

Date Submitted: 9/11/20

Dates of Revision:

School Performance Plan 2020-2021



School Name: Longwood Elementary

Legend

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

SAC Information

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

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

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

Principal's Signature
Yvonne Michna
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
Yvonne Michna, Lisa Jones	Principal, Assistant Principal
K. Luallen, C. McAllister, K. McLaughlin, J. Scott	KG Teachers
C. Taylor, W. Brooks, M. Browning, L. Parnell, J. August, A. Allen	1st Grade Teachers
L. Connally, A. Campbell, A. McBride, K. Taylor, M. Reese	2nd Grade Teachers
C. Wall, A. Byrd, S. Miller, J. Ogilvie, S. Petersen, S. Rodden	3rd Grade Teachers
L. Devarona, J. Olson, D. Orschell, M. Snelson	4th Grade Teachers
N. Wilson, D. Feagin, D. Dunn, S. Olson	5th Grade Teachers
L. Morrell, K. Thompson	Title I Remediation Teachers
J. Jacks, L. Colón, G. Speed	ESE Teachers
K. O'Shea, C. Sadler	Instructional Coach, Math Coach

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

1. Grade Levels reviewed the current SPP and made recommendations (April 2020). 2. SAC reviewed the SPP and the opportunity for recommendations was provided (May 2020). 3. Administration, Leadership Team (Grade Level Chairs), and teachers reviewed Current SPP and started revisions for the 2020-21 SPP (May 2020) 4. Leadership Team and Grade level teams reviewed and made additional recommendations/corrections to the SPP (June 2020). 5. Teachers review SPP and make recommendations/corrections. (August 2020). 6. SPP submitted to the District's Curriculum Department for feedback and recommendations (August 2020). 7. Leadership Team makes final corrections to SPP (September 2020). 8. School Advisory Council reviews and approves SPP (September 2020). 9. SPP submitted to the District for final School Board Approval (October 2020). 10. Teachers receive the final copy of the SPP and SPP Classroom Implementation Guide (late-October, 2020).

School Profile

In 1971, Longwood Elementary, located in the Poquito Bayou neighborhood, opened with the vision of empowering students to think, dream, believe, and achieve. Historically, and today, Longwood Elementary staff and students are committed to the mission of learning in a responsible, respectful and safe environment. The faculty, staff, and students are further prepared for success today and in the future by creating a Positive Behavior Intervention System school-wide.

In the past, Longwood Elementary has received the Golden School Award for having over 200 hours of support provided to the student population through training volunteers and mentors. The volunteers and Parent Teacher Organization help to create our school culture. Through the decades, the demographics of student population have transformed as the zoned areas for Longwood Elementary encompassed many diverse neighborhoods. The student population has steadily increased with a growing ELL population and students in need of free and reduced lunch services. Current, 73% of the student population receives free or reduced lunch, which results in Longwood Elementary being a full-time Title I school. Most of Longwood's students receive instruction in the general education classrooms from highly qualified teachers. In addition, we have ESE resource support, ESE Varying Exceptionalities classroom for Kindergarten through 5th grade, and three ESE PreK-D classrooms for children from three to five years of age. All students participate in physical education and music from highly qualified teachers. Through LEAP (Leopards Everywhere Achieve Progress), students receive remediation for reading and math with a Title I teacher or enrichment with a general education teacher. Students can participate in the morning tutoring program. Since we have a large ELL population, we have four interpreters to assist students and teachers in the classroom. A full time media assistant makes developmentally appropriate print and digital media available for students and parents. The school counselor supports students' social, emotional and behavioral growth, coordinates the MTSS process, and connects students with the Mental Health Counselor and the Military Family Liaison Counselor as needed. Longwood will participate in a new Positive Behavioral Interventions & Supports program to create a positive school climate where students can learn.

Parent and Community Awareness

	Mean	Count	Top Box
1. My child's learning is a high priority at this school.	4.53	83	59.04%
2. School rules/discipline plans are enforced consistently at this school.	4.33	83	46.99%
3. I regularly receive feedback from school staff on how well my child is learning.	4.39	82	56.10%
4. My family is treated with respect at this school.	4.50	82	63.41%
5. My child has every opportunity to be successful at this school.	4.55	83	63.86%
6. My child has the necessary classroom supplies and equipment for effective learning.	4.49	83	59.04%
7. I would recommend this school to other parents.	4.42	83	55.42%
8. This school provides a safe environment for my child to learn.	4.60	83	63.86%
9. My child is recognized for good work and behavior at this school.	4.67	83	71.08%
10. The school is clean and well maintained.	4.51	81	62.96%
11. The teachers, staff, and administration at this school demonstrate a genuine concern for my child.	4.58	83	62.65%
12. I am proud to say I have a child at this school.	4.50	82	58.54%
13. I receive positive phone calls, emails, or notes about my child from the school.	4.17	83	49.40%
14. The principal at this school is approachable and reachable.	4.07	82	46.34%
15. The principal at this school is an effective leader.	4.26	78	51.28%

Parent and Community Awareness

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

Based on the Parent Satisfaction Survey, the data shows that our parents feel that we recognized children for good work and behavior and the school maintains a safe environment for their child to learn. Parents also feel that the teachers, staff, and administration demonstrate a genuine concern for their child and gives their child every opportunity to be successful. Overall, the majority of responses were positive and parents are satisfied. On the Parent Satisfaction Survey, the school's overall mean was 4.44, using a scale of 1 to 5.

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

Based on the Parent Satisfaction Survey, the school can improve our communication by increasing the frequency of positive phone calls, emails, or notes to students and parents. The effectiveness of the administration can be improved through increased positive communication with parents. Through our PBIS program, we have the opportunity to increase consistency with the implementation of school rules and discipline plans. Parents also want to receive feedback on how well their child is learning.

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

1. Fall Orientation includes informational tables for various programs and support including the Guidance Department. 2. Conferences for grades K-1 twice a year and grades 2-5 at least once per school year. 3. Longwood web page communicates curricular expectations and provides academic links for students and parents. 4. Longwood monthly newsletter and weekly/monthly classroom newsletters. 5. Interim progress reports, MAP and iReady results printed and sent home to parents. 6. Title One Events (i.e. Literacy Night, Math Night, STEMM Night, Hispanic Heritage Night, ELL Parent Class, Dads Take your Child to School, and Bike or Walk to School) 7. Added information to the Poquito Neighborhood Newsletter. 8. Longwood Facebook page. 9. Other communications include: PTO, SAC, School Marquee, Call Out System, Grade level Quarterly Student Recognition Celebration, Honor Assemblies, Florida Standards Information, Progress Monitoring Plans, Grades On-Line, agenda books and/or folders. 10. Take Home Tuesday will be the designated day for the entire school to send home information.

School Action Plan

ESSA Subgroup: Strategies & Programs to Support the Objectives

ESSA Subgroup Focus
Subgroup: ELL
School Focus
What is the cause(s) for this subgroup being an area of focus? The ELL subgroup is the lowest performing subgroup based on the ESSA Report. Forty-five percent of the students scored in the lowest tier on WIDA, almost half of those students are non-English speaking.
What are we doing to target this subgroup? <ol style="list-style-type: none">1. An ESOL Teacher was hired to target the lowest performing ELL students and provide support to the other students and teachers.2. Four interpreters work in the classroom to provide academic support.3. ESOL teacher, Classroom Teachers, and interpreters will meet during SpotLight Data Meetings to review students' needs and adjust strategies.
Targeted School-based Professional Development: <ol style="list-style-type: none">1. ESOL teacher will participate in iReady and MaxScholar professional development.2. ESOL teacher, Classroom Teachers, and interpreters will meet monthly during SpotLight Data Meetings to review data and adjust strategies based on students' needs.3. Book study using <u>Getting Started with English Language Learners</u>, by Judie Haynes will be offered to all teachers.
Action Steps for Implementation
School Implementation Action Steps (Administration, Teachers, and Students): <ol style="list-style-type: none">1. Classroom Teachers will cultivate a culturally responsive environment by assigning a buddy that speaks their home language (when possible), providing a classroom library that is reflective of diverse backgrounds, and present lessons that include personal connections acquired through interest surveys, etc.2. Classroom Teachers will emphasize language skills across the curriculum by teaching the unfamiliar vocabulary specific to the content.

3. Classroom Teachers will focus on productive language skills by using sentence frames and developing lessons that include activities for speaking, writing, interaction reading and listening.
4. Classroom Teachers will pose questions by speaking slowly and increase their wait time giving students the opportunity to translate, process their thinking and translate back into English.
5. Classroom Teachers will differentiate by using multiple modalities, encourage students to preview material in their home language (when available), and use technologies (Google translate) that may be helpful for translation.
6. Classroom Teachers will clarify expectations with models such as: examples, explicit guidance using visuals, language frames, demonstrations, and/or chunking the steps of a complex process.
7. ESOL Teacher may meet (pullout) in small groups with identified non-English speaking students to address culture shock and social language skills such as: survival vocabulary words, simple directions, practice predictable conversations, practice reading simple stories, schedules, and practice responding to and writing answers.
8. ELL students in KG -3rd grade at the beginning levels of English proficiency (WIDA Tier A or LAS Links-Beginning Level) will use MaxScholar and all other students, grades KG – 5th grade, will use iReady for remediation and/or enrichment during their ELA block.
9. In the Language Arts classroom, the interpreters and/or ESOL teacher will assist students based on their individual needs through small group or one on one.
10. In the math classroom, all ELL students will use iReady for remediation and/or enrichment and the interpreters and/or ESOL teacher will assist students based on individual needs.
11. When available, the interpreters will assist students during Science or Social Studies.

Progress Monitoring			
Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Culturally responsive environment	Classroom observations	Weekly	Administration
Language skills	Lesson plans, classroom observations	Weekly	Administration
ESOL pullout support	Lesson plans, classroom observation	Weekly	Administration
iReady and MaxScholar	iReady and MaxScholar reports, lesson plans	Bi-weekly	Administration

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

School Action Plan

ELA: Reading & Writing

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

The percentage of all curriculum students who will make learning gains in reading as defined by the State of Florida on the Florida Standards Assessment Test will be at least 59%.

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 59%.
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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 58%
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School Action Plan

ELA: Strategies & Programs to Support the Objectives

Central Focus: ELA Focus Kindergarten- Grade 2

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

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

School Focus

Targeted School-based Focus:

- Growth Mindset to increase staff efficacy and student efficacy
- Guided instruction using grade level text, appropriate rigor, engagement and student self-assessment within the Balanced Literacy Model
- Small group instruction to include multi-sensory phonemic awareness and phonics lessons, fluency checks, running records, and vocabulary strategies

Targeted School-based Professional Development:

In addition to the 2 days Central Message, ELA teachers will:

August: Preplanning for all teachers, PBIS training to support Classroom Management/Classroom culture/De-Escalation Strategies.

Focus on small group instruction to support standards and Learning Progressions.

Ongoing: Teachers will receive training on small group instruction, fluency checks and running records.

All teachers will attend trainings on MaxScholar and the steps in the Orton Gillingham instructional sequence.

Monthly PLC (Professional Learning Community) meetings to review data (iReady, MaxScholar, classroom assessments) for instructional needs.

New teachers will attend the New Teacher Committee meeting once a month. The focus will be on FEAP's SPP initiatives, Balanced Literacy Model, and individual needs.

Action Steps for Implementation

Classroom Implementation Action Steps (Teachers and Students):

1. Teachers and students will create, post, and use norms and routines that allow students to participate in high-impact instruction.
2. Teachers and students will establish a classroom culture for a positive learning environment through implementation of PBIS initiatives.
3. Teachers will establish, post, and engage with students about learning intentions that are clear, measurable, and relevant to the lesson.
4. During the ELA block (whole group, small group, and/or individualized instruction), teachers will align tasks to data and grade level standards through differentiated systematic instruction using the LP's (Learning Progressions) as scaffolding.

Tasks include:

Phonemic awareness and phonics lessons, Multi-sensory activities, TDQ's at varying DOK's with 60 - 80% DOK 2, Text Marking, Annotation, Student-to-student interaction (teacher led and student led), Culminating activity, iReady Toolbox grades 1 – 2, use of multiple sources (Read Works, Leveled Library, etc.). Two or more sources will be used by the end of the first semester.

5. During Balanced Literacy Model, small group instruction and differentiated stations/cooperative groups will consist of the following:
- Small group guided reading and/or skill-based instruction utilizing iReady toolbox, MaxScholar, and other resources. Phonemic awareness and phonics lessons geared to increase fluency through purposeful, multisensory activities:
 - Level 1-daily during LEAP block and daily during BLM with Classroom Teacher using MaxScholar
 - Level 2-daily during the BLM block with Classroom Teacher
 - Level 3-minimum of three times a week during LEAP/BLM block with Classroom Teacher
 - Level 4 & 5-minimum of two to three times a week during LEAP/BLM block with Classroom Teacher
 - Teachers will introduce vocabulary for rigorous text and support (model, text marking, annotating, student-to-student interaction) students' comprehension.
 - Cooperative groups and/or Differentiated/spiraling station activities based on data (i.e., iReady, Max Scholar and other formative assessments), LP's to extend concepts previously learned in order to provide students with independent practice (pairing multiple source texts, text marking, annotating, note taking).

Progress Monitoring			
Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Norms/Routines (Classroom Management and Culture-Classroom Cohesion)	Classroom observation, referrals	Monthly	PBIS team
Guided instruction with appropriate rigor	Classroom observations, Learning Intentions/success criteria	Monthly	Administration
Small group instruction	Classroom observations, fluency checks, and data chats	Monthly	Administration
MaxScholar	Classroom observations, fluency checks, and progress monitoring reports from MaxScholar	Monthly	Administration

Evaluation Following Mid-Year Data

Evaluation of Targeted School-based Focus & Implementation:

Refinement of Targeted School-based Focus:

School Action Plan

ELA: Strategies & Programs to Support the Objectives

Central Focus: ELA Focus Grades 3-5

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

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

School Focus

Targeted School-based Focus:

- Growth Mindset to increase staff efficacy and student efficacy
- Guided instruction using grade level text, appropriate rigor, engagement and student self-assessment within the Balanced Literacy Model
- Small group instruction to include multi-sensory phonemic awareness and phonics lessons (CLOVER-3rd grade), fluency checks, running records, and vocabulary strategies

- Planning instructional units with the end in mind to better prepare students for culminating activities. Using gradual release of focused instruction, guided instruction, collaborative work, and independent practice.

Targeted School-based Professional Development:

In addition to the 2 days Central Message, ELA teachers will:

August: Preplanning for all teachers, PBIS training to support Classroom Management/Classroom culture/De-Escalation Strategies.

Focus on small group instruction to support standards and ALDs.

Ongoing: Teachers will receive training on small group instruction, fluency checks and running records.

All third grade teachers will attend trainings on MaxScholar and the steps in the Orton Gillingham instructional sequence.

Monthly PLC (Professional Learning Community) meetings to review data (iReady, MaxScholar, classroom assessments) for instructional needs.

New teachers will attend the New Teacher Committee meeting once a month. The focus will be on FEAP's SPP initiatives, Balanced Literacy Model, and individual needs.

Action Steps for Implementation

Classroom Implementation Action Steps (Teachers and Students):

1. Teachers and students will create, post, and use norms and routines that allow students to participate in high-impact instruction to deepen students' understanding of complex text.

2. Teachers and students will establish a classroom culture for a positive learning environment established through PBIS (Positive Behavioral Intervention and Support) guidelines.
3. During the ELA block, teachers will align tasks to data and grade level standards through differentiated systematic instruction using the ALD's (Achievement Level Descriptors).
 - Using multiple sources (NewsELA, Common Lit, iReady, Read Works, and other sources for text sets), TDQ's at varying DOK's, Text Marking, Annotation, student-to-student interaction (teacher led and student led),
 - Culminating activity,
 - iReady Toolbox grades 3 – 5.
4. Teachers will establish, post, and engage with students about learning intentions that are clear, measurable, and relevant to the lesson.
 - Students will engage with teachers about success criteria so students can make success visible.
5. During the ELA block, instruction will consist of the following:
 - Teachers will create lessons utilizing multiple sources (text, graphics, charts, etc.) that include teacher-created TDQ's from Phases 1-3 and text-marking/annotation which lead to the Culminating Activity. [multiple sources: 3rd-two sources by second quarter, three sources by second semester, 4th-5th-two sources by 1st quarter, three to four sources by the end of second quarter]
 - Students will text mark and/or annotate the text using graphic organizers, margin notes, and/or sticky notes based on the teacher-created TDQ's to complete the Culminating task.
6. During BLM, small group instruction and differentiated stations will consist of the following:
 - Small group guided reading and/or skill-based instruction utilizing iReady toolbox and other resources:
 - Level 1-daily during LEAP block and daily during BLM with Classroom Teacher (3rd grade is MaxScholar)
 - Level 2-daily during the BLM block with Classroom Teacher
 - Level 3-minimum of three times a week during LEAP/BLM block with Classroom Teacher
 - Level 4 & 5-minimum of two to three times a week during LEAP/BLM block with Classroom Teacher
 - Teachers will introduce vocabulary for rigorous text and support (model, text marking, annotating, student talk) students' understanding.
 - Vocabulary instruction will include the use of context clues to define and the use of a glossary when provided on the text.
 - Cooperative learning groups and/or differentiated/spiraling station activities based on data (i.e., MAP, FSA, iReady, and other formative assessments), ALD's to extend concepts previously learned in order to provide students with independent practice (pairing multiple source text, text marking, annotating, note taking).

Progress Monitoring			
Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Norms/Routines (Classroom Management and Culture-Classroom Cohesion)	Classroom observation, referrals, PBIS forms	Monthly	PBIS committee, Administration
Learning Intentions/Success Criteria	Classroom observations	Monthly	Administration
Small group instruction	iReady, MaxScholar (3rd grade) fluency checks, running records	Monthly	Administration

Culminating Activity	student sample, observations	Monthly	Classroom Teacher, Administration

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

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

Central Focus: Text-based Writing

School Focus

Targeted School-based Focus:

Elaboration

Targeted School-based Professional Development:

4th & 5th grades: Unpacking FSA Writing Rubrics. Calibration of state prompts.
Adding narrative elements for elaboration and voice. (see attached schedule)
K – 3rd: Unpacking FSA-Like Writing Rubrics. Calibration of writing samples.
Adding narrative elements for elaboration and voice. (see attached schedule)

Writing Plan

Longwood Elementary 2020 – 2021
Writing Focus K-3

1. Provide explicit instruction on Foundational Skills, Non-Negotiables of Writing, and Modeled/Shared Writing for Quarters 1 and 2
2. Unpacking the Prompt/Planning
 - a. Instruction on what the prompt is asking a student to do
 - b. Instruction on the “mode” of writing – Opinion/Informational
3. Purposeful Text Marking
 - a. Modeling with text dependent questions using read alouds or shared reading to identify relevant text evidence to support writing
 - b. Modeling of highlighting and text coding relevant details as well as annotating to address the prompt
4. Planning for the Essay
 - a. Provide for multiple reads of the text with TDQs
 - b. Participation in discussions of text evidence to support the focus of the prompt with student input
 - c. Chart or complete graphic organizer collaboratively with students to support comprehension
5. Scaffolding Instruction from One to Multiple Sources

- a. K/1- Read passages multiple times with discussions, moving to two or more sources the second nine weeks.
 - b. 2/3- Model and provide practice for comparing two texts
6. Introductions and Conclusions
- a. K-Model, provide practice with prompting and support to assist students in writing and illustrating the topic.
 - b. 1-Model and provide practice of writing an introduction sentence that addresses the prompt. Use mentor sentences to identify and model elements of an effective introduction. Model and practice of writing a concluding sentence that provides a sense of closure.
 - c. 2/3- Model and provide practice in writing an introductory paragraph to include a thesis statement to introduce the topic, with a transitional sentence. Use mentor sentences/texts to identify and model elements of an effective introduction. Model and provide practice of writing an effective conclusion, specifically how a conclusion reinforces the introduction in relation to the purpose of the task.
7. Citing Relevant Evidence (Analysis)
- a. K- Provide modeling, practice, and prompting and support to assist students in providing evidence and elaboration through drawing, dictation, and writing, which may include extraneous details.
 - b. 1- Model and provide practice of referring back to text-marking, anchor charts, graphic organizers to include at least one piece of relevant text-based evidence. Use student writings to model use of relevant text evidence
 - c. 2/3- Model and provide practice of referring back to text-marking, anchor charts, graphic organizers to include at least two pieces of relevant text-based evidence. Model and provide practice of integrating relevant text evidence into writings. Use student writings to model use of relevant text evidence
8. Elaboration (Synthesis)
- a. K- Model, provide practice and provide prompting and support to assist students with providing evidence and elaboration through drawing, dictation, and writing, which may include extraneous details.
 - b. 1- Define elaboration and explain how it is used to enhance an author’s purpose. Teachers will create anchor charts with sentence stems for elaboration such as “I think this because…” with the students (with continued practice move to less formulaic writing).
 - c. 2/3- Model and provide practice of effective elaboration. Teachers will define elaboration and explain how it is used to enhance an author’s purpose. Share anchor papers that show examples and non-examples of effective elaboration. Teachers will create anchor charts with sentence stems for elaboration such as “This is important because…” with the students (with continued practice move to less formulaic writing).
9. Transitions

- a. K- Model the use of a variety of temporal words to support organization in writing
 - b. 1- Use temporal words to signal event order with two events or more. Create an anchor chart that identifies examples of temporal (time-order) words with the students.
 - c. 2/3- Model and provide practice of using appropriate introductory, body, and concluding transitions with the use of their resources. Create an anchor chart that identifies types of transitions with their students. Provide practice of writing effective transitions in both essay writing and Everyday Instructional Reading tasks.
10. Content-Specific Vocabulary
- a. K- Using grade specific text, model and provide practice of the use of a variety of methods to demonstrate understanding of unknown words from within text or illustrations.
 - b. 1- Using grade specific text, model and provide practice of the use of a variety of methods to demonstrate understanding of unknown words from within text or illustrations.
 - c. 2/3- Using grade specific text, model and provide practice of the use of a variety of methods to demonstrate understanding of unknown words from within text. They should use text resources to include content specific vocabulary in their writing.

Writing Plan 2020-2021 SY
Longwood Elementary School
Grades 4 and 5

Month	Topics, Mode and Assessment
September	Administer Baseline Writing- Opinion Dissect the Rubric Analyze the Prompt Using narrative elements for elaboration and voice- mini-lessons Explicit instruction re: mode
September	Focus on Opinion Focus on PFO Formative Assessment with an opinion prompt Stations and small group for remediation and enrichment

	<p>Writing Conferences Assess PFO</p>
October	<p>Explicit instructions on transitions Focus on Evidence and Elaboration Six Elaborative Techniques Mini-lessons on elaboration using mentors Formative Assessment Stations and Small group for remediation and enrichment Assess Evidence and Elaboration</p>
November	<p>Writing through Reading- Transition to Informational How to synthesize Ideas -not Topics Mini-lessons on Synthesis and use of exemplars Baseline on informational Stations and Small groups for remediation and enrichment Writing Conferences</p>
January	<p>Mini-lessons re: Informational- Purpose, Focus and Organization Formative Assessment re: PFO Small Groups and Stations for remediation and enrichment Assess PFO First Mock Rangefinders</p>
February	<p>Mini-lessons re: Informational- Evidence and Elaboration Formative Assessment re: EE Small Groups and Stations for remediation and enrichment Assess EE</p>
March	<p>2nd Mock Rangefinders if needed Re-visit Voice Re-visit Description</p>
After Writing Test	<p>Creative Writing Poetry Narrative Modes in Mentor Texts</p>

Writing Prompts for Elementary Opinion Writing

	Formative Assessment Use this prompt.	Summative Assessment
4 th	<i>Should Students Do Activities to Improve Schools?</i>	Teacher Choice or <i>Cell Phones</i>
5 th	<i>Should Students Do Activities to Improve Schools?</i>	Teacher Choice or <i>Pets in Schools</i>

***It is important to use the state prompts, with accompanying samplers, for the formative assessment.** These prompts will be used in instruction later along with the sampler papers. These papers were scored by the same people who will be scoring the tests and give valuable insight to the scorers' interpretations.

**This lesson sequence assumes that the teacher has already explicitly taught the FSA Writing Rubric.

Time Needed: 11-12 Days of 50-55 Minute Sessions. These sessions are intended to be flexible and adaptive to meet student needs. *All students need to write to the prompt before Day 3.*

- Fourth
 - Opinion Prompts
 - [Cell Phones](#)
 - Informational Prompts
 - [Entrepreneurs](#)
 - [Polar Bears](#)
 - [Space Coast](#)
- Fifth
 - Opinion Prompts
 - [Pets in Schools](#)
 - Informational Prompts
 - [Being Successful](#)
 - [Hurricanes](#)
 - [Ocean Exploration](#)

Materials Needed:

- Student copies of the FSA Writing Peer/Self Review Sheet.
- Student copies of *Should Students Do Activities to Improve Schools?* (Duplicate the testing materials and conditions as closely as possible.)
- Student copies of Scoring Samples 1, 2, 6, and 7. (Teachers may use more samples if needed for other activities.) *Remove the scores before copying.* Students will be scoring using the rubric and Peer Review organizer.
- Green and Blue Highlighters or Colored Pencils
- Yellow and Orange Highlighters or Colored Pencils
- Sticky Notes
- RAFT Graphic Organizer for Unpacking the Prompt
- Chart Paper and Markers for Anchor Chart Construction
- AAWWUBBISS Lesson Plan and Materials
- Copies of the FSA Rubric for Opinion Writing

Instructional Sequence 1

Days 1-2: Students Write to the Prompt

Distribute the text set *Should Students Do Activities to Improve Schools?* Have students write to the prompt as a formative assessment. No matter the grade level, have students complete this writing using *pencil and paper*. Collect essays for later use. Do not score papers.

While students are working (writing), make notes on whether students read the prompt first, used text-marking/close reading strategies, and utilized the planning sheets. The information gathered should be used as talking points during writing conferences.

If this prompt is used as a “District Writes” or “School Writes” BEFORE beginning this sequence (highly recommended), begin with Day 3 plans.

Day 3: RAFTing and Modeling

1. Distribute *Should Students Do Activities to Improve Schools?* text set and prompt to students. (These can be the same ones used for the formative.) The teacher will model how to dissect the prompt. Teachers who attended Writing Boot Camp are encouraged to use the RAFT Method (included) or use the strategy embedded in the school SPP. Make an anchor chart of the unpacking the prompt strategy to remain on the wall throughout writing instruction.
2. The teacher facilitates class discussion, turn and talk, and small group work as needed.

Why use RAFT?

- includes writing from different viewpoints
- spans across multiple content areas
- helps students learn important writing skills such as audience, main idea, and organization
- teaches students to think creatively about writing by responding to the following prompts:

Role of the Writer: Who or what are you as the writer? A pilgrim? A soldier? The President?

Audience: To whom are you writing? A friend? Your teacher? Readers of a newspaper?

Format: In what format are you writing? A letter? A poem? A speech?

Topic and strong verb: What are you writing about? Why? What's the subject or the point?

3. Distribute Scoring Sample S-1. Make sure the scores are not on the samplers. Have students number the paragraphs. The teacher will read S-1 aloud to the students.
4. Distribute the FSA Writing Peer/Self Review Sheet. The teacher will model how to dissect Scoring Sample S-1 using the FSA Writing Peer/Self Review Sheet focusing on one domain at a time.

Teacher Modeling Directions: *Use for Modeling with S-1 Sampler Paper*

1. For the domain **Purpose, Focus, and Organization (PFO)**, the teacher will model identifying indicators from the cheat sheet by text coding (with a pencil or pen) the following:

- Underline the opinion, and forecast* if present, in the introduction.
- Text code “I” in margin indicating introduction.
- Text code “C” in the margin indicating the conclusion.
- Circle transition words throughout the writing (internal transitions as well).

2. For the domain **Evidence and Elaboration (EE)**, the teacher will model identifying indicators from the cheat sheet by text coding (with a pen or pencil and highlighters) the following:

- Highlight evidence from the text that supports the claim [blue highlighter or colored pencil].
- Highlight elaboration that supports the evidence from the claim [green highlighter or colored pencil].
- Place a star above citations.
- Place a box around academic and domain vocabulary—discuss.
- Place a “V” next to sentences with varied sentence structure.

3. For the domain **Conventions (C)**, the teacher will model identifying the following:

- Correct use of grammar
- Correct spelling of domain-specific and academic vocabulary
- Indented paragraphs
- Correct use of capitalization and punctuation

4. The teacher and students calculate the score for Scoring Sampler 1 using the FSA Rubric. The teacher reveals the official score to students.

**A forecast is a statement telling the reader where the writer is going with the body paragraphs. In an informative essay, it is the three-fold thesis.*

FSA Writing Peer/Self Review Sheet: Opinion

Purpose, Focus, and Organization (4 pts)	Evidence and Elaboration (4 pts)	Conventions (2 pts)
<p>Is your opinion clearly stated and fully maintained throughout the essay? Yes ___ No ___</p> <p>Suggestions for Improvements:</p>	<p>Did you include and cite relevant evidence from the text that supports the opinion in each paragraph? Yes ___ No ___</p> <p>Suggestions for Improvements:</p>	<p>Are there few or no grammar errors in your writing? Yes ___ No ___</p> <p>Suggestions for Improvements:</p>

<p>Did you use transitions between and within paragraphs? Yes ___ No ___</p> <p>Suggestions for Improvements:</p>	<p>Did you use a variety of elaborative techniques? Yes ___ No ___</p> <p>Suggestions for Improvements:</p>	<p>Did you spell almost everything correctly? Yes ___ No ___</p> <p>Did you spell the words from text set correctly? Yes ___ No ___</p> <p>Suggestions for Improvements:</p>
Organization (4 pts)	Evidence and Elaboration (4 pts)	Conventions (2 pts)
<p>Do you have a satisfying introduction? Yes ___ No ___</p> <p>Suggestions for Improvements:</p> <p>Do you have a satisfying conclusion? Yes ___ No ___</p> <p>Suggestions for Improvements:</p>	<p>Did you use both academic and domain-specific vocabulary in the essay? Yes ___ No ___</p> <p>Suggestions for Improvements:</p>	<p>Are paragraphs clearly separated? Yes ___ No ___</p> <p>Suggestions for Improvements:</p>
<p>Do your paragraphs flow in a logical order/progression? Yes ___ No ___</p> <p>Suggestions for Improvements:</p>	<p>Did you vary the sentence structure (simple, compound, complex, compound-complex)? Yes ___ No ___</p> <p>Suggestions for Improvements:</p>	<p>Did you use punctuation and capitalization correctly? Yes ___ No ___</p> <p>Suggestions for Improvements:</p>

Instructional Sequence 2

Day 4: Guided Practice

1. Review the *Should Students Do Activities to Improve Schools?* text set and prompt with students. Review unpacking the prompt strategy from Day 3.
2. Students work in small groups to dissect Scoring Sampler S-2 using one or more of the following methods:
 - The Teacher Modeling Strategy (used with the S-1 Sampler from Day 3)
 - FSA Writing Peer/Self Review Sheet

- FSA Rubric

3. While students are marking and/or reviewing, the teacher will monitor groups to provide support or direction as needed.
4. After students complete the steps outlined in 1-3, group members will calculate the score for Sampler S-2.
5. The teacher will reveal the official FSA score and discuss any discrepancies with how the groups scored the papers.
6. Use Day 4 as a formative assessment of students' ability to score essays using the Rubric and the FSA Writing Peer/Self Review Sheet. Determine whether or not students are ready to move on to the next day's activities. If not, steps 2 thru 5 may be repeated using Scoring Sampler S-3.

Days 5-6: Collaborative Scoring

1. Set up 6 Collaborative Scoring collaborative groups. Group students in 6 groups of 3-4. Students will need copies of the Sampler S-6 and the FSA Writing Rubric and the FSA Writing Peer/Self Review Sheet.
2. Using the FSA Rubric, the teacher will model scoring S-6 for Conventions while discussing the rationale for scoring. (This would be best accomplished on a document camera.) The teacher will read each paragraph out loud before marking for errors in Conventions. The students mark their papers along with the teacher.
3. Assign each group a certain domain. Groups 1, 2, and 3 will score PFO and Groups 4, 5, and 6 will score EE. Instruct students to use the rubric to score their domain in the same format as modeled by the teacher in Step 2.
4. Each group will review the text set and prompt, and read the Scoring Sampler aloud before scoring.
5. After groups come to a consensus regarding their score, they will use the Snowball strategy (collaborate) to form a larger group for their specific domain to agree upon one score for PFO (groups 1-3) and one score for EE (groups 4-6).
6. A student PFO group will meet with a student EE group. For example, Group 1 will confer with Group 4, Group 2 with Group 5, and Group 3 with Group 6. PFO groups will explain their score to the EE groups and vice-versa.
7. The teacher will lead a whole group discussion and presentation of the scores from the collaborative groups.
8. The teacher will then reveal the official FSA score of the sampler.
9. Using scoring Sampler S-7, students will be placed in the opposite domain group for scoring and repeat the same process as described in steps 1-8.

Instructional Sequence 3

Day 7: Individual and Peer Review

1. Students will reread the text set and prompt.
2. Students will read and score their own original writing, from Days 1-2, using the FSA Rubric and the FSA Writing Peer/Self Review Sheet. While students are scoring their writing, the teacher will conference with individual students, and small groups with similar needs.
3. Students switch their writing with a partner to read/score their partner's writing using the FSA Rubric and the FSA Writing Peer/Self Review Sheet.
4. Give students time to discuss their rationale for scoring with each other.
5. Teacher facilitates an "Aha moments" conversation with whole group.
6. The teacher will collect the papers for later use.

Instructional Sequence 4

Day 8: Sentence Structure mini-lesson. AAAWWUUBBIS

This lesson is adapted from Jeff Anderson’s book *Mechanically Inclined*. “AAAWWUUBBIS” is a mnemonic used to help students remember the coordinating conjunctions: *after, although, as, when, while, until, because, before, if, since*.

Step 1: Announce to the students that AAAWWUUBBIS is coming! To build excitement for the upcoming lesson.

Step 2: Read aloud the book *When I Was Little* (1993) Jamie Lee Curtis. Have students write their own “When I Was Little” sentences to share with the class. Ask them to read aloud the punctuation along with the sentence. If they do not have a comma after “When I was little”, ask them what is missing.

<https://www.youtube.com/watch?v=fEoFzr6C9do>

Step 3: Show the video and song to the Barenaked Ladies song *If I Had a Million Dollars*. Provide the students with a copy of the lyrics that are properly punctuated. Have students write their own “If I had a million dollars” sentences to share. Have them compare and contrast both sentences.

<https://www.youtube.com/watch?v=okjXSWbJvZ8>

Step 4: Make an anchor chart with the AAAWWUUBBIS words listed above. Tell students they are Comma Causers. (See *Mechanically Inclined* for further details.)

Step 5: Have students read a passage and highlight all sentences with subordinating conjunctions. Make sure the passage contains enough AAAWWUUBBIS sentences for discovery.

Step 6: For the next several days or weeks, have students collect examples of AAAWWUUBBIS sentences to put on the wall for exemplars.

Step 7: Remind students to include sentences with subordinating conjunctions in their writing for varying sentence structure and possibly as more sophisticated transitions.

Instructional Sequence 5

Days 9-10: Conventions, Citations, and Sentence Structure Lessons (Teacher-Created Lessons)

Students will work (stations, collaborative groups, or whole groups) to hone skills related to the following:

- Punctuation
- Capitalization
- Spelling
- Citations

- Varying Sentence Structure

Day 11: Application of Days 9-10 Skills

1. Provide students a copy of Sampler S-7, the original text set, and station cards (provided) with varying sentence structure models, the conventions portion of the FSA rubric, and examples of citations.
2. Divide students up into five cooperative groups. Each group will receive one paragraph of S-7 to edit and revise.
3. Students will work together to mark errors in conventions. (The teacher will remind the students of the modeling of marking S-6 from Day 5.)
4. Next, students should read the paragraph for citations. Direct students to go back to the text set to search for evidence to use for citations. Students will consult the station cards for adding citations.
5. After students add the citations, prompt them to read the paragraph for interesting sentence structure. If all sentences are the same, vary them. Using the strategies on the station cards, direct students to rewrite one or more sentences (AAAWWUBBIS, FANBOYS, serial commas, and other compound sentences).
6. Each group will read their revised paragraph aloud to the class and discuss what they changed and why. Have students present in the order of the original essay. Save the revised essays for later use when teaching PFO. 5

Instructional Sequence 6

Day 12: Summative Assessment

Students independently read the text and respond to a prompt for a final writing grade. See page one for a selection of summative prompts. The text set and prompt for the summative assessment is teacher choice. Duplicate testing conditions as closely as possible.

TEXT-BASED WRITING PROMPTS

- Fourth
 - Opinion Prompts
 - [Cell Phones](#)
 - Informational Prompts
 - [Entrepreneurs](#)
 - [Polar Bears](#)
 - [Space Coast](#)
- Fifth
 - Opinion Prompts
 - [Pets in Schools](#)
 - Informational Prompts
 - [Being Successful](#)

- Hurricanes
- Ocean Exploration

Snowball Strategy



When I Was Little



If I Had A Million Dollars



<p>When the text contains this information about the source:</p>	<p><i>You can... CITE LIKE THIS!</i></p>
<p>Title of Article</p> <p>EX: <i>Tailoring</i> EX: <i>Impact of Global Warming</i></p>	<p>According to “Tailoring,” by the 19th and 20th centuries, these styles were replaced by ones that were “restrained and practical.”</p> <p>We see so many global warming hotspots in North America likely because this region has "more readily accessible climatic data and more comprehensive programs to monitor and study environmental change . . ." ("Impact of Global Warming").</p>
<p>Title of article and a quote from another person cited by the author</p> <p>EX: <i>Lost Cities, Lost Treasure</i></p>	<p>In the words of Carl Sagan, a space scientist, “Science is a self-correcting process,” and the mistake is not as important as the corrections.</p> <p>Thomas Edison once said that inventing was “1 percent inspiration and 99 percent perspiration.”</p>
<p>Title and Author of article</p> <p>EX: Ready-Made Clothing by National Institute of Standards and Technology</p>	<p>According to the National Institute of Standards and Technology, women’s ready-made clothing came quite a while later when “demand was created in the form of the rising urban professional class.”</p> <p>Data for standard sizes was taken from soldiers, and according to the National Institute of Standards and Technology, certain common ratios found in the measurements allowed for the “first commercial sizing scales for men.”</p>
<p>Paragraph number only</p>	<p>According to the study, dreams may express "profound aspects of personality" (paragraph 18).</p>

<p style="text-align: center;">Author and/or paragraph numbers</p> <p>EX: Cullen, paragraphs 11-12</p>	<p>Cullen concludes, "Of all the things that happened there / That's all I remember" (paragraphs 11-12).</p> <p>The researchers also found that a combination of gene manipulation and exercise led to a 35% increase in the strength of rats' leg muscles (Lamb, paragraph 13).</p>	
<p style="text-align: center;">Author of an article or book and page number of quotation</p> <p>EX: Wordsworth, page 256 EX: Yang, page 83</p>	<p>Romantic poetry is characterized by the "spontaneous overflow of powerful feelings" (Wordsworth, 256).</p> <p>The author states, "Tighter gun control in the United States erodes Second Amendment rights" (Yang, 83).</p>	
<p style="text-align: center;">Two or more authors and page number</p> <p>EX: Smith, Yang, and Moore, 76</p>	<p>The authors state, "Tighter gun control in the United States erodes Second Amendment rights" (Smith, Yang, and Moore, 76).</p>	

Three Basic Complex Sentence Pattern Visual Scaffolds

Use a comma to set off an *opener*.

Opener ,

sentence

Use two commas to set off an *interrupter*.

Sent

, *interrupter*

ence

,

•

Use a comma to set off a *closer*.

Sentence

, *closer* •

Compound and Serial Comma Sentence Pattern Scaffolds

Use a comma and a *conjunction* to join sentences.



Sentence

,

for
and
nor
but
or
yet
so

sentence

•

Use a *semicolon* to join sentences.

Sentence

sentence

;



Use commas *between items* and phrases in a series.

Sent

n

,

c

,

an

e

.

AAAWWUBBIS and More!

Common Subordinating Conjunctions

After After what seemed like forever, Royal finally slowed the team to a trot and then to a walk.

—Jennifer Donnelly, *A Northern Light*, p. 78

Although Although Vincent is gone, I can still have fun without him.
(*Even though* and *though*) —Miguel Espinoza, sixth grader

As As I walked outside for recess, he was and almost certain there'd be a gold star next to

his name when he returned.

—Louis Sachar, *There's a Boy in the Girls' Bathroom*, p. 97

When Whenever Ms. Franny has one of her fits, it reminds me of Winn-Dixie in a thunderstorm. (*Whenever*) —Kate DiCamillo, *Because of Winn-Dixie*

While While he eats lunch, he talks about what he will eat for dinner.

—David Klass, *You Don't Know Me*, p. 30

Until Until then, Marian had never really thought much about vocal technique.

—Russell Freedman, *The Voice That Challenged a Nation*, p. 14

Because Because she is holding the microphone so close to her face, each moment of contact sounds like a heavy blow.

—Myla Goldberg, *The Bee Season*, p. 276

Before Before last summer, before the man ever came to town, I figure I was getting ready for

him.

—Cynthia Rylant, *A Fine White Dust*, p. 4

If If you don't lie to anyone else in the world, you shouldn't lie to yourself either.
 —Gordan Korman, No More Dead Dogs, p. 28

Since Since fourth grade, she'd kept a running list of them and liked to reread it to see if she
 she could get the stories to go further in her head.
 —Naomi Shihab Nye, Habibi, p. 13

Subordinating Conjunctions by Functions: Dependent Clause Causers Revealed

<i>Time</i>	<i>Cause-Effect</i>	<i>Opposition</i>	<i>Condition</i>
After	As	Although	As long as
Before	Because	Even though	If
During	Since	Though	In order to
Since	So	While	Unless
Until		Whatever	Until
When/Whenever			Whatever

Comma Magnets as Sentence Openers

Introductory words, such as adverbs, and transitional words that indicate order or time, are usually followed by a comma. Basically, you could be wrong if you left a comma off; however, you'd be fine if you put it in, whether you need it or not. Here are a few:

Addition Signals

In fact In fact, most transitional words or phrases need commas after them when they open a sentence.

For example For example, a long introduction always needs a comma after.

In addition In addition, the ear often signals a pause where a comma may be inserted after a transitional phrase.

Time Transitions

Next Next, we should consider putting a comma after introductory time words.

Meanwhile Meanwhile, we should also consider that the comma may not be needed.

Afterward Afterward, you may just want to insert the comma anyway.

Contrasting Connectors

However I like science; however, I don't want to become a scientist.

On the other hand On the other hand, I enjoy history and I want to be a(n) historian.

Yet Yet, I will never be a mathematician.

Adverbs or Adverbial Phrases

Basically Basically, adverbs end in -ly.

Actually Actually, you should know adverbs tell how, where, and when as well.
Eventually Eventually, you'll know that adverbs add on to verbs to tell how, where, when, and what condition.
Of course Of course, you don't put commas after every adverb.

Mild-Mannered Exclamations

Yes Yes, yes is a mild exclamation.
No "No, we still put the comma after no in dialogue," said Chris.
Well Well, sentences shouldn't really begin with well, but when they do, well had better have a comma after it.

Note: Many of the words above need commas on both sides when they interrupt in the middle of a sentence.

Prompts for Elementary Informational Writing

	Formative Assessment	Summative Assessment
4 th	Use one of these prompts. <i>Light Pollution</i>	Teacher Choice or <i>Space Coast</i>

***It is important to use the state prompts, with accompanying samplers, for the formative assessment.** These prompts will be used in instruction later along with the sampler papers. These papers were scored by the same people who will be scoring the tests and give valuable insight to the scorers' interpretations.

****This lesson sequence assumes that the teacher has already explicitly taught the FSA Writing Rubric.**

Time Needed: 8-10 Days of 50-55 Minute Sessions. These sessions are intended to be flexible and adaptive to meet student needs. *All students need to write to the prompt before Day 3.*

TEXT-BASED WRITING PROMPTS

- Fourth
 - Informational Prompts
 - [Entrepreneurs](#)
 - [Polar Bears](#)
 - [Space Coast](#)
- Fifth
 - Informational Prompts
 - [Being Successful](#)
 - [Hurricanes](#)
 - [Ocean Exploration](#)

Materials Needed:

- Student copies of the FSA Writing Peer/Self Review Sheet.
- Student copies of the FSA Rubric for Informational/Expository Writing
- Student copies of Light Pollution. (Duplicate the testing materials and conditions as closely as possible except for typing.)
- Student copies of Scoring Samplers 1 and 2, and teacher choice of two more from Samplers 3-6. Remove the scores before copying. Students will be scoring samplers.
- Groups will need copies of samplers 3-7 -cut up into introductions, conclusions, and body paragraphs-for use in group work on Evidence and Elaboration and Introductions and Conclusions. One packet per group.
- Green and Blue Highlighters or Colored Pencils
- Yellow and Orange Highlighters or Colored Pencils
- Sticky Notes
- RAFT Graphic Organizer
- Writing Effective Introductions Anchor Chart
- Writing Effective Conclusions Anchor Chart
- Types of Introductions Anchor Chart

Instructional Sequence 1

Teachers will need to decide on samples they will use to model this unit and must agree on annotations for the sampler text to be used for Day 3 before beginning this unit.

Day 1-2: Students Write to the Prompt

Distribute the text set *Light Pollution* or *Used Items, Found Art*. Have students write to the prompt as a formative assessment. No matter the grade level, have students complete this writing using pencil and paper. Collect essays for later use. Do not score papers.

While students are working (writing), make notes on whether students read the prompt first, used text marking/close reading strategies, and utilized the planning sheets. The information gathered should be used as talking points during writing conferences.

If this prompt is used as a “District Writes” or “School Writes” BEFORE beginning this sequence (highly recommended), begin with Day 3 plans.

Day 3: Introduce FSA Rubric and FSA Writing Peer/Self Review Sheet

1. Distribute the *Used Items*, *New Art* or *Light Pollution* text set and prompt to students. These should be the same prompts and text used for the formative. The teacher will model how to dissect the prompt. Teachers who attended Writing Boot Camp are encouraged to use the RAFT Method (included) or use the strategy embedded in the school SPP. Make an anchor chart of the unpacking the prompt strategy to remain on the wall throughout writing instruction.
2. The teacher facilitates class discussion, turn and talk, and small group work as needed.

Why use RAFT?

- includes writing from different viewpoints
- spans across multiple content area
- helps students learn important writing skills such as audience, main idea, and organization
- teaches students to think creatively about writing by responding to the following prompts:

Role of the Writer: Who or what are you as the writer? A pilgrim? A soldier? The President?

Audience: To whom are you writing? A friend? Your teacher? Readers of a newspaper?

Format: In what format are you writing? A letter? A poem? A speech?

Topic and strong verb: What are you writing about? Why? What's the subject or the point?

1. Distribute Sampler S-1. Make sure the scores are not on the samplers. Have students number the paragraphs. The teacher will read S-1 aloud to the students.
2. Distribute the FSA Writing Peer/Self Review Sheet. The teacher will model how to dissect Scoring Sample S-1 using the FSA Writing Peer/Self Review Sheet focusing on one domain at a time.
3. If teachers have already completed the opinion writing sequence, this should go much faster. This would also be the time to compare and contrast opinion versus informational.

Teacher Modeling Directions: Use for Modeling with S-1 Sampler Paper

1. For the domain **Purpose, Focus, and Organization (PFO)**, the **teacher will model** identifying indicators by text coding (with a pencil or pen) the following:
 - Underline the thesis, or forecast*, if present, in the introduction.
 - Text code "I" in margin indicating introduction.
 - Text code "C" in the margin indicating the conclusion.
 - Circle transition words throughout the writing (internal transitions as well).
2. For the domain **Evidence and Elaboration (EE)**, the **teacher will model** identifying indicators by text coding (with a pen or pencil and highlighters) the following:
 - Highlight evidence from the text that supports the thesis [blue highlighter or colored pencil].
 - Highlight elaboration that supports the evidence from the thesis [green highlighter or colored pencil].

- Place a star above citations or nods to the text.
- Place a box around academic and domain vocabulary—discuss.
- Place a “V” next to sentences with varied sentence structure.

3. For the domain Conventions (C), the teacher will model identifying the following:

- Correct use of grammar
- Correct spelling of domain-specific and academic vocabulary
- Indented paragraphs
- Correct use of capitalization and punctuation

4. The teacher and students calculate the score for Scoring Sampler 1 using the FSA Rubric. The teacher reveals the official score to students.

**A forecast is a statement telling the reader where the writer is going with the body paragraphs. In an informative essay, it is the three-fold thesis. For some prompts, it may be two-fold instead of three.*

FSA Writing Peer/Self Review Sheet for Informational/Expository

Purpose, Focus, and Organization (4 pts)	Evidence and Elaboration (4 pts)	Conventions (2 pts)
Is your controlling idea clearly stated and fully maintained throughout the essay? Yes ___ No ___ Suggestions for Improvements:	Did you include and cite relevant evidence from the text that supports your controlling idea in each paragraph? Yes ___ No ___ Suggestions for Improvements:	Are there few or no grammar errors in your writing? Yes ___ No ___ Suggestions for Improvements:
Did you use transitions between and within paragraphs? Yes ___ No ___ Suggestions for Improvements:	Did you use a variety of elaborative techniques? Yes ___ No ___ Suggestions for Improvements:	Did you spell almost everything correctly? Yes ___ No ___ Did you spell the words from the text set correctly? Yes ___ No ___ Suggestions for Improvements:

Purpose, Focus, and Organization (4 pts)	Evidence and Elaboration (4 pts)	Conventions (2 pts)
<p>Do you have a satisfying introduction? Yes ___ No ___</p> <p>Suggestions for Improvements:</p> <p>Do you have a satisfying conclusion? Yes ___ No ___</p> <p>Suggestions for Improvements:</p>	<p>Did you use both academic and domain-specific vocabulary in the essay? Yes ___ No ___</p> <p>Suggestions for Improvements:</p>	<p>Are paragraphs clearly separated? Yes ___ No ___</p> <p>Suggestions for Improvements:</p>
<p>Do your paragraphs flow in a logical order/progression? Yes ___ No ___</p> <p>Suggestions for Improvements:</p>	<p>Did you vary sentence structure (simple, compound, complex, compound-complex)? Yes ___ No ___</p> <p>Suggestions for Improvements:</p>	<p>Did you use punctuation and capitalization correctly? Yes ___ No ___</p> <p>Suggestions for Improvements:</p>

Instructional Sequence 2

Day 4: Guided Practice

1. Review the *Light Pollution* or *Used Items, New Art* text set and prompt with the students. Review unpacking the prompt strategy from Day 3.
2. Students work in small groups to dissect Scoring Sampler S-2 using one or more of the following methods:
 - The Teacher Modeling Strategy (used with the S-1 Sampler from Day 3)
 - FSA Writing Peer/Self Review Sheet
 - FSA Rubric
1. While students are marking and/or reviewing, the teacher will monitor groups to provide support or direction as needed.
2. After students complete the steps outlined in 1-3, group members will calculate the score for Scoring Sampler 2, S-2.
3. The teacher will reveal the official FSA score and discuss any discrepancies with how the groups scored the papers.
4. Use Day 4 as a formative assessment of students' ability to score essays using the Rubric and the FSA Writing Peer/Self Review Sheet. Determine whether or not students are ready to move on to the net day's activities. If not, steps 2 thru 5 may be repeated using Scoring Sampler S-3.

Day 5 and 6: Collaborative Scoring Stations

1. Set up 6 Collaborative Scoring Stations. Group students in 6 groups of 3-4. Students will need copies of the Sampler S-6 and the FSA Writing Rubric and the FSA Writing Peer/Self Review Sheet.
2. Using the FSA Rubric, the teacher will model scoring S-6 for Conventions while discussing the rationale for scoring. (This would be best accomplished on a document camera.) The teacher will read each paragraph out loud before marking for errors in Conventions. The students mark their papers along with the teacher.
3. Assign each group a certain domain. Groups 1, 2, and 3 will score PFO and Groups 4, 5, and 6 will score EE. Instruct students to use the rubric to score their domain in the same format as modeled by the teacher in Step 2.
4. Each group will review the text set and prompt, and read the Scoring Sampler aloud before scoring.
5. After groups come to a consensus regarding their score, they will use the Snowball strategy (collaborate) to form a larger group for their specific domain to agree upon one score for PFO (groups 1-3) and one score for EE (groups 4-6).
6. A student PFO group will meet with a student EE group. For example, Group 1 will confer with Group 4, Group 2 with Group 5, and Group 3 with Group 6. PFO groups will explain their score to the EE groups and vice-versa.
7. The teacher will then lead a whole group discussion and presentation of the scores from collaborative groups.
8. The teacher will reveal the official FSA score of the sampler.
9. Using scoring Sampler S-7, students will be placed in the opposite domain group for scoring and repeat the same process as described in steps 1-8.

Instructional Sequence 3

Day 7: Evidence and Elaboration Lesson

1. Place students in small groups of 3-4. Give students body paragraphs from the samplers. Number the body paragraphs to make it easier to refer to them in group work and discussion. Use about 10-15 body paragraphs for this activity.
2. Have students mark the text evidence in blue and place a star above citation or nods to the text for the evidence. Provide groups a copy of the formative text set to use for checking text evidence.
3. Have the students go back to the text set and confirm that the citation is correct.
4. Have the students mark the elaboration in green.
5. Have the students discuss the following about the paragraphs:
 - Does the evidence from the text support the controlling idea of the paragraph?
 - Does the elaboration explain how the evidence supports the controlling idea?
How does it do this: (SPEC, text-to-text, text-to-self, text-to-world, definition, example, compare/contrast, cause/effect, if/then, etc.)?
 - Is there a better way the student could have used elaborated with the evidence?
 - Are there multiple elaboration strategies evident in the paragraphs?
 - Does the paragraph include a variety of sentence structures: (simple, compound, complex, compound-complex)?
 - Have students rewrite one or two of the paragraphs to incorporate a variety of elaborative techniques and sentence structures.
6. Students turn in their paragraph(s) for a grade.

Instructional Sequence 4

Day 8 and 9: Introduction and Conclusion Stations. Students will work in stations to hone skills used in writing satisfying introductions and conclusions.

1. Take the left-over introductions and conclusions remaining from the previous Evidence and Elaboration activity and scramble them up. Place them in envelopes for groups to analyze. Number them, but not in any kind of order. This numbering will help in group discussions.
2. Group members will try to match the introduction with its conclusion.
3. The teacher will correct any mismatching that has occurred before moving on to Step 5.
4. When the matching exercise has been completed, have students analyze them according to the anchor charts Writing Effective Introductions, Writing Effective Conclusions, and Types of Introductions.
5. Have students figure out what is missing in each pairing and ask them to guess what score point the intro/conclusion pair received on the sampler.
6. Students will select one intro and conclusion pair to revise or have them revise their own from the formative and turn in for a grade.

Writing Effective Introductions	Writing Effective Conclusions
<p>Hook statement to include one of the following:</p> <ul style="list-style-type: none"> • Turn About • Funnel • Lively description or imagery • Eyewitness Account • Quotation <p>Address the prompt: Connection/transition between hook and thesis. Thesis or Claim: Idea Driven and Three Prong</p>	<p>Restate your claim or thesis without using the exact same words as the introduction</p> <p>Connect your thesis or claim back to the prompt. Include an emotional appeal or interesting fact that will clarify the reader's understanding of your claim. End with one of the following:</p> <ul style="list-style-type: none"> • Call to action • Your two cents • Future significance • Implications

Day 10: Individual and Peer Review

7. Students will reread the formative test set and prompt.
8. Students will read and score their own original writing from Days 1-2, using the FSA Rubric and the FSA Peer/Self Review Sheet. While students are scoring their writing, the teacher will conference with individual students, and small groups with similar needs.
9. Students switch their writing with a partner to read/score their partner's writing using the FSA Rubric and the FSA Peer/Self Review Sheet. Students will be given sticky notes to record their scores and suggested revisions on the peer's paper.
10. Give students time to discuss their rationale for scoring with each other.
11. Teacher facilitates an "Aha moments" conversation with whole group.
12. The teacher will collect the papers.

Day 11: Final Writing: (Summative Assessment)

Students independently read the text and respond to a prompt for a final writing grade (summative assessment). Mimic the testing conditions as closely as possible. Take incidental notes on how students are reacting to the prompt and text set. What did they fail to do that they were taught to do when addressing and unfamiliar prompt? The prompt used will be teacher choice.

If student papers show a need for more conventions work, consider creating stations.

- Spelling such as- **its versus it's** and **their, they're, and there** as well as **to, too, and two**.
- Using antecedents before pronouns
- Capitalizing
- Using formal versus informal register

Elaborative Techniques

Elaborative Technique	Notes	Examples
Connections to Self/World/Text	<ul style="list-style-type: none"> - Uses personal experiences, familiar texts, or current events/history 	<ul style="list-style-type: none"> - This reminds me of a time... - I remember when I read... - This made me think about that story in the news recently when...
Explaining Cause and Effect (or "If... then...")	<ul style="list-style-type: none"> - Can be supported by text or from personal experiences 	<ul style="list-style-type: none"> - If students are outside taking care of the school property, then there is no time to take care of our brains. - If we were to use only lights that face downward, then it will help prevent light pollution.
Making a Comparison or Contrast	<ul style="list-style-type: none"> - From text or personal knowledge - Can be across texts 	<ul style="list-style-type: none"> - In big cities, the whole galaxy doesn't appear to people because of all the lights. In contrast, when you are out in the country, an amazing twinkling sky emerges after sunset.
Using Definitions	<ul style="list-style-type: none"> - Define general academic and domain-specific words or phrases when the definition is not provided in the text - Especially if content specific and reader may not know the term 	<ul style="list-style-type: none"> - What is light pollution? Light pollution is (<i>not stated in text</i>)... - To be clear, when the author says graffiti, he means (<i>not stated in text</i>)...
Using a Real Life Example	<ul style="list-style-type: none"> - Can be made up as long as it is reasonable and makes sense in context 	<ul style="list-style-type: none"> - Our Art Teacher, Mrs. Jones, loves to help make our school brighter and more beautiful by painting murals on our dull walls. - When baby turtles are distracted by the bright lights, they never make it to the ocean and die.
Make a Figurative Comparison (Metaphor or Analogy)	<ul style="list-style-type: none"> - Good way for students to inject voice 	<ul style="list-style-type: none"> - Light pollution is like the rotten egg in the cake batter. It sure messes up a good thing! - Murals can do the same thing for schools as a new haircut. You feel more positive, more energetic, and people think you look better than before!

SPEC

Social <i>How does this impact the world around us?</i> <i>What will be posted on social media about this?</i>	<u>Text Evidence</u> Source 1: Source 2: Source 3:	<u>Ranking and Justification of Text Evidence:</u>
Political and/or Personal <i>Will politics change on this information?</i> <i>What in your life relates to this topic?</i>	Source 1: Source 2: Source 3:	<u>Ranking and Justification of Text Evidence:</u>
Environmental or Economy <i>How will this impact the environment?</i> <i>Does this affect the amount of money in an area or a country?</i>	Source 1: Source 2: Source 3:	<u>Ranking and Justification of Text Evidence:</u>
Cultural, Community, or Change <i>Does this affect a particular culture or group of people?</i> <i>Does this affect the community in which you live?</i> <i>What will the changes bring with them? (both bad and good?)</i>	Source 1: Source 2: Source 3:	<u>Ranking and Justification of Text Evidence:</u>

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Progress Monitoring			
Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Unpacking the Rubric	Minutes from grade level meeting with instructional coach	Bi-quarterly	Grade level chairs Administration
Using narrative elements for elaboration and voice- mini-lessons	Writing mini-lessons Student samples	Monthly	Grade level chairs Administration
Calibration	Minutes from grade level meetings with instructional coach	Monthly	Grade level chairs Administration
Writing Conferences	Student samples	Bi-weekly	Teachers Administration

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

School Action Plan

ELA: Strategies & Programs to Support the Objectives

ELA Levels 1 and 2 Focus

School Focus

Targeted School-based Focus:

To enable teachers to efficiently and effectively differentiate instruction in their classrooms through the use of MaxScholar (grades K - 3 lowest deficiency as defined by PPP,) and small group instruction (Levels 1 and 2).

Targeted School-based Professional Development:

1. Provide iReady Reading refresher during Faculty Meeting (August/September 2020).
2. Provide iReady Training on program updates, use of data reports and Next Steps for instruction following each diagnostic.
4. Offer MTSS/PMP training to include how to identify Tier 2 and Tier 3 students and match appropriate strategies. (September 2020).
5. Title I teachers, classroom teachers, and ESE teacher will meet during Spotlight meetings to collaborate and determine resources used in classroom verses title room.

Action Steps for Remediation

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

1. Teachers will conduct differentiated small group instruction (to include identified students) during the LEAP Block and BLM based on iReady diagnostic and other assessments (MaxScholar for Level 1) to include FSA, and iReady lessons.
Classroom teacher- Level 1, 2, 3, 4 and 5.
Title teachers- Retained, Level 1
ESE Teacher- Students on IEP for grades 1-5
2. Students will utilize iReady lessons on the computer for approximately forty-five minutes per week or a specific number of lessons during LEAP with designated teacher.
3. Identified MaxScholar students will utilize lessons on the computer for a minimum of 3 - 4 times a week with the goal of reaching 60 minutes a week.
4. Designated teacher and students will conference to set iReady and MaxScholar learning goals.
5. Students will self-monitor through reflection and journaling to evaluate progress toward their goals.
6. ELL interpreters will be available to assist students with iReady during LEAP block on their designated grade level days.
7. Classroom assistant (when available) will be assigned time blocks to push into classrooms to monitor and assist with retained and Administratively/Good Cause promotion students.

Plan of Care (POC)

1. Morning tutoring sessions will be offered daily to support students' needs as prescribed by the classroom teachers with an emphasis on vocabulary, sight words and/or fluency.
2. Afternoon tutoring, twice a week with transportation available, will begin in September for POC students (invited students: Retained, Good Cause/Administratively Promoted, FSA ELA and/or Math Level 1 students, RETAINED-PARENT REQUESTED PROMOTION).

3. Classroom teachers will share MAP's, MaxScholar, and/or iReady student diagnostic reports with the remediation teacher.
4. The remediation teacher will develop small group and/or differentiated stations (using available iReady toolbox lessons, guided reading leveled readers)

Progress Monitoring			
Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Small group instruction	Classroom observations	Monthly	Administration
iReady	Progress monitoring reports	Monthly	Administration and Title Teachers
POC students (Retained and AP/GC students)	Grades	Every 4 ½ weeks	Administration and Teachers
MaxScholar	Classroom observations, fluency checks, progress monitoring reports from MaxScholar	Monthly	Administration

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

School Action Plan

ELA: Strategies & Programs to Support the Objectives

Pandemic ELA Instructional Gaps Focus

School Focus

Targeted School-based Focus:

Classroom teachers will utilize various assessments (iReady, classroom assessments, formative, summative) to identify individual needs and develop targeted lessons within the Balanced Literacy Model and LEAP block to remediate and accelerate student learning.

Action Steps for Implementation

Classroom Implementation Action Steps (Teachers and Students):

1. Teachers will assess students on high frequency words, phonemic awareness, running records, and fluency. Students will practice high frequency words and practice reading passages in multiple ways throughout the day.
2. Teachers will collaboratively plan whole group mini lessons and small group lessons along with station tasks using the OCS D Standards Resource document and Pacing Guides. Each student will actively participate in whole group, small group lessons, and stations.
3. Teachers will informally assess students based on ALDs/Learning Progressions to adjust whole group instruction, small group instruction and stations.
4. Teachers will spiral previous grade level 4th quarter standards through mini-lessons, bell ringers, stations, and small group.
5. Teachers and students will utilize the Summer Bridge activities throughout the Balanced Literacy Model to provide instructional support for identified gaps.
6. Teachers will analyze student data from a variety of sources (iReady, MaxScholar, classroom assessments) to plan targeted instruction and activities to address students' individual gaps. Students will engage in one-on-one or small group activities designed to close the gap.
7. Teachers will purposefully plan for and use open-ended reading and writing tasks to increase student engagement, provide opportunities for multiple responses, give students voice and choice in how they will choose to address the task, and encourage higher-level thinking. Students will engage in solving open-ended reading and writing tasks.

Progress Monitoring

Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
High frequency word checklist	Checklist	Weekly	Teachers, Administration
Fluency Checks	Running Records	Bi-weekly	Teachers, Administration

Small Group Instruction	Lesson plans, classroom observations	Daily	Teachers, Administration
Open-ended Reading and Writing Task	Lesson plans, classroom observations, walk-throughs	Daily	Teachers, Administration

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

School Action Plan

Math

District Goal:	Students shall demonstrate math proficiency at or above the expected grade level.
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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 59 %.

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 47 %.
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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 66%

Central Focus: Math Focus

- | |
|--|
| Use OCSD M3 Standards-based planning document to create student-centered standards-based lessons <ul style="list-style-type: none">• 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 Action Plan

Math: Strategies & Programs to Support the Objectives

School Focus

Targeted School-based Focus:

Through the balanced math model, students will engage in standards based mathematical routines, mini-lessons, differentiated small groups, and differentiated student station activities/cooperative groups developed using formal and informal assessment data, the M3 planning document, and resources for guiding targeted instructional choices for all students (ELLs, ESE, ESSA sub-groups).

In addition to the district Central Message math teachers will be provided the following:

Summer 2020

Select teachers will attend the Cognitively Guided Instruction training.

August 2020 - May 2021

New teachers will attend the New Teacher Committee meeting once a month. The focus will be on FEAP's, SPP initiatives, Balanced Math Model, and individual needs.

September 2020

- Teachers will work in small groups with math remediation teacher, math coach, and/or administrators to set-up and review class iReady information and data and to assist new teachers with learning to use the program.
- Teachers will work in grade band groups with math coach and/or administrators to share math standards/skills of concern with next grade level and plan for pacing and instruction accordingly.
- Small groups of teachers along with administrators, math remediation teacher, and/or math coach will meet to analyze fall iReady data and plan for instruction.

September 2020- May 2021

CGI PLC group to meet regularly (to be decided by group) during the school year beginning September 2020 through May 2021. These meetings will focus on math topic/task development, analysis of student work and planning of differentiated instruction for both small and whole group based on analysis of student work.

October 2020

- Math coach will work with small groups and/or individual teachers to work through the process of choosing grade level station tasks and adjusting the task using Universal Design for Learning (UDL) guidelines to meet the needs of all students.

November 2020 – May 2021

- Math coach will work with small groups and/or individual teachers to plan and model the formative assessment cycle, by using assessment information to choose a whole group or small group math task, plan student groupings, and observe the implementation of data based whole group or small group instruction using manipulatives where appropriate, questioning techniques that guide instruction, and modeling scaffolding and extending knowledge.

January- February 2021

- Grade levels (including math remediation and/or math coach) will meet to review iReady data and pacing for second semester.

February 2021

- Grades 3-5 teachers meet with math coach to plan for FSA testing support for students in grades 3-5.

Year Long

- Professional Development for new teachers and teachers needing differentiated support will be offered as needed with instructional math coach.

Action Steps for Implementation

Classroom Implementation Action Steps (Teachers and Students):

1. Teachers and students will create, post, and use **classroom norms and routines** to support the Balanced Math Model, which will allow teachers and students to spend more time deepening their understanding of the math content and practice standards.
2. Teachers will establish, post, and engage students in understanding **learning intentions** that are clear, measureable, and relevant to the lesson.
3. Teachers will use assessment data, M3 document, and pacing guides to plan instruction for **mini-lessons**.

- Teachers will provide students with **standards based**, engaging **math tasks** and activities based on the components of Rigor (concept building, procedural practice, and application) and consideration of UDL guidelines.
 - Students will persevere in solving problems independently and/or in cooperative groups and share strategies and representations through whole class discussions, student-to-student interaction, and/or written/drawn representations.
4. Teachers will provide students differentiated **station/cooperative group activities** that include components of Rigor (concept building, procedural practice, and application of math knowledge) and consideration of UDL guidelines.
 - Students will engage in station activities that include self-checking and recording of work.
 5. Teachers will plan and provide differentiated **small group instruction** using the formative assessment cycle of assessing students, analyzing student work to set a learning goal, choosing or creating a small group task, and providing students just in time scaffolding or extensions as needed in small group instruction.
 - Students will persevere in solving problems independently and/or in cooperative groups and share strategies and representations through discussion and/or written/drawn representations.

Progress Monitoring			
Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Routines	Walkthroughs, observations	Monthly	Administration, Classroom Teacher
Differentiated Small Groups	Walkthroughs, observations	Monthly	Administration, Classroom Teacher
Cooperative groups	Walkthroughs, observations	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

ELA Levels 1 and 2 Focus

School Focus

Targeted School-based Focus:

Teachers will effectively differentiate instruction for students in the cooperative groups and/or small group lessons during the balanced math block.

Targeted School-based Professional Development:

1. Teachers will participate in Professional Development for the implementation of iReady Math.
2. MTSS/PMP training will be provided for Classroom Teachers.

Action Steps for Remediation

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

1. Title teachers will pull 3rd, 4th, and 5th grade retained students, Level 1 MAP, and red zone iReady Diagnostic 1.
 - administer iReady diagnostic three times a year
 - students work through the iReady lessons on the computer (a minimum of 45 minutes per week)
 - teachers monitor progress and intervene to reteach in small group
 - teachers and students goal set based on progress toward standards
 - teacher and/or classroom assistant work on fluency skills as needed by individual students
2. Classroom Teachers will provide standards-based small group instruction utilizing iReady Math during the LEAP and/or BMM for the following students:
 - Level 1 students daily
 - Level 2 students daily
 - Level 3 students three times a week
 - Level 4 & 5 students two times a week
 - No whole group instruction during this time
3. Classroom Teachers will:
 - build small group instruction using iReady data.
 - conference with students to set learning goals/path toward standards mastery using ALD's.
 - utilize iReady toolbox for small group instruction.
 - prescribe iReady lessons or other standards-based resources (Khan Academy, cPALMS) aligned with students' MAP and iReady results.
 - No whole group instruction during this time
4. Plan of Care (POC)
 - Afternoon tutoring, twice a week with transportation available, will begin in September for POC students (Invited students-Retained, Good Cause/Administratively Promoted, MAP Winter Math Level 1).
 - Classroom teachers will share MAP's and/or iReady student diagnostic reports with the remediation teacher.

-The remediation teacher will develop small group and/or differentiated stations (using available iReady toolbox lessons, guided reading leveled math/science books)

Progress Monitoring			
Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
iReady implementation	iReady reports	Bi-weekly	Teachers, Administration
Small group	Observation, data chats	Monthly	Teachers, Administration
Lowest 25%	Grades	Every 4 1/2 weeks	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

Pandemic Math Instructional Gaps Focus

School Focus

Targeted School-based Focus: Classroom teachers will utilize various assessments (iReady, classroom assessments, formative, summative) to identify individual needs and develop targeted lessons within the Balanced Math Model and LEAP block to remediate and accelerate student learning.

Action Steps for Implementation

Classroom Implementation Action Steps (Teachers and Students):

1. Teachers will assess students on basic fact fluency, multi-digit fluency (2nd-5th) and place value understanding. Students will practice grade level basic fact fluency and place value understanding in multiple ways throughout the week.
2. Teachers will collaboratively plan whole group mini lessons and small group lessons along with station tasks using the OCSD M3 document and Pacing guides. Each student will actively participate in whole group, small group lessons, and station activities.
3. Teachers will informally assess students based on ALDs/Learning Progressions to adjust whole group instruction, small group instruction and stations.
4. Teachers will spiral previous grade level 4th quarter standards through mini-lessons, bell ringers, stations, and small group.
5. Teachers will analyze student data from a variety of sources (iReady, formative assessment tasks, classroom assessments) to plan targeted instruction and activities to address students' individual gaps. Students will engage in one-on-one or small group activities designed to close the gap.
6. Teachers will purposefully plan for and use open-ended math tasks to increase student engagement, provide opportunities for multiple responses, give students voice and choice in how they will choose to address the task, and encourage higher-level thinking. Students will engage in solving open-ended math tasks.

Progress Monitoring

Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Fact Fluency Checks	Math facts/student interviews	Monthly	Teachers, Administration
Small Group Instruction	Lesson plans, classroom observations	Daily	Teachers, Administration

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

School Action Plan *Science*

District Goal:	Students shall demonstrate science proficiency at or above the expected grade level.
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Objectives:
The percentage of 5 th grade students who will be proficient in science as defined by the State of Florida on the Statewide Science Assessment (SSA) will be at least 47%.

School Action Plan

Science: Strategies & Programs to Support the Objectives

Central Focus: Science Focus

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

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

School Focus

Targeted School-based Focus:

Student engagement in science be increased through the use of standards based hands-on activities, whole group, and purposeful small group instruction. Students will also focus on reading and writing about informational text, interacting with data (to include graphs and charts), and spiraling activities.

Targeted School-based Professional Development:

1. Teachers will receive and follow pacing guides, Science vertical alignment of standards, and activities in google drive that are aligned to the standards. (Pre-planning 2020)
2. Purposeful stations and cooperative learning groups will be developed during common planning for GL.
3. Development of standards based lessons using the District created science curriculum binder, questioning flip charts, Longwood Google Drive.
4. Use of spiraling to increase knowledge of GL standards through Study Island, stations, small groups, and quarterly assessments.
5. District Science Specialist will provide quick review of Study Island.

Action Steps for Implementation

Classroom Implementation Action Steps (Teachers and Students):

1. Teachers will continue working on alignment of standards to lessons. Teachers will share exemplar lessons that address the science standards and Science item specs and lessons will be added to the Google Drive.
2. Students will be given common pre- and post-tests to assess knowledge of grade level standards. Fifth grade will also use Study Island to build differentiated lessons and tasks to close gaps in learning and track progress weekly.
3. Teachers will use the Science Question flip chart to prepare standards based inquiry and hands-on activities.
4. 3rd, 4th, and 5th grade Science teachers will use grade level Florida Science Coach books in a small group lesson to support Science curriculum, insure full understanding of the science standards, and increase experience with SSA like questions. 5th grade science teachers will also use Coach books to spiral using previous grade level coach books when appropriate.
5. Teachers and students will create classroom station norms for procedures and student-to-student interaction norms.

6. Teachers will hold small group lessons in response to students' performance on standards based formative and/or summative assessments (Study Island, chapter/quarterly assessments, cPALMS).
Students will address the learning intentions and success criteria through self-assessment and feedback with the teacher.
7. Stations/Cooperative groups may consist of the following:
 - Spiraling science standards using high yield routines (cPALMS, Longwood Google Drive, Florida Science Coach books, Study Island - Grades 3-5)
 - Science vocabulary word building through graphic organizers, interactive notebooks, summarizing with student-to-student interaction
 - Reading/Writing using informational text, charts & graphs to talk with student partners and write to TDQ's determined by teacher
 - Study Island for 3rd – 5th grades
 - Teacher-Led Small group
8. Teachers will provide hands-on learning opportunities that are aligned with the standards at least two times a quarter (cPALMS, Longwood Elementary Google Drive, Garden, Diamond Del Gem Mining - Grade 4).

Progress Monitoring			
Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Science Pacing Checklist and Common/Quarterly Assessments	Walkthroughs, Lesson Plans, Formative and Summative Assessments	Quarterly	Grade Level Chair, Administration, Teacher
Study Island (3 rd – 5 th grades)	Usage reports, Class reports, Walkthroughs	Weekly	Teacher, Administration
Small group instruction / Stations	Walkthroughs, Student data/groupings, Learning Intentions/Success Criteria	Bi-quarterly	Teacher, Administration
Hands-on activities	Walkthroughs, Student samples, Learning Intentions/Success Criteria	Bi-quarterly	Teacher, Administration, Students
Spiraling and Pacing	Walkthroughs, Lesson plans, Student samples, Learning Intentions/Success Criteria	Weekly	Teacher, Administration

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

School Action Plan

Science: Strategies & Programs to Support the Objectives

Pandemic Science Instructional Gaps Focus

School Focus

Targeted School-based Focus:

Using data from the district created 4th quarter assessment, teachers will identify learning gaps and deficiencies in science standards to develop targeted lessons.

Action Steps for Implementation

Classroom Implementation Action Steps (Teachers and Students):

1. Teachers will informally assess students using the district created quarterly science assessment for the previous grade level 4th quarter standards to adjust whole group instruction, small group instruction, and stations.
2. Teachers will analyze student data from a variety of sources (formative assessment tasks, classroom assessments, etc) to plan targeted instruction and activities to address students' individual gaps. Students will engage in one-on-one or small group activities designed to close the gap.
3. Teachers will spiral previous grade level 4th quarter standards through mini-lessons, bell ringers, stations, and small group.
4. 3rd, 4th, and 5th grade teachers will utilize the Florida Science Coach book and Study Island to spiral standards to close the gap.

Progress Monitoring

Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Quarterly Assessments from previous GL	Lesson plans, walkthroughs	Weekly	Teachers, Administration
Spiraling	Lesson plans, walkthroughs, assessment data, collegial conversations	Weekly	Teachers, Administration
Florida Science Coach books	Lesson plans, observations, walkthroughs	Bi-monthly	Teachers, Administration
Study Island	Lesson plans, observations, walkthroughs, usage reports	Bi-quarterly	Teachers, Administration
Small group instruction	Lesson plans, observations, walkthroughs	Bi-quarterly	Teachers, Administration

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?

Parents are invited to participate in the development of the Title I Family Engagement Plan during several mornings in May and August and again at Orientation and Open House. Events are planned out based on parent feedback and placed on the master calendar. Committees discuss and plan for specific upcoming events. It is monitored throughout the year through our Title I teachers using the Compliance Bin to collect evidence.

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.*

Parent-Student-Teacher Compacts with space for an additional student specific goal, Annual Title I Meeting, Fall orientation, Open House, Volunteer Appreciation Breakfast, Monthly School Newsletter, School Website and Facebook page, Web Based Digital Communication Resources, Flyers, Blackboard ConnectEd, School Marquee, School Advisory Council Meetings, Parent-Teacher Conferences, Emails, Family Literacy Night, Math and Science Night, Family Fun Runs, Read Across America Day - volunteers reading to kids, Candy Cane Carnival, and Thanksgiving Family Lunch. Activities are implemented by teachers, parents, and administration and are monitored by the Administration.

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?

Local day care centers are contacted and invited to attend a Pre-K orientation where students have a tour of the school, receive a book and other supplies. The activity is run by the Title I Remediation team and monitored by the Administration.

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.

The school has a counselor on staff five days a week. There is a Military Liaison Counselor at the school two days a week for military students but they may also include other non-military students in small group sessions. There is a Mental Health Counselor on campus two days a week.

Several teachers have also received the Youth Mental Health Training. The district provides mentor screening and training and then provides mentors, as available and by need, to schools. Trauma Informed Care will continue to be a focus at the school as well as Growth Mindset.



Accreditation Page

Accreditation Standards

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

Strategic Plan Focus Area: Improving and Advancing Student Achievement

- Ensure access for all students to rigorous and challenging curriculum
- Address diverse educational needs through a coordinated support system
- Integrate technology in learning by both educators and students
- Use a variety of methods to communicate student progress with parents and stakeholders

Cognia Performance Standards related to this Focus Area

Leadership Capacity Domain

- 1.1 The system commits to a purpose statement that defines beliefs about teaching and learning, including expectations for learners.
- 1.2 Stakeholders collectively demonstrate actions to ensure the achievement of the system's purpose and desired outcomes for learners.
- 1.3 The system engages in a continuous improvement process that produces evidence, including measurable results of improving student learning and professional practice.

Learning Capacity Domain

- 2.1 Learners have equitable opportunities to develop skills and achieve the content and learning priorities established by the system.
- 2.5 Educators implement a curriculum that is based on high expectations and prepares learners for their next levels.

Resource Capacity Domain

- 3.2 The system's professional learning structure and expectations promote collaboration and collegiality to improve learner performance and organizational effectiveness.

1. Remediation/Enrichment block for grades 1-5 in reading and math daily. iReady reading program for grade KG-5th and iReady math toolbox for grade 3-5 were purchased.
2. Gifted Endorsed teachers collaborate with classroom teachers and/or provide enrichment activities for identified gifted students.
3. ELL interpreters provide support as needed to students and their families.
4. Scheduled SpotLight (data) Meetings monthly between grade levels and Title I teachers, ESE teacher, ELL interpreters and special area teachers to coordinate support for students.
5. Scheduled Math/Science Night, Hispanic Heritage Night, and Literacy Night to address specific educational needs and support.
6. Parent Library is offered to families.
7. Increased technology (Chromebooks, iPads, computer labs) for student use.
8. Technology resources are listed on the school website to include: Think Central, BrainPop, Study Island, etc.)
9. Communicate with families through School Newsletters, marquee, automated phone call out system, school website with active links to teachers and activities, class newsletters, e-mails, phone calls, and conferences.



Accreditation Page

Accreditation Standards

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

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

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

Cognia Performance Standards related to this Focus Area

Leadership Capacity Domain

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

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

Learning Capacity Domain

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

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

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

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

Resource Capacity Domain

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

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

1. Maintain school-wide average based on Florida statute.
2. Safety Committee meets regularly to review needed repairs.
3. Health and Wellness Committee meets regularly.
4. School Culture Committee meets to improve student and staff morale.
5. Scheduled meetings with faculty and staff to review Code of Ethics.
6. Harassment/Bullying policy posted in the front office.
7. Positive Based Incentive System is in place school-wide where we recognize students individually each week and have class and grade level incentives for being referral free.
8. An SRO is on campus daily.