and whole group instruction, and standards-based stations.

Teachers will share exemplar standards-based/domain-based math stations, results from the quarterly assessments, and student samples during school-based PD, grade level, and/or data team meetings.

During PLC's teachers will discuss the standards and develop questions to guide deep mathematical discourse through problem solving tasks.

Professional development will be available to teachers and to administrators on the iReady math program throughout the year for progress monitoring of student/teacher progress.

Trainings will be offered to teachers and staff on the 8 Mathematical Practices, iReady Standards Mastery Assessment, OCSD M3 planning document, HMH textbook resources, and/or FSA resources.

### **Action Steps for Implementation**

#### **Classroom Implementation Action Steps (Teachers and Students):**

- 1a. Teachers' lesson plans will reflect the Balanced Math Model to include mini-lessons, fluency, routines, stations, and small groups.
- 1b. Students will participate in the Balanced Math Model to include mini-lessons, fluency, routines, stations, and small groups.

- 2a. Teachers will model appropriate active listening norms in small group, whole group, and/or stations on a daily basis.
- 2b. Students will utilize appropriate active listening norms in small group, whole group, and/or stations on a daily basis.
- 3a. Teachers will create opportunities for student mathematical discourse through purposeful number talks/routines and station activities to build student conceptual understanding.
- 3b. Students will participate in student discourse in routines, small and whole group discussions, lessons, and stations.
- 4a. Teachers will embed the 8 Mathematical Practices into student discourse, routines, lessons and stations.
- 4b. Students will utilize the 8 Mathematical Practices during student discourse, routines, and stations.
- 5a. Teachers will provide differentiated standards specific/domain station tasks that include higher-order questioning, use of mathematical practices, and student talk, with accountability on a daily basis.
- 5b. Students will be engaged in differentiated standards specific/domain station tasks that include higher-order questioning, use of mathematical practices, and student talk, with accountability on a daily basis.
- 6a. Teachers will use standards, Item Specifications, District Quarterly Assessment, and M3 Document to generate FSA-like problems.
- 6b. Students will respond to FSA-like items.
- 7a. Teachers will use OCSD M3 document incorporating ALDs/PLDs, Focus, Coherence, Rigor, and learning progression, while planning for small group instruction.
- 7b. Students will receive targeted small group instruction based on individual needs.
- 8a. Teachers will provide instruction utilizing iReady during FAB block, will conference with students after assessments, and will monitor the program daily for small group instruction during FAB.
- 8b. Students will actively participate in the iReady program during their FAB block and will monitor their progress in iReady lessons.

<b>Progress Monitoring</b>			
<b>Initiative</b>	<b>How Will It Be Monitored</b>	<b>Frequency of Official Monitoring</b>	<b>Who is Responsible to Monitor</b>
iReady Data Analysis	Data Teams/iReady Meeting Participation	Up to 3 times per year diagnostics Daily student progress reporting	Administration, CRT, Remediation teachers
ALDs/PLDs	Lesson Plans, Grade Level Meetings, PLCs, Objectives Chart	Daily	Administration, CRT, Math Instructional Coach
Differentiated Standards-based Stations	Lesson Plans, Walk-throughs, Collegial Conversations	Daily	Administration, CRT, Math Instructional Coach
Student Discourse	Walk-throughs	Daily	Administration
Purposeful Small Group Instruction	Walk-throughs, Lesson Plans, PLC participation	Daily	Administration, CRT, Math Instructional Coach
Math Professional Development Sessions	Professional Development Sessions	2 times per year	Math Instructional Coach, CRT, Title teacher

**Evaluation Following Mid-Year Data**

**Evaluation of Targeted School-based Focus & Implementation:**

<b>Refinement of Targeted School-based Focus:</b>
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## School Action Plan

### *Math: Strategies & Programs to Support the Objectives*

#### ELA Levels 1 and 2 Focus

#### School Focus

##### Targeted School-based Focus:

By the of the year, we expect our students to be able to demonstrate a deeper understanding of numerical relationships as it relates to grade level expectations.

##### Targeted School-based Professional Development:

Professional Development will be provided to teachers and to administration on the iReady math programs for the purpose of small group differentiated instruction and station activities based on student instructional needs.

CRT and Remediation teachers will review data weekly, monthly, and following the administration of the diagnostic assessments to make instructional decisions.

#### Action Steps for Remediation

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

- 1a. Teachers will analyze the math data provided by the iReady diagnostic.
- 1b. Students will analyze their math data and set goals.
- 2a. All teachers will implement interventions through the iReady math program and monitor student progress daily to determine grouping daily for students performing below grade level, three times a week for on-grade level, and two times a week for above grade-level students.
- 2b. Students will participate in differentiated iReady Math program.
- 3a. Title I Math/Remediation teachers will provide small group instruction based on each student's individual needs.
- 3b. Students will participate in small group instruction based on their instructional needs

#### Progress Monitoring

Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
iReady Data Analysis	Data Team Participation	Daily	Administration, CRT, Math Instructional Coach, Title I Teacher
Purposeful Small Group Instruction	Lesson Plans, Walk-throughs, PLCs, Collegial Conversations	Daily	Administration, CRT, Math Instructional Coach, Title I Teacher
MTSS/PMPs	MTSS Minutes, PMPs	Weekly	Administration, CRT, Guidance Counselor, MTSS team

MFAS/Standards Mastery	Data Team Meetings	3 Times Per Year	Administration, CRT, Math Instructional Coach, Title I Teacher

<b>Evaluation Following Mid-Year Data</b>
<b>Evaluation of Targeted School-based Focus &amp; Implementation:</b>
<b>Refinement of Targeted School-based Focus:</b>

## School Action Plan

### *Math: Strategies & Programs to Support the Objectives*

#### Pandemic Math Instructional Gaps Focus

#### School Focus

##### Targeted School-based Focus:

Utilizing iReady data to identify instructional gaps for the purpose of palling within the balanced math model

#### Action Steps for Implementation

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

- 1a. Teachers will use iReady diagnostics in addition to 4<sup>th</sup> quarter Kindergarten checklist, 1<sup>st</sup> and 2<sup>nd</sup> grades 4<sup>th</sup> quarter math common assessments, and FSA 3<sup>rd</sup> and 4<sup>th</sup> grades math practice tests to identify learning gaps and domains/standards for spiraling.
- 1b. Students will take assessments the first weeks of school in August.
- 2a. Teachers will provide data driven differentiated standards specific/domain station tasks for students in small group and whole group settings on a daily basis.
- 2b. Students will engage in data driven differentiated standards specific/domain station tasks in small group and whole group settings.
- 3a. Teachers will use OCSD M3 planning document incorporating ALDs/PLDs, Focus, Coherence, Rigor, and Learning Progressions, while planning for small group and whole group instruction.
- 3b. Students will receive targeted small group instruction based on individual needs tied to student data.
- 4a. Teachers will use a variety of resources to plan small group and station tasks to include ReadyToolbox resources, OCSD Summer Bridge Activities, and FSA-like problems.
- 4b. Students will engage in differentiated small group and stations using rigorous tasks from vetted resources.

#### Progress Monitoring

Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
iReady Data Analysis	Data Teams/iReady Meeting Participation	Up to 3 times per year diagnostics Daily student progress reporting	Administration, CRT, Remediation teachers

Kindergarten 4 <sup>th</sup> quarter checklist	Beginning of the school year	1 time per year	Math Instructional Coach, 1 <sup>st</sup> grade CRTs, Remediation teachers
4 <sup>th</sup> quarter Math Common Assessments	Beginning of the school year	1 time per year	Math Instructional coach, 2 <sup>nd</sup> and 3 <sup>rd</sup> grades CRTs, Remediation teachers
FSA Practice Tests for 3 <sup>rd</sup> and 4 <sup>th</sup> grades	Beginning of the school year	1 time per year	Math Instructional coach, 4 <sup>th</sup> and 5 <sup>th</sup> grades CRTs, Remediation teachers
Balanced Math Model components	Lesson Plans, Walk-throughs, Collegial Conversations	Daily	Administration, CRT, Math Instructional Coach
Differentiated Standards-based Stations	Lesson Plans, Walk-throughs, Collegial Conversations	Daily	Administration, CRT, Math Instructional Coach
Purposeful Small Group Instruction	Lesson Plans, Walk-throughs, Grade-level meetings	Daily	Administration, CRT, Math Instructional Coach

<b>Evaluation Following Mid-Year Data</b>
<b>Evaluation of Targeted School-based Focus &amp; Implementation:</b>
<b>Refinement of Targeted School-based Focus:</b>

## **School Action Plan** *Science*

<b>District Goal:</b>	<b>Students shall demonstrate science proficiency at or above the expected grade level.</b>
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<b>Objectives:</b>
The percentage of 5 <sup>th</sup> grade students who will be proficient in science as defined by the State of Florida on the Statewide Science Assessment (SSA) will be at least 65 %.

# School Action Plan

## *Science: Strategies & Programs to Support the Objectives*

### Central Focus: Science Focus

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

- Engaging whole group, cooperative group, and station learning opportunities with an emphasis on student-to-student interactions
- Use assessment data (e.g., 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:**

Use Standards and Item Specifications to deepen teachers' understanding of science standards to develop purposeful small group activities, which incorporates the Science literacy standards of reading, writing and rich student talk opportunities.

Utilize the 2019 adopted text and accompanying technology resources to support the science content.

Utilize the Science Standards-Based Question Stems Flip charts to create rigorous TDQs within the components of Everyday Instructional Reads which involves reading, writing, and student talk.

Utilize Everyday Instructional Reads involving multiple text sources that support the Science Content through text marking, annotations, and student talk.

Utilize assessment data (Study Island formative assessments) to drive whole group instruction, differentiated routines and spiraling tasks that place a strong focus on student-to-student interactions.

Utilize progress monitoring tools such as Study Island for grades 3-5 along with Science resources such as Science Coach Books, Flocabulary, Brain Pop, etc to develop small group instruction, station activities, and spiral activities.

Implement science activities using AIMS material, Science Lab materials, and Hands-on materials from outside sources.

Utilize the district (teacher) created “domain” assessments (found in district science google drive) for grades 3-5 and using data to help drive instructional decisions.

#### **Targeted School-based Professional Development:**

PLCs will meet to develop lessons involving multiple sources, purposeful text marking, annotation, and student talk within Everyday Instructional Reading utilizing the Science Standards-Based Question Stems Flip Charts.

PLCs will meet to discuss and share uses of multiple sources with rigorous TDQs.

Teachers will discuss classroom arrangements which provide positive small group environments conducive to student talk and writing through reading tasks.

Teachers will discuss and implement utilization of Paired Passages pertaining to science when appropriate

### Action Steps for Implementation

#### **Classroom Implementation Action Steps (Teachers and Students):**

Teachers will analyze student data to determine areas in need of support.  
 Teachers will use student data to create hands-on learning experiences during the science block.  
 Teachers, 3-5 grades, will implement strategies, etc. presented at District PD sessions.  
 Teachers will use Coach Science books in grades 4 and 5 to supplement everyday science reading instruction and to assist with spiraling.  
 Teachers will use science journals or notebooks to assist with spiraling and student talk.  
 Teacher will utilize small groups for activities and student talk to engage students in discussions and writing tasks.  
 Teachers will utilize science literature to engage students in writing in response to reading activities.  
 Teachers will use specific academic vocabulary throughout instruction.  
 Students will self-assess their classroom work to set learning goals.  
 Student will engage in purposeful text marking and annotation on multiple and/or paired text in response to text dependent questions.  
 Students will engage in writing in response to reading science literature.  
 Students will write in response to reading using science journals during the science class.  
 Student will engage in hands-on activities as schedule permits.  
 Students will read and respond to informational text during everyday science reading.  
 Students will engage in small group work and purposeful student talk.  
 Student will adhere to classroom norms regarding student talk and hands-on activities.  
 Students will use specific academic vocabulary.

<b>Progress Monitoring</b>			
<b>Initiative</b>	<b>How Will It Be Monitored</b>	<b>Frequency of Official Monitoring</b>	<b>Who is Responsible to Monitor</b>
Purposeful TDQs	Lesson Plans, Walk Throughs	Daily	Administration, CRT
Using Multiple Sources of Information for purposeful writing through reading	Lesson Plans, Walk Throughs, Journals, Student Work	Daily	Administration, CRT
Purposeful Text Marking and Annotation in response to higher order questions	Lesson Plans, Walk Throughs	Daily	Administration, CRT
Purposeful Student Talk	Lesson Plans, Walk Throughs	Daily	Administration, CRT

<b>Evaluation Following Mid-Year Data</b>
<b>Evaluation of Targeted School-based Focus &amp; Implementation:</b>
<b>Refinement of Targeted School-based Focus:</b>



## School Action Plan

### *Science: Strategies & Programs to Support the Objectives*

#### Pandemic Science Instructional Gaps Focus

#### School Focus

##### Targeted School-based Focus:

Utilizing assessments such as the previous grade level's 4<sup>th</sup> Quarter Assessment, or Study Island to determine academic gaps for the purpose of planning targeted instruction through whole group, small groups, stations, and/or hands-on activities.

#### Action Steps for Implementation

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

Teachers will assess students' academic gaps using the above assessments (previous grade level's 4<sup>th</sup> Quarterly assessment, or Study Island)

Students will complete assessments at the beginning of the 1<sup>st</sup> Quarter

Teachers plan targeted instruction based on assessment data

Teachers will provide data driven differentiated standards specific/domain station tasks for students in small group and whole group settings on a daily basis until gaps closed

Students will engage in data driven differentiated standards specific/domain station tasks in small group and whole group settings.

Teachers will use Science Standards, Science Coach Books, Science Standards-Based Question Stems Flip charts, etc. while planning for small group and whole group instruction.

Students will receive targeted small group instruction based on individual needs tied to data.

Teachers will use a variety of resources to plan small group and station tasks which may include AIMS resources, lab materials, BrainPop activity, Flocabulary, and/or Pearson Interactives.

Students will engage in differentiated small group and stations using rigorous tasks from vetted resources.

#### Progress Monitoring

Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Purposeful TDQs	Lesson Plans, Walk Throughs	Daily	Administration, CRT
Using Multiple Sources of Information for purposeful writing through reading	Lesson Plans, Walk Throughs, Journals, Student Work	Daily	Administration, CRT

Purposeful Text Marking and Annotation in response to higher order questions	Lesson Plans, Walk Throughs	Daily	Administration, CRT
Purposeful Student Talk	Lesson Plans, Walk Throughs	Daily	Administration, CRT

<b>Evaluation Following Mid-Year Data</b>
<b>Evaluation of Targeted School-based Focus &amp; Implementation:</b>
<b>Refinement of Targeted School-based Focus:</b>

## 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?**

Family engagement nights (Literacy Night, STEAM Night, Lunch with ELLs, Grandparent Support Lunch) will be established pending the pandemic. Conference days are established for each teacher to review current progress and how families can support the education of their child. Engagement funds will be used to purchase planners, folders for weekly newsletters, and books for primary students. These funds and plans are monitored by the Title Team and the administration at the school site.

**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.*

School-wide classroom Dojo, Florosa Facebook, Florosa Twitter, and Blackboard Connect calls will help communication about events and will increase awareness of support available to families. SAC assists in the development and approval of the Family Engagement Plan at Florosa.

**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?**

Preschool visits take place in May each year. The open door policy for “Walkthroughs” with incoming military families as well as preschool age children allows for personalized visits conducted by the administrative team at Florosa.

**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.**

Mental Health Counseling and Military Family Life Counseling support is available to students at Florosa. Florosa has a full time guidance counselor that supports students/parents with specific needs. Title 1 Remediation Teachers and the ESE Teacher support students in the FAB (Focused Academic Block) daily. Students struggling to make academic gains that are in the MTSS process or on an IEP receive intensive intervention support during this daily FAB block.



# Accreditation Page

## Accreditation Standards

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

### **Strategic Plan Focus Area: Improving and Advancing Student Achievement**

- 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

### **Cognia Performance Standards related to this Focus Area**

#### **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.

Florosa is an A+ school. We provide a Focused Academic Block (FAB) for all students. During this block students are delivered instruction that supports the diverse educational needs of each student. iReady, Study Island, and formative assessments are used to guide the instructional path designed for each student. Progress is communicated to parents through our on-line parent portal and our weekly communication folders. SAC meets periodically throughout the year to review school data and progress.



# Accreditation Page

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

<p><b><u>Strategic Plan Focus Area: Learning and Working in a Safe and Productive Environment</u></b></p> <ul style="list-style-type: none"> <li>• Provide adequate and appropriate facilities</li> <li>• Provide a culture conducive to learning and working</li> <li>• Maintain a safe learning and working environment</li> </ul>	<p><b><u>Cognia Performance Standards related to this Focus Area</u></b></p> <p><b>Leadership Capacity Domain</b></p> <p>1.4 The governing authority establishes and ensures adherence to policies that are design to support system effectiveness.</p> <p>1.7 Leaders implement operational processes and procedures to ensure organizational effectiveness in support of teaching and learning.</p> <p><b>Learning Capacity Domain</b></p> <p>2.2 The learning culture promotes creativity, innovation, and collaborative problem-solving.</p> <p>2.3 The learning culture develops learners’ attitudes, beliefs, and skills needed for success.</p> <p>2.9 The system implements processes to identify and address the specialized needs of learners.</p> <p>2.12 The system implements a process to continuously assess its programs and organizational conditions to improve student learning.</p> <p><b>Resource Capacity Domain</b></p> <p>3.7 The system demonstrates strategic resource management that includes long-range planning and use of resources in support of the system’s purpose and direction.</p> <p>3.8 The system allocates human, material, and fiscal resources in alignment with the system’s identified needs and priorities to improve student performance and organizational effectiveness.</p>
<p>Leadership provides an organizational process for teachers and staff members through our global calendar. Events are scheduled to support effectiveness of teaching and learning. Math data teams, ELA data teams, and MTSS meetings are organized and scheduled for student progress and teacher support. Resources are provided based on teacher and student needs. Professional development opportunities assist teachers in their own professional growth. Teachers have common planning periods for collaborative planning.</p>	