

Date Submitted:

Dates of Revision:

School Performance Plan 2023-2024



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

SAC Information

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

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

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

Principal's Signature
SAC Chairperson's Signature

OKALOOSA SCHOOLS



THE NEXT GENERATION...

Our Vision:

Preparing today's students for success within and beyond the classroom.

Our Mission:

Placing students on a pathway to success by providing high quality instruction, a wide array of marketable experiences, and unparalleled extracurricular opportunities while developing relationships that meet both their academic and emotional needs.

Our Shared Values:

We are **PASSIONATE** about what we do.

We make **DATA-BASED** decisions.

We are personally **ACCOUNTABLE** and have courage to hold others accountable.

We **LISTEN** and seek to understand.

We are lifelong **LEARNERS**.

We are committed to **COACHING** and **DEVELOPING** our people.

We value **HUMILITY**.

We are grounded in the **RELATIONSHIPS** we build.

School Performance Team

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

Name	Title
Lisa Tucker	Principal
Joan Pickard	Assistant Principal
Karen Osborn, Vonda Todd	Instructional Coaches
S. Rodden, J. August, C. Brooks	Classroom Teachers, SPP working group (ELA)
T. Munley, J. Smales, D. Steber	Classroom Teachers, SPP working group (Writing)
T. Nguyen, A. McBride	Classroom Teachers, SPP working group (Math)
D. Feagin, S. Petersen	Classroom Teachers, SPP working group (Science)
L. Morrell, L. Johnston	Title I Teachers

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

1. April 6: All faculty met and divided into small groups (ELA, Writing, Math, Science). Each group was given the new District SPP Focus Areas for their category. The group unpacked the focus areas and created a list of content area key words and phrases impactful to academic success.
2. April 7: SPP working groups were selected
3. April 13: All faculty met and in grade levels, highlighted the top 3 key words from the previously created list. Teachers collaborated in SPP working groups to revise new initiatives.
4. May 12 – 16: SPP working groups for each content area reviewed faculty feedback and began drafting the new SPP.
5. May 19: SPP team members representing each content area group joined the school administrative team for the district SPP work group.
6. May 26: New SPP draft was posted in the media center for all teachers to view and provide feedback.
7. May 30: SPP working groups will come together to review and discuss comments/feedback and then finalize the 2023-2024 SPP.
8. June 13 - 30: New administrator held one-on-one and small group informational meetings with teachers to ensure a seamless instructional leadership transition, analyze assessment data, and revise SPP areas of focus.

School Profile

Longwood Elementary is a public school that opened its doors in 1971. Located in the Poquito Bayou neighborhood, Longwood serves just under 600 students in grades Pre-Kindergarten through Fifth Grade. During the past decade, the student demographics have increased in cultural and socio-economic diversity. School enrollment includes an increase in the English Language Learner population as well as students in need of free and reduced meal services. Currently, 77% of the student population qualifies for the Free and Reduced Meal Program which designates Longwood Elementary a Title I School.

In addition to providing instruction in the general education classrooms, Longwood Elementary also has Exceptional Student Education (ESE) resource support with two Students with Learning Disability (SLD) classrooms, two self-contained Varying Exceptionalities (VE) classrooms for Kindergarten through Grade 5, two Pre-KD classrooms for children from three to five years of age, and one unit of Voluntary Pre-Kindergarten (VPK) learners. The school counselor supports academic achievement, social, emotional, and behavioral growth through the Multi-Tiered System of Supports (MTSS) process, and refers students to the Certified Drug and Alcohol Counselor (CDAC) as needed.

All students participate in physical education and music classes. LEAP (Leopards Everywhere Achieve Progress) provides strategic remediation or enrichment in reading and math with a Title I teacher or a general education teacher. The Title I support team consists of two full time teachers (reading and math) and one full time Title I assistant who collaborate with general education teachers to analyze data and facilitate remediation and instructional interventions with students.

With an increasing enrollment of English Language Learners, Longwood is assigned six ESOL interpreters to assist classrooms with home language support, English acquisition, and small group academic vocabulary development.

Additional educational program support is provided by a full time ELA Instructional Coach, Math Instructional Coach, full time ESE classroom assistants, a Speech/Language specialist, PE teacher, PE assistant, Music teacher, Dean of Students, Student Training Program facilitator, Media Center assistant, CDAC counselor, School Psychologist, Social Worker, Health Technician, and full time School Resource Officer. The staff also includes specialists to provide occupational therapy, physical therapy, and adaptive PE. Finally, Longwood has a Behavior Interventionist for Tier 1 and 2 behaviors and access to the district behavior team for Tier 3 support.

Longwood Elementary is entering its fifth year in promoting Positive Behavioral Interventions and Support (PBIS) with a focus on providing clearly communicated schoolwide expectations and building positive relationships with all stakeholders. The Longwood Way promotes positive behavior through the modeling and explicit teaching of strategies to enhance academic achievement, citizenship, and social growth. The school motto, *One Team. One Goal. No Limits.*, promotes a can-do culture and growth mindset for all students and staff.

Parent and Community Awareness

Longwood Elementary						
		Very Low Quality	Low Quality	Neither High nor Low Quality	High Quality	Very High Quality
Question	Responses	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
My child's school emphasizes academic performance as the number one priority.	116	3%	2%	6%	37%	53%
Our principal is an effective leader who meets the needs of our students.	115	2%	2%	9%	30%	58%
As a parent, I am made aware of the curriculum program for my child's grade level or course.	116	3%	3%	9%	34%	51%
The school uses a variety of methods for parent communication.	116	2%	4%	2%	31%	61%
Parent input is valued at my child's school.	115	3%	6%	10%	31%	50%
Clear expectations of conduct and behavior are communicated to my child.	115	2%		5%	35%	58%
I receive positive phone calls, emails, or notes about my child from the school.	116	2%	8%	12%	28%	50%
My child's school maintains a safe environment.	116	2%		6%	34%	59%
My child's school treats everyone fairly, regardless of race, economic status, or other relationships.	116	3%	3%	10%	26%	58%
School funds are used to support the school in a financially responsible manner.	113	1%		19%	32%	49%
The guidance department at my child's school provides for the educational success of my student.	114	3%		20%	28%	49%
I am satisfied that my child's teachers do a good job educating my child.	115	2%	3%	5%	35%	56%
My child's school is well maintained.	113	3%	4%	7%	33%	53%
The health services provided at my child's school support his/her wellness.	115	1%	2%	6%	29%	63%
Overall, my child's school is welcoming and the staff is friendly and helpful when I have questions or concerns.	115	2%	3%	3%	31%	62%
My overall opinion of the quality of my child's school is	114	3%	4%	9%	38%	47%

Parent and Community Awareness

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

Based on the data from the Parent and Community Awareness survey, 93% of our parents either agree or strongly agree that clear expectations of conduct and behavior are communicated to their child. Parents indicated that they are satisfied that the school maintains a safe environment. Parents also indicated with 93% showing they agree or strongly agree that the school is welcoming, and the staff is friendly and helpful when it comes to answering parents' questions or concerns.

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

According to the data from the Parent and Community Awareness survey, an area of improvement is positive communication to parents about their child. Monthly Student Spotlights and Positive Post Card drawings will be implemented to increase the frequency and accountability for positive phone calls, postcards, or electronic messages to parents regarding their child

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

Parents and stakeholders are kept informed of school news, events and activities through a variety of methods. A monthly newsletter is created to include upcoming events, student recognitions, and school information. The Longwood Facebook page is used to advertise school activities and recognitions, and Facebook Live events are used to inform parents of school related items. The Longwood website contains information for parents such as resources and school employee contact information. The school marquee displays dates of events as well as recognition of students and employees. Student grades are available for parents to view at any time through the FOCUS Parent Portal. The Parent and Family Engagement Plan is in the front lobby for easy parent access. This plan describes all the Title I Family Engagement events for the school year. School information is also shared in the monthly Poquito Neighborhood newsletter. Orientation is held at the beginning of the school year to provide an opportunity for parents/guardians to meet the teacher and hear about the various programs and supports for the school year.

School Culture

What is your school's vision?

The Longwood Elementary School vision is encapsulated in our motto: *One Team, One Goal, No Limits*. Longwood Elementary strives to be an innovative learning center equipping all students for academic success in the classroom and beyond.

What action steps are you taking to achieve your school's vision?

Through strategic instructional leadership, progress monitoring, data analysis, and collaboration with students, families, and educators, we will establish expectations for the following in order to strengthen the educational program:

- **Prioritize and protect uninterrupted instructional time**
- **Establish goals for learning mastery and learning gains**
- **Provide strategic, sustained opportunities for remediation or enrichment**
- **Cultivate and model a growth mindset for students and staff**
- **Connect learning to culminating tasks with real-world application**
- **Create culturally responsive classroom environments**
- **Develop relevant Professional Learning for educators aligned with the Benchmarks for Excellence in Student Thinking (B.E.S.T.)**

School Action Plan

ESSA Subgroup: Strategies & Programs to Support the Objectives

ESSA Subgroup Focus

Subgroup: Black / African American Students

School Focus

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

Black / African American students scored 36% proficient on the 2023 FAST Progress Monitoring 3 ELA assessment.

Action Steps for Implementation

Academic Implementation:

- i-Ready Phonics for Reading and Magnetic Reading Resources - Diagnostic and instructional path learning mastery will be monitored through comparing i-Ready Phonics for Reading placement test scores with weekly progress on grade level skills. Intervention resources and diagnostic tools in i-Ready will inform instruction and maximize targeted support for reading comprehension and fluency.
- LEAP Remediation Block (Leopards Everywhere Achieve Progress) – Tier 2 students in Grades 3 – 5 will be served in Title I pull-out remediation; Tier 3 students in K-5 will be included in small group remediation sessions with the classroom teacher during LEAP and/or with Plan of Care tutors before, during, and after school to target early literacy deficiencies in alignment with the Science of Reading and with a focus on phonemic awareness, phonics, vocabulary, fluency, and comprehension.
- Interactive Whole Group Instruction – explicit direct instruction infused with multiple opportunities for student interaction, collaboration, and experimentation with new concepts.
- Reciprocal Teaching (effect size .74) – Deepening understanding through peer academic discourse and ownership of new academic vocabulary through embedded instructional strategies fostering better reading comprehension and to monitor students who struggle with comprehension. The strategy contains four steps: summarizing, questioning, clarifying, and predicting. Students and teacher take turns leading a dialogue about the text in question, asking questions following each of the four steps. The teacher can model the four steps, then reduce her or his involvement so that students take the lead and are invited to go through the four steps after they read a segment of text.

Programmatic and/or Behavior Implementation:

- Professional learning and training to develop Instructional collaboration with grade level teams, ELA Instructional Coach, Title I Reading teacher, and administration will conduct data chats to analyze i-Ready data and classroom data to develop small groups based on academic need for the Remediation/Enrichment block. Teachers will utilize the i-Ready Instructional Grouping Report to create whole group interactive lessons. Learning Power Tips will be shared through Professional Learning Communities and Faculty meetings to provide demonstration and modeling for teachers and paraprofessionals. School-based Professional Learning will include training with the i-Ready consultant in August and January to support teachers in developing interactive lessons and analyzing i-Ready data to help monitor student progress.
- Mentor Connections - Positive culture and environment will be enhanced through the implementation of a mentoring program comprised of school staff and community members. Leopard Spots, a school news program, will be implemented to provide literacy engagement as well as an authentic audience for students striving to development communication and literacy skills. Mentors will assist with attendance motivation, the development of a growth mindset, and personalized goal-setting to encourage academic success.

Progress Monitoring			
Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who Is Responsible to Monitor
i-Ready – Phonics for Reading and Magnetic Reading Resources	Diagnostic and instructional path learning mastery will be monitored through comparing i-Ready Phonics for Reading placement test scores with weekly progress on grade level skills. Intervention resources and diagnostic tools in i-Ready will inform instruction and maximize targeted support for reading comprehension and fluency.	Weekly	Classroom Teacher Title I Reading Teacher Administration
Reciprocal Teaching	Administrative Walk-Throughs, Formal and Informal Observations	Bi-Monthly	Principal, Assistant Principal

Interactive Whole Group Instruction	Administrative Walk-Throughs, Formal and Informal Observations	Bi-Monthly	Principal, Assistant Principal
Mentor Connections	Quarterly check-ins; mentor session observations; analysis of attendance, behavior, and academic data	Quarterly	Principal Assistant Principal Dean of Students School Counselor
Professional Learning – i-Ready		Quarterly	

Evaluation Following Progress Monitoring Assessment
Baseline Data
Evaluation of Progress Monitoring Data:
Refinement of Instructional Practices:
Mid-Year Data
Evaluation of Progress Monitoring Data:
Refinement of Instructional Practices:

ESSA Subgroup: Strategies & Programs to Support the Objectives

ESSA Subgroup Focus

Subgroup: English Language Learners
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School Focus

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

English Language Learners scored 39% proficient on the 2023 FAST Progress Monitoring 3 ELA assessment in Grades 3 -5.

Action Steps for Implementation
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Academic Implementation:

- i-Ready Phonics for Reading resources will be implemented for ELLs in the beginning or emerging stages of English literacy. ESOL interpreters will be scheduled in each grade level classroom for push in home language support. General education classroom teachers will embed visual supports and differentiated assignments for ELLs according to the level of English proficiency in speaking, reading, listening, and writing. ELLs will be included with English-speaking students during collaborative small group and interactive whole group learning opportunities. ELL learning goal charts will be developed in alignment with the WIDA Can Do descriptors to differentiate benchmarks for success in the four domains of English acquisition.
- LEAP Remediation Block – During LEAP remediation time, ELLs at WIDA Tier A will be pulled out to small groups for intensive language acquisition support, front-loading academic vocabulary, and building background knowledge. Grades K-2 will utilize differentiated supports provided in the Continental Press Newcomer Kits and i-Ready tools. Grades 3-5 Tier A ELLs will utilize the Lexia English online resources to enhance speaking, listening, and comprehension skills and provide monthly progress tracking aligned with beginning language goals.
- Interactive Whole Group Instruction – ELLs will be included with English speaking peers during interactive whole group instruction; demonstrations, picture dictionaries, response cards, individual dry erase boards will be implemented to facilitate participation in whole group and small group collaboration.

Programmatic and/or Behavior Implementation:

Systematic recognition of language acquisition progress through Longwood Ambassador program to develop cultural responsiveness and mutual respect for learners from varying backgrounds. Teachers will utilize the Can-Do descriptors from the WIDA Access for ELLs Individualized Score Report to inform instruction and to set language acquisition goals each week.

Progress Monitoring

Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
i-Ready – Phonics for Reading	Diagnostic and instructional path learning mastery	Weekly	Classroom Teacher
Continental Press Newcomer Kits for K-2 Tier A ELLs	Checkpoints for academic vocabulary and sentence stem recognition; Grade Level Can-Do Goal Charts	Monthly	Administration Classroom Teacher
Lexia – Intensive Language Support for Tier A ELLs in Grades 3 -5	Data analysis of diagnostic results and learning gains tracking	Monthly	Administrator Classroom Teacher ESOL Interpreter
Interactive Whole Group Instruction	Administrative Walk-Throughs, Formal and Informal Observations	Bi-Monthly	Principal, Assistant Principal

Evaluation Following Progress Monitoring Assessment**Baseline Data****Evaluation of Progress Monitoring Data:****Refinement of Instructional Practices:****Mid-Year Data****Evaluation of Progress Monitoring Data:****Refinement of Instructional Practices:**

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:

1. The percentage of all students who will make learning gains in reading as defined by the State of Florida on the FAST Progress Monitoring 3 will be at least 75%.
2. The percentage of students in the lowest 25% who will make learning gains in reading as defined by the State of Florida on the FAST Progress Monitoring 3 will be at least 65%.
3. The percentage of Level 4 and 5 students who will make learning gains in reading on the FAST Progress Monitoring 3 will be at least 75%.

School Action Plan

ELA: Strategies & Programs to Support the Objectives

ELA Focus

Utilize **purposeful engagement strategies** with an emphasis on interactive whole group instruction and small group instruction focused on comprehension of grade-level complex text(s):

- Promote high academic expectations that engage students by purposefully integrating the six B.E.S.T. ELA Expectations into standards-based lessons and tasks. (See Appendix A, pg. 147 of BEST Standards)
- Develop instruction using the **end in mind framework** that **answers the “Why” for students** via meaningful interactions with text(s) utilizing approved resources to include *Benchmark Advance* and i-Ready.
 - Use formative and summative data to provide **targeted Tier 1 instruction** and **appropriately scaffolded small group instruction**.
 - Implement **intentional scaffolding strategies** within the gradual release framework during both interactive whole group and small group instruction.
 - **I do** (teacher modeling), **We do** (teacher/student collaboration), **You do it together** (student collaboration with teacher assistance, as needed), **You do it alone** (student demonstrates skill/concept independently)
 - Use **Strategies for Building Student Success** resource to incorporate high yield cognitive engagement strategies within interactive whole group and small group instruction.
 - Strategically integrate the **components of close reading** that lead to a culminating task using grade-level complex text(s) to include purposeful text-dependent questions at the appropriate DOK, text-marking, annotating, writing through reading, and purposeful student talk.
- Implement *Benchmark Advance* foundational skills lessons, grounded in the science of reading, with a strong focus on multi-sensory systematic foundational learning that consists of:
 - Oral Language
 - Phonological Awareness
 - Phonics
 - Fluency

School Focus

Targeted School-based Professional Learning:

1. **New Teacher Specific PL:**
 - a. Monthly New Teacher meetings with Administrators. (e.g., MTSS, evaluation, Science of Reading, instructional look-fors and listen-fors, guidance, etc.)
 - b. Coach support (e.g., coaching cycles, data analysis, modeling lessons, etc.)
 - c. Quarterly: Visit Content Area Classroom to observe implementation of Best Practices with Instructional Coaches (learning walks on and off campus)
 - d. i-Ready Program Implementation Support facilitated by instructional coaches (2 sessions and 2 check ins by the end of the first quarter)
 - e. Mentor Support (e.g., weekly check-ins, day to plan, etc.)
 - f. Basic information on i-Ready

2. i-Ready PL:

- a. Monitoring Online Personalized Instruction – by i-Ready trainer (2 sessions during first semester)
- b. Updates to i-Ready Remediation Tools – Foundational Fluency Suite/ Early Tasks offered through i-Ready offline resources Instructional Coach.
- c. Data Dig with Coaches- All Faculty- Monitoring Personalized Instruction to accelerate growth and adjust path (October/Feb)
- d. Coach Cycles as needed

3. General PL for All Faculty

- a. Welcome Back PL during pre-planning (e.g., expectations, processes, discipline, etc.)
- b. Data driven small group instruction:
 - FAST Data Chats (after first and second assessment)
 - After each FAST assessment, the Administrator will share overall school data in a faculty meeting.
 - Grade level teams will meet to analyze data to identify strengths and weaknesses for instructional planning and goal setting with students.
 - Administrators will meet with individual teachers regarding FAST assessment data
- c. Benchmark Advance Support – facilitated by either selected classroom teacher or instructional coach (e.g., Intervention kit).
- d. Bi-weekly PLC grade level meetings with instructional coach or grade level content area partner using backward design/common assessments to inform next steps.
- e. Quarterly Grade level workdays with coach to plan and implement professional development. (e.g., create stations based on FCRR materials, lesson study planning/ modeling lessons, writing calibration, etc.)
- f. ELL Instructional Strategies – Quarterly PL Segments and Professional Learning Communities demonstrating basics for working with newcomers (Continental Press Newcomer Kit, visual supports for academic vocabulary), understanding the WIDA Access for ELLs Individual Score Report, and Can-Do tracking for language acquisition in reading, speaking, listening, and writing.
- g. Thursday Tips – once a month breakout sessions facilitated by coaches and select teachers; teachers will have a menu from which to choose the session that best fits their needs.

ELA Classroom Instruction

Classroom Instruction:

- 1. Administer FAST/I-Ready Diagnostics and utilize reports such as Diagnostic Results, Instructional Grouping, Personalized Instruction Summary, Diagnostic Growth (use when appropriate) and Standards Performance to create individualized, small group, and whole group instruction.

2. To promote high academic expectations teachers will engage students by integrating the six BEST ELA expectations into standards-based lessons and tasks.
3. Implement common assessments every week utilizing Benchmark Advance Assessments/Magnetic Reading. Teachers will meet weekly/bi-weekly during their PLC to analyze the results and determine the next steps in instruction, planning with the end in mind. B.E.S.T. Vertical Progressions and Achievement Level Descriptors will aid in this process.
4. Conduct data chats with students to review diagnostic results, review learning path and set individual academic goals.
5. During the ELA instructional block, teachers will use Benchmark Advance, Magnetic Reading and i-Ready resources during interactive whole group instruction, read-aloud, targeted teacher led small group instruction, stations/cooperative learning groups, and text-based learning.
6. Explain the “WHY” to the students, through targeted “I can... or SWBAT (students will be able to)” statements, by unpacking the statement/learning target.
7. Classroom instruction reflects the use of Benchmark Advance, Magnetic Reading, i-Ready resources, pacing guides, FAST fundamentals (3-5) and/or B.E.S.T. Benchmarks to include components of close reading.
8. Use **Strategies for Building Student Success** Resource to incorporate high-yield cognitive engagement strategies within interactive whole group and small group instruction.
9. Support student’s comprehension and analysis of text using metacognitive strategies such as:
 - a. Pre-reading (e.g., annotating, activating prior knowledge, essential questions, etc.).
 - b. During reading (e.g., questioning, visualizing, purposeful text marking, citing text evidence, etc.).
 - c. Student talk in whole group or small group settings (e.g., jigsaw, turn and talk, think-pair-share, etc.).
 - d. Utilizing the FAST fundamentals (3-5) scaffolded DOK text dependent questions (TDQs).
 - e. Reading across multiple texts.
 - f. Gradual Release Model (I Do, We Do, You Do)
10. Implement Read Alouds in the ELA Instructional Block by using Benchmark Advance Read Aloud materials. Read aloud will consist of pre-determined metacognitive strategies/TDQ questions with student talk, possible written response, and opportunities for enriched vocabulary (e.g., quick sketches, post it discussions, academic vocabulary/class word lists, Frayer Models, and turn and talk opportunities, etc.).
11. Implement Interactive Whole Group Instruction in the ELA instructional block by using Benchmark Advance/Magnetic Reading to:
 - a. Activate background knowledge and prerequisite skills before introducing new material.
 - b. Implement strategic scaffolding strategies within the gradual release framework.
 - c. Use Achievement Level Descriptors (ALDs) to determine next steps (3-5).
 - d. Use the **Science of Reading**, incorporate multi-sensory foundational learning that consists of oral language, phonemic awareness, phonics, and fluency to build up to reading accountable text.
12. Implement Teacher-led Small Group Instruction in the ELA instructional block by using Benchmark Advance/Magnetic:
 - a. Formative data (e.g., running records, Standards Mastery, ALDs (3-5), vertical progression)
 - b. Implement strategic scaffolding strategies within the gradual release framework.

- c. Utilize Benchmark Advance, Magnetic Reading, and I-Ready resources to address gaps and scaffold grade level learning.
 - d. Use the **Science of Reading** to incorporate multi-sensory foundational learning that consists of oral language, phonemic awareness, phonics, and fluency to build up to reading accountable text (when appropriate).
13. Implement Stations/Cooperative Learning Groups during the ELA instructional block:
- a. Use the **Science of Reading** foundations/knowledge to create deliberate practice activities to reinforce skills taught during whole group and small group instruction (e.g., technology, FCRR (Florida Center for Reading Research), teacher created resources, Magnetic Reading, Benchmark resources, etc.).
 - b. Incorporate differentiated targeted Tier 1 instruction at each station, monitoring and adjusting, based on data.
14. Interpreters and ESOL teacher will plan/collaborate with grade level teachers during common planning to provide scaffolding during the ELA block focusing on supports (e.g., writing stems, vocabulary strategies, brainstorming sessions, activating prior knowledge).

Progress Monitoring			
Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Analyze data from diagnostics and common assessments for creating lesson plans	Data chats Grade Level meetings	Monthly	Classroom Teacher ESE/Title Teacher Administration
Interactive whole group and small group instruction using listed resources	Classroom observations Walkthroughs Data chats	Weekly	Classroom Teacher Administration
Explain the “why” through “I can” or “SWBAT” statements on the board	Lesson plans Walkthroughs	Weekly	Classroom Teacher Administration
Use Benchmark Advance resources and pacing guide	Lesson plans Walkthroughs	Weekly	Classroom Teacher Administration
Engagement Strategies	Lesson plans Walkthroughs Classroom observations	Weekly	Classroom Teacher Administration
Gradual Release Model	Walkthroughs	Weekly	Classroom Teacher Administration

Evaluation Following Progress Monitoring Assessment
Baseline Data
Evaluation of Progress Monitoring Data:

Refinement of Instructional Practices:

Mid-Year Data

Evaluation of Progress Monitoring Data:

Refinement of Instructional Practices:

School Action Plan

ELA: Strategies & Programs to Support the Objectives

Text-based Writing Focus

Teaching how purposeful text marking and annotation leads to analysis:

- Use Rubrics/BEST Writing Sampler Sets to calibrate teacher scoring and inform instruction
- Increase student knowledge and use of the Rubrics
- Purposefully use *Benchmark Advance* to embed writing instruction within the Balanced Literacy Model
 - Use *Benchmark Advance* exemplars to assist in instruction
- Differentiated writing instruction based on student needs identified through the Rubrics with an emphasis on purposeful text marking and annotations
 - Writing Conferences, Small Group, Stations, Benchmark Writer's Universe, etc.
- Writing the Essay
 - How are we developing typing skills?
 - How are we scaffolding instruction as we build from one to multiple sources?
 - How are we unpacking the prompt and planning for the essay?
 - How are we addressing purposeful text marking and annotations specific to the prompt?
 - How are we addressing writing an introduction and a conclusion?
 - How are we addressing citing relevant evidence and elaboration?
 - How are we addressing transitions?
 - How are we addressing content specific vocabulary?

School Focus

Targeted School-based Professional Development:

1. 4th and 5th grades: Unpacking the new B.E.S.T. writing rubrics and calibration of baseline writing samples based on the B.E.S.T. Exemplars (full day in October).
2. K-3rd grades: Unpacking Benchmark/grade-level rubrics and calibration of writing samples (full day in October).
3. Teachers are all encouraged to invite Instructional Coach into classroom to model writing strategies
4. Instructional Coach will review the components of a writing conference and model the process when invited into the classroom
5. Collaborative workday based on grade-level needs (i.e., creating stations, research mentor texts) (half day per grade level in September).
6. 2nd and 3rd grades: Unpacking Benchmark Writers Universe
7. Longwood Authors Showcase – Beginning in September, a culminating writing sample from each grade level will be showcased on the school author's board. Students will receive literacy ribbons and recognition for writing progress.

Writing Plan

GOALS:

- Writing instruction will take place throughout the ELA Instructional Block (whole group, small group, stations) and throughout content areas using common academic language (i.e., elaboration).
 - In addition to the writing block, students will complete other text-based writing tasks within the Okaloosa County ELA Instructional Block.
 - Schoolwide Writes will take place in October (baseline) will be paper/pencil, and January (early 2nd semester) will be on the computer.
1. Daily Text Annotations- during reading mini lessons using texts for close reading. Students will annotate texts as they apply strategies and look for text evidence to support answers and inferences.
 2. Apply Understanding Tasks- in reading mini lessons students will demonstrate their strategy knowledge, these are primarily writing tasks based on the text.
 3. Build Reflect Write Activities- Students will build knowledge of activities by completing graphic organizers using information from their writing. Students will respond to TDQ's for every week's readings that require students to answer questions and supply supporting evidence from the text.
 4. Incorporate stations with technology activities (Writers Universe) to help familiarize students with using a keyboard.

Quarterly Writing Focus

	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
Kindergarten	Writing Routines Writing in Response to Reading Draw and Write Narrative Texts	Draw and Write Informational / Explanatory Texts Draw and Write Opinion Texts Informative/ Explanatory	Opinion Narrative	Research Project Opinion Poetry
First	Writing Routines Write Personal Responses Write Narrative Texts	Informational/ Explanatory Opinion Informative/ Explanatory	Opinion How to texts (Procedural)	Research Project Opinion Poetry

Second	Writing Routines Opinion Essays Informative/ Expository Essays	Informative / Explanatory Essays Narrative Opinion Essays	Narrative Fiction Narrative Nonfiction	Research Report Presentation Poetry
Third	Writing Routines Informative/ Expository Essays Opinion Essays	Informative / Explanatory Essays Narrative Opinion Essays	Writing to a text- based prompt review. (Informative/ Explanatory, Opinion, Narrative) Narrative	Research Project Presentation Poetry
Fourth	Writing Routines Informative/ Expository Essays Opinion Essays	Informative / Explanatory Essays Narrative Opinion Essays	Writing to a text- based prompt review. (Informative/ Explanatory, Opinion, Narrative) Narrative	Research Project Presentation Poetry
Fifth	Writing Routines Informative/ Expository Essays Opinion Essays	Informative / Explanatory Essays Narrative Opinion Essays	Writing to a text- based prompt review. (Informative/ Explanatory, Opinion, Narrative)	Research Project Presentation Poetry

Assessment and Data Analysis

- A baseline writing task will be completed using paper/pencil in each classroom by the end of October. Teachers will collaborate in order to score “questionable” writing pieces and allow for common formative assessment and grading.
- In addition to the baseline writing task teachers will use written responses to integrate TDQs/prompts using multiple texts to monitor/evaluate students’ progress across subject areas within the ELA Instructional Block.
- Teachers will utilize baseline/formative assessments to determine student mastery of BEST Writing Rubric.
- Teachers will implement small, targeted reading/writing groups based on formative assessment results for remediation/acceleration purposes.
- Writing sequence of instruction has been created using Benchmark Advance.

Writing Sequence of Instruction (Kg – 5th)

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

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

Kindergarten Baseline and final assessments will be given, recorded on writing spreadsheet, and analyzed at grade level data chat meetings.

1st quarter focus– Writing Routines, Share a Message

- Administer baseline writing and use data to establish student groups for small group differentiated instruction

Writing Routines

Teacher will introduce to students:

- the must haves of writing to include anchor charts.
- common academic vocabulary.
- the RACE Writing Protocol to answer with an oral response.

Share a Message

- Implement modeled, shared, interactive, and independent writing (pictures/labels/dictation) based on authentic experiences with prompted elaboration through questioning

2nd quarter focus – Draw and Write Informational/Expository/Opinion Text

Informational/Expository/Opinion Text

- Teachers will provide mentor text and writing prompt.

Teachers will model:

- retelling details, rehearse a message based on a text, and then drawing and writing.
- left to right directionality.
- how to find relevant evidence to support the topic.
- how to plan for writing
- Teachers will implement small group differentiated instruction based on student needs and

conference with students.

3rd quarter focus- Opinion, Narrative

Opinion Text

Teacher will:

- continue with writing strategies described previously and review previous skills as needed.
- continue to model and use common academic vocabulary.
- introduce the use of multiple sources.
- provide opportunities for students to increase stamina.
- model and provide explicit instruction on:
 - the relationship between illustrations and text to convey meaning.
 - writing a clearly stated opinion.
 - writing a conclusion that restates the opinion.

Narrative Text

Teacher will

- provide a mentor text and writing prompt for students to analyze.
- facilitate a brainstorming session to gather ideas.
- Teach will model:
 - planning a story using a graphic organizer.
 - drafting a narrative.
 - revising and expanding on ideas.

4th quarter focus- Informative Research Report, Poetry, Opinion

Informative Research Report

- Teacher will provide a mentor text for students to analyze.

Teacher will model:

- gathering information (text evidence) from multiple sources while also taking notes(annotations).
- drafting a research report, revising to expand to add details, and editing checking for spelling.
- Students will analyze components of text.

Poetry

Teacher will:

- provide a mentor text for students to read, listen to, and analyze a sensory poem.
- use shared writing to identify and explain descriptive words in a text.
- facilitate a brainstorming session generating ideas for a sensory poem.
- model planning for a poem with graphic organizers. (web... I touch, I hear..., I see... etc.)

Opinion Text

Teacher will continue:

- with writing strategies described previously and continue to review previous skills as needed
- to model and use common academic vocabulary
- Teach will model and provide explicit instruction in the use of:
- evidence to provide support in student writing pieces.
- elaborative techniques (adding details with prompting).

First Grade Baseline and final assessments will be given, recorded on writing spreadsheet, and analyzed at grade level data chat meetings.

1st quarter focus – Writing Expectations, Personal Responses to a Text, Narrative

- Administer baseline writing and use data to establish student groups for small group differentiated instruction

Writing Expectations

Teacher will introduce:

- students to the must haves of writing to include anchor charts.
- common academic vocabulary.

Teacher will:

- provide direct instruction on features of a sentence.
- introduce RACE Writing Protocol to answer with a written response.
- implement modeled, shared, interactive, and independent writing (pictures/labels/dictation) based on authentic experiences with prompted elaboration through questioning.

Personal Responses to a Text

Teacher will:

- model through shared writing how readers respond to text in many ways and express their ideas in writing.
- reinforce basic concepts of print.
- analyze student writing to help plan for instruction and what to model in shared writing.
- utilize small groups and stations to provide differentiated support.

Narrative

Teacher will:

- provide opportunities for students to share oral messages connected to texts they are reading.
- provide a mentor text and prompt.
- routinely write narratives to develop writing.
- review basic print concepts.

2nd quarter focus – Informative Process Writing, Opinion

Informative Process Writing

Teacher will provide:

- opportunities for students to share oral messages connected to texts they are reading.
- a mentor text and prompt.
- direct instruction on revising an expository text to strengthen writing.
- Teacher will:
 - confer with students about their writing during small group writing and stations.
 - routinely write to expository texts to develop writing fluency.

Opinion Writing

Teacher will:

- provide a mentor text that generates an opinion for students to respond to.
- routinely write opinion text to develop writing fluency.
- Teacher will model:
 - pulling evidence from the text to support an opinion.
 - revising and expanding to add more detail.

Students will:

- analyze an opinion essay identifying components.
- use a grade-level rubric to guide the instruction of planning.

3rd quarter focus – Opinion Writing, How to Procedural Process Writing

Opinion Writing

Teacher will:

- provide a mentor text and mentor text prompt to analyze the parts of a strong opinion text.
- facilitate a think aloud by gathering information from a provided source and recalling experiences.

Teacher will model:

- choosing a topic for opinion writing.
- planning for an opinion writing, using charts and graphic organizer identifying reasons and evidence.
- revising and editing the opinion writing.
- Students will:
 - analyze an opinion essay identifying components.
 - use a grade-level rubric to guide the instruction of planning.

How to Procedural Process Writing

Teacher will:

- provide explicit instruction on the different parts of a strong how- to – text by using a mentor text.
- facilitate a think aloud by gathering information from a provided source and recalling experiences.

Teacher will model:

- planning a how to text by using a chart/ other graphic organizer to plan.
- drafting, revising, and editing by expanding and adding details.

4th quarter focus – Opinion writing, Informative Research Report

Opinion Writing

Teacher will:

- continue with strategies described previously and review previous skills as needed.
- continue to model and use common academic vocabulary
- model and provide explicit instruction on using content specific vocabulary from sources across the curriculum

Informative Research Report

- Teacher will provide a mentor text for students to analyze.

Teacher will model:

- gathering information (text evidence) from multiple sources while also taking notes (annotations).
- drafting a research report.
- revising to expand to add details and editing checking for spelling.
- Students will analyze and identify components.

Second Grade Baseline and final assessments will be given, recorded on writing spreadsheet, and analyzed at grade level data chat meetings.

1st quarter focus – Writing Routines, Opinion Essays

- Administer a baseline writing assessment, analyze data to establish individual writing goals and differentiated small group instruction.

Writing Routines

- Teacher will set routines and procedures for writing.
- Teacher will use Writers Universe to provide explicit instruction on writing an essay.

Teacher will model:

- parts and structure of a sentence based on grade-level rubric.
- RACE Writing Protocol to answer with a written response.

Opinion Essay

- Teacher will provide a mentor text for students to analyze features of an opinion essay.

Teacher will provide explicit instruction on how to:

- develop reasons to support the opinion.
- write an introduction that clearly states the topic of an opinion essay.
- write a cohesive introductory paragraph.
- write an opinion essay with body paragraphs that include reasons.
- write a strong concluding paragraph that:
 - uses a linking word or phrase
 - restates your opinion
 - provides a concluding statement
- revising an opinion essay by expanding sentences to improve:
 - sentence fluency
 - transition word and phrases

Students will:

- analyze an opinion essay identifying components.
- use a grade-level rubric to guide the instruction of planning.

2nd quarter focus – Informative/ Expository, Fictional Diary Entry, Opinion

Informative/ Expository Essay

Teacher will provide:

- an informational mentor text for students to read and analyze.

- a model for students to analyze cohesive and effective introductions.
- Teacher will provide explicit instruction on how to:
 - use knowledge, personal experiences, and interests to brainstorm topic ideas.
 - finding text evidence and note taking (annotations) from multiple sources to use.
 - develop body paragraphs, emphasizing how linked sentences are cohesive with a main topic.
 - use transition words and phrases to connect ideas.
 - draft a conclusion that stays focused on the topic.
 - revise to improve sentence length/variety using a combination of simple and compound sentences.
 - revise the essay by adding domain- specific vocabulary.

Students will:

- analyze an informative essay identifying components.
- use a grade-level rubric to guide the instruction of planning.

Fictional Diary Entry

- Teacher will provide a mentor fictional diary entry and prompt for students to analyze components.

Teacher will provide explicit instruction on how to:

- read and analyze a prompt.
- find text evidence about character by identifying a character’s actions and words.
- use details to develop the character.
- use an outline to plan a fictional diary entry.
- write a narrative recounting a sequence of events while providing a sense of closure.

Opinion Essay

- Teacher will provide a mentor text for students to analyze features.

Teacher will provide explicit instruction on how to:

- develop reasons to support the opinion.
- write an introduction that clearly states the topic of an opinion essay.
- write an opinion essay with a strongly formatted paragraph to include a cohesive introductory sentence and strong conclusion.
- revise an opinion essay using grade-level rubric.

Students will:

- analyze an opinion essay identifying components.
- use a grade-level rubric to guide the instruction of planning.

3rd quarter focus- Narrative Fiction, Narrative Nonfiction Letter

Narrative Fiction

- Teacher will provide a narrative fiction mentor text for students to analyze the features.

Teacher will lead the brainstorming session about the:

- types of genres (realistic fiction, science fiction, mystery etc.)
- the characters
- problems
- theme or message of their story

Teacher will provide explicit instruction on how to:

- organize narrative fiction using classic story elements. (setting, characters, plot)
- develop strong character by identifying what actions or feelings make a character stronger throughout the beginning, middle, and end of the story.
- draft the beginning by setting the scene and establishing the characters.
- draft the middle of the story by developing the problem/conflict.
- write a narrative fiction that provides a sense of closure by using details to demonstrate how a character changes throughout the story.
- revise fictional narratives by using grade-level rubric.
- Students will use a graphic organizer to develop writing.

Narrative Nonfiction Letter

Teacher will:

- provide a mentor text to model the features of narrative nonfiction letters.
- lead a brainstorming session where students generate ideas.

Teacher will provide explicit instruction on how to:

- plan narrative nonfiction letters by organizing events in a logical order.
- draft the beginning to a letter that sets the scene and establishes the people involved.
- draft the middle part of the letter by identifying the big moment in a piece of narrative nonfiction writing.
- revise and edit letters.

4th quarter focus- Research Report, Presentation, Poetry

Research Report

Teacher will:

- provide a research report for students to identify features.
- model using illustrations or photographs to gather information for the research report.
- Teacher will provide direct instruction on:

- how to record facts and definitions to develop a topic.
- organizing information for the research report.
- identifying elements of a good introduction.
- using facts and details to develop a topic.
- transition words and phrases.
- writing strong conclusions.
- revising and editing reports.
- Students will use a graphic organizer to develop writing.

Presentation

Teacher will:

- provide a mentor presentation for students to understand the features.
- model how to organize information.
- Teacher will provide explicit instruction on:
- how to support the information with visuals.
- the purpose and audience.
- how to include formatting to aid comprehension.
- Teacher and students will use a rubric.

Poetry

Teacher will provide:

- mentor text (poem) to identify acrostic poetry and other poetic devices.
- checklist for students to edit and evaluate their writing.
- Teacher will provide explicit instruction on:
- focusing on analyzing the acrostic form.
- developing ideas through visualization of images and experiences.
- using poetic devices.

Third Grade Baseline and final assessments will be given, recorded on writing spreadsheet, and analyzed at grade level data chat meetings.

1st quarter focus –Writing Routines, Informational/ Expository, Argumentative

- Administer a baseline writing assessment, analyze data to establish individual writing goals and differentiated small group instruction.

Writing Routines

Teacher will use Writers Universe to provide explicit instruction on writing an essay.

Teacher will:

- set routines and procedures for writing.
- model writing assessments online via Benchmark Advance (Writer's Universe)
- review RACE Writing Protocol for written response.

Informational/Explanatory Essay

- Teacher will use student talk experiences to assist students in generating ideas.

Teacher will model:

- use of grade-level rubric to guide student writing.
- effective introductions and conclusions.
- developing an essay comprising cohesive paragraphs, using text evidence.

Teacher will provide:

- informational mentor essays as a model for writing.
- explicit instruction on organizing ideas.
- explicit instruction on elaborative techniques.

Students will:

- analyze an informative essay identifying components.
- use a grade-level rubric to guide the instruction of planning.
- identify and gather relevant text evidence in a text.
- All students will examine the grade-level writing rubric to evaluate and reflect on writing.

Argumentative Essay

Teacher will model:

- use of grade-level rubric to guide student writing.
- effective introductions and conclusions.
- developing an essay comprising cohesive paragraphs, using text evidence.

Teacher will:

- provide a mentor essays and text-based mentor writing prompt as a model for writing.
- use student talk experiences to assist students in generating ideas.

Teacher will provide explicit instructions on:

- organizing ideas for an argumentative essay.
- purposeful text marking, and annotations based on the prompt
- how to make a nod to the text that does not distract but does give reference.

- elaborative techniques.

Students will:

- analyze an argumentative essay identifying components.
- use a grade-level rubric to guide the instruction of planning.

2nd quarter focus – Informative/Explanatory, Text-Based Narrative, Opinion

Informative/Explanatory Essay

Teacher will:

- model use of grade-level rubric to guide student writing.
- use student talk experiences to assist students in the generation of ideas.

Teacher will provide explicit instruction on:

- how to research, draft, revise, and edit.
- purposeful text marking and annotations based on the prompt
- how to write a cohesive introductory paragraph.
- using transition words and phrases to connect ideas.
- concluding statement.
- revise to improve sentence fluency by varying sentences.
- revise to incorporate domain- specific vocabulary to strengthen writing.
- how to make a nod to the text that does not distract but does give reference.
- elaborative techniques.
- All students will examine the grade-level rubric to gain a deeper understanding of writing expectations.
- Students will use a graphic organizer to develop writing.

Text-Based Narrative

Teacher will:

- model use of grade-level rubric to guide student writing.
- provide a fictional story as a mentor text to analyze setting, characters, and plot.

Teacher will provide explicit instruction on how to:

- text mark and annotate ideas about characters' actions and dialogue to write a new fictional scene that continues a story.
- use dialogue to dramatize events.
- use descriptions and transitional language to develop events.
- Teacher and students will evaluate and reflect on writing using a rubric.
- Students will use a graphic organizer to develop writing.

Opinion Essay

- Teacher will model use of grade-level rubric to guide student writing.

Teacher will provide explicit instruction on how to:

- select credible online sources in order to add text evidence.
- categorize text evidence as a way of organizing the essay.
- write a cohesive introduction.
- incorporating text evidence into the body of an argumentative essay.
- linking opinion and reasons using transitional words and phrases.
- writing a conclusion.

3rd quarter focus – Narrative, Opinion

Narrative Essay

Teacher will provide:

- a mentor text and mentor writing prompt for students to analyze.
- explicit instruction on how to read and analyze a mentor text.

Teacher will model:

- using details from a source text to draft a narrative response.
- revising and editing a response.

Opinion Essay

Teacher will provide:

- multiple narrative sources in order to respond to argumentative writing prompt using information from both sources.
- explicit instruction on analyzing a text- based prompt.

Teacher will model:

- reading closely and gathering text evidence.
- drafting a response with cohesive introduction, body, and conclusion paragraphs using evidence from two sources.
- revising and editing an argumentative response.

4th quarter focus - Research Project, Presentation, Poetry

Research Project

Teacher will provide explicit instruction on:

- features of a research project.
- selecting credible print and digital sources.
- planning and organizing the research project.

Presentation

Teacher will provide:

- explicit instruction on the purpose and audience for a presentation.
- a mentor presentation for students to understand the features.
- model how to organize information and how to support the information with visuals.
- how to include formatting to aid comprehension.
- Teacher and students will use a grade-level rubric to evaluate the presentation.

Poetry

Teacher will provide explicit instruction on:

- features of a haiku by providing a mentor text.
- using a word web graphic organizer to develop a topic for a haiku.
- revising and editing a haiku.

Fourth Grade Baseline and final assessments will be given, recorded on writing spreadsheet, and analyzed at grade level data chat meetings.

1st quarter focus – Writing Routines, Informative/ Explanatory, Opinion

- Administer a baseline writing assessment, analyze data to establish individual writing goals and differentiated small group instruction.

Writing Routines

Teacher will use Writers Universe to provide explicit instruction on writing an essay.

Teacher will:

- set routines and procedures for writing.
- introduce the RACE Writing Protocol for use with written responses.
- model writing assessments online via Benchmark Advance.
- provide explicit instruction on keyboarding skills in preparation for FAST writing assessments (computer based).

Informational/Explanatory Essay

- All students will examine the BEST writing rubric to evaluate and reflect on writing, applying criteria to evaluate an informative/ expository essay.

Teacher will provide:

- informational mentor essays from Benchmark Advance and BEST Writing Exemplars as a model.
- student talk experiences to assist students in generating ideas.
- explicit instruction on organizing ideas by combining evidence logically.
- explicit instruction on elaborative techniques.

Teacher will model:

- effective introductions and conclusions.
- developing an essay comprising cohesive paragraphs, using text evidence.

Students will:

- analyze an informative essay identifying components.
- use graphic organizers to guide the instruction of planning.
- identify and gather relevant text evidence in a text.

Argumentative Essay

- All students will examine the BEST writing rubric to evaluate and reflect on writing, applying criteria to evaluate an opinion essay through Benchmark Advance and the BEST Writing Exemplars.

Teacher will provide:

- mentor essays and text-based mentor writing prompt as a model.
- student talk experiences to assist students in generating ideas.

Teacher will model:

- effective introductions and conclusions.
- developing an essay comprising cohesive paragraphs, using text evidence.

Teacher will provide explicit instruction on:

- organizing ideas.
- purposeful text marking and annotations based on the prompt
- how to make a nod to the text that does not distract but does give reference.
- elaborative techniques.

Students will:

- analyze an argumentative essay identifying components.
- analyze the author’s concluding statement in a mentor text.
- use a graphic organizer to guide the instruction of planning.
- identify and gather relevant information in a text.

2nd quarter focus – Informative/Explanatory, Text-Based Narrative, Argumentative

Informative/Explanatory Essay

- All students will examine the BEST writing rubric to gain a deeper understanding of writing Expectations using Benchmark Advance and BEST Writing Exemplars.

Teacher will provide explicit instruction on:

- how to research, draft, revise, and edit
- purposeful text marking, and annotations based on the prompt

- how to write a cohesive introductory paragraph.
- using transition words and phrases to connect ideas.
- concluding statement or section that includes domain specific language from the essay.
- how to revise to improve sentence fluency by varying sentences.
- how to revise to incorporate domain- specific vocabulary to strengthen writing.
- text marking, and annotations based on the prompt
- how to make a nod to the text that does not distract but does give reference.
- elaborative techniques.
- Teacher will use student talk experiences to assist students with generating ideas.
- Students will use a graphic organizer to develop writing

Text-Based Narrative Essay

- Teacher will provide a fictional story as a mentor text to analyze setting, characters, and plot.

Teacher will provide explicit instruction on how to:

- text mark and annotate ideas about characters' actions and dialogue to write a new fictional scene.
- use dialogue to dramatize events.
- use descriptions and transitional language to develop events.
- Students will use a graphic organizer to plan writing.
- Teacher and students will evaluate and reflect on writing using a grade-level rubric.

Argumentative Essay

Teacher will provide explicit instruction on how to:

- select credible online sources in order to add text evidence to their essay.
- categorize text evidence.
- write a cohesive introduction.
- incorporate text evidence into the body of an argumentative essay.
- link claims and reasons using transitional words and phrases.
- write a conclusion.
- Students will use a graphic organizer to plan writing.

3rd quarter focus – Review: Text-Based Writing Prompt

- Conduct a simulated FAST style writing for all 4th grade students, analyze data to establish writing goals and differentiated small group instruction.

Teacher will continue providing explicit instruction in:

- strategies listed above.
- the BEST rubric domains so students will assess their own work.

4th quarter focus – Research Project, Presentation, Poetry

Research Project

Teacher will provide explicit instruction on:

- features of a research project.
- planning and organizing the research project.

Presentation

Teacher will provide:

- explicit instruction on the purpose and audience for a presentation.
- a mentor presentation for students to understand the features.
- Teacher will model how to organize information and how to support it with visuals.
- Teacher and students will use a grade-level rubric to evaluate the presentation.

Poetry

Teacher will provide explicit instruction on:

- features of a cinquain by providing a mentor text.
- how to develop a topic for a cinquain.
- revising and editing.

Fifth Grade Baseline and final assessments will be given, recorded on writing spreadsheet, and analyzed at grade level data chat meetings.

1st quarter focus – Writing Routines, Informative/Explanatory, Argumentative

- Administer a baseline writing assessment, analyze data to establish individual writing goals and differentiated small group instruction.

Writing Routines

Teacher will use Writers Universe to provide explicit instruction on writing an essay.

Teacher will:

- set routines and procedures for writing.
- introduce the RACE Writing Protocol for use with written responses.
- model writing assessments online via Benchmark Advance.
- provide explicit instruction on keyboarding skills in preparation for FAST writing assessments (computer based).

Informational/Explanatory

- All students will examine the BEST rubric to evaluate and reflect on writing, applying criteria to evaluate an informative/ expository essay.

Teacher will:

- provide a mentor informational essay as a model for writing.
- use student talk experiences to assist students with generating ideas.

Teacher will provide explicit instruction:

- on organizing ideas.
- elaborative techniques.

Teacher will model:

- effective introductions and conclusions.
- developing an essay comprising cohesive paragraphs and using text evidence.

Students will:

- analyze an informative essay identifying components.
- use a graphic organizer to guide the instruction of planning.
- identify and gather relevant text evidence in a text.

Argumentative

- All students will examine the BEST rubric to evaluate and reflect on writing, applying criteria to evaluate an argumentative essay.

Teacher will:

- provide mentor essay and text-based mentor writing prompt.
- use student talk experiences to assist students in generating ideas.

Teacher will provide explicit instruction on:

- organizing ideas.
- purposeful text marking, and annotations based on the prompt
- how to quote accurately from a text.
- elaborative techniques.

Teacher will model:

- effective introductions and conclusions.
- developing an essay comprising cohesive paragraphs using text evidence.

Students will:

- analyze an argumentative essay identifying components.
- analyze the author's concluding statement in a mentor text.

- a graphic organizer to guide the instruction of planning.
- identify and gather relevant information in a text.

2nd quarter focus – Informative/ Explanatory, Text-Based Narrative, Argumentative

Informative/ Explanatory

- All students will examine the BEST rubric to evaluate and reflect on writing, applying criteria to evaluate an Informative/Explanatory essay using Benchmark Advance and BEST Writing Exemplars.

Teacher will provide explicit instruction on how to:

- research, draft, revise, and edit
- make purposeful text marking, and annotations based on the prompt
- write a cohesive introductory paragraph.
- use transition words and phrases to connect ideas.
- write a concluding statement.
- revise to improve sentence fluency by varying sentences.
- revise to incorporate domain- specific vocabulary to strengthen writing.
- accurately quote from a text.
- use elaborative techniques.
- Teacher will use student talk experiences to assist students in generating ideas.
- Students will use a graphic organizer to develop writing.

Text-Based Narrative

- Teachers will provide a fictional story as a mentor text to analyze setting, characters, and plot.

Teachers will provide explicit instruction on how to:

- text mark and annotate ideas about actions and dialogue to write a new fictional scene.
- write dialogue to dramatize events.
- use descriptions and transitional language to develop events.
- Students will use a graphic organizer to plan writing.
- Teachers and students will evaluate and reflect on writing using a grade-level rubric.

Argumentative Essay

Teacher will provide explicit instruction on how to:

- select knowledgeable and credible online sources.
- categorize text evidence.
- write a cohesive introduction.
- incorporate text evidence into the body paragraphs.

- link claims and reasons using transitional words and phrases.
- writing a conclusion.

3rd quarter focus – Review: Text-Based Writing Prompt

- Conduct a simulated FAST style writing for all 5th grade students, analyze data to establish writing goals and differentiated small group instruction.
- Teacher will continue providing explicit instruction in:
- strategies listed above.
 - the BEST rubric domains so students will assess their own work.

4th quarter focus – Research Project, Presentation, Poetry

Research Project

- Teacher will provide explicit instruction on:
- features of a research project.
 - planning and organizing the research project.
 - publishing writing to include illustrations to aid comprehension.

Presentation

- Teacher will provide:
- explicit instruction on the purpose and audience for a presentation.
 - a mentor presentation for students to understand the features.
 - Teacher will model how to organize information and how to support it with visuals.
 - Teacher and students will use a grade-level rubric to evaluate the presentation.

Poetry

- Teacher will provide explicit instruction on:
- features of a diamante by providing a mentor text.
 - revising to use assonance to add a musical quality.

Additional Information

- Students should routinely be provided with opportunities to write throughout the ELA Instructional Block.
- K-2 teachers will model and encourage students to use a common color-coding technique to assist in identifying components of essay writing.
- Orange: Introductory Sentence, Green: Text Evidence, Pink: Elaboration, Yellow: Transitions, Blue: Concluding Sentence
- 3-5 teachers and students will use a common color-coding technique to assist in identifying

of essay writing:

- Orange: Thesis/Claim, Green: Text Evidence, Pink: Elaboration, Yellow: Transitions, Blue: Concluding Sentence

- Students will routinely write a text-based essay to a given prompt to develop stamina.

Students should be aware of the estimated time they should take on the FAST-writing assessment for each component of essay writing:

- o Unpacking the prompt: 5 minutes
- o Reading/text marking: 35 minutes
- o Planning: 20 minutes
- o Writing the essay: 50 minutes
- o Revising/Editing: 10 minutes

Progress Monitoring

Initiative	How Will It be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Unpacking the rubrics/introduce Writer's Universe	Lesson Plans	Monthly	Classroom Teacher Administration
Instructional Coach modeling writing strategies	Minutes from GL meetings with Instructional Coach	Ongoing	Classroom Teacher Administration
Baseline and final assessments	Writing Spreadsheet Data chats	Following assessments	Classroom Teacher Administration
Writing Conferences	Student samples Lesson Plans Data Chats	Monthly	Classroom Teacher Administration

Evaluation Following Progress Monitoring Writing Assessment Grades 4-5

Baseline Data

Evaluation of Progress Monitoring Data:

Refinement of Instructional Practices:

Mid-Year Data

Evaluation of Progress Monitoring Data:

Refinement of Instructional Practices:

School Action Plan

ELA: Strategies & Programs to Support the Objectives

ELA Students Below Grade Level

ELA Interventions

Intervention/Title I Instruction:

Classroom Teacher:

1. The classroom teacher will provide Tier 2 and Tier 3 small group instruction to identified students during LEAP and ELA block. The B.E.S.T. Vertical Progressions will drive explicit, systematic next steps in instruction.
2. Kindergarten – Second grade Tier 3 students will be provided multi-sensory interventions using a blended model of instruction as defined in the Pupil Progression Plan. Instruction will be provided by a Reading Endorsed teacher if a student scores in the red zone in either phonics and/or phonemic awareness on i-Ready diagnostic. **DO YOU WANT TO ADD A PROGRAM HERE – NO MAX SCHOLAR?**
3. Third - Fifth grade Tier 3 students will be provided multi-sensory interventions using a blended model of instruction as defined in the Pupil Progression Plan (Phonics for Reading). Instruction will be provided by a Reading Endorsed teacher if a student scores in the red zone in either phonics and/or phonemic awareness on i-Ready diagnostic.
4. Classroom teachers will utilize multiple data points/resources (Instructional Grouping report /Benchmark Intervention Toolkit) to fill instructional gaps.
5. Classroom Teachers will explain the “why” through targeted “I can....” statements.
6. Classroom Teachers will use “I do, we do, you do” gradual release to explicitly model skill/strategy leading to eventual independent practice.
7. Classroom Teachers will assign deliberate independent practice to reinforce skills/strategies taught during small groups.
8. Classroom Teachers will collaborate with Title Teacher to review data and progress of students.
9. Classroom Teachers will monitor and track data for PMP Students.

Title Intervention:

1. Title I teacher will provide small group instruction to students identified on the District provided report (F.A.S.T. PM3 Data from Spring 2023) to create targeted lessons utilizing Diagnostic Growth, Standards Performance, and the Personalized Instruction Summary.
2. i-Ready Tools for Instruction will be used to fill gaps while using BEST Vertical Progressions to drive that instruction.
3. Title I paraprofessionals will provide Tier 2 small group instruction to identified students during LEAP utilizing I-ready Tools for Instruction to fill gaps while using BEST Vertical Progressions to drive that instruction.
4. Title Teachers will explain the “why” through targeted “I can....” statements.
5. Title Teachers will use “I do, we do, you do” gradual release to explicitly model skill/strategy leading to eventual independent practice.
6. Title Teachers will assign deliberate independent practice to reinforce skills/strategies taught during small groups.
7. Title Teachers will collaborate with Title Teacher to review data and progress of students.

Plan of Care (POC)

1. Afternoon tutoring, twice a week with transportation available, will begin in September for POC students (invited students--Retained, Good Caused/Administratively Promoted, F.A.S.T. Level 2 students in grades 3-5)
2. Tutors for K-2 will provide intensive interventions using Benchmark Phonics Intervention during the school day.
3. During the school day, tutoring will be administered to identified students in grades 3-5 using Benchmark Advance Intervention materials along with **Magnetic Reading** (below grade level).
4. Classroom teachers will share with the POC teacher the i-Ready Personalized Instruction Summary and specific areas of need for each POC student.
5. POC teacher will explain the “why” through targeted “I can....” statements.

Tutoring Plan:**Administrator for Tutoring:****Overview of Program (e.g., during/before/after school, curriculum, groupings, etc.):**

Progress Monitoring			
Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Analyze data from diagnostic and Standards Performance and Personalized Item Summary for creating lesson plans	Data chats GL meetings	Monthly	Classroom Teacher ESE/Title Teacher Administration
Phonics for Reading – Tier 3 Students (grades 3rd-5th)	Ready Checks	Weekly	Classroom Teacher Administration
Gradual Release Model	Walkthroughs	Bi-monthly	Classroom Teacher Administration
Targeted small group instruction	Lesson plans Walkthroughs	Weekly	Classroom Teacher ESE/Title Teacher Administration
POC	i-Ready reports Walkthroughs	Monthly	Classroom Teacher Administration

Evaluation Following Progress Monitoring Assessment**Baseline Data****Evaluation of Progress Monitoring Data:**

Refinement of Instructional Practices:

Mid-Year Data

Evaluation of Progress Monitoring Data:

Refinement of Instructional Practices:

School Action Plan

Math

District Goal:

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

Objectives:

1. The percentage of all students who will make learning gains in math as defined by the State of Florida on the FAST Progress Monitoring 3 will be at least 75%.
2. The percentage of students in the lowest 25% who will make learning gains in math as defined by the State of Florida on the FAST Progress Monitoring 3 will be at least 65%.
3. The percentage of Level 4 and 5 students who will make learning gains in math on the FAST Progress Monitoring 3 will be at least 75%.

School Action Plan

Math: Strategies & Programs to Support the Objectives

Math Focus

Utilize Florida B.E.S.T. Mathematical Thinking and Reasoning Standards (MTRs) during interactive whole group and small group instruction to engage students with mathematics content toward mastery of math benchmarks.

- Use B.E.S.T*. Instructional Guide for Mathematics (B1G-M**) to plan for instruction; guide decisions regarding strategies, materials and assessment.
- Analyze and use FAST***, i-Ready, and classroom assessment data to plan tiered instruction during the Instructional Math Block using approved instructional materials and programs; *enVision* and i-Ready.
- Purposeful integration of manipulatives, tools, and/or technology to support engagement of all students toward conceptual understanding.

* B.E.S.T. stands for Benchmarks for Excellent Student Thinking

** B1G-M stands for BEST Instructional Guide for Mathematics

*** FAST stands for Florida Assessment of Student Thinking

School Focus

Targeted School-based Professional Learning (PL)

1. New Teacher Specific PL
 - a. Monthly New Teacher meetings (e.g., Multi-Tiered System of Supports (MTSS), Teacher Evaluation, Instructional Math Block, guidance, etc.)
 - b. Instructional Coach Support: Coaching cycles, data analysis, modeling lessons, etc.
 - c. Visit Content Area Classroom to observe implementation of components of Instructional Math Block and Best Practices
 - d. i-Ready Program Implementation Support facilitated by Instructional Coach
 - e. Mentor and Consulting Teacher Support (e.g., weekly check-ins, day to plan, etc.)
2. i-Ready PL
 - a. i-Ready Reports: Prerequisites, Instructional Groupings (instructional Coach)
 - b. Standards Mastery PL: Grades 2-5 (September)
 - c. Data Dig with Instructional Coach: All Faculty - Monitoring Personalized Instruction to accelerate growth and adjust path (1st and 2nd Semesters)
3. General PL for All Faculty
 - a. Welcome Back PL during pre-planning (e.g., expectations, processes, discipline, etc.)
 - b. Three (3) OCS D Central Message Math PL days: ½ day PL; ½ day implementation (October, November, January)
 - c. Data driven small group instruction:
 - i. FAST Data Chats (after each assessment)
 - ii. After each FAST assessment, the Administrator will share K-5 school data in a faculty meeting.
 - iii. Grade level teams (including interpreters and Title I teacher) will meet to analyze data to identify strengths and weaknesses for instructional planning and goal setting with students.
 - d. During Leadership Team Meetings, the grade level chair will share areas of focus with administrators and Instructional Coaches.
 - e. Savvas *enVision* Support – facilitated by selected classroom teacher or Instructional Coach [e.g., English Language Learners (ELL) support, Intervention kit].
 - f. Professional Learning Community (PLC) monthly meetings with Instructional Coach using backward design/ common assessments (including kindergarten report card rubric) to inform next steps AND/OR Collaborative K-2/3-5
 - g. Suggest weekly grade level PLCs and/or contractually-required CPG meetings (include interpreters)
 - h. Monthly Faculty Meetings – held in different classrooms – teacher shares a routine or best practice with staff
 - i. Monthly Teacher Training Time (T3): Once a month before school (7:45am-8:15am) in a conference-style format, teachers will choose one session to attend. Topics to be offered will be based on a needs-based teacher survey and availability of facilitators.

Suggested topics might include student discourse, using manipulatives, student engagement, high yield routines, targeted small group instruction, scaffolding instruction, and ELL strategies.

- j. PLC meetings with Instructional Coach to support sharing successful instructional practices and vertical alignment
- k. Quarterly Grade level workdays with Instructional Coach to plan and implement professional learning. (e.g., manipulative use, vertical alignment, instructional strategies for ELLs and Exceptional Student Education (ESE) students, lesson study planning/modeling lessons, etc.)
- l. Scheduling clinic with Instructional Coach to maximize Instructional Math Block
- m. Visit Content Area Classroom to observe implementation of Best Practices
- n. PL Session for all faculty on Parent Engagement to meet Title I compliance bin
- o. Instructional Math Coach will provide PL on the use of manipulatives for multiple means of representation.
- p. Instructional Math Coach will provide PL strategies for academic vocabulary development

Math Classroom Instruction

Classroom Instruction:

*Strategies and routines for building **Academic Vocabulary** will be the overarching emphasis in all areas of math classroom instruction outlined below.*

1. The use of Savvas *enVision* resources, i-Ready resources, OCSD pacing guides, B.E.S.T. Mathematics Benchmarks, B1G-M, technology, and data will be evident in instruction.
2. Teachers and students will create and follow classroom norms and routines that support organized systems for supplies and materials, student talk, “bell-to-bell” instruction, and smooth transitions throughout the day.
3. Teachers will implement the interactive whole group (Tier I instruction) components of the Instructional Math Block by:
 - a. explaining the “WHY” through targeted “I can...” statements.
 - b. introducing grade level math concepts using manipulatives, modeling and student talk with problem-solving activities found in Savvas *enVision* textbook and the B1G-M.
 - c. facilitating student talk (encourage use of hand signals).
 - d. establishing vocabulary routines to support the use of mathematical vocabulary to express their mathematical ideas.
 - e. checking for understanding by using purposefully planned formative assessments ex: student discourse, conferencing, use of individual whiteboards, exit tickets, etc.
4. Teachers will implement the Fluency component of the Instructional Math Block by:
 - a. selecting engagement activities that promote fluency and number sense (e.g., number talks, number sense routine, station activities, independent practice, etc.)
 - b. create time for students to practice and self-assess basic math facts acquisition (e.g., provide time and materials for students to practice basic facts using visual models, flash cards, hands-on activities, and computer applications.

5. Teachers will implement the Routines component of the Instructional Math Block by:
 - a. engaging students in routines daily (examples: routines in Savvas *enVision*, Number of the Day, Mystery Number, Alike and Different, Which One Doesn't Belong, Quick Images, Guess My Rule, How Do You Know, and other resources)
 - b. including purposeful routines that spiral content to reinforce skills and concepts.
6. Teachers will implement the Teacher-Led Small Group component of the Instructional Math Block by:
 - a. using i-Ready Tools Prerequisite Report to identify resources for purposeful scaffolding, spiraling, and enrichment.
 - b. using the *enVision* textbook resources to engage students in deliberate practice and provide specific feedback.
 - c. encouraging students to use manipulatives to increase understanding of a concept to explain their solution.
 - d. using quick formative assessment (such as: exit tickets, observation, etc.) for student specific notes of progress
7. Incorporate lessons that include the Mathematical Thinking and Reasoning Standards (MTRs) listed below to engage students while promoting student talk and increasing the understanding of mathematics.
 - MA.K12.MTR.1.1 Actively participate in effortful learning both individually and collectively.
 - MA.K12.MTR.2.1 Demonstrate understanding by representing problems in multiple ways.
 - MA.K12.MTR.3.1 Complete tasks with mathematical fluency.
 - MA.K12.MTR.4.1 Engage in discussions that reflect on the mathematical thinking of self and others.
 - MA.K12.MTR.5.1 Use patterns and structure to help understand and connect mathematical concepts.
 - MA.K12.MTR.6.1 Assess the reasonableness of solutions.
 - MA.K12.MTR.7.1 Apply mathematics to real-world contexts.
8. Teachers will communicate the instructional focus (including mathematical academic vocabulary) with Interpreters.
9. Teachers will have regular ongoing data chats with individual students to review diagnostic results, review learning path and set individual i-Ready goals.

Progress Monitoring			
Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Analyze data from diagnostics and assessments for planning instruction	Data Chats Grade Level (GL) meetings PLC Meetings	Monthly	Classroom Teacher Administration
Components of the Instructional Math Block using listed resources	Classroom Observations Walkthroughs Data Chats	Weekly	Classroom Teacher Administration
Norms and Routines	Classroom Observations Walkthroughs Data Chats	Bi-monthly	Classroom Teacher Administration

Explain the “why” (“I can” statements on the board)	Lesson Plans Walkthroughs	Weekly	Classroom Teacher Administration
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Evaluation Following Progress Monitoring Assessment	
Baseline Data	
Evaluation of Progress Monitoring Data:	
Refinement of Instructional Practices:	
Mid-Year Data	
Evaluation of Progress Monitoring Data:	
Refinement of Instructional Practices:	

School Action Plan

Math: Strategies & Programs to Support the Objectives

Math Students Below Grade Level

Math Interventions

Intervention/Title I Instruction:

Classroom Teacher:

1. During LEAP and the Math block, classroom teachers will provide small group instruction to students who score Level 1 or Level 2 on FAST and/or in the red and yellow zone on i-Ready diagnostic.
2. Teachers will use Diagnostic Growth, Standards Mastery, Instructional Grouping Report and/or Personalized Instruction Summary to create targeted lessons.
3. Teachers will explain the “why” through targeted “I can...” statements.
4. Teachers will evaluate student mastery of content, track student progress, and check for understanding within lessons by using i-Ready Quick Check & Remediation and/or other types of formative quick checks.
5. Teachers will collaborate with Title I teacher to review student data and progress on identified students.
6. Teachers will monitor and track data for PMP students.

Title Intervention:

1. During LEAP, the Title I teacher will pull-out students to provide small group instruction to 3rd, 4th, and 5th grade students identified on the District-provided report (FAST PM3 Data from Spring 2023).
2. During LEAP, the Title I paraprofessionals will pull-out students to provide small group instruction to students identified on the District-provided report (FAST PM3 Data from Spring 2023). Title I Teachers will use Tools for Instruction, Instructional Grouping Report, and/or Prerequisite Report guidance during lessons.
3. Title I Teachers will use i-Ready Toolbox lesson plans (grade level or below grade level if necessary) for teacher led instruction that provides conceptual understanding with representations, skill practice, or problems solving tasks.
4. Title I teachers/paraprofessionals will monitor/work with students on digital lessons following their Personalized Instruction Summary during the Title block.

Plan of Care (POC)

1. Afternoon tutoring, twice a week with transportation available, will begin in September for POC students (invited students-- Retained, Good Cause/Administratively Promoted, FAST Math Level 2 students in grades 3-5).

2. Classroom teacher will share with the POC teacher the i-Ready Personalized Instruction Summary and specific areas of need for each POC student.
3. During the school day tutoring will be administered to identified students.
4. POC teacher will explain the “why” through targeted “I can....” statements.
5. POC teacher will use the Tools for Scaffolding along with the student’s Ready workbook to develop individualized instruction.

Tutoring Plan:

Administrator for Tutoring: Joan Pickard

Overview of Program (e.g., during/before/after school, curriculum, groupings, etc.):

Progress Monitoring			
Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Analyze data from diagnostics and Personalized Item Summary for creating lesson plans	Data Chats GL meetings	Monthly	Classroom Teacher ESE/Title Teacher Administration
Targeted small group instruction	Lesson plans Walkthroughs	Weekly	Classroom Teacher ESE/Title Teacher Administration
POC	i-Ready reports Walkthroughs	Monthly	Classroom Teacher Administration

Evaluation Following Progress Monitoring Assessment
Baseline Data
Evaluation of Progress Monitoring Data:
Refinement of Instructional Practices:
Mid-Year Data
Evaluation of Progress Monitoring Data:
Refinement of Instructional Practices:

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 45%.

School Action Plan

Science: Strategies & Programs to Support the Objectives

Science Focus

Utilize the 5E Instructional Model to emphasize interactive whole group instruction and cooperative learning opportunities centered around students demonstrating mastery of course standards.

5E	Description	Instructional Focus
Engage	This lesson mentally engages students with an activity or question. It captures their interest, provides an opportunity for students to talk on what they know about the concept or skill being developed, and helps them to make connections between what they know and the new ideas.	<ul style="list-style-type: none"> · Instructional strategies that place a strong focus on student-to-student interactions and immediate feedback.
Explore	Students carry out hands-on activities in which they can explore the concept or skill. They grapple with the problem or phenomenon and describe it in their own words. This phase allows students to acquire a common set of experiences that they can use to help each other make sense of the new concept or skill.	<ul style="list-style-type: none"> · Instructional strategies (vocabulary, select student grouping, sharing out, group roles, etc.) that provide opportunities for all students to participate in rich student talk.
Explain	Building on background knowledge and experiences in Engage and Explore, the teacher frames instruction around the concepts and terms used by the students to develop explanations for the phenomenon they have experienced.	<ul style="list-style-type: none"> · Use of innovative technology as an instructional tool (i.e., Instructional applications, Canvas, Apple Classroom, Gizmos, Generation Genius, etc.).
Elaborate	This phase provides opportunities for students to apply what they have learned to new situations and so develop a deeper understanding of the concept or greater use of the skill. It is important for students to discuss and compare their ideas with each other during this phase.	<ul style="list-style-type: none"> · Incorporate complex (DOK 2 and 3) interactions with scientific text, including pictures, data charts and graphs, to incorporate purposeful text dependent questions (TDQ), text marking, annotating, and graphic organizers.
Evaluate	The final phase provides an opportunity for students to review and reflect on their own learning and new understandings and skills. It is also when students provide evidence for changes to their understandings, beliefs, and skills.	<ul style="list-style-type: none"> · Utilize data from Study Island, Quarterly Diagnostic tests, and classroom assessments to drive spiraling needs that support standard mastery.

School Focus

Targeted School-based Professional Learning:

1. New Teachers
 - a. Support from school-based mentor
 - b. Monthly meetings to address questions, processes and/or procedures
2. Weekly grade level meetings/common planning
3. Monthly Data Chat with Administration to monitor SI usage, implementation of pacing guide
4. Monthly faculty meetings
5. Study Island Training with Tami Ellis, OCSD Science Specialist (grades 3-5)
6. 5E Instructional model training with Tami Ellis, OCSD Science Specialist
7. Technology training through OCSD (e.g., Google Classroom, Google Docs, Canvas, etc.)

Science Classroom Instruction

Classroom Instruction:

1. Teachers will use the 5E instructional model to create interactive whole group lessons using resources (e.g., science textbook Mystery Science, Generation Genius, etc.), OCSD pacing guide, and grade level state science standards. Lessons could include:
 - a. science vocabulary activities; including a science vocabulary dictionary (list included in district pacing guide)
 - b. engaging standards-based mini-lessons
 - c. interaction with data in charts, graphs, and tables
 - d. DOK question stems to create student talk opportunities
2. Teachers will create activities for cooperative learning groups that can include hands-on learning opportunities to promote student engagement and allow for exploration and building background knowledge. Group activities should include:
 - a. clear expectations (roles, materials needed, time, etc.)
 - b. text dependent questions
 - c. exit activity to assess student learning
3. Teachers in grades 3-5 will have students complete the District Study Island Diagnostic.
4. Grade level Florida Science Coach books will be used in grade 5 for small group lessons to support science curriculum and increase exposure to SSA like questions. Grade 5 science teachers will also use previous grade level coach books to spiral standards when appropriate.
5. Teachers will use technology as an instructional tool when available (e.g., Science apps, Study Island, Canvas, Google Classroom, Generation Genius, Brain Pop, etc.).

Progress Monitoring			
Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
5E Instructional Model	Lesson Plans Walkthroughs	Monthly	Classroom Teacher Administration
Interactive Whole Group	Walkthroughs	Monthly	Administration
Hands on Learning Opportunities	Lesson Plans Walkthroughs	Monthly	Classroom Teacher Administration
District Study Island Diagnostic	SI Reports	Monthly	Classroom Teacher Grade Level Chair Administration
Florida Science Coach Books – Grade 5	Lesson Plans	Monthly	Classroom Teacher Administration
Technology	Lesson Plans	Monthly	Classroom Teacher Administration

Evaluation Following Progress Monitoring Assessment
Baseline Data
Evaluation of Progress Monitoring Data:
Refinement of Instructional Practices:
Mid-Year Data
Evaluation of Progress Monitoring Data:
Refinement of Instructional Practices:

School Action Plan

CTE/STEMM: Strategies & Programs to Support the Objective

Describe how students are involved in CTE/STEMM activities at your school (e.g., clubs, programs, school initiatives, etc.)

STEMM activities will be provided after school events each semester for students in Grades 3 – 5. Science / math connections will include Estimation Stations, Weather Watching, and Mathematical Bird House Construction.

Title I Schools

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 Longwood school counselor works with classroom teachers to identify students in need of counseling, academic or behavioral supports, and/or mentoring. One full-time and one part-time Speech/Language Pathologist and two full-time ESE Resource Teachers are on staff to provide services to identified students. A School Psychologist and Behavior Interventionist are on campus at least one day per week to provide services when needed. A Social Worker is also available to provide services when needed. Students that qualify for Title I remediation in math and/or reading will receive pull-out services from a Title Teacher and/or Title paraprofessional. Plan of Care (POC) services will be offered after or during school. A Student Training Program monitor will provide counseling and academic support to students in STP. Each grade level has an assigned interpreter to provide academic support to students and effectively communicate classroom information. Each classroom schedule includes LEAP (Leopards Everywhere Achieve Progress) which is a block of time where differentiated instruction is offered (remediation, support or enrichment).



Accreditation Page

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

Domain 1 2.2 Learning Capacity Standards	Standard The learning culture promotes creativity, innovation, and collaborative problem-solving.
<ol style="list-style-type: none">1. Data chats with teachers and grade levels are used to inform decisions.2. Small group lessons are part of Math, ELA, Title pull out and ESE pullout.3. Literacy Leadership Team will collaborate, plan, develop, and create literacy initiatives that support reading.4. MTSS meetings take place on Wednesdays to determine targeted support for students in need.5. Grade Level meetings take place each week to create lessons that promote high levels of student engagement.	