

**Date Submitted:**

**Dates of Revision:**

# School Performance Plan 2020-2021



**School Name: Kenwood Elementary**

## Legend

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

## SAC Information

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

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

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

<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
Joan Pickard	Principal
Suzanne Boyd	Assistant Principal
Add grade chairs/teachers, instr. coaches	

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

Due to the current school closure as a result of COVID-19, Kenwood’s typical School Performance Plan development activities were modified. The staff was given information of the plans for the 2020-2021 SPP development during a virtual (Zoom) faculty meeting. Grade levels were then asked to review the current SPP and send revisions and suggestions back to Mrs. Pickard via email. Using the 2019-2020 SPP as a guiding document, the suggestions/revisions were included where feasible and relevant to update the plan for 2020-2021.

Strong consideration was given to the expected effects of the school closure, including but not limited to an increase of below proficient students at each grade level, changes that may occur to increase individual health and well-being, mental health, and hygiene and school cleaning needs.

## School Profile

Kenwood Elementary Schools was founded in 1968 and opened as a neighborhood Kindergarten through sixth grade school. Today, Kenwood is the learning environment for students ages 3 through 5th grade. Kenwood was designated a Title I school since 2009 and currently has about a 58 percent free and reduced lunch population. From 1999 through 2019, Kenwood has earned an A rating for 14 of those years, a B for 5 years, and a C in 1999. The faculty, staff, volunteers, and parents of Kenwood have set high standards of academic achievement for all students. For the 2019-2020 school year, the State of Florida did not issue school grades as a result of the unprecedented statewide school closures caused by the COVID-19 pandemic. Whether during face-to-face or virtual learning, working together, we expect our students to consistently achieve their academic and personal goals.

As well as providing general education, 10 percent of the students are in Communication Behavior Socialization (CBS), Varying Exceptionality (VE), or Pre-KD classrooms. For the 2020-2021 school year, this percentage is expected to experience a slight increase as an additional CBS class is being opened August 2020. Discretionary funds, Title I and IDEA funds, teachers, classroom assistants, and instructional materials for English Language Arts (reading, writing, speaking, listening), mathematics, and science are directed toward supporting struggling students. All students are provided developmentally appropriate academic instruction and support from teachers who are highly qualified and certified. An ESOL interpreter provides academic support to about 40 English Language Learners (ELL) students. The staff also includes specialists to provide occupational therapy, physical therapy, adaptive PE, Speech, and Language.

All students participate in physical education for 45 minutes, four days per week and 45 minutes of art one day per week. A full time media assistant makes available developmentally appropriate print and digital media for students and parents. The school counselor supports students' social, emotional and behavior growth, coordinates the MTSS process, and along with support of the assistant principal, is the school's testing coordinator. Other services provided on campus through a partnership with community providers includes counseling from Bridgeway Counseling, a full time counselor provided by the military for students of active military parents (MFLC), Lion's Club for eye care, and Okaloosa County Health for dental care and flu vaccines as scheduled, and Boys and Girls Club of the Emerald Coast provides a before and after school care program.

Kenwood supports STEMM through participation in maintaining the beautiful school gardens throughout the campus, Grasses in Classes, Biophilia, a 1-3 computer/tablet ratio, after school robotics team, academic team, Lego team, book club, and running club, and through focused work on academic science skills.

# Parent and Community Awareness

Kenwood 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 Kenwood Elementary School.

### School-Level Summary

- ▶ A total of **105** 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 **4.21**, 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.

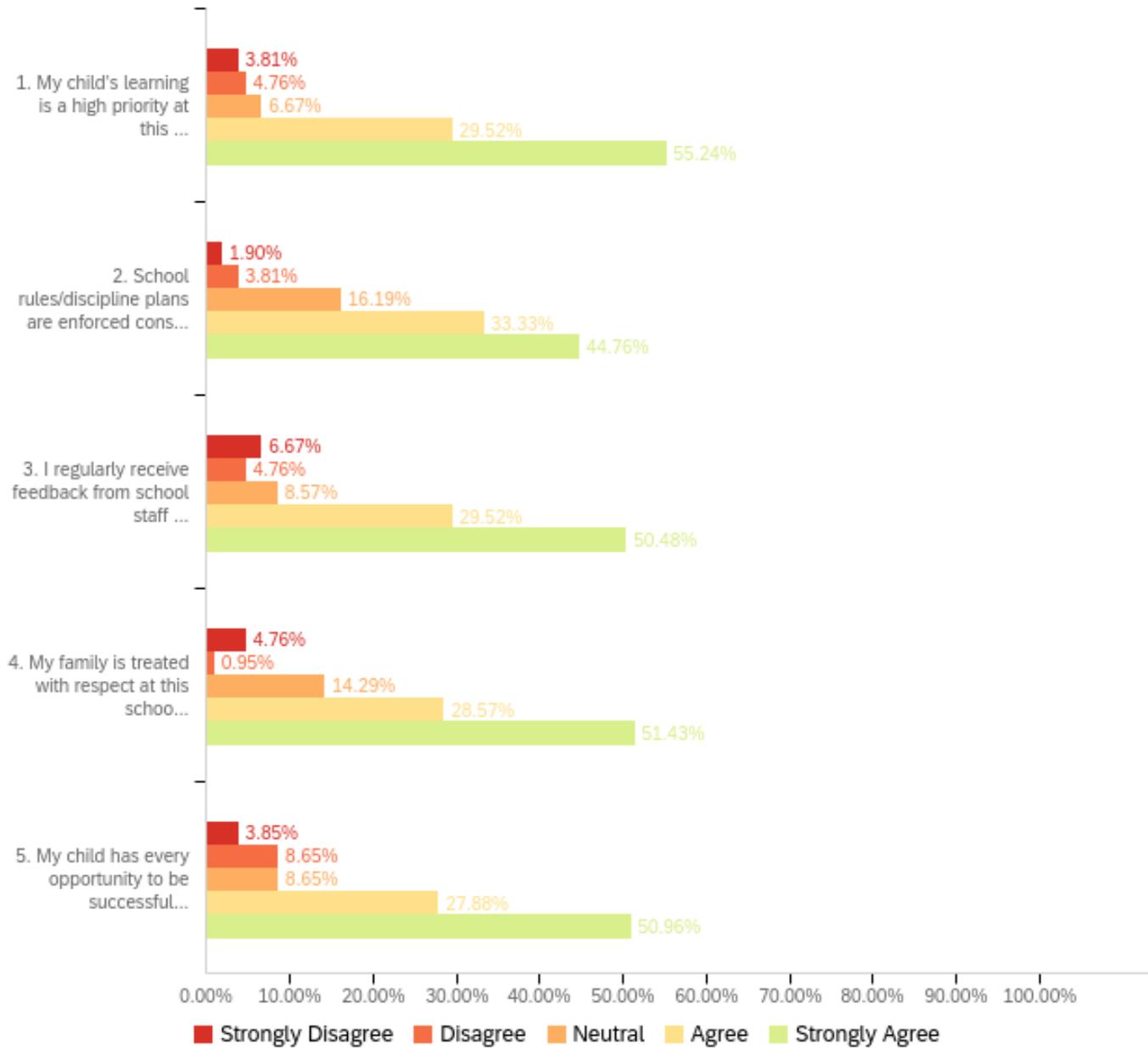
### School-Level Results

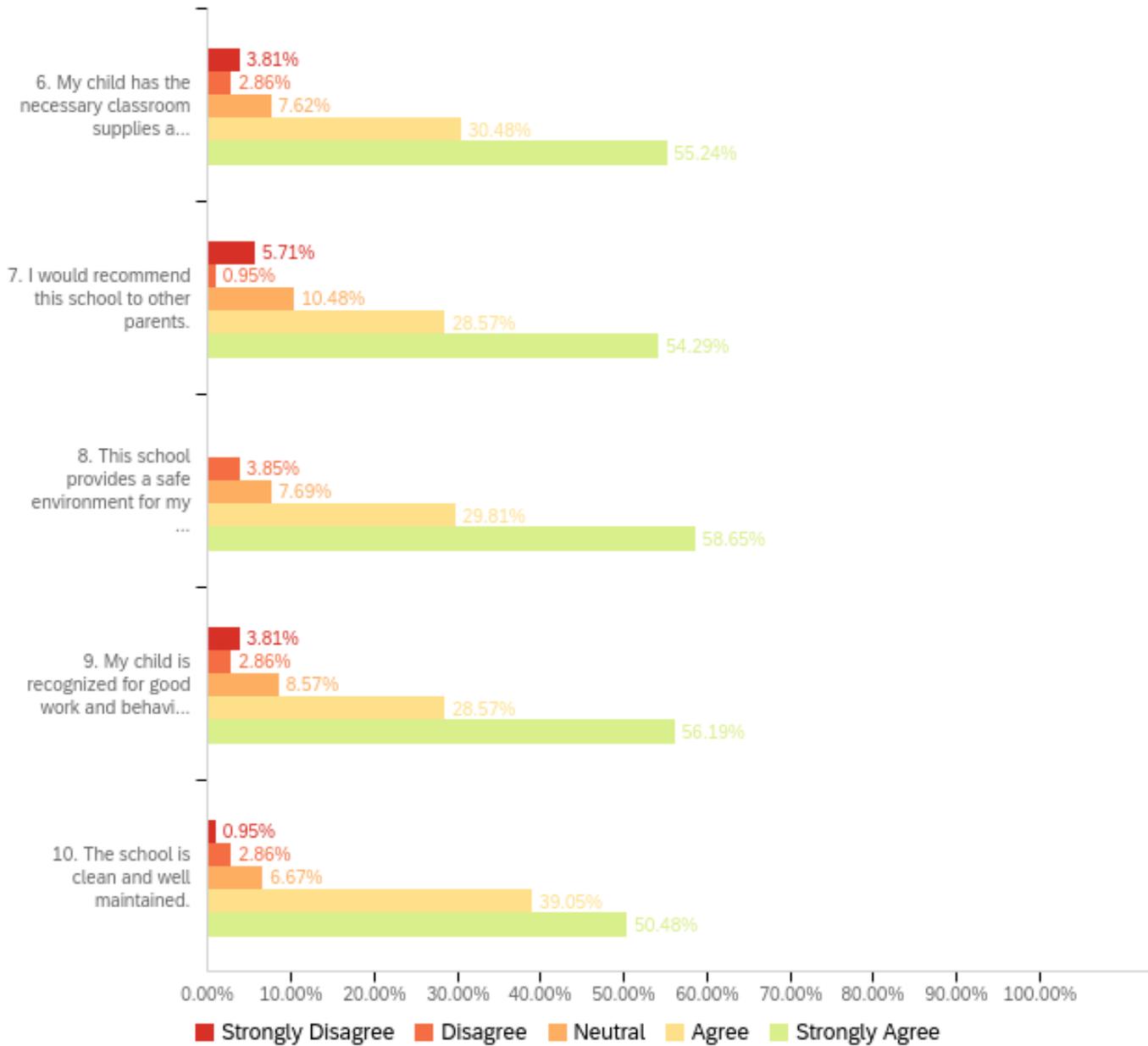
On the following pages, Tables provide the item means, number of responses per item, top box percentage, and frequency distribution of response categories; as a complement to Tables providing the frequency distribution of response categories, bar charts provide a visual presentation of the frequency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

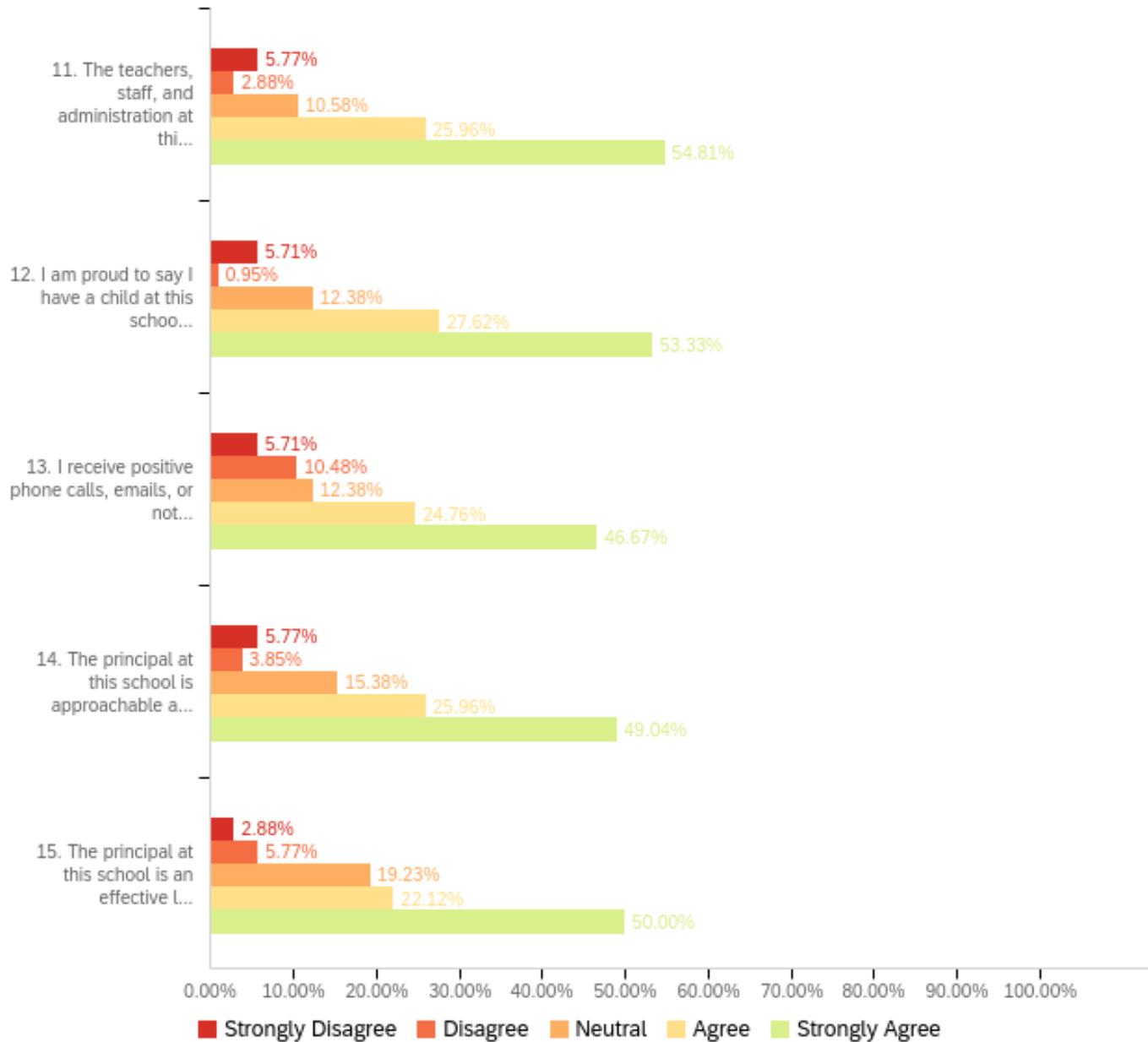
## Benchmark Items

	Mean		Count	Top Box
1. My child's learning is a high priority at this school.	4.28	4	105	55.24%
2. School rules/discipline plans are enforced consistently at this school.	4.15		105	44.76%
3. I regularly receive feedback from school staff on how well my child is learning.	4.12		105	50.48%
4. My family is treated with respect at this school.	4.21		105	51.43%
5. My child has every opportunity to be successful at this school.	4.13		104	50.96%
6. My child has the necessary classroom supplies and equipment for effective learning.	4.30	3	105	55.24%
7. I would recommend this school to other parents.	4.25		105	54.29%
8. This school provides a safe environment for my child to learn.	4.43	1	104	58.65%
9. My child is recognized for good work and behavior at this school.	4.30	3	105	56.19%
10. The school is clean and well maintained.	4.35	2	105	50.48%
11. The teachers, staff, and administration at this school demonstrate a genuine concern for my child.	4.21		104	54.81%
12. I am proud to say I have a child at this school.	4.22		105	53.33%
13. I receive positive phone calls, emails, or notes about my child from the school.	3.96	15	105	46.67%
14. The principal at this school is approachable and reachable.	4.09	14	104	49.04%
15. The principal at this school is an effective leader.	4.11	13	104	50.00%

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
1. My child's learning is a high priority at this school.	4	5	7	31	58	105
2. School rules/discipline plans are enforced consistently at this school.	2	4	17	35	47	105
3. I regularly receive feedback from school staff on how well my child is learning.	7	5	9	31	53	105
4. My family is treated with respect at this school.	5	1	15	30	54	105
5. My child has every opportunity to be successful at this school.	4	9	9	29	53	104
6. My child has the necessary classroom supplies and equipment for effective learning.	4	3	8	32	58	105
7. I would recommend this school to other parents.	6	1	11	30	57	105
8. This school provides a safe environment for my child to learn.	0	4	8	31	61	104
9. My child is recognized for good work and behavior at this school.	4	3	9	30	59	105
10. The school is clean and well maintained.	1	3	7	41	53	105
11. The teachers, staff, and administration at this school demonstrate a genuine concern for my child.	6	3	11	27	57	104
12. I am proud to say I have a child at this school.	6	1	13	29	56	105
13. I receive positive phone calls, emails, or notes about my child from the school.	6	11	13	26	49	105
14. The principal at this school is approachable and reachable.	6	4	16	27	51	104
15. The principal at this school is an effective leader.	3	6	20	23	52	104







## What is working well at your child's school?

What is working well at your child's school?

Boys n Girls before school program

We love our teachers

Academics, size of classrooms

Inclusion from every level (students, parents, faculty, etc.)

According to test scores his reading/math support seems to help.

Communication.

Academics are a high priority. Our son's education is working well and he is advancing and learning more than we could have imagined for a first grader.

The front office.

The drop off and pick up seems to be working well.

Her new class after fight the whole year.

Everything

safety procedures

Great communication between teachers and parents

I love all of the fun activities the school implements throughout the year for the parents and students to engage in.

The teachers communication

The level of learning is very effective and my child is showing growth.

I really like class dojo

The teachers care for each child and give so much.

The train future leaders. I like safety patrol and that the students have chores in class.

Everything

Morning and afternoon routine

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Recognition and accountability for child's learning and behavior

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The curriculum

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Academic priorities, classroom environment

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homework everyday

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Reflex math

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My son loves Kenwood. Overall skills and learning

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Communication in general is very effective.

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Security

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Communication

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Kenny Dollars Incentive Program/Strong PE and library departments

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The curriculum seems to be spot on.

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The school seems organized and the staff is helpful.

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Science, math, ELA, teachers, everything.

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The school resource officer seems to be doing an excellent job.

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Overall Kenwood is a great school!

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Everything, I am very pleased with the school and staff and I feel my children are in good hands and receiving a great education.

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Successful learning and steady improvement

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Social activity, security, health, behavior.

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Organization, dojo, teacher/parent feedback

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Safety

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Nothing. I see why the school was invested for abuse. Nobody cares. Teachers are there for a paycheck

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Nothing. The office staff is rude. The teachers dont care even when you bring in doctors notes for special help. They call your child lazy and make my child come home upset.

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Feedback between home and school. Our child is special needs (autistic) and her care has been wonderful. We are blessed to have had and have the teachers we have had. If there is a problem/concern all I have to do is make contact with her case teacher and we get answers and a plan in place. They are fantastic!

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There is plenty of communication about events.

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Acknowledgement for positive behavior and academics loop

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Not a thing. This school and school district does not care about struggling children. Since moving to Okaloosa County in Dec. of 2018 my child has always been behind in reading and is not getting the proper support. The after school tutoring is for children who are already passing. I have had to meet with the teachers, guidance counselor, and principle all the time. I have been at the school every month since beginning of school, sometimes twice and still no results.

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Communication between the teachers and parents.

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PAWS program.

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Everything

## What areas at your child's school could be improved?

What areas at your child's school could be improved?

math

Chorus is something I enjoyed at this school when I attended it

administration could be more pleasant

The only thing that bothers me is when parents come early and just sit in the drop off lane waiting for someone to let them out.

Parking/drop off - hard to pick up child at Boys and Girls Club at 3:00 due to car rider lane. Bus ramp is often roped off in mornings which cramps parking in other areas.

Helping the kids when needed communication.

Better communication - more follow up when there's issues. School needs to provide better reassurance of my child's safety and well-being after he's been a victim of bullying at school and on the bus.

Bilingual teachers, and more help to provide parents with tutoring and after school programs.

The structure. Original building in disrepair. Cafeteria too small. Smell in cafeteria. Acoustics in cafeteria.

Have more gifted programs for higher learning in different subjects.

The front office could be a lot more friendly.

Staff and admin

None

NA

I would say more face to face with the principal would be nice. Even during orientation she wasn't there. I never got an introduction in fact I didn't know who she was until later in the school year.

Car line more paved parking

I think the dismissal procedures for car riders could be more effective/efficient.

Bathrooms

I feel that children with good behavior and are doing good academically need more opportunities to be pushed and challenged. They are the best of our future.

I wish kids could leave the cafeteria when they are done eating. They are forced to sit all lunch and get rowdy and loud.

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More one on one time with child who struggle. More positive reinforcement instead of negative discipline. More help to 504 children.

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504 and IEP explanations to teachers so they can better understand a child's needs.

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NA

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ESE children should get awards too! Lunchroom needs help, kids should be able to talk to other peers.

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Parking and drop off lanes

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More school fundraisers less 3rd party fundraisers

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Lunch menu

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Cafeteria food

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the car line

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math, bullying

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Office staff could be a little more friendly and helpful. Also more communication about concerns or improvements.

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Having more communication with teachers

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The cafeteria, the playground(s)

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Classes with children with ADHD

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School lunch

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None at this time

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Maintenance - overall environment

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The discipline rules. Some behavior days are not consistent with color chart. Also, I though recess was mandated; time for recess should not be withheld by law from students.

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I would like there to be more school therapists/psychologists?

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The cafeteria

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Front desk employees behavior is atrocious. Discipline is horrible. Rules and procedures need a lot of fine-tuning. Communication is non-existent.

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It's an older school, but the cafeteria, library and outside track area could you some work/improvements. Also more programs for advanced or gifted children.

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My only concern is that they're currently isn't a speech therapist available, but I've been informed that there will be soon.

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The building is quite dated. Maybe a plan for updating the campus could be a future discussion.

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Communication time with events need a longer advance notice. Advanced learning opportunities.

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Difficulty last year getting my son tested/results from school psychiatrist/diagnosing son with ADHD.

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Learning help

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Front staff. Actually giving a concern about the children

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The staff can actually do thier job and be nice. When a child brings in doctors test results for help that should be accpeted and help should be given.

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More special needs training for all staff that includes sensory processing disorder, ADHD, autism, etc.

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Kids who struggle and are not up to par with average to above average need to be in smaller and more inclusive learning environments. Not all kids are capable of meeting all the absurd amount of standardize requirements set in lace in the schools these days. There is constant efforts to force kids to learn faster to take all these assessments when some kids simply are not able to and in the end those kids are left behind simply because they don't learn the same way the average kids do.

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Teacher communication (not consistent from teacher to teacher)

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Helping the children that are struggling. Mainly the ones that moved from another state. My child struggles in reading they claim they are helping but I don't see it. Her grades are still falling. It will be a miracle if she passes. But I really hope she makes all one's on the FSA or lower if she can to show this school don't care if kids are behind.

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It isn't that bad, but there are a few parent/teacher "cliques". My concern is for the children.

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a log was needed but not all teacher fill them out.

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Advanced math and reading plans for children that are performing above their grade level.

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Nothing

**Is there anyone at your child's school that you would like to recognize for good work?**

Is there anyone at your child's school that you would like to recognize for good work?

Mrs. King for always making sure Mycah is prepared.

Mrs. Plumtley seems nice and caring.

Nurse Julie; Principal Pickard

Mrs. Kim McDonald and student council

Mrs. Pickard

Mrs. Crist!

Miss Johnsen 4th grade, she is doing a great job on helping us with my son's academics.

Ms. Downey

The bilingual teacher and Ms. Vio for their effort to teach my child and not give up on her.

Nurse Julie, Karen Newman, Mrs. Strahan Ms. Osborn, Ms. King

Ms. McDonough and Ms. Corinne at Boys and Girls Club, both are so great!

Mrs. Vu, very short time as of right now.

Kranick HR

My kids ESE teachers Mr. O'Bere and Mrs. Langston! It's not an easy job teaching our special kids and these teachers and their assistants go above and beyond for our kids.

Ms. Stephan - Kindergarten; she is very attentive of her students and follows through on any behavioral action plans made with parents.

Ms. Osborne and Mrs. Soltis! Their love for teaching shines through to their students!

Ms. Downey

Mrs. Williams - Kindergarten teacher in room 106

I think Mrs. Williams is an extra ordinary teacher. My child loves her and I love how approachable she is. She's also very caring.

Mrs. Williams

Mrs. Downey

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Huge shout out to Mrs. Downey (kindergarten teacher). The foundation she has laid will forever be built on.

Ms. Downey his teacher does an excellent job.

I really like the communication from Mrs. Gentry.

I love that Mrs. Pullium has created a reading group for the strong readers and has inspired my daughter to love reading even more.

Ms. McDonough such a patient amazing teacher.

Maggie Downey

Mrs. Melinda Baker - Advocated for my child to be tested. My child was found to have a form of dyslexia as a result.

Mrs. Beck and Mr. Taylor

Susan Edeker and Ann O'Berc

Mrs. Kranich and Mrs. Edeker left such an impression on my son that he has carried with him into 3rd grade and working great with Mrs. Bell to build upon that foundation. So happy and thankful!

Mrs. Williams!!!!

Mrs. Osborne

Ms. Rose Morrison and Ms. Searle are amazing teachers.

Ms. McSheehy (3rd grade) and Mrs. Bell (3rd grade)

Everyone. It takes a lot to make a school function and they do it so well! :)

Cafeteria ladies, always so sweet and helpful Penny and Casia

All staff that I have some in contact with has been very successful in providing my child with a great education.

Deputy Dugre, Mr. Lind (crossing guard)

Mrs. Rich

Mrs. Sohis

Ms. Kelli Williams Rm 106 and the boys and girls club

Linda Holland - Guidance counselor. Gives extra effort and is great at following up.

Ms. Penney and Ms. Cass in the cafeteria for keeping the peace and order at lunchtime!

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Mrs. Dooley

Ms. Stepbian as she has communicated very effectively about my child and is genuinely concerned with his well-being.

Mrs. Oberc

His teacher Mrs. Strahan

The resource officer

Resource officer, nurse Julie, Mrs. Reed first grade, and Mrs. Baker kindergarten

Mrs. Morrison and Mrs. Dooley, both are great caring teachers.

We enjoy many teachers and staff at Kentwood. My kids want to give kudos to Mrs. Jagers in the media center.

Neutral. Communication between teachers and parents is low.

Mrs. Williams kindergarten

Mrs. Reed

Amy Dooley\*\*\*\*\* Ms. McDonough Mrs. Ramer Mrs. A.O'Berc

Mrs. Reed has been fantastic. She is great with parental communication, positive with her students, and has a fabulous attitude.

No, not one single person on the staff, outside probably lunch room, deserves any recognition.

Mrs. Osborn, and Mrs. Lindsey Sullivan. They both need the highest award for teachers. When my child went into third grade she was below the level she needed to be in Math, and especially Reading. These two teachers have worked beyond all expectations to get my child up to third grade level. She is now making A's and B's in both subjects. I cannot say enough about these two teachers. THEY REALLY DESERVE AN AWARD.

Mrs.O'Berc

Mrs. Sasser and Mrs. Pulliam

Mrs. Downey is amazing, very caring and patient.

## Parent and Community Awareness

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

This is the 19-20 input: The parents see academics, leadership, behavior and safety as positive aspects of the school, with all these areas receiving a rating over 90%.

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

This is the 19-20 input: Parent input, feeling welcome and communication were the lowest scoring areas but all had positive ratings near 90%.

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

This is the 19-20 input: Monthly newsletters and flyers, Robo calls, Individual teacher and grade levels use Class Dojo and Remind, Emails, Phone calls, Parent conferences, Parent workshops, family fun events, Orientation before school starts, Open House nights after school starts, Sign at the front of the school, School Scoops, Kenwood Website, Kenwood Twitter Account.

# School Action Plan

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

### ESSA Subgroup Focus

**Subgroup:** ELLs (English Language Learners)

### School Focus

#### **What is the cause(s) for this subgroup being an area of focus?**

This subgroup is growing at Kenwood. Of the 35 students from 2019-2020 school year, 3 have IEPs and a total of 26 have PMPs or Early Warning for failed courses and/or attendance. This subgroup has the lowest ESSA scores of all subgroups.

**What are we doing to target this subgroup?** Monitoring growth on WIDA. ESOL instructor will recommend additional supports as needed for individual students. Teachers will identify if additional accommodations need to be given above those provided in existing ELL plan. Teachers with K-3 WIDA level A will use MaxScholar and monitor progress through that program. Teachers of ELL students in K-5 will use iReady reading and math with ELL students. Teachers may opt to not have those in MaxScholar in iReady reading. In addition, teachers may choose to use Duolingo ABC and ReadConmigo. The ESOL interpreter may assist with these programs.

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

Resources and strategies: PD provided during faculty meeting and other early morning or afternoon PD's will focus on resources that are available for ELL students and strategies for working with ELL students to include "signal words" and language expectations (see Module 5 of The Teacher Clarity Workbook).

Share with teachers option to enroll in Duolingo.com and have interpreter share with parents the option to use this program to learn English.

### Action Steps for Implementation

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

Data driven instruction: Teachers will use data provided from iReady to guide small group instruction and scaffolding for whole group lessons.EL

#### ELL Strategies:

- Signal Words: Teachers will focus on "signal words" which will be provided to all teachers by the instructional coaches. Students will practice use of signal words with peers and ESOL instructor.
- Books for ELLS: Teachers will provide word and picture books for students. Students will read books provided during independent reading times.
- Response types: Teachers will provide opportunities for total physical response to develop oral language (pantomime, go noodle). Students will participate in activities provided. Teachers will provide opportunities for ELL students to dictate to teachers and/or peers to develop listening and writing skills at stations and/or in small group instruction with the teacher. Students will dictate to teacher and/or peers.

- **Language Expectation Clarity:** Teachers will provide language expectations for students that are not making adequate progress due to language barriers. These expectations may be presented at the same time as the expectations/objectives for the lesson so that students are aware of the language demand for the tasks or activities. These expectations may be vocabulary, language structure, and/or language function. Vocabulary is related to domain specific terminology. Language structure is related to expectations about use of such things as transitional phrases, types of sentences, or use of sentence frames. Language function are expectations that require use of language to perform such actions as summarizing, explaining, or giving instructions. Teachers may provide this information to the ESOL instructor in advance of a lesson so that the student has begun to master the language expectations required for success. (For further information see Module 5 in The Teacher Clarity Workbook).

Interpreter/Instructor use: Teachers will provide ESOL interpreter/instructor with current vocabulary lists. Instructor will review lists for fluent reading and understanding.

Resources: Where available and as funds allow Spanish versions of material will be provided, such as Studies Weekly Spanish and iReady Math in Spanish.

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

Further assessments: Those without adequate growth on WIDA will be given KBIT, to determine if cause is intellectual.

Increase monitoring: Student whose grade is an F due to language barrier will have their grade adjusted to a D and the teacher will notify administration of the students’ names for whom this adjustment is being made. Administration will then monitor these students as they do other students receiving F’s.

Additional supports: PMPs will be written for students needing additional supports beyond ESOL instruction.

<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>
Program reports from iReady and Max Scholar	Admin copied on reports	Monthly	Administrators, teachers, ESOL interpreter
ELL Strategies	Evidence during informal classroom visits	Quarterly	Administrators, teachers
ESOL Interpreter/Instructor Use	Admin copied on vocabulary lists	Monthly	Administrators, teachers, ESOL interpreter

<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 66%.
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 67%.
The percentage of Level 4 and 5 students who will make learning gains in reading on the Florida Standards Assessment Test will be at least 62%.

## Kenwood Writing Plan 2020-2021

### *OCSD Quarterly Writing Focus*

	1 <sup>st</sup> Quarter	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter
<b>Kindergarten</b>	Narrative	Opinion	Informational	Both**
<b>First</b>	Narrative	Opinion	Informational	Both**
<b>Second</b>	Narrative	Opinion	Informational	Both**
<b>Third</b>	Narrative	Opinion	Informational	Both**
<b>Fourth</b>	Opinion	Informational	Both	Both, Narrative after FSA**
<b>Fifth</b>	Opinion	Informational	Both	Both, Narrative after FSA

*\*\*The writing focus for 4<sup>th</sup> quarter will be determined based on grade level writing needs as assessed by writing tasks and teacher observation.*

### **Assessment and Data Analysis**

- Collaborative scoring of essays will be differentiated based on grade level needs; the instructional coach will facilitate this process.
- Teachers will swap writings in order to score “questionable” writing pieces and allow for common formative assessment and grading.
- Teachers will utilize formative assessments to determine student mastery of non-negotiables, unpacking the prompt, purposeful text marking/annotation specific to prompt, planning for the essay, effective use of multiple sources, writing an introduction, writing a conclusion, determining and citing relevant evidence, transitions, elaboration, and use of content specific vocabulary.
- Small, targeted writing groups will be established based on formative assessment results for remediation/acceleration purposes.
- Fourth and fifth grade will use the Write Score program resources. A baseline at the beginning of first quarter and a final at the end of the second quarter will be scored by the Write Score program, with data to be analyzed by classroom teachers.

### **School Wide**

- All teachers will have posted or students will have ready access to non-negotiables to be used in all subjects.
- ELA teachers will work in CPG groups to analyze student data from quarterly assessments and make necessary adjustment to instruction.
- Student talk will include citing evidence and elaboration of text and/or other students' comments.

### **Writing Sequence of Instruction (Kg – 5th)**

**Although these topics are the focus, each teacher should adjust as indicated by student data.**

*\*\*See the Writing Topics section for detailed information on instructional routines*

**Kindergarten** Quarterly baseline and final assessments will be given by genre, recorded on writing spreadsheet, and analyzed at PLCs. Ongoing formative assessments will focus on specific skills.

<b>August/September/October 1<sup>st</sup> quarter focus – Foundational Skills</b>
<ul style="list-style-type: none"> <li>• Introduce students to the non-negotiables of writing</li> <li>• Create anchor chart for non-negotiables with timeline (may include a student copy of chart)</li> <li>• Administer baseline writing and use data to establish student groups for small group differentiated instruction</li> <li>• Implement modeled, shared, interactive, and independent writing based on authentic experiences</li> </ul>
<b>October/November/December 2<sup>nd</sup> quarter focus – Foundational Skills</b>
<ul style="list-style-type: none"> <li>• Continue to provide instruction in the conventions of writing (non-negotiable expectations)</li> <li>• Implement small group differentiated instruction based on student needs</li> <li>• Conference with students to provide feedback</li> <li>• Introduce the process of unpacking the prompt (verbal or written)</li> <li>• Model how to text mark and take notes for a purpose</li> <li>• Model how to plan for writing (use of a variety of graphic organizers/planning tools)</li> </ul>
<b>December/January 3<sup>rd</sup> quarter focus –Informative</b>
<ul style="list-style-type: none"> <li>• Continue with writing strategies described previously and continue to review previous skills as needed</li> <li>• Introduce the use of multiple sources; provide explicit instruction on the relationship between illustrations and text to convey meaning</li> <li>• Purposefully pair sources to include a variety of text types and stimuli</li> <li>• Provide opportunities for students to increase stamina</li> </ul>
<b>January/February/March 4<sup>th</sup> quarter focus - Opinion</b>
<ul style="list-style-type: none"> <li>• Continue with writing strategies described previously and continue to review previous skills as needed</li> <li>• Model and provide explicit instruction on writing an introduction</li> <li>• Model and provide explicit instruction on writing a conclusion</li> </ul>
<b>March/April/May</b>
<ul style="list-style-type: none"> <li>• Continue with writing strategies described previously and continue to review previous skills as needed</li> <li>• Model and provide explicit instruction in determining relevant vs. irrelevant evidence</li> <li>• Model and provide explicit instruction in the use of evidence to provide support in student writing pieces</li> <li>• Model and provide explicit instruction in the use of elaborative techniques (connections to self/world/text &amp; real life examples)</li> </ul>

**Additional details are provided for teaching strategies after grade level sequence of instruction. Non-negotiables by grade level with standards follow the additional details.**

**First Grade** Quarterly baseline and final assessments will be given by genre, recorded on writing spreadsheet, and analyzed at PLCs. Ongoing formative assessments will focus on specific skills.

<b>August/September/October 1<sup>st</sup> quarter focus - Narrative</b>
<ul style="list-style-type: none"> <li>• Introduce students to the non-negotiables of writing</li> <li>• Create anchor chart for non-negotiables with timeline (may include student copy)</li> <li>• Administer baseline writing and use data to establish student groups for small group differentiated instruction</li> <li>• Implement modeled, shared, interactive, and independent writing based on authentic experiences</li> <li>• Introduce the process of unpacking the prompt (verbal or written)</li> <li>• Model how to text mark and annotate for a purpose</li> <li>• Model and provide explicit instruction in determining relevant vs. irrelevant evidence</li> <li>• Model how to plan for writing (use of a variety of graphic organizers/planning tools)</li> <li>• Model and provide explicit instruction on use of temporal words as transitions (first, next, then etc.)</li> </ul>
<b>November/December/January 2<sup>nd</sup> quarter focus - Informational</b>
<ul style="list-style-type: none"> <li>• Continue to provide instruction in the conventions of writing (non-negotiable expectations)</li> <li>• Implement small group differentiated instruction based on student needs</li> <li>• Conference with students to provide feedback</li> <li>• Model and provide explicit instruction in the use of multiple sources (some tasks may require two sources, such as compare/contrast)</li> <li>• Purposefully pair sources to include a variety of text types and stimuli</li> <li>• Model and provide explicit instruction in referencing sources</li> <li>• Model and provide explicit instruction on writing an introduction and a conclusion</li> </ul>
<b>January/February/March 3<sup>rd</sup> quarter focus - Opinion</b>
<ul style="list-style-type: none"> <li>• Continue with writing strategies described previously and continue to review previous skills as needed</li> <li>• Model and provide explicit instruction in the use of evidence to provide support in student writing pieces (quotations, paraphrasing, and summarizing)</li> <li>• Model and provide explicit instruction in the use of elaborative techniques (connections to self/world/text, real life examples, &amp; figurative comparisons)</li> </ul>
<b>March/April/May 4<sup>th</sup> quarter focus - <i>will be determined based on grade level writing needs as assessed by writing tasks and teacher observation.</i></b>
<ul style="list-style-type: none"> <li>• Continue with writing strategies described previously and continue to review previous skills as needed</li> <li>• Model and provide explicit instruction on using content specific vocabulary from sources</li> </ul>

**Additional details are provided for teaching strategies after grade level sequence of instruction. Non-negotiables by grade level with standards follow the additional details.**

**Second Grade** Quarterly baseline and final assessments will be given by genre, recorded on writing spreadsheet, and analyzed at PLCs. Ongoing formative assessments will focus on specific skills.

<b>August/September 1<sup>st</sup> quarter focus - Narrative</b>
<ul style="list-style-type: none"> <li>• Introduce students to the non-negotiables of writing</li> <li>• Create anchor chart for non-negotiables with timeline (may include student copy)</li> <li>• Administer baseline writing and use data to establish student groups for small group differentiated instruction</li> <li>• Provide explicit instruction in the process of unpacking a prompt</li> <li>• Provide explicit instruction in purposeful text marking and note-taking based on the prompt/task</li> <li>• Provide explicit instruction on how to plan for writing (use of a variety of graphic organizers/planning tools)</li> </ul>
<b>September/October 2<sup>nd</sup> quarter focus - Informational</b>
<ul style="list-style-type: none"> <li>• Continue to provide instruction in the conventions of writing (non-negotiable expectations)</li> <li>• Implement small group differentiated instruction based on student needs</li> <li>• Conference with students to provide feedback</li> <li>• Provide explicit instruction on writing an effective introduction and conclusion</li> <li>• Provide explicit instruction in determining relevant vs. irrelevant evidence</li> <li>• Provide explicit instruction in referencing sources</li> <li>• Provide explicit instruction in the use of multiple sources (some tasks may require two sources, such as compare/contrast)</li> <li>• Purposefully pair sources to include a variety of text types and stimuli</li> </ul>
<b>November/December/January 3<sup>rd</sup> quarter focus - Opinion</b>
<ul style="list-style-type: none"> <li>• Continue with writing strategies described previously and continue to review previous skills as needed</li> <li>• Provide explicit instruction in the use of evidence to provide support in student writing pieces (quotations, paraphrasing, &amp; summarizing)</li> <li>• Provide explicit instruction in the use of elaborative techniques (connections to self/world/text, real life examples, &amp; figurative comparisons)</li> </ul>
<b>February/March/April/May 4<sup>th</sup> quarter focus - <i>will be determined based on grade level writing needs as assessed by writing tasks and teacher observation.</i></b>
<ul style="list-style-type: none"> <li>• Continue with writing strategies described previously and continue to review previous skills as needed</li> <li>• Model and provide explicit instruction in the use of effective internal and external transitions (temporal words &amp; phrases)</li> <li>• Model and provide explicit instruction in the use of content specific vocabulary from sources</li> </ul>

**Additional details are provided for teaching strategies after grade level sequence of instruction. Non-negotiables by grade level with standards follow the additional details.**

**Third Grade** Quarterly baseline and final assessments will be given by genre, recorded on writing spreadsheet, and analyzed at PLCs. Ongoing formative assessments will focus on specific skills.

<b>August/September 1<sup>st</sup> quarter focus - Narrative</b>
<ul style="list-style-type: none"> <li>• Introduce students to the non-negotiables of writing</li> <li>• Create anchor chart for non-negotiables with timeline (may include student copy)</li> <li>• Administer baseline writing and use data to establish student groups for small group differentiated instruction</li> <li>• Provide explicit instruction in the process of unpacking a prompt</li> <li>• Provide explicit instruction in purposeful text marking, note-taking, and annotations based on the prompt/task</li> <li>• Provide explicit instruction on how to plan for writing (use of a variety of graphic organizers/planning tools)</li> </ul>
<b>October/November 2<sup>nd</sup> quarter focus - Informational</b>
<ul style="list-style-type: none"> <li>• Continue to provide instruction in the conventions of writing (non-negotiable expectations)</li> <li>• Implement small group differentiated instruction based on student needs</li> <li>• Conference with students to provide feedback</li> <li>• Provide explicit instruction on writing an effective introduction and conclusion</li> <li>• Provide explicit instruction in determining relevant vs. irrelevant evidence</li> <li>• Provide explicit instruction in referencing sources</li> <li>• Provide explicit instruction in the use of multiple sources (some tasks may require two sources, such as compare/contrast)</li> <li>• Purposefully pair sources to include a variety of text types and stimuli</li> <li>• Model and provide explicit instruction in the use of effective internal and external transitions</li> </ul>
<b>December/January/February (Introduction should begin in September/October) 3<sup>rd</sup> quarter focus - Opinion</b>
<ul style="list-style-type: none"> <li>• Continue with writing strategies described previously and continue to review previous skills as needed</li> <li>• Provide explicit instruction in the use of evidence to provide support in student writing pieces (quotations, paraphrasing, &amp; summarizing)</li> <li>• Provide explicit instruction in the use of elaborative techniques (connections to self/world/text, cause and effect, compare and contrast, definitions, real life examples, &amp; figurative comparisons)</li> </ul>
<b>March/April/May (Introduction should begin in November/December) 4<sup>th</sup> quarter focus - <i>will be determined based on grade level writing needs as assessed by writing tasks and teacher observation.</i></b>
<ul style="list-style-type: none"> <li>• Continue with writing strategies described previously and continue to review previous skills as needed</li> <li>• Model and provide explicit instruction in the use of content specific vocabulary from sources</li> </ul>

**Additional details are provided for teaching strategies after grade level sequence of instruction. Non-negotiables by grade level with standards follow the additional details.**

**Fourth Grade** Quarterly baseline and final assessments will be given by genre, recorded on writing spreadsheet, and analyzed at PLCs. Ongoing formative assessments will focus on specific skills.

<b>August/September 1<sup>st</sup> quarter focus - Informational</b>
<ul style="list-style-type: none"> <li>• Introduce students to the non-negotiables of writing</li> <li>• Create anchor chart for non-negotiables with timeline (may include student copy)</li> <li>• Administer baseline writing and use data to establish student groups for small group differentiated instruction</li> <li>• Provide explicit instruction in the process of unpacking a prompt</li> <li>• Provide explicit instruction in purposeful text marking, note-taking, and annotations based on the prompt/task</li> <li>• Provide explicit instruction in referencing sources</li> <li>• Provide explicit instruction in determining relevant vs. irrelevant evidence and referencing sources</li> <li>• Provide explicit instruction on how to plan for writing (use of a variety of graphic organizers/planning tools)</li> <li>• Provide explicit instruction on writing an effective introduction and conclusion</li> </ul>
<b>October 2<sup>nd</sup> quarter focus - Opinion</b>
<ul style="list-style-type: none"> <li>• Continue to provide instruction in the conventions of writing (non-negotiable expectations)</li> <li>• Implement small group differentiated instruction based on student needs</li> <li>• Conference with students to provide feedback</li> <li>• Provide explicit instruction in the use of multiple sources</li> <li>• Purposefully pair sources to include a variety of text types and stimuli</li> </ul>
<b>November/December</b>
<ul style="list-style-type: none"> <li>• Continue with writing strategies described previously and continue to review previous skills as needed</li> <li>• Provide explicit instruction in the use of evidence to provide support in student writing pieces (quotations, paraphrasing, &amp; summarizing)</li> <li>• Provide explicit instruction in the use of elaborative techniques (connections to self/world/text, cause and effect, compare and contrast, definitions, real life examples, &amp; figurative comparisons)</li> </ul>
<b>January/February 3<sup>rd</sup> quarter focus - Informational and Opinion</b>
<ul style="list-style-type: none"> <li>• Continue with writing strategies described previously and continue to review previous skills as needed</li> <li>• Provide explicit instruction in the use of effective internal and external transitions</li> <li>• Provide explicit instruction in the use of content specific vocabulary from sources</li> </ul>
<b>March/April/May 4<sup>th</sup> quarter focus - <i>will be determined based on grade level writing needs as assessed by writing tasks and teacher observation.</i></b>
<ul style="list-style-type: none"> <li>• Continue with writing strategies described previously and continue to review previous skills as needed</li> <li>• Continue instruction as needed to refine student writing in informative and opinion genres</li> </ul>

**Additional details are provided for teaching strategies after grade level sequence of instruction. Non-negotiables by grade level with standards follow the additional details.**

**Fifth Grade** Quarterly baseline and final assessments will be given by genre, recorded on writing spreadsheet, and analyzed at PLCs. Ongoing formative assessments will focus on specific skills.

<b>August/September 1<sup>st</sup> quarter focus - informational</b>
<ul style="list-style-type: none"> <li>• Introduce students to the non-negotiables of writing</li> <li>• Create anchor chart for non-negotiables with timeline (may include student copy)</li> <li>• Administer baseline writing and use data to establish student groups for small group differentiated instruction</li> <li>• Provide explicit instruction in the process of unpacking a prompt</li> <li>• Provide explicit instruction in determining relevant vs. irrelevant evidence</li> <li>• Provide explicit instruction in referencing sources including using quotation marks</li> <li>• Provide explicit instruction in purposeful text marking, note-taking, and annotations based on the prompt/task</li> <li>• Provide explicit instruction on how to plan for writing (use of a variety of graphic organizers/planning tools)</li> <li>• Provide explicit instruction in the use of effective internal and external transitions</li> </ul>
<b>October -1<sup>st</sup> quarter focus - informational</b>
<ul style="list-style-type: none"> <li>• Continue to provide instruction in the conventions of writing (non-negotiable expectations)</li> <li>• Implement small group differentiated instruction based on student needs</li> <li>• Conference with students to provide feedback</li> <li>• Provide explicit instruction in the use of multiple sources (some tasks may require two sources, such as compare/contrast)</li> <li>• Purposefully pair sources to include a variety of text types and stimuli</li> </ul>
<b>November/December – 2<sup>nd</sup> quarter focus - opinion</b>
<ul style="list-style-type: none"> <li>• Continue with writing strategies described previously and continue to review previous skills as needed</li> <li>• Provide explicit instruction in the use of evidence to provide support in student writing pieces (quotations, paraphrasing, &amp; summarizing)</li> <li>• Provide explicit instruction in the use of elaborative techniques (connections to self/world/text, cause and effect, compare and contrast, definitions, real life examples, &amp; figurative comparisons)</li> </ul>
<b>January/February - 3<sup>rd</sup> quarter focus - both</b>
<ul style="list-style-type: none"> <li>• Continue with writing strategies described previously and continue to review previous skills as needed</li> <li>• Provide explicit instruction in the use of content specific vocabulary from sources</li> </ul>
<b>March/April/May - 4<sup>th</sup> quarter focus - argumentative</b>
<ul style="list-style-type: none"> <li>• Continue with writing strategies described previously and continue to review previous skills as needed</li> <li>• Continue instruction as needed to refine student writing in informative and opinion genres</li> <li>• Introduce, model and provide explicit instruction in the genre of argumentative writing</li> </ul>

## Focus topics for writing

- The following topics should be used as an instructional focus throughout the year based on analysis of student data.
- The specific routines and ideas are research-based and will provide consistent instruction across the grade levels.

### Introduction to Non-Negotiables

#### Instruction:

- Teachers will introduce students to the non-negotiables of writing and require them on writing across the curriculum.
- Teachers will post non-negotiables in all classrooms and set up a time-line to have them in place.

#### Students outcomes:

- Students will begin to use non-negotiables in their writing and dictation across the curriculum.

### Small Group Differentiated Instruction

#### Instruction:

- Teachers will use data to form differentiated small groups based on student need.  
*Example:* Students can be grouped in areas such as responding to the prompt, planning, introduction/organization, details/evidence, conclusion, or conventions.
- Teachers will conference with students about their writings and illustrations.

#### Student outcomes:

- Students will receive differentiated instruction based on their area of need.
- Student writing will improve based on small group instruction.

### Unpacking the Prompt

#### Instruction:

- Teachers will instruct students on the elements in a prompt on which to focus:
  1. Topic
  2. Purpose and Audience, when applicable
    - a. *Note: If no audience is specified in the prompt, it is understood the audience is a "knowledgeable person"*
  3. Mode (opinion, informational)
  4. Any academic/domain specific words (if present)
- Teacher models the process for unpacking the prompt using the FSA Writing Sampler Sets, Okaloosa Writing Exemplars, and teacher created exemplars.

#### Student Outcomes:

- Students will practice unpacking the prompt.
- 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/Note Taking Specific to Prompt

### Instruction:

- Teacher will use FSA Writing Sampler Sets, Okaloosa Writing Exemplars, and teacher created exemplars to model how identifying the purpose for writing determines text marking and/or note taking.

**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 and note taking.
- Using Student Talk, students will justify their purposeful text marking and note taking and how it relates to the prompt.

## Planning for the Essay

### Instruction:

- Teacher and student will analyze the PFO section of the rubric:
  - 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?*
- Model and define the types of text structures (Compare/Contrast, Problem/Solution, How/Why, Sequence, etc.).
- Teacher will create reading and writing 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 score a writing sample using the FSA Writing Rubrics for PFO.
- Students will complete reading and writing tasks requiring the unpacking of a prompt, the creation of purposeful text marking, and effectively planning to respond.

## 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.)
- 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 and writing stamina through differentiated instruction, stations, and formative and summative tasks.

### Everyday Instructional Reading Connections:

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

### Student Outcomes:

- Students will develop the stamina required to read, text mark, note take, and analyze up to four sources.
  - **Note:**
    - ***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 annotations and TDQs) to determine important connections across multiple sources.
- Given a text-based writing task, students will be able to answer the questions, “Why were these sources put together for this prompt? How are these sources related?”
- Students will increase the number of sources in both essay writing and Everyday Instructional Reading tasks at an incremental rate.

## Writing an Introduction

### Instruction:

- Teacher will provide explicit instruction on:
  - 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 will use FSA Writing Sampler Sets, Okaloosa Writing Exemplars, and teacher created exemplars to identify attributes of an introduction.
- Teacher and students will utilize shared and interactive writing to collaboratively write introductions.
- Teacher will utilize formative assessments to determine student mastery of writing an introduction. Small, targeted writing groups will be established based on formative assessment results for remediation/acceleration purposes.

### Everyday Instructional Reading Connections:

- To build writing stamina, teacher will provide students a specified time (refer to Additional Notes section) to unpack the prompt, develop purposeful text marking and note taking, and write an introduction.

### Student Outcomes:

Students will practice writing introductions using Hook statement to include one of the following:

- Turn About
- Funnel
- Lively description or imagery
- Eyewitness Account
- Quotation

Address the prompt: Connection/transition between hook and thesis.

Thesis or Claim: Idea Driven and Three Prong.

- Using introductions from the FSA Writing Sampler Sets, Okaloosa Writing Exemplars and teacher created exemplars, students will rewrite a low scoring introduction.
- Using the FSA Writing Rubric, students will self-assess their introductions in writing and revise writing as needed.

## Writing a Conclusion

### Instruction:

- Teacher will define the term conclusion:
  - The last paragraph of an essay that 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 utilize shared and interactive writing to collaboratively write conclusions.

### 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 note taking, and write an introduction and/or conclusion.

### Student Outcomes:

- Students will analyze FSA Writing Sampler Sets, Okaloosa Writing Exemplars, teacher created exemplars to identify effective and ineffective conclusions.
- Students will practice writing conclusions based on their introductions from the previous section.
- Students will practice writing conclusion using the following guidelines
  - Restate your claim or thesis without using the exact same words as the introduction
  - Connect your thesis or claim back to the prompt.
  - Include an emotional appeal or interesting fact that will clarify the reader’s understanding of your claim.
  - End with one of the following:
    - Call to action
    - Your two cents
    - Future significance
    - Implications
- 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 student will analyze the Evidence and Elaboration (EE) category of the FSA Writing Rubrics (opinion, informational)
  - 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 using a sample of text marking and annotations.
- 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 model the use of an appropriate graphic organizer in determining relevant evidence.

### Everyday Instructional Reading Connections:

- Prior to writing, students will utilize purposeful Student Talk to share and justify relevant text evidence.

### Student Outcomes:

- Students will score a writing sample using the FSA Writing Rubrics for EE.
- Students will evaluate their text markings to determine relevant vs. irrelevant evidence.

## **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 will use FSA Writing Sampler Sets, Okaloosa Writing Exemplars, and teacher created 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.

### **Student Outcomes:**

- Using the FSA Writing Rubrics, students will evaluate and revise usage of transitions in writing.
- Students will routinely use transitions in writing tasks across all content areas as appropriate.
- Using the FSA Writing Rubric, students will self-assess their use of transitions in writing and revise writing as needed.

## 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 as appropriate to the students grade level:
  1. Connections to Self/World/Text
  2. Explaining Cause and Effect (or “If... then...”)
  3. Making a Comparison or Contrast
  4. Using Definitions
  5. Using a Real Life Example
  6. Make a Figurative Comparison (Metaphor or Analogy)
- Teacher will model the use of an appropriate graphic organizer (analogy organizer, steps in a process, Venn diagram, main idea and details charts, cause and effect) 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.
- Teacher will use FSA Writing Sampler Sets, Okaloosa Writing Exemplars, and teacher created exemplars to show examples of effective and ineffective elaboration.

### Everyday Instructional Reading Connections:

- Students will engage in Socratic Seminars and Fish Bowl Activities using multiple sources, teacher created text dependent questions, citing relevant sources, and adding purposeful elaboration.
- Students will utilize purposeful Student Talk to develop and justify the elaboration used.

### Student Outcomes:

- Students will evaluate and revise student writing 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 in their writing tasks in all subject areas where appropriate.

## **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 in use of context clues to determine the meaning of content specific vocabulary.
- Teacher will provide explicit instruction on how and when to use content specific vocabulary from source material.
- Teacher will use FSA Writing Sampler Sets, Okaloosa Writing Exemplars, and teacher created exemplars to demonstrate effective use of content specific vocabulary.

### **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 that contains ineffective use of content specific vocabulary.
- Students will routinely be provided opportunities to utilize content specific vocabulary in writing tasks in all content areas where appropriate.

## **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.
- 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

## Kenwood Non-negotiables for Conventions-Aligned to Grade Level Standards

### Kindergarten

Capital letter at the beginning of sentence, capital “I” LAFS.K.L.1.2

No crazy capital letters (within words) LAFS.K.L.1.2

Ending punctuation: LAFS.K.L.1.2

Spacing between words: LAFS.2.L.1.1a – (legible by 2<sup>nd</sup> gr.)

Complete thought is written LAFS.K.L.1.2

Phonetic spelling LAFS.K.L.1.2

Word Wall Words spelled correctly LAFS.K.L.3.6

### First Grade

Capital letter at the beginning of sentence, capital “I”, proper nouns LAFS.1.L.1.1

No crazy capital letters (within words) LAFS.1.L.1.2

Grade level appropriate punctuation (period, exclamation, question, comma, quotes) LAFS.1.L.1.2

Finger spacing between words LAFS.K.R.F.1.1 (understands) LAFS.2.L.1.1a

Correct formation of letters (No reversals by end of year) LAFS.1.L.1.1

Letters written on the line LAFS.1.RF.1.1 (recognize) LAFS.2.L.1.1a (legible by 2<sup>nd</sup> gr.)

Complete sentences (placed on paper/line correctly) LAFS.1.L.1.1

Grade level appropriate grammar LAFS.1.L.1.1

Phonetic spelling LAFS.1.L.1.2d

Sight Words spelled correctly LAFS.1.L.2.e

### Second Grade

Capital letter at the beginning of sentence, capital “I”, proper nouns LAFS.2.L.1.2

No crazy capital letters (within words) LAFS.2.L.1.2

Grade level appropriate punctuation (period, exclamation, question) LAFS.2.L.1.2

Finger spacing between words LAFS.2.L.1.1.a

Correct formation of letters (No reversals) (placed on paper/line correctly) LAFS.2.L.1.1.a

Complete sentences with varied sentence structure LAFS.2.L.1.1.g

Verb/Noun (pronoun) agreement LAFS.2.L.2.3

Grade level appropriate grammar LAFS.2.L.2.3

Sight Words spelled correctly LAFS.2.L.1.2.d

Words from the text or source will be spelled correctly LAFS.2.L.1.2.e

Answer addresses the task LAFS.2.W.1.1, LAFS.2.W.1.2, LAFS.2.W.1.3

### **Third Grade**

Complete sentences with varied sentence structure LAFS.3.L.1.1.j

Capitalize appropriate words (Beginning of sentence, proper nouns, titles) LAFs.3.L.1.2.a

Verb/Noun (pronoun) agreement LAFS.3.L.1.1

Proper punctuation (comma, quotation, end mark) LAFS.3.L.1.2

Words from the text or source will be spelled correctly LAFS.3.L.1.2.g

Sight Words/Dolch Words will be spelled correctly (Grade level appropriate) LAFS.3.L.1.2.e

Contractions and Possessives spelled correctly LAFS.3.L.1.2.d

Writing is legible LAFS.2.L.1.1.a

Like ideas will be grouped into paragraphs

### **4<sup>th</sup> Grade**

Complete sentences LAFS.4.L.1.1

Words from the text or source will be spelled correctly LAFS.4.L.1.2

Sight Words/Dolch Words will be spelled correctly LAFS.4.L.1.2

Capitalization of I, beginning of sentence, and proper nouns, no random capitalizations within the writing LAFS.4.L.1.2

Proper ending punctuation LAFS.4.L.2.3

Paragraph separation is evident

### **5<sup>th</sup> Grade**

Complete sentences with varied sentence structure L.2.3a

Words from the text or source will be spelled correctly L.3.b

Sight Words/Dolch Words will be spelled correctly L.1.2e

Capitalization of I, beginning of sentence, and proper nouns, no random capitalizations within the writing 4.L.1.2a

Capitalize titles of articles and enclose in quotation marks L.1.2.d

Proper ending punctuation 4.L.2.3b

Paragraph separation is evident

# School Action Plan

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

### Central Focus: ELA Focus Kindergarten- Grade 2

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

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

### School Focus

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

Engagement: Teachers will provide lessons purposely designed to increase student engagement, based on individual abilities, by creating authentic and relevant opportunities for learning. [FEAPs (a)3.a.b.c.d.e.f.g.; (a)4.a.] Danielson Model Rubric 3C.

Clarity: Expectations for learning, directions, procedures, and explanations of content are clear to students. [FEAPs (a)2.e.; (a)3.a.b.c.d.e.i; (a)4.a.] Danielson Model Rubric 3A

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

Writing FSA-style questions: – teachers will write questions using all resources (item specs, Standards Resource book, ALD/LPs, etc.).

Reintroduce our most valuable resources to ensure awareness for all teachers. (PD provided during school-based PDs and as grade levels or teachers request from coach.) Teachers needing assistance with locating resources listed and/or others will contact the coach.

Increase knowledge of standards: relevant to each teacher and standards-based instruction planning and lessons. (PD provided during school-based and as grade levels or teachers request from coach.)

Engagement: as requested/needed by individual teachers, strategies to increase visible student engagement to include

- student talk - how to encourage use of tier 3 vocabulary (content specific), how to provide clarity about purpose for talk, steps in moving students to great student talk (see Chapter 5 in *A Guide for Teachers* by Sue O’Connel),
- developing self-assessment learners -([https://blogs.edweek.org/teachers/work\\_in\\_progress/2016/05/student\\_self-assessment\\_practi.html](https://blogs.edweek.org/teachers/work_in_progress/2016/05/student_self-assessment_practi.html)), “Student Practices that Work” by Starr Sachstein),
- how to use “The Learning PIT” concept with students to develop strategies and encourage their use

Book study: *Emotional Poverty* by Ruby Payne. Start with this one at beginning of year. (PD provided during faculty meetings by grade levels assigned specific chapters by administration.)

i-Ready: Reading K-2– Assigning lessons, using data to plan whole group mini-lessons, small group instruction, and stations (PD will be provided through school based PD, CPGs of i-Ready users, and district provided PD as available)

Teaching strategies: PD on the following will be arranged per teacher interests – Socratic Method, Vocabulary Acquisition, Working with Dyslexic Students.

Max Scholar: PD for those new to Max Scholar and review for teachers who have used the program will be provided through on-line videos and assistance with the ELA coach as needed.

### **Action Steps for Implementation**

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

iReady: K-2 will use iReady reading with all students with fidelity to number of minutes per week for on-line instruction and small group instruction to accelerate learning in needed skills as identified through diagnostic and on-line quizzes. For students not making expected growth on quizzes, teachers will develop specific plans to address barriers to student's success.

CPGs (Collaborative Planning Groups): *(Teachers working together promotes collective teacher efficacy which is one of the highest effective size strategies according to Hattie and others. Effect size is 1.75)*

- Grade levels will participate weekly in CPGs with clarity and purpose (i.e., student-focused data chats, with ESE and special area participation).
- During CPGs, teachers will develop whole- and small-group lessons and routines based on formative and other data and create questions of appropriate rigor and matching response types in item specs.
- Grade level chairs or designee will provide CPG agendas in advance when needed, setting learning intention prior to CPG meeting.
- Instructional coach may be invited to CPG meetings as available and when requested for a specific purpose.

Balanced Literacy Model: This includes differentiated small group lessons, differentiated stations, and mini whole group lessons. *This model incorporates many of the best practices in education.*

Social Studies imbedded in ELA: As appropriate teachers may combine ELA and social studies blocks. 90 min must be uninterrupted time as required in FL

DIGS (differentiated instructional groups) block: During this 30-minute block, students will meet in small groups, across the grade level were possible, to provide accelerated learning in areas of need as identified by iReady diagnostic and lesson quizzes. Small groups will be

differentiated to fill skill gaps or provide enrichment as identified through formative and summative assessments. Will begin by the 4th week of school or earlier. *This block strengthens the balanced literacy model and allows for additional time to focus on individual student needs.*

Student engagement: Teachers will use strategies to increase visible student engagement, student talk, self-assessment learners, student resiliency and endurance. Students will be engaged using visible student engagement strategies, student talk with tier 3 vocabulary, be able to articulate their goal for the lesson and what success will look like or what they need to be able to do to be successful and what strategies from the “The Learning Pit” they plan to use if they get stuck.

Clarity: Teacher will present with clarity the learning objective(s) and what success for each lesson will look like.

Parent Engagement: (*“Parents have major effects in terms of the encouragement and expectations that they transmit to their children. Many parents, however, struggle to comprehend the language of learning and thus are disadvantage in the methods they use to encourage their children to attain their expectations.” Hattie – Visible Learning*)

- Teachers will encourage students to read at home for 20 minutes a day. This may include incentives for reaching reading goals and/or minutes. *Students that read 20 min a day score better on assessments than 90% of their peers.*
- Teachers will provide parents with at home activities that will reinforce skills taught. These activities may be provided through newsletters, electronic apps, or teacher website links. Information will be sent out at least once per month. *While not listed as a specific strategy for closing the gap, parents that are able to work with their child will assist in closing academic gaps.*
- Teachers will make 2-way communication with parents whose child scores a D or lower for progress reports and quarterly grades. When 2-way communication is not made within one week, teachers will provide child’s name to administration for assistance in making contacts. Attempts at contact will be tracked through call logs or call log in PAWs. *During the quarter lost to Covid closure, it was discovered that many parents never received notes sent home, phone numbers had changed, and they were not reading Dojo and other social media messages. On parent surveys Kenwood parents repeatedly report a lack of communication.*
- As needed, sub time will be provided to teachers to allow them to time to make the required additional parent contacts and to create at home activities for parents that can use them.

<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	IReady reports	Weekly	Administrators and teachers
CPGs (Collaborative Planning Groups)	Meeting minutes	Minutes submitted weekly	Administrators and teachers

Balanced Literacy Model	Evidence during admin visits to classrooms and collegial discussions with teachers	Monthly	Administrators and teachers
DIGs Acceleration block	Evidence during admin visits to classrooms and collegial discussions with teachers	Monthly	Administrators and teachers
Engagement & Clarity	Evidence during admin visits to classrooms and collegial discussions with teachers	Monthly	Administrators and teachers
Parent Engagement	Quarterly data chats	Quarterly	Administrators and teachers

<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: ELA Focus Grades 3-5

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

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

#### School Focus

##### Targeted School-based Focus:

Engagement: Teachers will provide lessons purposely designed to increase student engagement, based on individual abilities, by creating authentic and relevant opportunities for learning. [FEAPs (a)3.a.b.c.d.e.f.g.; (a)4.a.] Danielson Model Rubric 3C.

Clarity: Expectations for learning, directions, procedures, and explanations of content are clear to students. [FEAPs (a)2.e.; (a)3.a.b.c.d.e.i; (a)4.a.] Danielson Model Rubric 3A

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

Writing FSA-style questions: – teachers will write questions using all resources (item specs, Standards Resource book, ALD/LPs, etc.).

Reintroduce our most valuable resources to ensure awareness for all teachers. (PD provided during school-based PDs and as grade levels or teachers request from coach.) Teachers needing assistance with locating resources listed and/or others will contact the coach.

Increase knowledge of standards: relevant to each teacher and standards-based instruction planning and lessons. (PD provided during school-based and as grade levels or teachers request from coach.)

Engagement: strategies to increase visible student engagement to include

- student talk - how to encourage use of tier 3 vocabulary (content specific), how to provide clarity about purpose for talk, steps in moving students to great student talk (see Chapter 5 in *A Guide for Teachers* by Sue O’Connell),
- developing self-assessment learners -([https://blogs.edweek.org/teachers/work\\_in\\_progress/2016/05/student\\_self-assessment\\_practi.html](https://blogs.edweek.org/teachers/work_in_progress/2016/05/student_self-assessment_practi.html)), “Student Practices that Work” by Starr Sachstein),
- how to use “The Learning PIT” concept with students to develop strategies and encourage their use.

Book study: *Emotional Poverty* by Ruby Payne. Start with this one at beginning of year. (PD provided during faculty meetings by grade levels assigned specific chapters by administration.)

i-Ready: Reading K-2– Assigning lessons, using data to plan whole group mini-lessons, small group instruction, and stations (PD will be provided through school based PD, CPGs of i-Ready users, and district provided PD as available)

Teaching strategies: PD on the following will be arranged per teacher interests – Socratic Method, Vocabulary Acquisition, Working with Dyslexic Students.

Max Scholar: PD or review for 3<sup>rd</sup> gr teachers who have used the program will be provided through on-line videos and assistance with the ELA coach as needed.

### **Action Steps for Implementation**

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

iReady: K-2 will use iReady reading with all students with fidelity to number of minutes per week for on-line instruction and small group instruction to accelerate learning in needed skills as identified through diagnostic and on-line quizzes. For students not making expected growth on quizzes, teachers will develop specific plans to address barriers to student’s success.

CPGs (Collaborative Planning Groups): (*Teachers working together promotes collective teacher efficacy which is one of the highest effective size strategies according to Hattie and others. Effect size is 1.75*)

- Grade levels will participate weekly in CPGs with clarity and purpose (i.e., student-focused data chats, with ESE and special area participation).
- During CPGs, teachers will develop whole- and small-group lessons and routines based on formative and other data and create questions of appropriate rigor and matching response types in item specs.
- Grade level chairs or designee will provide CPG agendas in advance when needed, setting learning intention prior to CPG meeting.
- Instructional coach may be invited to CPG meetings as available and when requested for a specific purpose.

Balanced Literacy Model: This includes differentiated small group lessons, differentiated stations, and mini whole group lessons. *This model incorporates many of the best practices in education.*

Social Studies imbedded in ELA: As appropriate teachers may combine ELA and social studies blocks. 90 min must be uninterrupted time as required in FL

DIGS (differentiated instructional groups) block: During this 30-minute block, students will meet in small groups, across the grade level were possible, to provide accelerated learning in areas of need as identified by iReady diagnostic and lesson quizzes. Small groups will be differentiated to fill skill gaps or provide enrichment as identified through formative and summative assessments. Will begin by the 3<sup>rd</sup> week of school. *This block strengthens the balanced literacy model and allows for additional time to focus on individual student needs.*

Student engagement: Teachers will use strategies to increase visible student engagement, student talk, self-assessment learners, student resiliency and endurance. Students will be engaged using visible student engagement strategies, student talk with tier 3 vocabulary, be able to articulate their goal for the lesson and what success will look like or what they need to be able to do to be successful and what strategies from the “The Learning Pit” they plan to use if they get stuck.

Clarity: Teacher will present with clarity the learning objective(s) and what success for each lesson will look like.

Parent Engagement: (*“Parents have major effects in terms of the encouragement and expectations that they transmit to their children. Many parents, however, struggle to comprehend the language of learning and thus are disadvantage in the methods they use to encourage their children to attain their expectations.” Hattie – Visible Learning*)

- Teachers will encourage students to read at home for 20 minutes a day. This may include incentives for reaching reading goals and/or minutes. *Students who read 20 min a day score better on assessments than 90% of their peers.*
- Teachers will provide parents with at home activities that will reinforce skills taught. These activities may be provided through newsletters, electronic apps, or teacher website links. Information will be sent out at least once per month. *While not listed as a specific strategy for closing the gap, parents that are able to work with their child will assist in closing academic gaps.*

- Teachers will make 2-way communication with parents whose child scores a D or lower for progress reports and quarterly grades. When 2-way communication is not made within one week, teachers will provide child’s name to administration for assistance in making contacts. Attempts at contact will be tracked through call logs or call log in PAWs. 2 way communication means the parent has responded to the teacher. *During the quarter lost to Covid closure, it was discovered that many parents never received notes sent home, phone numbers had changed, and they were not reading Dojo and other social media messages. On parent surveys Kenwood parents repeatedly report a lack of communication.*
- As needed, sub time will be provided to teachers to allow them to time to make the required additional parent contacts and to create at home activities for parents that can use them.

<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	IReady reports	Weekly	Administrators and teachers
CPGs (Collaborative Planning Groups)	Meeting minutes	Minutes submitted weekly	Administrators and teachers
Balanced Literacy Model	Evidence during admin visits to classrooms and collegial discussions with teachers	Monthly	Administrators and teachers
DIGs Acceleration Block	Evidence during admin visits to classrooms and collegial discussions with teachers	Monthly	Administrators and teachers
Engaged Students & Clarity	Evidence during admin visits to classrooms and collegial discussions with teachers	Monthly	Administrators and teachers
Parent Engagement	Quarterly data chats	Quarterly	Administrators and teachers

<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:** Evidence and Elaboration

**Targeted School-based Professional Development:**  
 4th and 5th grade use of Write Score assessments – 2 times during the year, and use of the resources

Methods and strategies to increase student engagement to include methods to increase student talk with a focus on having students cite evidence when they share and verbally elaborate on other students’ comments and/or the text evidence.

#### Writing Plan

Need to attach.

#### Progress Monitoring

Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Quarterly writing assessment score analysis (kg starts 2nd quarter)	CPG Minutes	Quarterly	Administrators and teachers
Write score 4th and 5th grade	Evidence during admin visits to classrooms and collegial discussions with teachers	Quarterly	Administrators and teachers
Student talk to include citing evidence and elaboration	Evidence during admin visits to classrooms and collegial discussions with teachers	Quarterly	Administrators and teachers

#### Evaluation Following Mid-Year Data

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

**Refinement of Targeted School-based Focus:**

# School Action Plan

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

**ELA for students' diagnostic that indicates 1 or more grade levels below assigned grade level**

### **School Focus**

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

Increase reading comprehension by 1.5 grade levels through focus on specific area of deficit for each student. Focus in this order: phonemic awareness, phonics, vocabulary, and then comprehension of literature, comprehension of nonfiction text depending on student's greatest area of deficit. Students not showing progress after 6 weeks of focused instruction will be referred to MTSS for further analysis.

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

Review PMPs: writing strategies, relevant assessments, progress monitoring/data tracking with fidelity; using data for instructional decision making and planning

IEPS, 504s: how to read; implementation of accommodations; information regarding the law pertaining to IEPs and 504s

Small group instruction: strategies for providing targeted small group instruction for students

### **Action Steps for Remediation-Acceleration**

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

##### Small Group Instruction in Classrooms:

- Students will meet with the classroom teacher for small group lesson to address the skill gaps identified on the latest iReady diagnostic.
- Meet 5 days a week with lowest 20% of students (4-5 students), using the latest iReady diagnostic data to create groups
- Meet 3 days a week with any remaining Tier 2 students and/or those scoring more than one grade below currently assigned grade.
- Teacher's lesson plans will indicate students in each group, focus area, and lessons.

##### Title I Acceleration: *(why accelerate - students that are behind don't just need to be remediated, their acquisition of skills must be accelerated)*

- Students will be selected for pull out acceleration/Title I through collaboration with classroom teachers focusing on retained and lowest scoring students on the grade level. Students with IEPs for academics will meet with SLD teacher per IEP.
- Title I and SLD teacher will maintain PMPs or IEPs, fidelity logs, and assessments for students with whom they work.
- Title I teacher will use Max Scholar (K-3<sup>rd</sup>) and provide iReady data driven supports (4<sup>th</sup>-5<sup>th</sup>).

Fidelity of PMPs – Instruction and Assessments: *(Lack of fidelity to PMPs has led to inability to adequately identify success or failure of a plan and/or lack of additional assessments for students that may lead to additional needed supports.)*

- Fidelity reports will be used which include strategy, dates provided, and assessment results
- Tier 2 every other week by the teacher providing the PMP supports.
- Tier 3 weekly by the teacher providing the PMP supports.
- Assessment tool will be as identified in PMP.
- After 6 weeks, or when a negative trend has continued for 3 weeks, teachers will bring the student’s data to MTSS for further analysis.

Suspend Social Studies: *(The time that would have been spent on social studies skills will be used for practice with ELA skills.)*

- For students functioning more than 1 grade level below in reading.
- Before suspending, student’s teacher will meet with MTSS committee, which may be an informal MTSS meeting.
- PMP will reflect suspension and parents’ signature which indicates their notification.

POC tutoring: *(Tutoring lowest students during 1<sup>st</sup> semester will give them a chance to catch up from the pandemic slide and shifting target 2<sup>nd</sup> semester will give support to those students who, with just a little more help, may move to proficiency and thus promotion.)*

- Criteria - students more than one grade level below according to latest iReady diagnostic and not already in a pull-out program, then students with tier 3 PMPs then tier 2 PMPs. If the number of students exceeds the capacity of the tutoring team or additional slots are available, selection will be determined by classroom grades. Reassessment of students for POC tutoring will be made after the 2nd administration of iReady diagnostic.
- Provided as follows -
- Fall 2020 tutoring – will begin September 10 after school for 3<sup>rd</sup> – 5<sup>th</sup> grade students who scored within the lowest 10% of students on the iReady diagnostic in Reading. Tutoring will occur once per week on Thursdays through December 10, 2020 depending on funding availability.
- Spring 2021 tutoring – will begin Thursday, March 25 after school for 2<sup>nd</sup> – 5<sup>th</sup> (dependent upon funding availability) for students identified as “early” for their currently assigned grade level, i.e. within 6 months of on-grade level status.
- Administration will investigate the possibility of providing virtual tutoring sessions with established guidelines, also dependent upon the availability of funding.

<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>
Small group instruction	Evidence during admin visits to classrooms and collegial discussions with teachers	At least quarterly	Administrators and teachers

Title I Acceleration	Data chats, fidelity and assessment data	Quarterly	Administrators and Title I teacher
Fidelity of PMPs	Data chats, fidelity and assessment data	Quarterly	Administrators, school counselor, and teachers
Suspend Social Studies	MTSS minutes	Twice a month	MTSS team
Plan of Care (POC) tutoring	Student attendance at tutoring and tutoring reflection documents from tutor teachers	Monthly as other compensation time sheets are submitted	Administrators and teachers

<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: Fill the instructional gaps of all students at as accelerated a rate as possible using iReady and addressing SEL (social emotional learning).**

#### Action Steps for Implementation

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

**iReady diagnostic:** All students will be administered the iReady diagnostic. Teachers will use this data to form small groups, provide small group instruction and when appropriate whole group instruction on below grade level standards when less than 80% of students demonstrated mastery. Tier 2 instruction is for less than 80% of the population, therefore criteria usually determined to require tier 2 interventions maybe tier 1 due to the summer and 4<sup>th</sup> quarter slide.

**iReady program fidelity:** All students will use iReady computer delivered lessons for 45 minutes per week and teachers will adjust small group lessons based on diagnostic tests and lesson quizzes.

**Data used with efficiency:** Data will be tracked with efficiency which means using it for more than one purpose. Teachers will analyze data from on-line reports at least weekly adjusting instruction and motivation plans depending on data. Students will use the data as feedback and to monitor progress toward growth goal. Teachers will provide students with a method of tracking their data in a manner appropriate to their grade level. *(Effect size (.4 is average) Feedback .73 Appropriately challenging goals 0.59 Learning goals vs. no goals 0.68)*

**DIGS:** During the differentiated instructional groups (DIGS) block students will receive instruction to fill gaps in below grade level skills as indicated by iReady diagnostic and lesson quizzes. This instruction may also take place for some groups during the Balanced ELA block. DIGS block is 30 min for ELA and is in addition to the 90 min ELA block.

**Speech:** All kg students will have informal observation to identify any students with speech delays. *Problems with speech in young children can make learning letter sounds difficult as they cannot hear themselves making the correct sounds.*

**SEL (Social Emotional Learning):** Teachers will address the 5 SEL competencies, self-awareness, self-management, social awareness, relationship skills, and responsible decision making. These will be address through use of the PBIS program, Sanford Harmony “Meet Up” daily practices, Character First Education lessons, and other appropriate resources as needed. Correlations between Journey’s and SEL will be shared with ELA teachers. PD on Trauma Informed Care will be provided during preplanning as a review for some and introduction for newly hired staff.

<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	IReady reports	Weekly	Administrators and teachers
Data used with efficiency	Data chats	Quarterly	Administrators and teachers
DIGs	Classroom visits, posted classroom schedules, lesson plans	Monthly	Administrators and teachers
PBIS program (SEL)	PBIS data analysis	Monthly	PBIS team members
Sanford Harmony Meet Up (SEL)	Classroom visits, posted classroom schedule	Monthly	Administrators and teachers
Character First Education lessons (SEL)	Classroom visits, lesson plans	Quarterly	Administrators and teachers

<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 77%.	
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 71%.	
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 75%	

# 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:

Within the framework of the balanced math model, increase student engagement and ensure teacher clarity through the provision of lessons and learning experiences that include engaging qualities (i.e., authentic/ relevant, novelty/variety, choice, sense of audience, learning with others, emotional/intellectual safety, personal response, clear/modeled expectations) and clarifying strategies (clear expectations for learning, directions, procedures, success criteria, explanations and learning activities for content).

[FEAPs (a)3.a.b.c.d.e.f.g.; (a) 4.a]; Danielson Model rubric 3c.

[FEAPs (a) 2.e.; 3.a.b.c.d.e.i; (a) 4.a.] Danielson Model rubric 3a.

#### Targeted School-based Professional Development:

i-Ready: Math K-5– Assigning lessons, using data to plan whole group mini-lessons, small group instruction, and stations (PD will be provided through school based PD, CPGs of i-Ready users, and district provided PD as available).

Writing FSA style questions: Provide support and resources for writing and/or identifying FSA-style questions; review/introduce (as relevant to the teacher) and use all resources (item specs, M3, ALDs).

#### Increase knowledge of standards:

- Deepen knowledge of standards and their pre-requisites/importance in vertical understanding of learning relevant to each teacher's standards based instructional planning (i.e., when algorithms are taught, grade level limits/assessment limits of standards).
- Review most recent data to identify areas for growth, so individual teacher needs can be addressed during PD and other activities.
- Review and "close read" standards identified for growth to increase clarity in planning and in instruction (i.e., representing and solving problems/OA.1 progression through the grade levels, using the area model in multiplication). Use The Teacher Clarity Playbook by Fisher, Frey, Amador & Assof as a resource.

Strategies for solving word problems: Identify and use story problem solving strategies and techniques (i.e., 4 square method, beg/mid/end). Use Math in Practice book as one of the resources.

Engagement: strategies to increase visible student engagement to include

- student talk - how to encourage use of tier 3 vocabulary (content specific), how to provide clarity about purpose for talk, steps in moving students to great student talk (see Chapter 5 in *A Guide for Teachers* by Sue O’Connell),
- developing self-assessment learners -([https://blogs.edweek.org/teachers/work\\_in\\_progress/2016/05/student\\_self-assessment\\_practi.html](https://blogs.edweek.org/teachers/work_in_progress/2016/05/student_self-assessment_practi.html)), “Student Practices that Work” by Starr Sachstein),
- how to use “The Learning PIT” concept with students to develop strategies and encourage their use

CGI: Continue participation in CGI PD (Cognitively Guided Instruction) when offered - administrators and current CGI teachers (teachers must apply and be accepted to program when offered opportunity).

Book study: *Math in Practice* – will be offered to teachers (some have previously participated in this book study).

### **Action Steps for Implementation**

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

iReady: K-5 will use iReady math with all students with fidelity to number of minutes per week for on-line instruction and small group instruction to accelerate learning in needed skills as identified through diagnostic and on-line quizzes. For students not making expected growth on quizzes, teachers will develop specific plans to address barriers to student’s success.

CPGs (Collaborative Planning Groups): *Teachers working together promotes collective teacher efficacy which is one of the highest effective size strategies according to Hattie and others. Effect size is 1.75.*

- Grade levels will participate weekly in CPGs with clarity and purpose (i.e., student-focused data chats, with ESE and special area participation).
- During CPGs, teachers will develop whole- and small-group lessons and routines based on formative and other data and create questions of appropriate rigor and matching response types in item specs.
- Grade level chairs or designee will provide CPG agendas in advance when needed, setting learning intention prior to CPG meeting.
- Instructional coach may be invited to CPG meetings as available and when requested for a specific purpose.

Balanced Math Model: This includes mini lesson, stations, small group, fluency, high-yield routines; reference OCSD Balanced Math Model pdf. *This model incorporates many of the best practices in education.*

DIGS (differentiated instructional groups) block: During this 30-minute block, students will meet in small groups, across the grade level were possible, to provide accelerated learning in areas of need as identified by iReady diagnostic and lesson quizzes. Small groups will be differentiated to fill skill gaps or provide enrichment as identified through formative and summative assessments. Will begin by the 3<sup>rd</sup> week of school. *This block strengthens the balanced math model and allows for additional time to focus on individual student needs.*

Student engagement: Teachers will use strategies to increase visible student engagement, student talk, self-assessment, and the learning pit concept for increasing student resiliency and endurance. Student engagement will show evidence of the mathematical practices. Students will be able to articulate their goal for the lesson and what their success will look like/what they need to be able to do, and what strategies from the learning pit they might use if they get stuck.

Clarity: Teachers will plan and present lessons that include intentions and success criteria to ensure student understanding/clarity of their learning target and success criteria (book resource Teacher Clarity Playbook by Fisher, Frey, Amador & Assof).

Pacing: Teachers will utilize placemats, item specs, M3 planning document.

Administrator step for leadership growth and whole school progress monitoring of student learning: in the fall and again in spring, provide a math problem to all students to solve independently; collect student work and analyze for implications (i.e., standard addressed and how students solved/made sense of the problem, ways to get to a mathematically correct answer and grade level strategies).

Parent Engagement: (*“Parents have major effects in terms of the encouragement and expectations that they transmit to their children. Many parents, however, struggle to comprehend the language of learning and thus are disadvantage in the methods they use to encourage their children to attain their expectations.” Hattie – Visible Learning*)

- Teachers will provide parents with at home activities that will reinforce skills taught. These activities may be provided through newsletters, electronic apps such as Dojo, or teacher website links. Information will be sent out at least once per month. While not listed as a specific strategy for closing the gap, parents that are able to work with their child will assist in closing academic gaps.
- Teachers will make 2-way communication with parents whose child scores a D or lower for progress reports and quarterly grades. When 2-way communication is not made within one week, teachers will provide child’s name to administration for assistance in making contacts. Attempts at contact will be tracked through call logs or call log in PAWs. 2 way contact means the parent has responded to a message sent by the teacher.
- As needed, sub time will be provided to teachers to allow them to time to make the required additional parent contacts and to create at home activities for parents that can use them.

<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	IReady reports	Weekly	Administrators and teachers
CPG (Collaborative Planning Group) Meetings	Meeting agendas and minutes, admin participation when	Weekly	Administrators and teachers

	appropriate, data resulting from decisions made during CPG meetings		
Balanced Math Model components	Classroom visits and collegial discussions with teachers	Monthly	Administrators and teachers
DIGS Block	Classroom visits, posted classroom schedules, lesson plans	Monthly	Administrators and teachers
Clarity and engagement strategies	Classroom visits and discussions with students	Monthly	Administrators and teachers
Administrator growth and progress monitoring via whole school math story problem strategy	Collection of student responses and sharing with faculty; discuss implications and reflections at faculty meeting and/or CPG meetings	Once per semester	Administrators and teachers
Parent Engagement	Data chats	Quarterly	Administrators and teachers

<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*

**Math for students' diagnostic that indicates 1 or more grade levels below assigned grade level**

### **School Focus**

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

Increase overall math proficiency for each student, as measured by i-Ready assessment by focusing on students' specific area(s) of deficit/specified area(s) for growth and instructing with knowledge and clarity of prerequisite standards and grade level strategies for instruction. Students not showing progress after 6 weeks of focused instruction will be referred to MTSS for further analysis, strategy review, and possible revision.

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

Review PMPs: writing strategies, relevant assessments, progress monitoring/data tracking with fidelity; using data for instructional decision making and planning

Revisit standards-based instruction lesson planning document: "Planning for Mathematics Instruction" (shared in 2018-19 math PD)

IEPS, 504s: how to read; implementation of accommodations; information regarding the law pertaining to IEPs and 504s

Small group instruction: strategies for providing targeted small group instruction for students

### **Action Steps for Remediation Acceleration**

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

##### Small Group Instruction in Classrooms:

- Students will meet with the classroom teacher for small group lesson to address the skill gaps identified on the latest iReady diagnostic.
- Meet 5 days a week with lowest 20% of students (4-5 students), using the latest iReady diagnostic data to create groups
- Meet 3 days a week with any remaining Tier 2 students and/or those scoring more than one grade below currently assigned grade.
- Teacher's lesson plans will indicate students in each group, focus area, and lessons.

##### Title I Acceleration: *why accelerate - students that are behind don't just need to be remediated, their acquisition of skills must be accelerated*

- Students will be selected for pull out acceleration/Title I through collaboration with classroom teachers focusing on retained and lowest scoring students on the grade level. Students with IEPs for academics will meet with SLD teacher per IEP.
- Title I and SLD teacher will maintain PMPs or IEPs, fidelity logs, and assessments for students with whom they work.
- Title I teacher will provide iReady data driven supports.

**Fidelity of PMPs – Instruction and Assessments:** *Lack of fidelity to PMPs has led to inability to adequately identify success or failure of a plan and/or lack of additional assessments for students that may lead to additional needed supports.*

- Fidelity reports will be used which include strategy, dates provided, and assessment results
- Tier 2 every other week by the teacher providing the PMP supports.
- Tier 3 weekly by the teacher providing the PMP supports.
- Assessment tool will be as identified in PMP.
- After 6 weeks, or when a negative trend has continued for 3 weeks, teachers will bring the student’s data to MTSS for further analysis.

**POC tutoring:** *Tutoring lowest students during 1<sup>st</sup> semester will give them a chance to catch up from the pandemic slide and shifting target 2<sup>nd</sup> semester will give support to those students who, with just a little more help, may move to proficiency and thus promotion.*

- Criteria - students more than one grade level below according to latest iReady diagnostic and not already in a pull-out program, then students with tier 3 PMPs then tier 2 PMPs. If the number of students exceeds the capacity of the tutoring team or additional slots are available, selection will be determined by classroom grades. Reassessment of students for POC tutoring will be made after the 2nd administration of iReady diagnostic.
- Provided as follows -
- Fall 2020 tutoring – will begin September 10 after school for 3<sup>rd</sup> – 5<sup>th</sup> grade students who scored within the lowest 10% of students on the iReady diagnostic in Reading. Tutoring will occur once per week on Thursdays through December 10, 2020 depending on funding availability.
- Spring 2021 tutoring – will begin Thursday, March 25 after school for 2<sup>nd</sup> – 5<sup>th</sup> (dependent upon funding availability) for students identified as “early” for their currently assigned grade level, i.e. within 6 months of on-grade level status.
- Administration will investigate the possibility of providing virtual tutoring sessions with established guidelines, also dependent upon the availability of funding.

<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>
Small group instruction	Classroom visits and collegial conversation with teachers	At least quarterly	Administrators and teachers
Title I Acceleration	Data chats, fidelity and assessment data	Quarterly	Administrators and teachers
Fidelity of PMP	Data chats, fidelity and assessment data	Quarterly	Administrators, school counselor, and teachers

POC (Plan of Care) tutoring	Student attendance at tutoring and tutoring reflection documents from tutor teachers	Monthly as other compensation time sheets are submitted	Administrators and teachers
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<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: Fill the instructional gaps of all students at as accelerated a rate as possible using iReady and addressing SEL (social emotional learning).**

#### Action Steps for Implementation

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

**iReady diagnostic:** All students will be administered the iReady diagnostic. Teachers will use this data to form small groups, provide small group instruction and when appropriate whole group instruction on below grade level standards when less than 80% of students demonstrated mastery). Tier 2 instruction is for less than 80% of the population, therefore criteria usually determined to require tier 2 interventions maybe tier 1 due to the summer and 4<sup>th</sup> quarter slide.

**iReady program fidelity:** All students will use iReady computer delivered lessons for 45 minutes per week and teachers will adjust small group lessons based on diagnostic tests and lesson quizzes.

**Data used with efficiency:** Data will be tracked with efficiency which means using it for more than one purpose. Teachers will analyze data from on-line reports at least weekly adjusting instruction and motivation plans depending on data. Students will use the data as feedback and to monitor progress toward growth goal. Teachers will provide students with a method of tracking their data in a manner appropriate to their grade level. *(Effect size (.4 is average) Feedback .73 Appropriately challenging goals 0.59 Learning goals vs. no goals 0.68)*

**DIGS:** During the differentiated instructional groups (DIGS) block students will receive instruction to fill gaps in below grade level skills as indicated by iReady diagnostic and lesson quizzes. This instruction may also take place for some groups during the Balance Math block. DIGS block is 30 min for ELA and 30 min for Math and is in addition to the 60 min Math block.

**SEL (Social Emotional Learning):** Teachers will address the 5 SEL competencies, self-awareness, self-management, social awareness, relationship skills, and responsible decision making. These will be address through use of the PBIS program, Sanford Harmony “Meet Up” daily practices, Character First Education lessons, and other appropriate resources as needed. PD on Trauma Informed Care will be provided during preplanning as a review for some and introduction for newly hired staff.

<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	IReady reports	Weekly	Administrators and teachers
Data used with efficiency	Data chats	Quarterly	Administrators and teachers
PBIS program (SEL)	PBIS data analysis	Monthly	PBIS team members
Sanford Harmony Meet Up (SEL)	Classroom visits, posted classroom schedules	Monthly	Administrators and teachers
Character First Education Lessons (SEL)	Classroom visits, lesson plans	Quarterly	Administrators and teachers

<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 70%.

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

<b>Central Focus: Science Focus</b>
<b>Keeping the end in mind, use Standards and Item Specifications to design interactive and engaging 5E Science lessons</b> <ul style="list-style-type: none"><li>• Engaging whole group, cooperative group, and station learning opportunities with an emphasis on student-to-student interactions</li><li>• Use assessment data (e.g., MAP, SSA, Study Island, formative assessments) to drive the whole group instruction, differentiated activities, and spiraling tasks that place a strong focus on student-to-student interactions</li></ul>

<b>School Focus</b>
<b>Targeted School-based Focus:</b> <p>Increase student engagement and proficiency in science through ongoing implementation of stations with hands on activities and experiments, purposeful student talk and science journals, focused small group reading or math instruction that supports or extends student knowledge and application of science standards, spiraling activities, Study Island (4<sup>th</sup> and 5<sup>th</sup> only), and following the district provided pacing guide and the Science Test Item Specifications document.</p> <p>Increase student proficiency in science through analysis of quarterly unit assessments (and when appropriate, other classroom assessments and observations) and data based instructional decisions to ensure mastery of current and also prior grade level standards that are tested but not taught in subsequent grades (focused spiraling).</p>

<b>Targeted School-based Professional Development:</b>
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Instructional coaches and teachers will collaborate to develop science lessons and/or stations that correlate with spiraled or current reading and/or math content, thereby addressing multiple curricular areas.

Study Island Science mini PD for 4<sup>th</sup> and 5<sup>th</sup> grade teachers (may include Tami Ellis via Zoom, sharing of best practices by Study Island veteran teachers)

Review/refresher PDs as needed/requested: cooperative groups, Socratic Seminar, vocabulary strategies, Mystery Science (if program is still available), development of reading lessons with rigorous TDQs, use of science leveled readers

Coding for 4<sup>th</sup> grade (need to investigate and identify appropriate and free or affordable options), possible resources:

<https://www.gettingsmart.com/2019/12/18-resources-to-get-students-coding-this-year/>

<https://www.gettingsmart.com/2018/09/robots-and-games-that-teach-coding/>

<https://code.org/educate/curriculum/elementary-school> (Boyd - created an admin account to view resources)

<https://www.gettingsmart.com/2014/12/transition-cursive-coding/> (article)

<https://hourofcode.com/us/how-to>

<https://medium.com/code-club-australia/9-subjects-you-can-teach-using-code-32db447939ad>

<https://www.kajeet.net/extracurricular/6-ways-to-incorporate-coding-into-your-classroom>

### Action Steps for Implementation

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

Teachers will provide clarity of purpose by discussing with students what success for the lesson will look like, which will allow students to engage in self-evaluation. (teacher clarity – effect size 0.75, Hattie)

5 E science lessons following district pacing guide – through hands on activities, student talk, and science journals, students will demonstrate engagement, have opportunities to explore, explain their thinking, and elaborate. Teachers will use or design assessments that will evaluate student learning through demonstration of one or more of the 5 Es as applicable to the content. (Engage, Explore, Explain, Elaborate, Evaluate)

3<sup>rd</sup> – 5<sup>th</sup> grade teachers will administer quarterly unit assessments (grades K-2 – unit assessments). Scoring of assessments will be determined by grade level consensus for gradebook entry, and only question content that has been taught will be included in student grades.

4<sup>th</sup> and 5<sup>th</sup> grade teachers will monitor and implement consistent student use of Study Island with a weekly minimum of 30 minutes per student; Study Island assignments will be tied to current unit of instruction and to spiraling of standards.

~~5<sup>th</sup> grade will participate in the Grasses in Classes program.~~

~~4<sup>th</sup> grade will participate in the Biophilia program.~~

### Progress Monitoring

Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Teacher Clarity	Evidence during administrator visits to classrooms, collegial discussions with teachers, and informal chats with students during classroom visits	Quarterly	Administrators and teachers

5E instructional model	Evidence during administrator visits to classrooms and collegial discussions with teachers	Quarterly	Administrators and teachers
3 <sup>rd</sup> – 5 <sup>th</sup> grade quarterly science assessments; K – 2 <sup>nd</sup> grade unit assessments	Informal discussions with grade levels and/or CPG minutes; Gradebook	Quarterly	Administrators and teachers
4 <sup>th</sup> and 5 <sup>th</sup> grades Study Island Science	Informal discussion with 4 <sup>th</sup> and 5 <sup>th</sup> grade teachers; program reports	Weekly	Administrators and teachers

<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: Fill the instructional gaps of all students at as accelerated a rate as possible using iReady and addressing SEL (social emotional learning).**

#### Action Steps for Implementation

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

Teachers will use spiraling review and assessments to determine students' levels of proficiency with a focus on the vertical alignment of critical elementary science standards and the untaught (in traditional school setting) 4<sup>th</sup> quarter content of their students' previous school year.

Teachers will use most current student data to plan instruction, spiraling, and small group lessons for identified students.

Students will use science journals to demonstrate their understanding of content.

Students will participate in whole and small group discussions.

Students will use specific science vocabulary.

Interpreter will use a science vocabulary list and other instructional resources from each grade level when working with ELLs.

#### Progress Monitoring

Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Spiraling, data-based review and instruction	Evidence during administrator visits to classrooms and collegial discussions with teachers; quarterly/unit test scores	Quarterly	Administrators and teachers
Student use of science journals/ notebooks	Evidence during administrator visits to classrooms and collegial discussions with teachers, informal chats with students during classroom visits	Quarterly	Administrators and teachers
Purposeful small and whole group discussions	Evidence during administrator visits to classrooms and collegial discussions with teachers,	Quarterly	Administrators and teachers

	informal chats with students during classroom visits		
Intentional use of science vocabulary	Evidence during admin visits to classrooms and collegial discussions with teachers	Quarterly	Administrators and teachers

<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?**

The Family Engagement Plan and expenditure of funds will be developed with the assistance of the School Advisory Council (SAC) and will include a review of the annual school climate survey. Additionally, teachers, administrators, and parents will work collaboratively to provide family involvement activities through the teacher curriculum committees and the Parent Activities Committees at Kenwood (PACK). Implementation is monitored through documentation in the online Title I compliance bin as well as by the school bookkeeper and administrator, and the district finance and Title I departments.

**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.*

Subject to change pending allowable guests on campus.

- School family events – orientation (August), Open House (Sept), School Fun Runs (throughout the year during PE times), Math night, Literacy Night, Art Night, Science Night, Boo-Hoo Breakfast (1st day of school), Thanksgiving Lunch, Breakfast with Santa, Candy Cane Lane (parents volunteer for this week long event), Family Sweet Heart Dance, Kenwood Carnival (April), Field Day (March), Reasonably priced dinners sold during night events to remove barrier of time,
- interpreter provided as needed for meetings or other parent questions, translation app used when appropriate, most documents sent home are in Spanish and English, those online can be interpreted into many different languages by program used district wide
- teachers use apps such as Dojo and Remind for ease of parent communication as well as face to face parent conferences, emails, and phone calls
- school wide communication in a variety of forms such as automated phone calls, monthly newsletters, roadside sign, Facebook, and Twitter.
- SAC meeting dates are posted in the office and all are invited
- Volunteering is encouraged and systems in place for security are easy to use
- Security is maintained for identification checks with a simple system for scanning ID's and selection menu for parent selections of reasons for school visits

Monitoring of attendance at events is done through sign-in sheets and monitored by the Title I Contact, other parent attendance such as for volunteering is maintained by an on-line system

**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?**

Kenwood's PKD teacher invites local preschools to visit the school during the spring of each year. Depending upon the number of attendees, multiple visit dates may be scheduled. Preschool students are given a tour of the school including visiting kindergarten

classrooms, cafeteria, media center, recess area. While in the kindergarten classrooms, they engage in an activity with kindergarten students. Typically, students are given a book to take home.

**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.**

Two teachers funded by Title I and two classroom assistants funded by district staffing allocations are assigned to work with identified students following a daily schedule of 30-minute ~~remediation~~ acceleration blocks, one 30-minute block per day for 1<sup>st</sup> and 2<sup>nd</sup>, two blocks for 3<sup>rd</sup> and 4<sup>th</sup>, and three blocks for 5<sup>th</sup>. During this time 1<sup>st</sup> - 3<sup>rd</sup> students are instructed using the Max Scholar program and 4<sup>th</sup> and 5<sup>th</sup> with i-Ready reading. The district provides Max Scholar and i-Ready seats. The Title I remediation teachers maintain fidelity logs and track student progress. Students are selected based on most current student data from I-Ready assessments. New students are given assessments determine their academic levels. In collaboration with classroom teachers, students are selected with a focus on those with the lowest diagnostic scores and retained students.

The school has a partnership with an outside counseling agency who provides services on the school campus, typically 30 minutes per week, but this is adjusted depending on student need. A district provided mental health counselor is available for emergency needs and students at greatest risk of injuring themselves or others. A guidance counselor, provided by the district, is at the school 5 days a week. She meets with students in small groups and one-on-one, coordinates the MTSS program, manages a weekly food backpack program, and works with local agencies and nonprofits to provide clothing and medical needs to students. An LPN is available 5 days a week and in addition to administering basic first aid and medications, talks to parents about health concerns such as recommendations when additional medical care may be needed, lice removal, and other minor medical concerns.

All grade levels have a daily 30-minute segment of time dedicated to ~~remediation~~ acceleration in addition to the 90-minute ELA block and the 60-minute math block. Teachers meet in small groups with the students in greatest need 5 days a week.

Instructional coaches are available at the school 1-2 days a week to provide support and strategies to teachers for working with struggling students. Teachers meet in weekly 30-minute CPGs (Collaborative Planning Groups) to discuss student data and strategies to improve instruction and student academic growth.

Quarterly awards are given for students showing growth in a variety of areas and programs to continue to motivate students to improve. The school has a partnership with the Boys and Girls Club to provide before and after school care on campus, thus providing their staff access to the teachers at the school so they can better assist struggling students as well as provide students with structured events while parents are working.



# Accreditation Page

## Accreditation Standards

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

### **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.

1. Differentiated Instruction using current data and grade level resources such as Florida Standards, Item Specifications, ELA Standards Resource and M3 (math) grade level documents and placemats, MTSS process for supporting and monitoring students, ongoing professional development for all teachers in ELA and/or math in central message PDs and in weekly collaborative planning groups.
2. ESE and remediation teachers meet with classroom teachers and provide quarterly reports on student progress; additionally, administration meets quarterly with remediation teachers and ESE/SLD teacher to progress monitor students being served.
3. OCSD interactive curriculum guide for teachers, CPalms, Think Central, Moby Max, i-Ready, Reflex Math, MAP, Study Island, and related resources; student use of chrome books/laptops and iPads; teacher use of whiteboard/projection and/or touchboard during instruction
4. District Webpage, Kenwood Webpage, Kenwood Facebook and Twitter sites, student planners, monthly Kenwood Communicator, teacher and grade level newsletters, digital connections such as Dojo and Remind, progress and report cards, parent/teacher conferences, phone conferences.



# Accreditation Page

## Accreditation Standards

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

### Learning and Working in a Safe and Productive

#### Environment

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

### Cognia Performance Standards related to this Focus Area

#### **Leadership Capacity Domain**

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

#### **Learning Capacity Domain**

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

#### **Resource Capacity Domain**

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

1. Differentiated Instruction using current data and grade level resources such as Florida Standards, Item Specifications, ELA Standards Resource and M3 (math) grade level documents and placemats, MTSS process for supporting and monitoring students, ongoing professional development for all teachers in ELA and/or math in central message PDs and in weekly collaborative planning groups.
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