

Date Submitted:

Dates of Revision:

School Performance Plan 2020-2021



School Name:

Laurel Hill School

Legend

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

SAC Information

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

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

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

Principal's Signature
SAC Chairperson's Signature

Okaloosa County School District

Vision Statement:

We inspire a lifelong passion for learning.

Mission Statement:

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

Core Values:

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

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

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

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

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

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

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

School Performance Team

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

Name	Title
L. Martello, A. LaVictoire	Principal, Assistant Principal
E. Harrington, S. Spears	Instructional Coaches
J. Becker, C. Gibbons, E. Bolton, A. Beck, M. Reeves	Elementary ELA Classroom Teachers
D. Clary, K. Redfern, C. Brooks, S. Mitchell, A. Majors	Elementary Math Classroom Teachers
J. Colmon, J. Crews, Y. Williams, D. Welsh	Secondary ELA and Reading Classroom Teachers
D. Adams, C. Mott, L. Steele, C. Valdes	Secondary Math Classroom Teachers
A. Heppner, B. Mott	Secondary Science Classroom Teachers
J. Franklin, C. McSween	Secondary Social Studies Teachers
K. Jackson, W. Cooper	Secondary CHOICE and CTE Teachers
D. McVay	Title I Teacher
K. Chandler, S. Snow	ESE Teachers
C. Strickland	Guidance Counselor

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

- May 2020- SPP Feedback Survey was sent to each teacher via email to get ideas for improvement of the plan from previous school year.
- June- July 2020- School administration drafted the SPP using the feedback given from teachers.
- August 2020 (preplanning)- Final draft of 2020-2021 SY SPP given to teachers with discussions on instructional implications for pandemic gaps.
- September 2020- draft to be looked over by Curriculum and Instruction with revisions requested.
- September 2020- final draft presented to classroom teachers for implementation into the classroom

School Profile

Laurel Hill School is a small, public Kindergarten through grade 12 school located in the panhandle of Florida in Northwest Okaloosa County. The rural community of Laurel Hill is bound by the Blackwater State Forest, the Alabama state line, Walton County, and acres of farmland. Student enrollment generally fluctuates around 400-420 students. To date, we have 395 students enrolled. Approximately 68% of the student population is economically disadvantaged.

Reading and the development of literacy practices has been the primary focus of academic improvement efforts. Laurel Hill School's students, faculty, staff, and community are dedicated to improving test scores and making learning gains, hoping to show progress as measured by the State of Florida accountability system.

Literacy practices will be strengthened and supported as we continue to implement the Florida Standards. Teachers have attended district and state workshops in order to provide professional development for our faculty. Planning, as associated with the Florida Educator Accomplished Practices (FEAP) and Danielson Frameworks, lesson study, and a continuous improvement will assist in accelerating the performance of ALL students. Title I support in Reading and Math, as well as ESE support will be available to elementary and middle school students that qualify. ESE learning strategies classes for secondary students that qualify will be supported by our ESE staff.

MTSS will drive school improvement efforts. PD teams will engage in instructional planning and problem solving to ensure that student success is achieved and maintained. LHS will work in concert with the Department of Education's Mission of "increasing the proficiency of all students within one seamless, efficient system by providing them with the opportunity to expand their knowledge and skills through learning opportunities and research valued by students, parents, and communities, and to maintain an accountability system that measures student progress..." In order to accomplish this commitment, MTSS will require 1) high quality instruction and intervention matched to student's needs, 2) use of data over time to make important educational decisions, 3) implementation of team processes and structure, 4) implementation of a problem-solving process, and 5) use of tiered supports and decision protocols.

With efforts in place to ease the stresses associated with COVID-19, approximately 25% of our students are learning from home via distance learning platforms for at least the first quarter. Teachers in Okaloosa County are supporting these students, however, Laurel Hill is still their school, and these students are still considered our students. They are part of our Blackboard Connect information outreach and any other types of communication/events that take place at Laurel Hill School. The Student Success Committee is working to ensure that these students stay connected to Laurel Hill and remain successful, even when they are learning from home.

Parent and Community Awareness

LAUREL HILL SCHOOL - Elementary (0201)

	Strongly Agree		Slightly Agree		Slightly Disagree		Strongly Disagree		No Opinion		Total Responses
	%	Total	%	Total	%	Total	%	Total	%	Total	
1. My child's school emphasizes academic performance as the number one priority.	50%	1	50%	1	0%	0	0%	0	0%	0	2
2. Our principal is an effective leader who meets the needs of our students.	50%	1	0%	0	0%	0	50%	1	0%	0	2
3. As a parent, I am made aware of the curriculum program for my child's grade level or course.	100%	2	0%	0	0%	0	0%	0	0%	0	2
4. The school uses a variety of methods for parent communication.	50%	1	50%	1	0%	0	0%	0	0%	0	2
5. Parent input is valued at my child's school.	50%	1	0%	0	0%	0	50%	1	0%	0	2
6. Clear expectations of conduct and behavior are communicated to my child.	50%	1	50%	1	0%	0	0%	0	0%	0	2
7. My child's school maintains a safe environment.	50%	1	0%	0	50%	1	0%	0	0%	0	2
8. Homework is used to reinforce what is taught in the classroom.	50%	1	50%	1	0%	0	0%	0	0%	0	2
9. My child's school treats everyone fairly, regardless of race, economic status, or other relationships.	50%	1	0%	0	0%	0	50%	1	0%	0	2
10. School funds are used to support the school in a financially responsible manner.	50%	1	0%	0	0%	0	50%	1	0%	0	2
11. As a parent, I feel welcome at my child's school.	50%	1	0%	0	50%	1	0%	0	0%	0	2
12. The guidance department at my child's school provides for the educational success of my student.	50%	1	0%	0	50%	1	0%	0	0%	0	2
13. I am satisfied that my child's teachers do a good job educating my child.	50%	1	50%	1	0%	0	0%	0	0%	0	2
14. My child's school is well maintained.	50%	1	0%	0	50%	1	0%	0	0%	0	2
15. The amount of time required for my child's homework assignments is appropriate.	50%	1	50%	1	0%	0	0%	0	0%	0	2
16. The health services provided at my child's school support his/her wellness.	50%	1	50%	1	0%	0	0%	0	0%	0	2
Total Survey Results	53%	17	22%	7	13%	4	13%	4	0%	0	32

LAUREL HILL SCHOOL - Middle (0201)

	Strongly Agree		Slightly Agree		Slightly Disagree		Strongly Disagree		No Opinion		Total Responses
	%	Total	%	Total	%	Total	%	Total	%	Total	
1. My child's school emphasizes academic performance as the number one priority.	80%	4	0%	0	20%	1	0%	0	0%	0	5
2. Our principal is an effective leader who meets the needs of our students.	80%	4	0%	0	0%	0	20%	1	0%	0	5
3. As a parent, I am made aware of the curriculum program for my child's grade level or course.	60%	3	20%	1	0%	0	20%	1	0%	0	5
4. The school uses a variety of methods for parent communication.	80%	4	0%	0	0%	0	20%	1	0%	0	5
5. Parent input is valued at my child's school.	80%	4	20%	1	0%	0	0%	0	0%	0	5
6. Clear expectations of conduct and behavior are communicated to my child.	80%	4	0%	0	0%	0	20%	1	0%	0	5
7. My child's school maintains a safe environment.	60%	3	20%	1	20%	1	0%	0	0%	0	5
8. Homework is used to reinforce what is taught in the classroom.	20%	1	40%	2	20%	1	20%	1	0%	0	5
9. My child's school treats everyone fairly, regardless of race, economic status, or other relationships.	60%	3	20%	1	0%	0	20%	1	0%	0	5
10. School funds are used to support the school in a financially responsible manner.	40%	2	20%	1	0%	0	20%	1	20%	1	5
11. As a parent, I feel welcome at my child's school.	80%	4	0%	0	20%	1	0%	0	0%	0	5
12. The guidance department at my child's school provides for the educational success of my student.	80%	4	0%	0	0%	0	20%	1	0%	0	5
13. I am satisfied that my child's teachers do a good job educating my child.	40%	2	40%	2	0%	0	20%	1	0%	0	5
14. My child's school is well maintained.	60%	3	20%	1	0%	0	20%	1	0%	0	5
15. The amount of time required for my child's homework assignments is appropriate.	40%	2	20%	1	20%	1	20%	1	0%	0	5
16. The health services provided at my child's school support his/her wellness.	80%	4	0%	0	20%	1	0%	0	0%	0	5
Total Survey Results	64%	51	14%	11	8%	6	14%	11	1%	1	80

LAUREL HILL SCHOOL - High (0201)

	Strongly Agree		Slightly Agree		Slightly Disagree		Strongly Disagree		No Opinion		Total Responses
	%	Total	%	Total	%	Total	%	Total	%	Total	
1. My child's school emphasizes academic performance as the number one priority.	50%	1	50%	1	0%	0	0%	0	0%	0	2
2. Our principal is an effective leader who meets the needs of our students.	0%	0	50%	1	50%	1	0%	0	0%	0	2
3. As a parent, I am made aware of the curriculum program for my child's grade level or course.	0%	0	0%	0	100%	2	0%	0	0%	0	2
4. The school uses a variety of methods for parent communication.	0%	0	100%	2	0%	0	0%	0	0%	0	2
5. Parent input is valued at my child's school.	0%	0	0%	0	100%	2	0%	0	0%	0	2
6. Clear expectations of conduct and behavior are communicated to my child.	50%	1	50%	1	0%	0	0%	0	0%	0	2
7. My child's school maintains a safe environment.	0%	0	100%	2	0%	0	0%	0	0%	0	2
8. Homework is used to reinforce what is taught in the classroom.	50%	1	0%	0	0%	0	0%	0	50%	1	2
9. My child's school treats everyone fairly, regardless of race, economic status, or other relationships.	50%	1	50%	1	0%	0	0%	0	0%	0	2
10. School funds are used to support the school in a financially responsible manner.	0%	0	50%	1	50%	1	0%	0	0%	0	2
11. As a parent, I feel welcome at my child's school.	0%	0	100%	2	0%	0	0%	0	0%	0	2
12. The guidance department at my child's school provides for the educational success of my student.	0%	0	0%	0	100%	2	0%	0	0%	0	2
13. I am satisfied that my child's teachers do a good job educating my child.	50%	1	50%	1	0%	0	0%	0	0%	0	2
14. My child's school is well maintained.	0%	0	50%	1	0%	0	50%	1	0%	0	2
15. The amount of time required for my child's homework assignments is appropriate.	0%	0	0%	0	50%	1	50%	1	0%	0	2
16. The health services provided at my child's school support his/her wellness.	0%	0	0%	0	50%	1	50%	1	0%	0	2
Total Survey Results	16%	5	41%	13	31%	10	9%	3	3%	1	32

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

Of the responses that we received, 89% either agree or strongly agree that Laurel Hill School emphasizes academic performance above all else at the school.
Also, 78% of responses agree that they feel welcome at the school- this can be attributed to the open lines of communication, friendly front office staff, and our open door policy.

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

The lack of ample participation means that we are not advertising the survey to the best of our ability. An incentive could be added for students to encourage their parents to fill out the survey. This information would allow the school leadership team to make improvements so that stronger relationships can be built with community members and parents.

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

Teachers at Laurel Hill School utilize a variety of avenues to communicate to their parents and community members. Each elementary teacher sends home weekly newsletters that give information about upcoming events, current classroom successes, and standards/objectives that will be or has been taught in the classroom that week.

Many teachers also use the Remind 101 app that allows parents the opportunity to send electronic messages to their child's teacher(s) when homework questions and/or other issues arise outside of the school's hours. This also allows the teachers to send messages to their subscribing parents about reminders and other tidbits of information.

Our schools' website remains up-to-date with pertinent information for parents. This location is also where parents can go to find a direct link to the teacher's emails, sports schedules, and school supply lists.

School Action Plan

ESSA Subgroup: Strategies & Programs to Support the Objectives

ESSA Subgroup Focus
Subgroup: Students with disabilities (SWD)- 38%
School Focus
What is the cause(s) for this subgroup being an area of focus? According to the previous school year's data (and this data is being recognized again, as state testing did not occur due to extensive school closures) 16.8% of the students at Laurel Hill School fall under the Students with Disabilities category. While Laurel Hill School as a whole received 64% of the Federal Index Points, Students with Disabilities (SWD) scored only 38% of the Federal Index Points. This means that these students are not adequately performing on or growing toward proficiency. Many of these students lack the motivation to persevere through difficult assignments, while others are consistently absent from school or in STP due to inappropriate behavior.
What are we doing to target this subgroup? To target this subgroup of students at Laurel Hill, we are focusing on the whole child. This means that we are implementing academic scaffolds and strategies while also catering to their emotional, social, and physical needs. This means that teachers at Laurel Hill will implement both academic and social/emotional strategies that will build a student's character and motivation, which in turn, will have positive effects on their academic performance.
Targeted School-based Professional Development: Teachers will receive social and emotional health training during preplanning PD (Aug 24-25). Student Success Committee will be formed from teachers, administration, and other staff members during the first month of school and work together to write their plan for the year. (Aug/Sept)
Action Steps for Implementation
Classroom Implementation Action Steps (Teachers and Students): Teachers will implement incentives for students in the classrooms to improve perseverance, attendance, and behavior. This will extend to all students including SWD. House points system will be implemented starting in January (depending on the lifting of COVID-19 safety measures). This will allow teachers to give students points for their "houses" throughout the school year for good behavior and positive choices.

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

School will utilize a theme of “Happy Campers” for the 2020-2021 SY to encourage comradery and working together to persevere through tough tasks. SSC will implement strategies to forward this theme throughout the school.

House points system will be implemented starting in January (depending on the lifting of COVID-19 safety measures). This will allow teachers to give students points for their “houses” throughout the school year for good behavior and positive choices.

A Student Success Committee (SSC) will be formed by teachers and other staff members to meet quarterly to assess and discuss the measures that are in place to incentivize perseverance, attendance, and behavior of students. This committee will oversee the incentives and fundraising needed to implement these incentives.

Progress Monitoring			
Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Classroom incentives for behavior and attendance	Walkthroughs	Each semester	Admin, classroom teachers, SSC
Weekly trophies for attendance and character traits	PLCs, walkthroughs, weekly emails	Weekly	Admin, title 1 teacher, SSC
House points	Emails sent from SSC	Weekly (starting in Jan)	Admin, SSC, classroom teachers
SSC meetings	Attendance to meetings	Monthly	Admin SSC

Evaluation Following Mid-Year Data

Evaluation of Targeted School-based Focus & Implementation:

Refinement of Targeted School-based Focus:

School Action Plan

ELA: Reading & Writing

District Goal:	Students shall demonstrate reading proficiency at or above the expected grade level.
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Elementary Objectives:
The percentage of all curriculum students who will make learning gains in reading as defined by the State of Florida on the Florida Standards Assessment Test will be at least 75 %.
The percentage of students in the lowest 25% who will make learning gains in reading as defined by the State of Florida on the Florida Standards Assessment Test will be at least 50 %.
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 95 %

Middle School Objectives:
The percentage of all curriculum students who will make learning gains in reading as defined by the State of Florida on the Florida Standards Assessment Test will be at least 75%.
The percentage of students in the lowest 25% who will make learning gains in reading as defined by the State of Florida on the Florida Standards Assessment Test will be at least 50%.
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 45%

High School Objectives:
The percentage of all curriculum students who will make learning gains in reading as defined by the State of Florida on the Florida Standards Assessment Test will be at least 75%.
The percentage of students in the lowest 25% who will make learning gains in reading as defined by the State of Florida on the Florida Standards Assessment Test will be at least 50%.
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 95%.

School Action Plan

ELA: Strategies & Programs to Support the Objectives

Central Focus: ELA Focus Kindergarten- Grade 2

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

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

School Focus

Targeted School-based Focus:

Teachers will use the Foundation Standards for ELA to develop phonemic awareness and phonics lessons and activities throughout the Balanced Literacy Model.

Targeted School-based Professional Development:

Weekly meetings with the ELA coach (Academic Duty Time) to review data (iReady, Max Scholar, etc.) and plan lessons for individual groups of students based on need (remediation).

Instructional Coaching Cycles (signed partnership agreements) with identified teachers

Mini PD sessions monthly after school (Zoom with online teachers)- these topics are TDB based on the iReady Diagnostic data that is gathered in September.

Action Steps for Implementation

Classroom Implementation Action Steps (Teachers and Students):

Teachers will use the Foundation Standards for ELA (Print Concepts, Phonological Awareness, Phonics/Word Recognition, and Fluency) and data (Max Scholar, FLKRS, iReady, etc.) to develop phonemic awareness and phonics lessons and activities throughout the Balanced Literacy Model.

Instruction will include:

A- Various modes of instructional delivery (BLM)

1. Whole Group Instruction that includes explicit teaching, teacher modeling, student talk strategies, cooperative learning groups, evidenced-based responses (verbal response with gradual release toward written in 1st and 2nd grades).
 - Teachers will provide evidenced based response stems (Text Talker anchor chart) posted in the classroom (1 & 2).
 - KG teachers will model and teach the restating of the question for evidenced based verbal responses.

- Teachers will utilize purposeful read alouds and shared reading lessons that incorporate preplanned TDQs at varying DOK levels and phases with an emphasis on Key Ideas and Details and the Foundation Standards differentiated by need.
- 2. Differentiated Instruction that includes cooperative learning groups, stations, and teacher led small group instruction utilizing assessment data (DRA, iReady, Max Scholar, classroom formative assessments, etc.) to plan for differentiated groupings and activities. These activities will require thoughtful and purposeful planning and logistics due to COVID-19 precautionary measures.
 - Teachers will give a phonemic awareness/phonics inventory within the first month of school to determine small groups and stations (iReady, Tynar, FLKRS, etc.)
 - Teachers will use inventory data to group students for the differentiation block.
 - Teachers will use various resources to differentiate phonemic awareness and phonics instruction such as: iReady, FCRR Student Center Activities, Tynar, Phonics Dance, Words Their Way, decodable readers, Max Scholar, etc.
 - Level 1s and 2s (iReady) will meet in a small group daily with the teacher; Level 3s will meet in a small group a minimum of 3 times per week with the teacher; Level 4s and 5s will meet with the teacher a minimum of 2 times per week in a small group.
- B- Include complex text
 1. Various sources will be utilized to ensure appropriate text complexity when choosing sources (Journeys, Newsela, Achieve 3000, ReadWorks, Studies Weekly, trade books, read alouds, etc.)
 2. Students will be taught how to critically analyze one source for Key Ideas and Details using pictures and photographs with scaffolding toward a picture and a text.
- C- Text Dependent Questions (TDQs)
 1. Teachers will write or edit standards based, rigorous TDQs to drive multiple components of the Balanced Literacy Block.
 2. Teachers will use carefully crafted YDQs to lead and scaffold students (breadcrumbs) toward a culminating task.
 3. TDQs will drive purposeful student talk to engage students with a text.
- D- Text Marking & Annotation
 1. Teachers will model and scaffold purposeful text marking & annotating with respect to a TDQ, culminating task, or phonics skill.
 2. After explicit teacher modeling and scaffolding, students (in grade 2) will begin to purposefully and customarily text mark & annotate based on a TDQ, culminating task, and/or phonics skill.
- E- Purposeful Student Talk
 1. Students will engage with texts and their associated TDQs through common student talk strategies and protocols such as Fishbowl, Think-Pair-Share, Go-Go-Mo, Turn and Talk, Pinwheel Discussions, etc.
 2. Teachers will plan for purposeful engagement by including student talk protocols into daily whole group and small group lessons.
 3. Teachers will model and incorporate citation, supportive, and elaboration phrases into 1st and 2nd grade discussions and eventually writing (anchor chart).
- F- Multisensory Instructional Strategies
 1. Teachers will routinely plan for the addition of multisensory activities such as air writing, texture writing, Read-It-Build-It-Write-It, kinesthetic movements, songs, etc. to support foundation skill acquisition for all components of the BLB.

- Teachers will use the Multisensory Strategies Resource when planning for engagement and lessons.

Progress Monitoring			
Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Phonics/Phonemic Awareness Differentiation	Walkthroughs, Conversations with Admin, PLCs	Weekly	Administration, Classroom Teachers
Complex Texts engagement (TDQs, student talk, Text Marking & Annotation)	Walkthroughs, Conversations with Admin, PLCs	Weekly	Administration, Classroom Teachers
Multisensory instructional strategies for foundational skills and standards	Walkthroughs, Conversations with Admin, PLCs	Weekly	Administration, Classroom Teachers

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

School Action Plan

ELA: Strategies & Programs to Support the Objectives

Central Focus: ELA Focus Grades 3-5

Keeping the end in mind, use the ELA Standards, Item Specifications, Achievement Level Descriptors (ALDs), and data (e.g. 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:

Standards based reading and writing instruction that empowers students to think critically about complex texts through whole group minilessons, differentiated small group instruction, and accountable stations/cooperative learning groups.

Targeted School-based Professional Development:

Teachers will meet with the ELA Instructional Coach on a weekly basis to review iReady data and plan standards based instruction for students.

Instructional Coaching Cycles (partnership agreements) with identifies teachers

Mini PD sessions monthly after school (Zoom with online teachers)- these topics are TDB based on the iReady Diagnostic data that is gathered in September.

Action Steps for Implementation

Classroom Implementation Action Steps (Teachers and Students):

Beginning with the standards, Item Specifications, ALDs/LPs, and routinely creating purposeful interactions with texts, teachers will incorporate strategies for purposeful interactions with complex texts into various modes of instruction.

The instruction will include:

A- Various modes of instructional delivery (Balanced Literacy)

1. Whole group instruction that includes explicit teaching, teacher modeling, teacher led discussions, cooperative learning groups, written responses, etc.

2. Differentiated instruction that includes cooperative learning groups, stations, and teacher led small group instruction utilizing assessment data (FSA, iReady diagnostic and instruction, classroom formative assessments) to plan for student groupings and activities. These activities will require thoughtful and purposeful planning and logistics due to COVID-19 precautionary measures.
 - Level 1s and 2s will meet with the teacher in a small group a minimum of 5 times a week; Level 3s will meet with the teacher in a small group a minimum of 3 times per week; Level 4s and 5s will meet with a teacher in a small group a minimum of 2 times per week.
 - Teachers will use the iReady
 3. Intertextual lessons that include the following components: multiple complex sources, text dependent questions, text marking & annotation, purposeful student talk, writing through reading, focused culminating task.
 4. By the end of the 1st ELA students in grades 3-5 will be able to connect 2 or more sources to answer TDQs, recognize themes/ideas, or complete a culminating task.
- B- Multiple sources/Complex Texts
1. Various sources will be utilized to ensure appropriate text complexity when choosing sources (Engage New York, CommonLit, Newsela, Achieve3000, ReadWorks).
 2. Students will be explicitly taught how to critically analyze one source for Key Ideas and Details before synthesizing multiple sources.
 3. Instruction will focus on students making connections and synthesizing multiple sources and evaluating the relationship among text selections.
 4. By the end of the first semester ELA students in grades 3-5 will be able to connect two or more sources to answer TDQs, recognize themes/ideas, or complete a culminating task.
- C- Text Dependent Questions (TDQs)
1. Teachers will write or edit standards based, rigorous TDQs to drive components of the Balanced Literacy Block.
 2. Teachers will use carefully crafted TDQs to lead and scaffold students (breadcrumbs) to a culminating task.
 3. TDQs will drive purposeful student talk to engage students with the text.
 4. Teachers will explicitly model (using a think aloud) how to think through and answer rigorous TDQs at varying phases, DOKs, and item types with a gradual release toward student independence. This will be through a Daily Reading Warm Up of an FSA style question at varying phases and DOKs (Reading Warm Up).
- D- Text Marking & Annotation
1. Teachers will model for and scaffold students toward purposeful text markings and annotations with respect to a TDQ or culminating task.

2. After explicitly teacher modeling and scaffolding students will begin to purposefully and customarily text mark & annotate based on a TDQ or culminating task.

E- Purposeful Student Talk

1. Students will engage with texts and their associated TDQs through common student talk strategies and protocols such as Socratic Seminar, Fishbowl, Think-Pair-Share, Go-Go-Mo, Philosophical Chairs, Turn and Talk, etc.
2. Teachers will plan for purposeful engagement by including student talk protocols into daily whole group and small group lessons.

F- Writing Through Reading

1. Teachers will plan for purposeful engagement with texts through Writing Through Reading activities such as: Exit Tickets, Graphic Organizers, Stop and Jot, citing relevant evidence (ranking), etc.

Progress Monitoring			
Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Use of standards, item specifications, and ALDs to drive components of the Balanced Literacy Block	Walkthroughs, Conversations with Admin, PLCs	Weekly	Administration, classroom teachers
Engagement with Complex Texts (TDQs, student talk, text marking & annotation)	Walkthroughs, Conversations with Admin, PLCs	Monthly	Administration, classroom teachers
Daily small group instruction for student remediation and enrichment.	Walkthroughs, Conversations with Admin, PLCs	Weekly	Administration, classroom teachers

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

School Action Plan

ELA: Strategies & Programs to Support the Objectives

Central Focus: Text-based Writing

School Focus

Targeted School-based Focus:

Focused writing responses with an emphasis on the prewriting procedures- analysis of sources, construction of a thesis statement, and student talk protocols to increase elaboration

Targeted School-based Professional Development:

Weekly meetings with the ELA coach (Academic Duty Time) to review data (baseline writing scores and in class assignments) and plan lessons for individual groups of students based on need (remediation).

Instructional Coaching Cycles (signed partnership agreements) with identified teachers

Mini PD sessions monthly after school (Zoom with online teachers)- these topics are TDB based on the baseline writing data that is gathered in September.

Writing Plan

Laurel Hill School KG-5th Writing Instructional Plan 2020-2021

All ELA teachers in grades K-5 will:

- Review the FSA-Like or FSA writing rubric with all students.
- Implement Writing Small Groups or Writing Conferences to remediate student writing deficiency as informed by classroom data and enrich students to the next score point on the rubric.
- Give a baseline writing at the beginning of each quarter to inform teachers of writing needs
- Use data from baseline writing and Count Cold Writes to drive their writing instruction.

Kindergarten

Unpacking a Prompt

- With teacher support understand vocabulary of the prompt.
- Student talk to restate prompt in their own words
- Teacher models how to underline key words in the prompt
- Modeled BUCL by teacher
 - **Box Mode** (opinion, informational)

<ul style="list-style-type: none"> ○ Underline Purpose and Audience, when applicable Note: If no audience is specified in the prompt, it is understood the audience is a “knowledgeable person” ○ Circle Topic ○ List any academic/domain specific words if present
Text Marking & Annotations
<ul style="list-style-type: none"> • Teacher models and guides text marking and annotations using pages copied from a familiar text for the whole year. • Teachers will use previous reading series’ leveled readers for text marking and annotations.
Planning for the Essay
<ul style="list-style-type: none"> • Modeled and shared planning • Graphic organizers • Student responses based on prompted TDQs and teacher lead text marking • Oral dictation to teacher
Analysis and Synthesis of Multiple Sources
<ul style="list-style-type: none"> • With prompting and support, analyze two sources INDEPENDENTLY of each other before tying them together • Model synthesis of two sources by Q4.
Writing Introductions
<ul style="list-style-type: none"> • With prompting and support students will write a topic sentence by Q4 • Modeling and shared writing
Writing Conclusions
<ul style="list-style-type: none"> • Teachers will model restating the topic sentence as the last sentence of your writing. • Modeling and shared writing
Citing Relevant Evidence
<ul style="list-style-type: none"> • With prompting and support student will respond to teacher lead discussion of a source. • With prompting and support students will be able to verbally rank two pieces of evidence for relevance to the prompt.
Elaboration Techniques and Strategies
<ul style="list-style-type: none"> • Teacher modeled and guided through annotations of the text • Teacher questioning and student response • Teachers will model “Connections to Self” from the 6-Elaborative Techniques strategy
Using Internal and External Transitions
<ul style="list-style-type: none"> • Modeled and shared writing • Story frames with gradual release • Story Sequencing
Including Content Specific Vocabulary
<ul style="list-style-type: none"> • Modeled circling, underlining, and defining words during text marking • Anchor charts for words • Use the words in shared writing • TDQs written and discuss with a focus on Phase 2 (RI.2.4, RI.2.5, RI.2.6)
First Grade
Unpacking a Prompt
<ul style="list-style-type: none"> • Student talk to state the purpose for the writing. • Underline key words in the prompt with gradual release

<ul style="list-style-type: none"> • Teacher modeled BUCL- gradually release to shared BUCL by Quarter 3 <ul style="list-style-type: none"> ○ Box the Mode (opinion, informational) ○ Underline purpose and audience, when applicable; If there is not determined audience, it is understood the audience is a “knowledgeable person”. ○ Circle the topic of the essay ○ List any academic/domain specific words that should be used in the response from the prompt.
Text Marking & Annotations
<ul style="list-style-type: none"> • Teacher models and guides text marking and <i>some</i> annotation with/for the students <ul style="list-style-type: none"> ○ Annotation will be taught and modeled not before the first semester with great care as to not overwhelm the pre writing process. • Students will text mark all possible pieces of evidence for the prompt • Students and teachers will rank evidence to determine the most relevant to the prompt. <ul style="list-style-type: none"> ○ This will be done through the use of pointed student talk activities and engagement strategies.
Planning for the Essay
<ul style="list-style-type: none"> • Modeled and shared planning (gradual release) • Graphic organizers provided to aid in planning for writing to a specific mode (prompt driven). • Student responses based on prompted TDQs and text marking
Analysis and Synthesis of Multiple Sources
<ul style="list-style-type: none"> • With prompting and support, students will analyze two sources independently of each other before tying them together • With prompting and support, synthesize 2 sources by quarter 3.
Writing Introductions
<ul style="list-style-type: none"> • Modeled and scaffolded restatement of the prompt using students’ own words • Students will write a topic sentence independently by quarter 3 • Teachers will provide, instruct, and support the use of prompt starters and sentence frames. • Shared introduction writing with a gradual release model
Writing Conclusions
<ul style="list-style-type: none"> • Modeling and scaffolding of restating the topic sentence using rephrased words- students independent by quarter 4. • Teachers will scaffold students with prompt starters and/or sentence frames.
Citing Relevant Evidence
<ul style="list-style-type: none"> • With prompting and support students will be able to rank evidence for relevance. • Cite where they found the relevant evidence. • Students will engage in student talk activities to rank evidence
Elaboration Techniques and Strategies
<ul style="list-style-type: none"> • Teacher prompted questioning and student’s responses through student talk and annotation of sources. • Teachers will model and support students to use “Connections to Self and Another Text” from the 6-Elaborative Techniques strategy.
Using Internal and External Transitions
<ul style="list-style-type: none"> • With prompting and support, the students will use story frames. • Graphic organizers (sequencing) • Anchor charts with transitions for students to reference when writing • Students will text mark examples of transitions in exemplar writing
Including Content Specific Vocabulary
<ul style="list-style-type: none"> • Circling, underlining, and defining words during text marking • Writing conferences to discuss word choice • TDQs written and discussed with a focus on Phase 2 (RI.2.4, RI.2.5, RI.2.6)

Second Grade

Unpacking the Prompt

- State a general purpose for writing based on the prompt
- Underline the purpose for writing in the prompt
- Student and teacher shared BUCL prompts
 - **Box** the mode (opinion, information)
 - **Underline** the purpose and audience, when applicable; If no audience is specified in the prompt, it is understood the audience is a “knowledgeable person”
 - **Circle** the topic
 - **List** any academic/domain specific words if present

Text Marking & Annotation

- Teacher models and guides text marking & annotating
- Students will text mark possible pieces of evidence for the prompt
- Students and teachers will rank evidence to determine the most relevant to the prompt with a gradual release model.

Planning for Essay

- Shared planning with feedback (gradual release)
- Graphic organizers
- Student responses based on prompted TDQs and text marking

Analysis and Synthesis of Multiple Sources

- With prompting and support, analyze two sources **independently** of each other before tying them together
- With prompting and support synthesize two sources (gradual release) by quarter 3.

Writing Introductions

- Sentence frames/ prompt starters
- Shared writing with gradual release model

Writing Conclusions

- Modeled and scaffolding of restating the topic sentence using rephrased words. Students independent by quarter 3.
- Teachers will scaffold students with prompt starters or sentence frames

Citing Relevant Evidence

- Anchor chart for sentence stems to cite evidence; Example: The author states _____; In source 2 it states _____.
- Students will collaboratively (through student talk and class discussions) rank evidence based on relevance to the prompt
- Cite where student found evidence (with teacher support)

Elaboration Techniques and Strategies

- Teacher prompted questioning and students’ responses through student talk and annotation of sources with gradual release to independence.
- Teachers will model and support students to use “Connections to Self and Another Text” from the 6-Elaborative Techniques strategy.

Using Internal and External Transitions

- Transition word banks
- Graphic organizers
- Anchor chart with transitions for students to reference when writing
- Students will text mark examples of transitions in exemplar writing

Including Content Specific Vocabulary

- Circling, underlining, and defining words during text marking
- Modeled and shared writing
- Writing conferences to discuss word choice
- TDQs written and discussed with a focus on Phase 2 (RI.2.4, RI.2.5, RI.2.6)

Third Grade

Unpacking the Prompt

- Student and teacher shared BUCL prompts with gradual release to independent by quarter 2
 - **Box** the mode (opinion, informational)
 - **Underline** purpose and audience, when applicable; If no audience is specific in the prompt, it is understood the audience is a “knowledgeable person”
 - **Circle** the topic
 - **List** any academic/domain specific words if present

Text Marking & Annotation

- Students will use unpacked prompts to guide and set the purpose for text marking and annotation with annotations modeled during quarter 1 (gradual release)
- Students will rank evidence for relevance
- Students will participate in student talk activities to justify text marking and annotations.

Planning for the Essay

- Gradual release (model, shared, independent) “Boxes and Bullets” {thesis statement goes in the box, and the two or three bullets are words or phrases that represent the two or three topics of the body paragraphs.
- Independent planning by quarter 3

Analysis and Synthesis of Multiple Sources

- Students will analyze and synthesize three sources by quarter 3
- Teachers will incorporate the following strategies to encourage students’ analysis and synthesis of and across multiple sources:
 - Teacher will create TDQs with an emphasis on phase 2 and 3 which requires students to analyze multiple sources
 - Student talk strategies that require students to synthesize across multiple sources
 - Visual strategies such as highlighters and graphic organizers to make connections across multiple sources

Writing Introductions

- Teacher will use modeling and exemplar writings from FSA sampler set to show introductory paragraphs
- With prompting and support students will write thesis statements as the main idea for their essay
- Directly teach introduction types: funnel, dramatic, quotation, turnabout, interesting facts, anecdote (story); and model their use through modeled and shared writing
- Shared writing as needed

Writing Conclusions

- Teacher will provide explicit instruction and modeling on 3-Step conclusion writing: restatement of thesis, synthesis of new and/or interesting idea, and final generalized thought
- Anchor chart will be created and displayed for students to refer to when writing conclusions
- Directly teach conclusion types: 2 Cents, Call to Action, and Future Significance; model their uses through modeled and shared writings

Citing Relevant Evidence

- Teachers will provide instruction on and continuous review of “evidence” portion of the FSA-like rubric
- Teachers will model and scaffold students to analyze their own text markings
- Anchor chart of sentence stems for citing evidence

Elaboration Techniques and Strategies

- Teachers will write TDQs that require students to synthesize across sources
- Teachers will utilize student talk strategies such as: Socratic Seminar, Philosophical Chairs, 4-Corners, and Fishbowl to increase elaboration before writing
- Teachers will provide direct instruction to model and gradually release the use of the 6-Elaborative Techniques

Using Internal and External Transitions

- Teachers will use FSA and OCSA sampler sets to model and show the exemplary use of internal and external transitions
- Students will text mark examples of transitions in exemplar writing
- Students will independently utilize external transitions in their writing

Including Content Specific Vocabulary

- Circling, underlining, and defining words during text marking
- Modeled and shared writing
- Writing conferences to discuss word choice
- TDQs written and discussed with a focus on Phase 2 (RI.2.4, RI.2.5, RI.2.6)

Fourth Grade

Unpacking the Prompt

- Student will independently BUCL Prompts
 - **Box** the mode (opinion, informational)
 - **Underline** purpose and audience, when applicable; If no audience is specific in the prompt, it is understood the audience is a “knowledgeable person”
 - **Circle** the topic
 - **List** any academic/domain specific words if present

Text Marking & Annotations

- Students will use unpacked prompts to guide and set the purpose for text marking and annotations
- Students will rank evidence for relevance
- Students will participate in student talk activities to justify text marking and annotations

Planning for the Essay

- Teachers will teach planning with Boxes and Bullets {Thesis statement goes in the box, and the two or three bullets are words or phrases that represent the two or three topics of the body paragraphs.
- Teachers will make connections to informational texts in reading with Boxes and Bullets (main idea and supporting details) to connect reading and writing for students

Analysis and Synthesis of Multiple Sources

- Students will analyze and synthesize three sources by quarter 3
- Teachers will incorporate the following strategies to encourage students' analysis and synthesis of and across multiple sources
 - Teacher created TDQs with an emphasis on phase 2 and 3 which requires students to analyze multiple sources
 - Student talk strategies that require students to synthesize across multiple sources
 - Visual strategies such as highlighters and graphic organizers to make connections across multiple sources

Writing Introductions

- Teacher will use modeling and exemplar writings from FSA sampler set to show exemplary introductory paragraphs
- Students will independently write thesis statements as the main idea for their essay
- Students will write thesis statements as practice in stations and/or small groups- sentence frames available for differentiation
- Directly teach introduction types: funnel, dramatic, quotation, turnabout, interesting facts, anecdote (story); and model their use through modeled and shared writing

Writing Conclusions

- Teacher will provide explicit instruction and modeling on 3-Step Conclusion Writing: Restatement of thesis, Synthesis of a new and/or interesting idea, and final generalized thought
- Students will begin independently writing a 3-Step Conclusion after modeling and direct instruction
- Anchor chart will be created and displayed for students to refer to when writing conclusions
- Directly teach conclusion types: 2 Cents, Call to Action, and Future Significance; model their uses through modeled and shared writings

Citing Relevant Evidence

- Teachers will provide instruction on and continuous review of "evidence" portion of the FSA-like rubric
- Teachers will model and scaffold students to analyze their own text markings
- Anchor chart of sentence stems for citing relevant evidence

Elaboration Techniques and Strategies

- Teachers will write TDQs that require students to synthesize across sources
- Teachers will utilize student talk strategies such as: Socratic Seminar, Philosophical Chairs, 4-Corner, and Fishbowl to increase elaboration before writing
- Teachers will provide direct instruction and modeling for the 6-Elaborative Techniques

Using Internal and External Transitions

- Teachers will use FSA and OCSD Sampler Sets to model and show the exemplary use of internal and external transitions
- Students will text mark examples of transitions in exemplar writing
- Students will independently (by quarter 3) use internal and external transitions in their writing

Including Content Specific Vocabulary

- Circling, underlining, and defining words during text marking
- Writing conferences to discuss word choice
- TDQs written and discussed with a focus on Phase 2 (RI.2.4, RI.2.5, RI.2.6)

Fifth Grade

Unpacking the Prompt

- Student will independently BUCL Prompts
 - **Box** the mode (opinion and informational)
 - **Underline** the purpose and audience, when applicable: If no audience is specified in the prompt, it is understood the audience is a “knowledgeable person”
 - **Circle** the topic in the prompt
 - **List** any academic/domain specific words if present

Text Marking and Annotation

- Students will use unpacked prompts to guide and set the purpose for text marking and annotation
- Students will independently rank evidence for relevance to the prompt
- Students will participate in student talk activities to justify text marking and annotations

Planning for the Essay

- Teachers will teach planning with Boxes and Bullets {Thesis statement goes in the box, and the two or three bullets are words or phrases that represent the two or three topics of the body paragraphs
- Teachers will make connections to informational texts in reading with Boxes and Bullets (main idea and supporting details) to show students the connection between reading and writing

Analysis and Synthesis of Multiple Sources

- Students will analyze and synthesize three sources by quarter 3.
- Teachers will incorporate the following strategies to encourage students’ analysis and synthesis of and across multiple sources
 - Teacher created TDQs with an emphasis on phase 2 and 3 which requires students to analyze multiple sources
 - Student talk strategies that require students to synthesize across multiple sources
 - Visual strategies such as highlighters and graphic organizers to make connections across multiple sources

Writing Introductions

- Teacher will use modeling and exemplar writings from FSA sampler set to show exemplary introductory paragraphs
- Students will independently write thesis statements as the main idea for their essay
- Students will write thesis statements as practice in stations and/or small groups
- Directly teach introduction types: funnel, dramatic, quotation, turnabout, interesting facts, anecdote (story); and model their use through modeled and shared writing

Writing Conclusions

- Teacher will provide explicit instruction and modeling on 3-Step Conclusion Writing: restatement of thesis, synthesis of a new and/or interesting idea, and final generalized thought
- Students will begin independently writing a 3-Step Conclusion after modeling and direct instruction
- Anchor chart will be created and displayed for students to refer to when writing conclusions
- Directly teach conclusion types: 2 Cents, Call to Action, and Future Significance; model their uses through modeled and shared writings

Citing Relevant Evidence

- Teachers will provide instruction on and continuous review of “evidence” portion of the FSA-Like rubric
- Teachers will model and scaffold students to analyze their own text markings
- Anchor chart of sentence stems for citing relevant evidence
- Teachers will model and scaffold students to accurate quoting and citing of sources within their essay

Elaboration Techniques and Strategies

- Teachers will write TDQs that require students to synthesize across sources.
- Teachers will utilize student talk strategies such as: Socratic Seminar, Philosophical Chairs, 4-Corners, and Fishbowl to increase elaboration before writing
- Teachers will provide direct instruction and modeling for the 6-Elaborative Techniques
- Students will independently use the 6-Elaborative Techniques in their writing

Using Internal and External Transitions

- Teachers will use FSA and OCSD Sampler Sets to model and show the exemplary use of internal and external transitions
- Students will text mark examples of transitions in exemplar writing
- Students will independently (by quarter 2) use internal and external transitions in their writing

Including Content Specific Vocabulary

- Circling, underlining, and defining words during text marking
- Writing conferences to discuss word choice
- TDQs written and discussed with a focus on Phase 2 (RI.2.4, RI.2.5, RI.2.6)

Glossary of Terms

- Gradual Release- teacher begins with modeling the skill followed by a gradual release of responsibility for the student. This would include “I do, we do, y’all do, you do.”
- Phase- referring to the cluster of Florida standards (1, 2, or 3)

Progress Monitoring			
Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Explicit prewriting instruction- analysis of sources, thesis statement writing, and student talk to increase elaboration	Walkthroughs, observations, conversations with admin, and PLCs	Weekly	Administration, classroom teachers
Use of exemplar writings for direct instruction	Walkthroughs, observations, conversations with admin, and PLCs	Monthly	Administration, classroom teachers
Writing conferencing and/or small group writing	Walkthroughs, observations, conversations with admin, and PLCs	Monthly	Administration, classroom 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 Levels 1 and 2 Focus

School Focus

Targeted School-based Focus:

Teachers will routinely implement purposeful interactions with texts through the use of iReady (Toolbox and technology) in purposeful stations and targeted small groups.

Targeted School-based Professional Development:

- Yearly Title I Contact Meetings
- iReady Trainings and Professional Development Sessions
- Weekly Academic Duty times to meet with administrator and/or instructional coach to discuss student progress, data, and needs for the Title program

Action Steps for Remediation

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

Identified Title I students in grades K-3 will participate in individualized and/or small group differentiated multisensory instruction using Max Scholar/Orton Gillingham and its associated resources 5 days a week with students that are identified as having a significant reading deficiency as per iReady Diagnostic data. These activities will require thoughtful and purposeful planning and logistics due to COVID-19 precautionary measures.

Identified Title I students in grades 3-5 will participate in individualized and/or small group differentiated instruction using the iReady ELA model and Ready Toolbox resources 2-3 days a week. These activities will require thoughtful and purposeful planning and logistics due to COVID-19 precautionary measures.

The Title I Remediation Teacher will utilize iReady ELA model to instruct students in grades 3-5 through individualized and/or small group differentiated instruction based on the Instructional Grouping Profile. These activities will require thoughtful and purposeful planning and logistics due to COVID-19 precautionary measures.

The Title I Remediation Teacher will organize data for and meet with all elementary teachers regarding their iReady minutes and accuracy to boost improvement and involvement with the iReady program in the general education classroom with all students.

The Title I Remediation Teacher will use iReady and attendance data to recognize classes each week that are excelling with a trophy for the week.

The Title I Remediation Teacher will create, model, and post norms/routines to facilitate iReady ELA implementation and to maximize learning opportunities for students

The Title I Remediation Teacher will establish ELA goals with students based on their iReady data and conduct weekly conferences to review percentage rates and progress toward their goals.

Title I students will chart/graph their progress of iReady ELA lessons completed with percentage rates toward identified goals.

Teachers will establish and students will participate in a weekly 45 minute iReady ELA routine with added small group and/or individualized instruction to meet specific needs of students based on data.

Progress Monitoring			
Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Weekly student data chats regarding iReady successes and progress toward identified goals	Walkthroughs, observations, conversations with admin, and PLCs	Weekly	Administration, Title I teacher
Individualized, differentiated small group and station activities based on the Instructional Grouping Profile report.	Walkthroughs, observations, conversations with admin, and PLCs	Weekly	Administration, Title I teacher
Max Scholar implementation for K-3 students identifies as having a significant reading deficiency by iReady diagnostic data	Walkthroughs, conversations with admin, PLCs	Weekly	Administration, Title I teacher

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

School Action Plan

ELA: Strategies & Programs to Support the Objectives

Pandemic ELA Instructional Gaps Focus- Elementary

School Focus

Targeted School-based Focus:

Teachers will use standards, Achievement Level Descriptors, Learning Progressions and vertical planning sessions to remediate gaps caused by the COVID-19 school closures during 2019-20 SY by having a differentiation block specifically in place for the use of remediation of previous years' gaps.

Action Steps for Implementation

Classroom Implementation Action Steps (Teachers and Students):

During the summer months, teachers will reach out to their previous students to offer a Summer Bridge Packet. The school will print the packets for all that request

During the 1st quarter of school, all ELA teachers will include station and station activities that review/cover standards from the previous school year with differentiation using the companion standards' ALD or LP. These standards may be influenced by iReady Diagnostic data gathered in the first months of school. These activities will require thoughtful and purposeful planning and logistics due to COVID-19 precautionary measures.

Daily Reading Warm-Ups in grades 3-5 the first quarter that incorporate standards from the previous year to spiral/instruct students on standards not taught due to COVID-19 school closures.

Music Time utilized (at least 3 days per week) as an extra 30 minutes of small group remediation for identified students- This will become a Differentiated Instructional Block for 3 days per week, with two days set aside for planning with the instructional coach or meeting with admin to discuss data and/or SPP initiatives.

- a. iReady online instruction and the Ready Toolbox materials will be utilized after giving the iReady Diagnostic Assessment and analyzing the Instructional Grouping Profile and Standards Report.

Progress Monitoring

Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Review stations of previous school year's standards- quarter 1, then wean off as needed	Walkthroughs, observations, conversations with admin, and PLCs	Weekly	Administration, Title I teacher
Reading warm-ups (grades 3-5) with standards addressed from previous year	Walkthroughs, observations, conversations with admin, and PLCs	Weekly	Administration, Title I teacher

Utilize the Music time at least 3 days per week for remediation of skill gaps due to COVID-19 school closures (differentiated instructional block)	Walkthroughs, observations, conversations with admin, and PLCs	Weekly	Administration, Title I teacher
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Evaluation Following Mid-Year Data
Evaluation of Targeted School-based Focus & Implementation:
Refinement of Targeted School-based Focus:

School Action Plan

ELA: Strategies & Programs to Support the Objectives

Secondary Central Focus: ELA Focus

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

- Use ELA resources such as *Florida Collections*, Achieve3000, and Common Lit to plan instructional lessons/units
- Develop FSA style questions and assessments to accompany instructional lessons/units
- Use data (e.g., FSA, formative) to drive whole group instruction and cooperative groups

School Focus

Targeted School-based Focus:

Routine implementation of standards based reading and writing instruction that empowers students to think critically about complex texts

Targeted School-based Professional Development:

Common planning scheduled for collaboration among ELA teachers with regards to standards based planning

Instructional coaching cycles with identified teachers regarding specific instructional strategies and/or standards

Mini PD sessions monthly after school (Zoom with online teachers)- these topics are TBD based on the iReady Diagnostic data that is gathered in September.

Action Steps for Implementation

Classroom Implementation Action Steps (Teachers and Students):

Beginning with the standards, Item Specifications, ALDs, and routinely creating purposeful interactions with texts, teachers will incorporate components of Everyday Instructional Reading into various modes of instruction to engage with complex texts. The instruction will include:

A- Various modes of instructional delivery

1. Whole group instruction that includes explicit teaching, teacher modeling, teacher led discussions, cooperative learning groups, and written responses.
2. Differentiated instruction that includes cooperative learning groups (CLGs), stations, and teacher led small group instruction utilizing assessment data (FSA, iReady, classroom assessments) to plan for student groupings and activities. These activities will require thoughtful and purposeful planning and logistics due to COVID-19 precautionary measures.

3. Intertextual lessons (EIRs) that include the following components: multiple complex sources, text dependent questions, text marking & annotations, purposeful student talk, writing through reading, focused culminating task.
4. Teachers will have access to the Odell resources and framework to explicitly model and scaffold students to purposefully interact with texts.

B- Multiple source/Complex texts

1. Various sources will be utilized to ensure appropriate text complexity when choosing sources (Engage New York, CommonLit, Newsela, Achieve3000, Odell, Florida Collections, etc.)
2. Students will be explicitly taught how to critically analyze one source for Key Ideas and Details before synthesizing multiple sources.
3. Instruction will focus on students making connections and synthesizing multiple sources and evaluating the relationship among text selections.
4. By the end of the first semester ELA students will be able to connect three or more sources to answer TDQs, recognize themes/ideas, and/or complete a culminating task.

C- Text Dependent Questions (TDQs)

1. Teachers will write or edit standards based, rigorous TDQs to drive all components of the ELA classroom (whole group, small group, stations, cooperative learning groups, intertextual lessons).
2. Teachers will use carefully crafted TDQs to lead and scaffold students (breadcrumbs) to a culminating task.
3. TDQs will drive purposeful student talk opportunities to engage students with the text(s).
4. Teachers will spiral previously taught skills and standards through a Weekly (2-3 days per week) Reading Warm-Up. Teachers will use sources previously analyzed, create TDQs at varying phases, DOKs, and item types aligned to those sources, and explicitly model through think aloud how to respond to the TDQ.
 - Reading Warm-Ups will also include explicit vocabulary instruction and practice.

D- Text Marking & Annotation

1. Teachers will model and scaffold purposeful text marking and annotations with respect to a TDQ or culminating task.
2. After explicitly teacher modeling and scaffolding students will begin to purposefully and customarily text mark & annotate based on a TDQ or culminating task.
3. Students will use text marking and annotations as evidence and elaboration when writing responses to TDQs and writing prompts

E- Purposeful Student Talk

1. Students will engage with texts and their associated TDQs through common student talk strategies and protocols such as Socratic Seminar, Conversations, Think-Pair-Share, Go-Go-Mo, Four Corners, Snowball, etc.
2. Teachers will plan for purposeful engagement by including student talk protocols into daily whole group and small group lessons.

F- Writing Through Reading

1. Teachers will plan for purposeful engagement with texts using Writing through Reading activities such as: Exit Tickets, Graphic Organizers, Stop and Jot, citing relevant evidence (ranking), etc.
2. The writing process will be further supported through the incorporation of intertextual lessons (or its components) into daily instruction.

Progress Monitoring			
Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Purposeful interactions with texts: text marking & annotations, student talk, multiple complex sources, culminating tasks	Walkthroughs, observations, conversations with admin, and PLCs	Weekly	Administration, classroom teacher
Differentiated instruction based on data (iReady, FSA, classroom formative assessments)- cooperative learning groups, stations, teacher led small group instruction	Walkthroughs, observations, conversations with admin, and PLCs	Weekly	Administration, classroom teacher
Weekly reading warm-ups	Walkthroughs, observations, conversations with admin, and PLCs	Weekly	Administration, classroom teacher

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

Secondary Central Focus: Text-based Writing

School Focus

Targeted School-based Focus:

Organized, focused, and supported student writing with an emphasis on developed evidence and elaboration within the response.

Targeted School-based Professional Development:

Weekly meetings with the ELA coach (Academic Duty Time) to review data (baseline writing scores and in class assignments) and plan lessons for individual groups of students based on need (remediation).

Instructional Coaching Cycles (signed partnership agreements) with identified teachers

Mini PD sessions monthly after school (Zoom with online teachers)- these topics are TDB based on the baseline writing data.

Writing Plan

Laurel Hill School Secondary Writing Instructional Plan 2020-2021

All ELA teachers in grades 6-10 will:

- Provide a hard copy of and instruction on the FSA rubrics (argumentation and informational) and refer to this often when instruction on writing is occurring
- Provide practice opportunities for students to build writing stamina and efficient timing for FSA time restraints

6th Grade

Unpacking a Prompt

- Teachers will instruct students to read the prompt in search of a word or words that indicate the mode of writing (argumentation or informational).
- Students will identify the text structure of their essay based on the mode and prompt
- Students will underline the task and identify the audience and tone of the essay
- Students will restate the task in their own words.
- Students will identify words that must be used in the essay that are in the prompt
- Students will *tentatively* choose an argument or decide on a main idea based on their own thoughts and opinions and the prompt to help determine text marking procedures..

Text Marking & Annotations

- Teachers will model using the FSA and/or OCS D Writing Exemplar Sets to model how unpacking the prompt determines purposeful text marking.
- Teachers will gradually release (I do, We do, You do) responsibilities regarding purposeful text marking based on the prompt and tentative argument or main idea.
- Teachers will provide opportunities for cooperative groups and student talk to justify purposeful text marking and how it relates to the prompt.

Planning for the Essay

- Teachers will expose students to and model the use of multiple graphic organizers to help develop a structure of an essay.
- Teachers will use FSA exemplars to model text structure development.
- Students will create claims (thesis statements) of prompts with feedback from teacher

Analysis and Synthesis of Multiple Sources

- Teachers will write and implement TDQs with a focus on Phase 2 and 3 which require students to analyze and synthesize across multiple sources.
- Students will be able to answer the following question when reading a set of texts: *“Why were these texts paired together for this prompt? How are they related?”*
- Teachers will model progression of analysis required to synthesize information and ideas from multiple sources.
- Teachers will provide direct instruction on how ideas in a text set are presented and which ideas need to be inferred from not only the text, but also the way the passage sets are put together.
- Students will routinely use multiple sources when purposefully interacting with text.

Writing Introductions

- Teachers will provide modeling and scaffolding on grabbing the reader’s attention through a relevant statement in an effective introduction.
- Teachers will instruct students and give routine feedback on strong claims that drive your essay.
- Students will orient the reader to the topic of the essay with an effective claim.
- Students will state the ideas or concepts that will be explained and then analyzed using sources.
- Teachers will utilize the FSA exemplar papers to provide a model for an effective introduction.
- Students will routinely use their FSA rubric to determine the effectiveness of their introductions.

Writing Conclusions

- Teacher will model, instruct, and emphasize the elements of an effective conclusion: explains *why this matters*, revisits the claim, synthesizes the main points of the essay, extension beyond the essay.
- Teacher will provide explicit instruction and remediation in smaller groups (when needed) on restatement of claims, synthesizing of main points, and an extension or generalization beyond the essay.
- Teacher and students will create an anchor chart or reference sheet containing the components of an effective conclusion.
- Teacher and students will utilize shared and interactive writing to collaboratively write effective conclusions with guidance from the teacher toward independency.

Citing Relevant Evidence

- Teachers will provide direct instruction regarding the FSA writing rubric with respect to citing evidence from sources.
- Teachers will model and provide opportunities for student talk and independent practice regarding relevant vs. irrelevant evidence.
- Teachers will provide direct instruction on not relying on one source for evidence.
- Teachers will provide instruction on not using inside quotes.
- Teachers will provide direct instruction on and provide practice opportunities for summarizing and paraphrasing (and determining the difference between these).
- Teachers will provide students with examples of plagiarized papers that received Copy Codes from FSA scorers.
- Students will use highlighters to determine if their essay is excessively reliant on summary and if there are original thoughts and/or synthesis of sources.

Elaboration Techniques and Strategies

- Teachers will provide direct instruction regarding the FSA writing rubric with respect to elaboration.
- Teachers will define the term elaboration as adding evidence from multiple sources and explaining the connections between those two pieces of evidence.
- Teacher will provide instruction on and examples of the 6 Elaborative Techniques.
- Students will use OCSD and FSA exemplar sets to determine effective and ineffective elaboration.

Using Internal and External Transitions

- Teachers will explain the difference between and model the effective use of both internal and external transitions.
- Teacher will create an anchor chart or reference sheet of effective internal and external transitions.
- Teacher will use FSA and OCSD Writing Sampler Sets to model effective use of transitional words, ideas, sentences, and phrases.
- Teacher and student will utilize shared and independent practice to create writing using transitional words and phrases during independent work and during small group.
- Students will use FSA Rubric to self-assess and revise their transition usage in their writing.

Including Content Specific Vocabulary

- Teachers will provide explicit instruction on referring to the sources to identify content specific vocabulary.
- Teacher will model the identification of and writing in the margin of content specific vocabulary to be used in their writing.
- Teachers and students will participate in shared reading/writing tasks to identify content specific vocabulary within the text.
- Teacher will provide explicit instruction on the use of context clues to determine the meaning of unknown content specific vocabulary.
- Teacher will provide explicit instruction on how and when to use the content specific vocabulary from source material to enhance their writing
- Teacher use FSA and OCSD exemplar sets to show effective use of content specific vocabulary use.
- Teacher create Phase 2 TDQs focusing on content specific vocabulary for students to respond using student talk and/or cooperative group activities.

7th and 8th Grades

Unpacking a Prompt

- Teachers will instruct students to read the prompt in search of a word or words that indicate the mode of writing (argumentation or informational).
- Students will identify the text structure of their essay based on the mode and prompt
- Students will underline the task and identify the audience and tone of the essay
- Students will restate the task in their own words.
- Students will identify words that must be used in the essay that are in the prompt
- Students will *tentatively* choose an argument or decide on a main idea based on their own thoughts and opinions and the prompt to help determine text marking procedures.

Text Marking & Annotations

- Teachers will model using the FSA and/or OCSD Writing Exemplar Sets to model how unpacking the prompt determines purposeful text marking.
- Teachers will gradually release (I do, We do, You do) responsibilities regarding purposeful text marking based on the prompt and tentative argument or main idea.
- Teachers will provide opportunities for cooperative groups and student talk to justify purposeful text marking and how it relates to the prompt.
- Teachers will model and provide opportunities for practice annotating with respect to the 6 Elaborative Techniques.

Planning for the Essay

- Teachers will expose students to and model the use of multiple graphic organizers to help develop a structure of an essay.
- Teachers will use FSA exemplars to model text structure development.
Students will create claims (thesis statements) of prompts with feedback from teacher
- Teachers will model and scaffold students to developing counterclaims.

Analysis and Synthesis of Multiple Sources

- Teachers will write and implement TDQs with a focus on Phase 2 and 3 which require students to analyze and synthesize across multiple sources.
- Students will be able to answer the following question when reading a set of texts: "*Why were these texts paired together for this prompt? How are they related?*"
- Teachers will model progression of analysis required to synthesize information and ideas from multiple sources.
- Teachers will provide direct instruction on how ideas in a text set are presented and which ideas need to be inferred from not only the text, but also the way the passage sets are put together.
- Students will routinely use multiple sources when purposefully interacting with text.

Writing Introductions

- Teachers will provide modeling and scaffolding on grabbing the reader's attention through a relevant statement in an effective introduction.
- Teachers will instruct students and give routine feedback on strong claims that drive your essay.
- Students will orient the reader to the topic of the essay with an effective claim.
- Students will state the ideas or concepts that will be explained and then analyzed using sources.
- Teachers will utilize the FSA exemplar papers to provide a model for an effective introduction.
- Students will routinely use their FSA rubric to determine the effectiveness of their introductions.

Writing Conclusions

- Teacher will model, instruct, and emphasize the elements of an effective conclusion: explains *why this matters*, revisits the claim, synthesizes the main points of the essay, extension beyond the essay.
- Teacher will provide explicit instruction and remediation in smaller groups (when needed) on restatement of claims, synthesizing of main points, and an extension or generalization beyond the essay.
- Teacher and students will create an anchor chart or reference sheet containing the components of an effective conclusion.
Teacher and students will utilize shared and interactive writing to collaboratively write effective conclusions with guidance from the teacher toward independency

Citing Relevant Evidence

- Teachers will provide direct instruction regarding the FSA writing rubric with respect to citing evidence from sources.
- Teachers will model and provide opportunities for student talk and independent practice regarding relevant vs. irrelevant evidence.
- Teachers will provide direct instruction on not relying on one source for evidence.
- Teachers will provide instruction on not using inside quotes.
- Teachers will provide direct instruction on and provide practice opportunities for summarizing and paraphrasing (and determining the difference between these).
- Teachers will provide students with examples of plagiarized papers that received Copy Codes from FSA scorers.
Students will use highlighters to determine if their essay is excessively reliant on summary and if there are original thoughts and/or synthesis of sources.

Elaboration Techniques and Strategies

- Teachers will provide direct instruction regarding the FSA writing rubric with respect to elaboration.
- Teachers will define the term elaboration as adding evidence from multiple sources and explaining the connections between those two pieces of evidence.
- Teacher will provide instruction on and examples of the 6 Elaborative Techniques.
- Students will use OCSD and FSA exemplar sets to determine effective and ineffective elaboration.

Using Internal and External Transitions

- Teachers will explain the difference between and model the effective use of both internal and external transitions.
- Teacher will create an anchor chart or reference sheet of effective internal and external transitions.
- Teacher will use FSA and OCSD Writing Sampler Sets to model effective use of transitional words, ideas, sentences, and phrases.
- Teacher and student will utilize shared and independent practice to create writing using transitional words and phrases during independent work and during small group.
- Students will use FSA Rubric to self-assess and revise their transition usage in their writing.

Including Content Specific Vocabulary

- Teachers will provide explicit instruction on referring to the sources to identify content specific vocabulary.
- Teacher will model the identification of and writing in the margin of content specific vocabulary to be used in their writing.
- Teachers and students will participate in shared reading/writing tasks to identify content specific vocabulary within the text.

- Teacher will provide explicit instruction on the use of context clues to determine the meaning of unknown content specific vocabulary.
- Teacher will provide explicit instruction on how and when to use the content specific vocabulary from source material to enhance their writing
- Teacher use FSA and OCSD exemplar sets to show effective use of content specific vocabulary use.
Teacher create Phase 2 TDQs focusing on content specific vocabulary for students to respond using student talk and/or cooperative group activities.

9th and 10th Grades

Unpacking the Prompt

- Teachers will instruct students to read the prompt in search of a word or words that indicate the mode of writing (argumentation or informational).
- Students will identify the text structure of their essay based on the mode and prompt
- Students will underline the task and identify the audience and tone of the essay
- Students will restate the task in their own words.
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- Teachers will model and provide opportunities for practice annotating with respect to the 6 Elaborative Techniques.

Planning for Essay

- Teachers will expose students to and model the use of multiple graphic organizers to help develop a structure of an essay.
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- Students will develop counterclaims.

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- Students will orient the reader to the topic of the essay with an effective claim.
- Students will state the ideas or concepts that will be explained and then analyzed using sources.
- Teachers will utilize the FSA exemplar papers to provide a model for an effective introduction.
- Students will routinely use their FSA rubric to determine the effectiveness of and self-assess their introductions.
- Teacher will implement shared writing of effective introductions.

Writing Conclusions

- Teacher will model, instruct, and emphasize the elements of an effective conclusion: explains *why this matters*, revisits the claim, synthesizes the main points of the essay, extension beyond the essay.
- Teacher will provide explicit instruction and remediation in smaller groups (when needed) on restatement of claims, synthesizing of main points, and an extension or generalization beyond the essay.
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Teacher create Phase 2 TDQs focusing on content specific vocabulary for students to respond using student talk and/or cooperative group activities.

Progress Monitoring			
Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Explicit writing instruction and opportunities for practice	Walkthroughs, observations, conversations with admin, and PLCs	Monthly	Administration, classroom teacher
Using FSA sampler sets and exemplar papers for instructional purposes	Walkthroughs, observations, conversations with admin, and PLCs	Monthly	Administration, classroom teacher
Writing conferences	Walkthroughs, observations, conversations with admin, and PLCs	Quarterly	Administration, classroom teacher

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

School Action Plan

ELA: Strategies & Programs to Support the Objectives

ELA Levels 1 and 2 Focus- Intensive Reading

School Focus

Targeted School-based Focus:

The Intensive Reading teacher will routinely implement the Balanced Literacy Model incorporating components of intertextual reading and foundational reading strategies lessons to empower students to fluently reading and think critically about complex texts.

Targeted School-based Professional Development:

Weekly meetings with Instructional Literacy Coach to provide support needed with Intensive Reading remediation based on data collected from iReady (middle grades) and Acheive3000 (high school).

Instructional Coaching Cycles (signed partnership agreements) with identified teachers

Mini PD sessions monthly after school (Zoom with online teachers)- these topics are TDB based on the beginning of the year diagnostic data (iReady Diagnostic and Achieve3000 level set).

Action Steps for Remediation

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

The Intensive Reading teacher will routinely

- A- Implement a Balanced Literacy Model in the IR classroom to include various modes of instructional delivery
 1. Whole group instruction that includes explicit teaching, teacher modeling, teacher led discussions, and cooperative learning groups.
 2. Differentiated instruction that includes teacher led small group instruction, differentiated stations, cooperative learning groups, and writing through reading. These activities will require thoughtful and purposeful planning and logistics due to COVID-19 precautionary measures.
 - a. Analyze FSA ALDs to better understand what is expected for proficiency and learning gains
 - b. Incorporate standards based, purposeful stations as needed and indicated by student data (Achieve3000, teacher formative assessments)
 - c. Provide small group instruction to each student to meet specific needs (enrichment and/or remediation) based on formative assessments.

- d. Use the on grade level “Stretch Article” and other complex texts to ensure exposure and strategies for understanding grade appropriate Lexile sources with scaffolded support.
- B- Incorporate components of intertextual reading lessons
 - 1. Explicitly teach students how to critically analyze one source for Key Ideas and Details prior to synthesizing multiple sources
 - 2. Utilize multiple sources that may include literary texts, informational texts, videos/audio clips, pictures, and graphics to teach students to make connections among and across sources.
 - 3. Incorporate TDQs of increasing levels of DOK as required by ALDs and Item Specifications using the OCSD secondary resource for ELA to create questions of appropriate rigor
 - 4. Model for and teach students to text mark and annotate based on an identified task in a TDQ
- C- Conference with students regarding their reading progress
 - 1. Use data from Achieve3000, and/or classroom formative assessments to drive the topics of these conferences
- D- Strive for a minimum of 2 complete Acheive3000 articles and associated assignments per week with incentives to increase percentage of accuracy on each
- E- Use Kahn Academy for students in grades 9-12 alongside Achieve3000 for SAT prep to receive the needed concordance score.
- F- Instruct students explicitly on decoding and fluency strategies to increase their comprehension
 - 1. Phonics for Reading (Level 3) for students in grades 6-8
 - 2. Fluency checks (timed and graphed)

Progress Monitoring			
Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Balanced Literacy Model in the IR classroom	Walkthroughs, observations, conversations with admin, and PLCs	Monthly	Administration, classroom teacher
Acheive3000 as remediation curriculum	Walkthroughs, observations, conversations with admin, and PLCs	Monthly	Administration, classroom teacher
Fluency and Phonics instruction for those students that show a need	Walkthroughs, observations, conversations with admin, and PLCs	Monthly	Administration, classroom teacher
Intertextual lesson components	Walkthroughs, observations, conversations with admin, and PLCs	Monthly	Administration, classroom teacher

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

Secondary Pandemic ELA Instructional Gaps Focus

School Focus

Targeted School-based Focus:

Teachers will use standards and vertical planning sessions to remediate gaps caused by the COVID-19 school closures by incorporating standards and Achievement Level Descriptors from the previous grades' pacing guides (4th quarter) into their daily instruction. All standards will be reviewed/taught by the end of November while also embedding alongside the current year's standards.

Action Steps for Implementation

Classroom Implementation Action Steps (Teachers and Students):

During the summer months, teachers will reach out to their previous students (grades 6-8) to offer a Summer Bridge Packet. The school will print the packets for all that request

During the 1st quarter of school, all ELA teachers will include station and station activities or Cooperative Learning Group activities that review/cover standards from the previous school year with differentiation using the companion standards' ALD.

Daily Reading Warm-Ups the first and second quarter that incorporate standards from the previous year to spiral/instruct students on standards not taught due to COVID-19 school closures.

Teachers will utilize leveled texts for students that show a need using resources such as Achieve3000, CommonLit, and Newsela.

Progress Monitoring

Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Activities that teach and spiral standards from previous school year (4 th quarter).	PLCs, chats with Admin	Monthly	Admin and classroom teachers
Daily Reading Warm Ups during Quarter 1 and 2 that incorporate standards from the previous year.	PLCs, with Admin	Monthly	Admin and classroom teachers
Leveled texts for instruction of more difficult tasks (differentiation)	PLCs, with Admin	Monthly	Admin and classroom teachers

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

School Action Plan

Social Studies

District Goal:	Students shall demonstrate social studies proficiency at or above the expected grade level.
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Objectives:
Civics The percentage of all curriculum students who will be proficient in Civics as defined by the State of Florida on the Florida Civics End-of-Course Exams will be at least 75%.

School Action Plan

Math: Strategies & Programs to Support the Objectives

Central Focus: Social Studies Focus

Keeping the end in mind, create lessons based upon content standards

- Use the benchmark clarifications and content limits to inform lesson design where appropriate
 - Use Test Item Specifications to develop quality assessment items based upon benchmark clarifications and content limits (Civics and 11th United States History)
- Use resources effectively in classroom instruction and planning
 - Use textbooks, ancillary materials, FJCC, and SHEG, along with a thorough analysis of pre-selected FSA standards, for collaborative lesson planning (World History and 8th United States)
- Use engaging strategies and instructional Best Practices in lesson delivery and planning
 - Explore engaging classroom activities that support English Language Learners as well as students with general reading deficiencies for use in collaborative lesson planning (World History and 8th United States)
 - Introduce instructional Best Practices and routines for lesson planning (New Social Studies Teachers)

School Focus

Targeted School-based Focus:

Social Studies teachers will routinely incorporate components of intertextual lessons (rigorous TDQs, text marking, student talk, writing through reading, culminating tasks, multiple complex sources) into daily instruction to purposefully engage students with a variety of visual and textual stimuli, such as: charts, graphs, maps, articles, primary sources, etc.

Targeted School-based Professional Development:

Weekly sessions with ELA instructional coach (meetings and classroom visits) to develop the use of intertextual lesson components and reading strategies within the social studies content.

Specific Civics and US History EOC class professional development sessions

Action Steps for Implementation

Classroom Implementation Action Steps (Teachers and Students):

Beginning with the standards and routinely ensuring that students are actively engaged with complex sources, teachers will incorporate the components of intertextual lessons into various modes of standards based instruction to engage students with complex texts (sources).

- a. Components of intertextual lessons
- b. Specific standards to be assessed by the culminating task
- c. Use of multiple sources to include at least one other supplemental resource to the anchor text (charts, graphs, photographs, videos, maps, etc.)

- d. Development of appropriately rigorous TDQs (DOK 2-3) utilizing the question stems from the OCSD Middle and Secondary Resource for Social Studies.
 - e. Purposeful annotation and text marking that helps students complete the culminating task or analyze the documents through TDQs.
 - f. Student talk strategies and protocols driven by TDQs.
 - g. Various Modes of Instructional Delivery
 - h. Whole group instruction that includes explicit teaching, teacher modeling, teacher led discussion, cooperative learning groups, and written responses.
 - i. Cooperative Learning Groups/ Stations that may include but are not limited to:
 - j. Teacher led review/remediation activities
 - k. Analysis of maps, charts, and graphics
 - l. Analysis of primary and secondary sources
 - m. Consideration of source credibility
 - n. Promote purposeful student talk
 - o. Use of resources (textual and visual) such as the Stanford History Education Group (SHEG), CommonLit, National Archives, FJCC, iCivics, Literacy Design Collaborative (LDC), DBQs etc.
 - p. Quarterly Document Based Questions
- ****These activities will require thoughtful and purposeful planning and logistics due to COVID-19 precautionary measures.

Progress Monitoring			
Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Purposeful interactions with complex sources (intertextual lesson components)	Walkthroughs, observations, conversations with admin, and PLCs	Monthly	Administration, classroom teacher
Document Based Questions (DBQs)	Walkthroughs, observations, conversations with admin, and PLCs	Monthly	Administration, classroom teacher
Various sources for complex texts and other visual stimuli	Walkthroughs, observations, conversations with admin, and PLCs	Monthly	Administration, classroom teacher

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

School Action Plan *Math*

District Goal:	Students shall demonstrate math proficiency at or above the expected grade level.
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Objectives:	
The percentage of all curriculum students who will make learning gains in math as defined by the State of Florida on the Florida Standards Assessment Test will be at least 75%.	
The percentage of students in the lowest 25% who will make learning gains in math as defined by the State of Florida on the Florida Standards Assessment Test will be at least 90 %.	
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 90%	

School Action Plan

Math: Strategies & Programs to Support the Objectives

Elementary 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:

Teachers will use the OCSD Balanced Math Model (BMM) design, with a targeted focus on student discourse, and the M3 document to plan and instruct students in mathematics daily.

Targeted School-based Professional Development:

Teachers will meet with the Math Instructional Coach on a weekly basis to review iReady data and plan standards based instruction for students.

Instructional Coaching Cycles (partnership agreements) with identifies teachers

Mini PD sessions monthly after school (Zoom with online teachers)- these topics are TDB based on the iReady Diagnostic data that is gathered in September.

Action Steps for Implementation

Classroom Implementation Action Steps (Teachers and Students):

1. Teachers will use the Florida Math Standards, ALDs, PLDs, grade level common assessments, and the FSA Item Specifications to plan everyday instruction and serve as a framework for assessment by creating a variety of differentiated, spiraled, problem solving tasks. See OCSD M3 documents
2. Teachers will consult and use the appropriate grade level OCSD Common Assessment document (grades 1-5) for guidance in cumulative assessment of grades 1-5 math standards.
3. Teachers will plan quality questions and talking points to drive student discourse during whole group mini-lessons, small group instruction, and station segments of the BMM.
4. Teachers will plan, model, instruct, and facilitate daily routines that encourage student math discourse using appropriate vocabulary. Examples of these routines are Number of the Day, Number Lines, Problem of the Day, Math Journal Prompts, Everyday Counts Calendar Math, Mystery Number, Alike and Different, spiraled stations, etc.
5. Students will use appropriate vocabulary to converse with one another and ask questions to express and clarify mathematical concepts and ideas in whole group, small group, and stations.

6. Teachers will use iReady data and formative assessments to drive the creation and planning of small group instruction and stations. Teacher will frequently analyze new data to adapt groups as needed. These activities will have to be thoughtfully and purposefully planned for with current COVID-19 precautionary measures and safety recommendations.
 - Level 1s and 2s will meet 5 times a week; Level 3s, 4s, and 5s will meet 3 days a week.
 - Teachers will use ALDs and PLDs to differentiate instruction for small groups and stations
 - IReady Toolbox and instruction materials will be used for differentiation purposes
7. Teachers will use data conferences to assist students in understanding and self-monitoring their progress throughout the year.
8. Teachers will collaborate with other North-End OCS D grade level colleagues to share resources and create standards based accountable stations/small group lessons.
9. Teachers in grades 3-5 will utilize OCS D M3, ALDs, FSA Item Specifications, FSA Practice Tests, OCS D Common Assessment Documents, and FSA style questions for summative and formative assessments.
Teachers in grades K-2 will utilize PLDs, OCS D Common Assessment Documents (1-2), and FSA style questions during daily BMM implementation and incorporate FSA style questions into student assessments.
10. In grades 1-5, teachers will utilize the appropriate OCS D Common Assessment to monitor quarterly student achievement.
11. Teachers will utilize the iReady program to individualize station rotation and small group instruction.

Progress Monitoring			
Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Balanced Math Model	Classroom walkthroughs, observations, PLCs,	Weekly	Teachers, administration
Domain Specific Math Stations and Small Group Instruction (COVID-19 precautions in place)	Classroom Walkthroughs, observations,	Weekly	Teachers, administration
BMM fluency routines	Classroom Walkthroughs, observations,	Weekly	Teachers, administration
Math talk and student discourse (COVID-19 precautions in place)	Classroom Walkthroughs, observations,	Weekly	Teachers, administration
FSA Style assessments	Classroom Walkthroughs, observations,	Weekly	Teachers, administration

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

School Action Plan

Math: Strategies & Programs to Support the Objectives

Elementary Math Levels 1 and 2 Focus

School Focus

Targeted School-based Focus:

The Title I Remediation teacher will use Florida mathematics standards from the previous grade alongside the current standards to remediate students in areas of needed as noted by the instructional grouping profile and standards report from iReady.

Targeted School-based Professional Development:

- Yearly Title I Contact Meetings
- iReady Trainings and Professional Development Sessions
- Weekly Academic Duty times to meet with administrator and/or math instructional coach to discuss student progress, data, and needs for the Title program

Action Steps for Remediation

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

1. Title I remediation teacher will create, model, and post norms and routines to facilitate iReady Mathematics implementation
2. Identified Title I students will use the posted norms and routines during iReady mathematics remediation block to maximize learning opportunities
3. Title I remediation teacher will utilize the iReady mathematics model to instruct 3rd, 4th, and 5th grade students through individualized and/or small group differentiated instructional settings based on the Instructional Grouping Profile, Ready Toolbox resources, and manipulatives.
4. Identified Title I students will participate in individualized and/or small group differentiated instruction using the iReady mathematics model, Ready Toolbox resources and manipulatives
5. Title I remediation teacher will establish mathematical goals with students based on iReady mathematics data and conduct weekly conferences to review percentage rates.
6. Students will chart progress of iReady mathematics lessons completed with percentage rates toward identified goals.
7. Teacher will establish a weekly routine of forty-five minutes of iReady mathematics with small group and/or one-on-one remediation.

8. Students will participate in iReady mathematics for 45 minutes weekly and receive small group and/or on-on-one remediation based on group or individual student need.

Progress Monitoring			
Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Teacher led small groups	Walkthroughs, observation	Weekly	Teacher and admin
Title 1 Remediation	Walkthroughs, observation	Weekly	Teacher and admin
iReady math implementation for remediation of specific students	Walkthroughs, observation	Weekly	Teacher and admin

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

School Action Plan

Math: Strategies & Programs to Support the Objectives

Elementary Pandemic Math Instructional Gaps Focus

School Focus

Targeted School-based Focus:

Teachers will use standards, Achievement Level Descriptors, Learning Progressions and vertical planning sessions to remediate gaps caused by the COVID-19 school closures during 2019-20 SY by having a differentiation block specifically in place for the use of remediation of previous years' gaps.

Action Steps for Implementation

Classroom Implementation Action Steps (Teachers and Students):

During the summer months, teachers will reach out to their previous students to offer a Summer Bridge Packet. The school will print the packets for all that request

During the 1st quarter of school, all math teachers will include station and station activities that review/cover standards from the previous school year with differentiation using the companion standards' ALD or LP. These standards may be influenced by iReady Diagnostic data gathered in the first months of school. These activities will require thoughtful and purposeful planning and logistics due to COVID-19 precautionary measures.

Daily spiraling warm-up activities from previous year's standards will be incorporated using high yield routines.

Music Time utilized (at least 1 day per week) as an extra 30 minutes of small group remediation for identified students- This will become a Differentiated Instructional Block for 3 days per week, with two days set aside for planning with the instructional coach or meeting with admin to discuss data and/or SPP initiatives (Differentiated Instructional Block).

iReady online instruction and the Ready Toolbox materials will be utilized after giving the iReady Diagnostic Assessment and analyzing the Instructional Grouping Profile and Standards Report.

Progress Monitoring

Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Review stations of previous school year's standards- quarter 1, then wean off as needed	Walkthroughs, observations, conversations with admin, and PLCs	Weekly	Administration, Title I teacher
Daily spiraling warm-up activities from previous year's standards will be incorporated using high yield routines.	Walkthroughs, observations, conversations with admin, and PLCs	Weekly	Administration, Title I teacher

Utilize the Music time at least 1 day per week for remediation of skill gaps due to COVID-19 school closures (differentiated instructional block)	Walkthroughs, observations, conversations with admin, and PLCs	Weekly	Administration, Title I teacher
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Evaluation Following Mid-Year Data
Evaluation of Targeted School-based Focus & Implementation:
Refinement of Targeted School-based Focus:

School Action Plan

Math: Strategies & Programs to Support the Objectives

Secondary Central Focus: Math Focus

Use Achievement Level Descriptors (ALDs) and Item Specifications to design interactive, engaging lessons with a strong focus on student-to-student interaction

- Use math resources such as the textbook, Math Nation, Khan Academy, and technology to support the math content
- Use the ALDs and Item Specifications to create rigorous questions mirroring the FSA item types
- Use assessment data (e.g., FSA, iReady, formative assessments) to drive whole group instruction, differentiated activities, and spiraling tasks

School Focus

Targeted School-based Focus:

Utilize the Achievement Level Descriptors and Item Specifications to purposefully create targeted lessons, formative and summative assessments, and cooperative learning opportunities while planning with the end in mind.

Targeted School-based Professional Development:

Common planning scheduled for collaboration among math teachers with regards to standards based planning

Instructional coaching cycles with identified teachers regarding specific instructional strategies and/or standards

Mini PD sessions monthly after school (Zoom with online teachers)- these topics are TDB based on the beginning of the year diagnostic data that is gathered in September.

Action Steps for Implementation

Classroom Implementation Action Steps (Teachers and Students):

Beginning with the Florida Standards, ALDs, and Item Specifications, teachers will routinely incorporate:

- a- Various modes of instructional delivery by designing engaging whole group instruction and differentiated lessons to include stations small group instruction, and cooperative learning opportunities that place a strong focus on purposeful student-to-student interactions.
- b- Opportunities for students to engage in math talk to include various approaches and error analysis using accurate language.
- c- Best practices learned from district provided PD.
- d- A variety of instructional resources (district provided materials, textbooks, Math Nation, Ready Toolbox, IXL, and/or any that the teacher has personally researched) to drive instruction in order to create opportunities for students to work with small groups.

- e- Formative and summative assessments using the ALDs and Item Specifications with summative assessments written to match FSA percentages of DOK/ALD levels; minimum of DOK 2/ALD 3- 60%, minimum of DOK 3/ ALD 4&5- 10%, and no more than 20% DOK 1/ ALD2.
- f- Practice FSA like questions, which are derived directly from ALDs and Item Specifications; Technology enhanced items will be included in the FSA like assessment options
- g- The use of data (iReady, FSA, iReady, classroom formative assessments, etc.) to purposefully spiral standards

Progress Monitoring			
Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Stations, teacher led small groups, and/or cooperative learning opportunities based on ALDs with a focus on purposeful student engagement	Walkthroughs, observations, conversations with admin, and PLCs	Monthly	Administration, classroom teacher
Formative and summative assessment questions based on ALDs and Item Specifications	Walkthroughs, observations, conversations with admin, and PLCs	Monthly	Administration, classroom teacher
Use of resources such as IXL, Imagine Math, iReady, and Math Nation	Walkthroughs, observations, conversations with admin, and PLCs	Monthly	Administration, classroom teacher
Assessment data to make instructional decisions	Walkthroughs, observations, conversations with admin, and PLCs	Monthly	Administration, classroom teacher
Student data monitoring-conferencing with students	Walkthroughs, observations, conversations with admin, and PLCs	Monthly	Administration, classroom teacher

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

School Action Plan

Math: Strategies & Programs to Support the Objectives

Secondary Math Levels 1 and 2 Focus- Intensive Math

School Focus

Targeted School-based Focus:

Additional intensive math course will offer support to students with current grade level standards and spiraling down to previous grade level learning gaps and deficits to bridge gaps between current math performance and the performance needed to be successful on current grade level standards.

Targeted School-based Professional Development:

Common planning scheduled for collaboration among math teachers with regards to standards based planning

Instructional coaching cycles with identified teachers regarding specific instructional strategies and/or standards

Mini PD sessions monthly after school (Zoom with online teachers)- these topics are TDB based on the beginning of the year diagnostic data that is gathered in September.

Action Steps for Remediation

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

The Intensive Math Class will routinely incorporate and embed the following steps and/or components:

1. Students will use Imagine Math for 60-90 minutes per week with a goal of 2-3 lessons per week
2. IXL data and resources to differentiate student instruction for station and small group purposes
3. Math resources such as textbooks, IXL, Ready Teacher Toolbox, and Math Nation to support and reinforce progression of the ALDs in instruction.
4. Communicate with classroom math teachers, if different than the Intensive Math teacher, about student needs and data to support regular math classroom lessons.
5. Use data (FSA, iReady, classroom formative assessments) to guide instruction, as well as developing stations, small groups, and/or cooperative learning activities.

Progress Monitoring

Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Stations, small groups, and/or cooperative learning activities	Walkthroughs, observations, conversations with admin, and PLCs	Monthly	Administration, classroom teacher

based on ALDs with a focus on purposeful student engagement.			
Formative and summative assessment practice questions based on ALDs and Item Specifications	Walkthroughs, observations, conversations with admin, and PLCs	Monthly	Administration, classroom teacher
Use of iReady for grades 6-8	Walkthroughs, observations, conversations with admin, and PLCs	Monthly	Administration, classroom teacher
Assessment data to inform instructional decisions.	Walkthroughs, observations, conversations with admin, and PLCs	Monthly	Administration, classroom teacher
Student data monitoring	Walkthroughs, observations, conversations with admin, and PLCs	Monthly	Administration, classroom teacher

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

School Action Plan

Math: Strategies & Programs to Support the Objectives

Secondary Pandemic Math Instructional Gaps Focus

School Focus

Targeted School-based Focus:

Teachers will use standards and vertical planning sessions to remediate gaps caused by the COVID-19 school closures by incorporating standards and Achievement Level Descriptors from the previous grades' pacing guides (4th quarter) into their daily instruction. All standards will be reviewed/taught by the end of November while also embedding alongside the current year's standards.

Action Steps for Implementation

Classroom Implementation Action Steps (Teachers and Students):

During the summer months, teachers will reach out to their previous students (grades 6-8) to offer a Summer Bridge Packet. The school will print the packets for all that request

During the 1st quarter of school, all math teachers will include station and station activities or Cooperative Learning Group activities that review/cover standards from the previous school year with differentiation using the companion standards' ALD.- precautions taken to ensure COVID-19 safety restrictions are followed.

Daily spiraling activities as a bell-ringer/warm-up activity to review/teach standards that were missed in quarter 4 of last school year.

Progress Monitoring

Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Spiraling stations or cooperative group activities (safety precautions due to COVID-19)	Walkthroughs, observations, PLCs,	Weekly	Administration, and classroom teachers
Daily spiraling activities as a bell ringer/warm-up activity to review/teach standards that were missed in quarter 4 of last year.	Walkthroughs, observations, PLCs,	Weekly	Administration, and classroom teachers

Evaluation Following Mid-Year Data

Evaluation of Targeted School-based Focus & Implementation:

Refinement of Targeted School-based Focus:

School Action Plan

Science

District Goal:	Students shall demonstrate science proficiency at or above the expected grade level.
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Objectives:
The percentage of 8 th grade students who will be proficient in science as defined by the State of Florida on the Statewide Science Assessment (SSA) will be at least 70%.

School Action Plan

Science: Strategies & Programs to Support the Objectives

Elementary Central Focus: Science Focus

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

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

School Focus

Targeted School-based Focus:

By the end of the year, we expect our students to be able to deepen their understanding of science standards by engaging students with whole group, cooperative learning group, and station learning opportunities to increase student to student interactions and learning; utilize assessment data to create rigorous, purposeful activities and differentiated lessons to increase cooperative learning opportunities for students.

Targeted School-based Professional Development:

Collaboration with the school ELA coach to create and support the implementation of differentiated reading lessons through science content

Collaboration with teachers at Laurel Hill and other schools to observe and discuss with veteran teachers about using cooperative groups and station learning opportunities

Action Steps for Implementation

Classroom Implementation Action Steps (Teachers and Students):

Using the Florida adopted science standards, Item Specifications, and formative assessment data, teachers will plan for purposeful engagement with science sources and topics by routinely implementing:

A- Various modes of instructional delivery

1. Whole group instruction that includes explicit teaching, teacher modeling, teacher led discussion, cooperative learning groups, and written responses
 - a. Stations and/or cooperative groups to occur at least once a week
2. Cooperative learning groups and/or stations that are informed by and planned from formative assessment data such as Study Island and classroom assessments. These activities may include:
 - a. Inquiry based learning opportunities
 - b. Spiral review of standards (5th grade to spiral grades 3-5 science standards)
 - c. Analysis of data, charts, graphs, video clips

- d. Evaluation of word relationships
- e. Teacher led review/remediation
- f. Hands on science lab/experiments

B- Standards Based Units

1. Incorporate at least 3 of the 5 E's during units
 - a. Engage
 - b. Explore
 - c. Elaborate
 - d. Evaluate
2. Spiraling activities that focus on the interpretation and analysis of multiple sources of data (texts, pictures, charts, graphs, infographics)
3. Include assessments that mirror SSA Item Specifications with appropriate rigor (10-20% DOK 1; 60-80% DOK 2; 10-20% DOK 3)

C- Components of Intertextual Lessons

1. Standards based lessons with purposeful engagement with complex science sources
2. Include culminating tasks to assess mastery of science standards and concepts
3. Incorporate multiple complex sources (science related informational texts, graphics, diagrams, charts, graphs, infographics, etc.)

D- Use assessment formative assessment data (Study Island, teacher created/formative assessments)

1. Students will utilize Study Island at least once a week (5th grade).

Progress Monitoring			
Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Components of intertextual lessons	Walkthroughs, observations, conversations with admin, and PLCs	Monthly	Administration, classroom teacher
Use of data for planning for and spiraling lessons	Walkthroughs, observations, conversations with admin, and PLCs	Monthly	Administration, classroom teacher
Weekly Stations or Cooperative Learning Activities	Walkthroughs, observations, conversations with admin, and PLCs	Monthly	Administration, classroom teacher

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

School Action Plan

Science: Strategies & Programs to Support the Objectives

Elementary Pandemic Science Instructional Gaps Focus

School Focus

Targeted School-based Focus:

Teachers will use standards and vertical planning sessions to remediate gaps caused by the COVID-19 school closures by incorporating standards and Achievement Level Descriptors from the previous grades' pacing guides (4th quarter) into their daily instruction. All standards will be reviewed/taught by the end of November while also embedding alongside the current year's standards.

Action Steps for Implementation

Classroom Implementation Action Steps (Teachers and Students):

During the 1st quarter of school, science teachers will include station and station activities or Cooperative Learning Group activities that review/cover standards from the previous school year with differentiation using data collected from Study Island (3-5) and other classroom formative assessments. - precautions taken to ensure COVID-19 safety restrictions are followed.

Spiraling activities as a bell-ringer/warm-up activity to review/teach standards that were missed in quarter 4 of last school year.

Progress Monitoring

Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Spiraling stations and/or cooperative learning group activities to review/teach standards missed during COVID-19 school closures (precautions taken to ensure COVID-19 safety restrictions are followed.)	Walkthroughs, observations, conversations with admin, and PLCs	Monthly	Administration, classroom teacher
Spiraling warm up activities or mini lessons embedded in current grade level lessons	Walkthroughs, observations, conversations with admin, and PLCs	Monthly	Administration, classroom teacher

Evaluation Following Mid-Year Data

Evaluation of Targeted School-based Focus & Implementation:

Refinement of Targeted School-based Focus:

School Action Plan

Science: Strategies & Programs to Support the Objectives

Secondary Central Focus: Science Focus

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

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

School Focus

Targeted School-based Focus:

By the end of the year, we expect our students to be able to deepen their understanding of Florida adopted science standards by engaging students with whole group, cooperative group, and station learning opportunities to increase student to student interactions and learning. We will utilize assessment data to create rigorous, purposeful activities and differentiated lessons to increase cooperative learning opportunities for students.

Targeted School-based Professional Development:

Action Steps for Implementation

Classroom Implementation Action Steps (Teachers and Students):

Using the standards, Item Specifications, and classroom formative assessments, teachers will plan purposeful engagement with science sources and topics by routinely:

A- Use various modes of instructional delivery

1. Whole group instruction that includes explicit teaching, teacher modeling, teacher led discussions, cooperative learning groups, and written responses
 - a. Stations and/or cooperative learning groups to occur at least once a month
2. Cooperative learning groups/stations informed by formative assessments such as Study Island reports, and classroom formative assessments that may include.
 - a. Inquiry based learning opportunities
 - b. Spiral review of standards
 - c. Analysis of data, charts, graphs, video clips, infographics, etc.
 - d. Evaluation of word relationships
 - e. Teacher led review and/or remediation of standards and concepts
 - f. Hands on science labs or experiments

B- Standards based units when appropriate and possible

1. Incorporate at least 3 of the 5 E's
 - a. Engage
 - b. Explore
 - c. Explain
 - d. Elaborate
 - e. Evaluate
2. Spiraling activities that focus on the interpretation and analysis of multiple sources of data (texts, pictures, charts, graphs, infographics, etc.)
3. Include assessments that mirror SSA and EOC Item Specifications with appropriate rigor (10-20% DOK 1; 60-80% DOK 2; 10-20% DOK 3)

C- Purposeful interactions with science sources

1. Standards based lessons with purposeful engagement with complex science sources
2. Include culminating tasks to assess mastery
3. Incorporate multiple sources (texts, graphics, diagrams, charts, graphs, infographics, etc.)

D- Use assessment data to drive instruction and spiraling tasks and standards (Study Island, teacher created formative assessments)

1. Students will utilize Study Island at least once per week.

Progress Monitoring			
Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Strategies to develop purposeful interactions with complex science sources.	Walkthroughs, observations, conversations with admin, and PLCs	Monthly	Administration, classroom teacher
Use of data for formative assessment and spiraling	Walkthroughs, observations, conversations with admin, and PLCs	Monthly	Administration, classroom teacher
Cooperative Learning Activities	Walkthroughs, observations, conversations with admin, and PLCs	Monthly	Administration, classroom teacher

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

School Action Plan

Science: Strategies & Programs to Support the Objectives

Secondary Pandemic Science Instructional Gaps Focus

School Focus

Targeted School-based Focus:

Teachers will use standards and vertical planning sessions to remediate gaps caused by the COVID-19 school closures by incorporating standards and Achievement Level Descriptors from the previous grades' pacing guides (4th quarter) into their daily instruction. All standards will be reviewed/taught by the end of November while also embedding alongside the current year's standards.

Action Steps for Implementation

Classroom Implementation Action Steps (Teachers and Students):

During the 1st quarter of school, science teachers will include station and station activities or Cooperative Learning Group activities that review/cover standards from the previous school year with differentiation using data collected from Study Island and other classroom formative assessments. - precautions taken to ensure COVID-19 safety restrictions are followed.

Spiraling activities as a bell-ringer/warm-up activity to review/teach standards that were missed in quarter 4 of last school year.

Progress Monitoring

Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Spiraling stations and/or cooperative learning group activities to review/teach standards missed during COVID-19 school closures (precautions taken to ensure COVID-19 safety restrictions are followed.)	Walkthroughs, observations, conversations with admin, and PLCs	Monthly	Administration, classroom teacher
Spiraling warm up activities or mini lessons embedded in current grade level lessons	Walkthroughs, observations, conversations with admin, and PLCs	Monthly	Administration, classroom teacher

Evaluation Following Mid-Year Data

Evaluation of Targeted School-based Focus & Implementation:

Refinement of Targeted School-based Focus:

Title I Schools

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

Laurel Hill School will involve parents and family members in the development of the Title I Family Engagement Plan by asking for parent input on survey monkey and sending home a letter asking for suggestions. Also, the Title I coordinator will ask for input for the Title I Family Engagement plan and how to spend the funds at the SAC meeting. The Family Engagement Plan will be monitored monthly by the Title I coordinator, D. McVay and school administration

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.*

- Camp Read S'more-Families will learn more about strategies for how to increase reading achievement with their children, and they can make and take games to use at home.
- Math Night-Families will learn about some specific strategies that they can incorporate to boost mathematical achievement with their child, and they will have the opportunity to make games to take home to support math success.
- I-Ready Night-Families will learn how the i-Ready program works and how to support students at home for i-Ready.
- Christmas around the World-Every elementary grade level or classroom will have a different country. We will have a night to invite families to visit each country learning about the importance of supporting each other cultural differences. This night will boost cultural responsiveness and unity at our school and in the community.

The Title I school coordinator (D. McVay) and school administration will monitor and determine the effectiveness of these initiatives.

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?

As Laurel Hill is a K-12 school, many of the students are exposed daily to the ins and outs of students at much different levels than themselves. To support the students that are moving to the next level of education, we will support them by having an open door policy to the administrators, school counselor, and title I coordinator. These staff members will be on alert to keep track of the successes and areas of concern. Monthly grade and attendance checks from the assistant principal can help pin point areas that are in need of assistance.

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.

- Title I remediation teacher will create, model, and post norms and routines to facilitate iReady ELA and Math implementation. Identified Title I students will use the posted norms and routines during the iReady ELA and math remediation block to maximize the learning opportunities. Title I remediation teacher will establish ELA and math goals with students based on iReady ELA and math data and conduct weekly conferences to review percentage rates. Students will chart progress of iReady ELA and math lessons completed with percentage rates toward identified goal. Teacher will establish a weekly routine of 45 minutes of iReady ELA and math with small group and/or one-on-one remediation. Students will participate in iReady ELA and math for 45 minutes weekly and receive small group and/or one on one remediation based on group or individual student needs.
- We have a full time school guidance counselor on site to assist with any school counseling that needs to occur. She makes student services her top priority to ensure the health and safety of all students.
- A certified mental health counselor is on campus 3 days per week to give identified and approved students counseling sessions to aid in mental health and social skills. Teachers that feel that a student is in need of this service is to submit a recommendation to administration and/or the mental health counselor for review of referral.
- Mentoring of students is available through the guidance department for students that are in need. Outside community members volunteer their time to come to the school as designated time a week to work with particular students in relationship building and positive choice making.



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.

Teachers are provided and encouraged to attend high quality professional development sessions to enhance their craft of teaching and in turn, provided high quality, rigorous instruction to all students equitably

Students in grades K-5 will be provided a device (1:1 ratio) to use for academic enhancement using instructional software programs such as iReady, Acheive3000, Think Central, Max Scholar, Studies Weekly, etc. These programs will give teachers formative data to make instructional decisions for their students and their differentiation needs.

Teachers will conduct parent conferences via face-to-face, conference call, emails, Class Dojo, Remind101, and Zoom video conferencing to ensure that all stakeholders are up to date with their students’ academic progress.



Accreditation Page

Accreditation Standards

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

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

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

Cognia Performance Standards related to this Focus Area

Leadership Capacity Domain

1.4 The governing authority establishes and ensures adherence to policies that are design to support system effectiveness.

1.7 Leaders implement operational processes and procedures to ensure organizational effectiveness in support of teaching and learning.

Learning Capacity Domain

2.2 The learning culture promotes creativity, innovation, and collaborative problem-solving.

2.3 The learning culture develops learners' attitudes, beliefs, and skills needed for success.

2.9 The system implements processes to identify and address the specialized needs of learners.

2.12 The system implements a process to continuously assess its programs and organizational conditions to improve student learning.

Resource Capacity Domain

3.7 The system demonstrates strategic resource management that includes long-range planning and use of resources in support of the system's purpose and direction.

3.8 The system allocates human, material, and fiscal resources in alignment with the system's identified needs and priorities to improve student performance and organizational effectiveness.

Single point of entry has been constructed to ensure that the safety of students and faculty are being maintained throughout the school day. This includes the manning of all open gates during drop-off and dismissal each day.

Safety precautions to mitigate the spread of COVID-19 during this time of a global pandemic are being put into place in all areas of the school

- No-touch thermometer temperature checks and wellness screenings will occur each morning as students and faculty arrive on campus
- Whenever feasible, social distancing will be practiced (6 ft apart)
- Face masks, while not required (other than on school buses) will be HIGHLY encouraged in areas that social distancing cannot occur
- Handwashing and hand sanitizing will be a priority when teachers are planning for minutes throughout their day
- Desk barriers for students and teachers will be provided

- Face masks are provided for all students and teachers that would like one.