

Date Submitted: 9/10/2021

Dates of Revision: 9/22/2021

# School Performance Plan 2021-2022



**School Name: Bluewater Elementary**

## Legend

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

## **SAC Information**

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

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

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

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

# Okaloosa County School District

## **Vision Statement:**

We inspire a lifelong passion for learning.

## **Mission Statement:**

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

## **Core Values:**

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

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

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

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

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

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

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

## School Performance Team

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

Name	Title
Amy Klugh	Principal
Jeffrey Strumeyer	Assistant Principal
Robyn Bailey	Literacy Coach
Karen Osborn	Math Coach
Tracy Kline	ESE Teacher
Barbara Pruet	ESE Teacher
Jennifer Drinnon	IReady Classroom Assistant
Jeanne Whyte	IReady Classroom Assistant
All Teachers	K-5 Classroom Teachers

<b>Stakeholder Involvement: Describe the process taken to create the School Performance Plan.</b>
School data was reviewed and compared with strategies used in School Performance plans from previous years. Based on current data, new standards, and a new ELA textbook series, the school performance plan was generated as a collaborative group.

## School Profile

Since 1990, Bluewater has maintained academic excellence and established itself as the top performing elementary school in Okaloosa County achieving top scores for 5<sup>th</sup> grade in all subjects tested in the 2021 school year. We have approximately 953 students enrolled in K through 5<sup>th</sup> grade. Approximately 14% of our student body receives free and reduced lunch. The student population consists of a 20% minority rate.

Though Covid has limited volunteer involvement, we have maintained an active PTO that not only plans our fundraisers that provide financial assistance for classroom supplies, technology, and new playground pieces, but also plan events like Jingle Jog and campus work days. Under the leadership of the School Advisory Council, faculty, support personnel, and parents set high academic standards.

Our entire student population receives an exemplar education from highly qualified teachers in self-contained or departmentalized classes. All instruction is Florida Standards based through Balanced Reading & Math models, differentiation, flexible groupings, common assessments, and best practices modeled through district PD. With funds from the Cares Act, the school district provides iReady diagnostic and Ready textbooks for the entire school population. Study Island (3<sup>rd</sup>-5<sup>th</sup>) and Mystery Science (K-5) will be utilized to enhance our Science curriculum. Exceptional Student Education (ESE) programs include SLD, Speech, Language, OT, and PT.

Through a generous donation by the Italian Consulate, we have been able to continue Italian instruction in our activity block for all students. Students also participate in Art, Music, and Physical Education as scheduled. Various activities are available for students during and after school as well as in the summer months. These activities will occur depending on our Covid guidelines: Grasses in Classes, Child Care Summer Camp, Lego League, Safety Patrol, Academic Team, Coding Club, Young Astronauts, Yearbook Club, Girls on the Run, and Seminole Singers. We will take advantage of virtual options as we are able.

## Parent and Community Awareness

Bluewater Elementary			No	Not Sure	Yes	
		Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
Question	Responses	Very Dissatisfied	Dissatisfied	Neither satisfied nor dissatisfied	Satisfied	Very Satisfied
As a parent, how satisfied were you with the mySchool Online program this year?	12		8%	50%	33%	8%
Do you plan to return your child to full-time brick & mortar classes next fall?	14			14%	86%	
My child's school emphasizes academic performance as the number one priority.	151	1%	1%	9%	35%	55%
Our principal is an effective leader who meets the needs of our students.	151	1%	2%	11%	22%	64%
As a parent, I am made aware of the curriculum program for my child's grade level or course.	150	3%	13%	11%	39%	34%
The school uses a variety of methods for parent communication.	150	3%	4%	9%	37%	47%
Parent input is valued at my child's school.	151	3%	8%	25%	32%	33%
Clear expectations of conduct and behavior are communicated to my child.	150			4%	39%	57%
I receive positive phone calls, emails, or notes about my child from the school.	151	5%	16%	15%	29%	35%
My child's school maintains a safe environment.	151		1%	7%	35%	56%
My child's school treats everyone fairly, regardless of race, economic status, or other relationships.	151		1%	19%	30%	50%
School funds are used to support the school in a financially responsible manner.	151		1%	38%	26%	35%
The guidance department at my child's school provides for the educational success of my student.	151	5%	8%	40%	22%	25%
I am satisfied that my child's teachers do a good job educating my child.	151	1%	5%	7%	28%	60%
My child's school is well maintained.	151		4%	16%	45%	35%
The health services provided at my child's school support his/her wellness.	151	1%	2%	23%	37%	37%

## Parent and Community Awareness

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

The survey data maintains a high satisfaction with our classroom teachers and their ability to communicate their expectations. The data also supports that families feel like we maintain a safe environment. With the security upgrade to the front of the school, it will be interesting to see if this number increases over the next year.

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

The survey data indicates that parents are unsure or indifferent about we spend our funds. Required funding reports are maintained on our website and in our school handbook. We will also continue to communicate expenditures in our school newsletter. We will also use the school newsletter to advertise our guidance counselor and principal's communication.

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

During the school year, we maintain a monthly school newsletter, School Website, Facebook page for school, Facebook page for Child Care, Principal Twitter account, Blackboard Connect Robo Calls, and utilize push notifications on the iOCSD app. In addition to these school wide communication opportunities, each teacher maintains their own email distribution list, class newsletter, and classroom communication through planners or folders.

## School Action Plan

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

<b>ESSA Subgroup Focus</b>
<b>Subgroup: Students with Disabilities</b>

<b>School Focus</b>
<p><b>What is the cause(s) for this subgroup being an area of focus?</b> This target group continues to need learning gains.</p>
<p><b>What are we doing to target this subgroup?</b> Realigned distribution of ESE teachers by grade level instead of by subject area.</p>
<p><b>Targeted School-based Professional Development:</b> ESE teachers will participate in iReady training and District ESE Teacher training (Aug 6).</p>

<b>Action Steps for Implementation with a Strong Focus on Addressing Potential Learning Loss</b>
<p><b>Classroom Implementation Action Steps (Teachers and Students):</b> *ESE teachers will provide intervention to students with IEPs. *Struggling students will participate in Tier 2/3 support.</p>
<p><b>School Implementation Action Steps (Administration, Teachers, and Students):</b> *Admin will provide each teacher with a list of targeted students based on post iReady diagnostic for progress monitoring. *Each teacher will meet the needs of students by following the MTSS process. *Students will use their ESE/iReady folder to track their progress and journal about misconceptions.</p>

<b>Progress Monitoring</b>			
Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
MTSS	Meeting notes	Weekly	Admin, GC, ESE Teachers
iReady for all students	Minutes reports	Weekly	Admin, ESE Teachers

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



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

# ELA DATA

iReady ELA by School On/Mid/Above Grade Level (%)					Grade Level Placements							Gender		Ethnicity						Status			Strands																
Year	Term	School	Grade	# Students Tested	Avg. Percentile	3+ Below	2 Below	1 Below	Early Grade	On Grade	Mid/Above	On/Mid/Above	M	F	A	B	H	I	M	W	ESE	ELL	F/R	Average Grade Placement															
						% of Placement	% of Placement	% of Placement	% of Placement	% of Placement	% of Placement	% of Placement	# Total Population	% On/Mid/Above	# Total Population	% On/Mid/Above	# Total Population	% On/Mid/Above	# Total Population	% On/Mid/Above	# Total Population	% On/Mid/Above	# Total Population	% On/Mid/Above	# Total Population	% On/Mid/Above	# Total Population	% On/Mid/Above	Phonological Awareness	Phonics	High-Frequency Words	Vocabulary	Reading Comprehension Literature	Reading Comprehension Informational Text					
2021	Test C	Bluewater	K	124	67.0		4	7	7	81	89	66	86	58	91	4	75	5	80	2	100		5	100	108	89	8	63	1	100	16	56	+1	mid	Late	Late	Late	Late	
2021	Test C	District	K	2,260	57.9		10	11	12	68	79	1159	77	1101	82	39	82	244	75	274	59	9	56	288	78	1406	85	283	61	184	46	960	75	mid	mid	Late	Late	Late	Late
2021	Test C	Bluewater	1	156	62.3	1	21	5	12	62	73	81	72	75	75	5	80	3	100	5	40		7	57	136	74	15	40	1	0	15	67	mid	mid	+1	mid	Late	Late	
2021	Test C	District	1	2,333	54.1	1	33	5	8	53	61	1197	59	1136	63	35	71	274	53	232	36	6	50	282	59	1504	67	363	44	152	22	1061	54	mid	mid	mid	Early	mid	mid
2021	Test C	Bluewater	2	156	65.5	1	17	8	10	64	74	84	75	72	74	7	100	2	100	12	75		9	78	126	72	25	48			18	67		Late	+1	mid	mid	mid	
2021	Test C	District	2	2,204	54.8	0	5	27	8	10	50	1116	59	1088	61	50	74	250	47	275	44	5	40	234	60	1390	65	347	40	170	29	1000	49	Early	+1	Early	Early	Early	

School FSA ELA (2018-2021) Proficiency (%)					Achievement Levels							Gender		Ethnicity						Status			Strands																					
Year	School	Grade	# Students Tested	%	1L	1M	1H	2L	2H	3	4	5	3,4,5	M	F	A	B	H	I	M	W	ESE	ELL	F/R	Average Rating																			
					% of Score	% of Score	% of Score	% of Score	% of Score	% of Score	% of Score	% of Score	% of Score	% Proficient	# Total Population	% Proficient	# Total Population	% Proficient	# Total Population	% Proficient	# Total Population	% Proficient	# Total Population	% Proficient	# Total Population	% Proficient	# Total Population	% Proficient	# Total Population	Key Ideas	Craft & Struct	Ingr of Knowl	Language	Writing	Write: Purp/Org	Write: Evidence	Write: Convnt.							
2018	Bluewater	3	163		2	5	14	29	29	20		79	78	74	85	82	6	50	5	80	14	71	1	100	8	88	129	80	22	32	2	50	33	64	66	73	57	81						
2019	Bluewater	3	166		1	4	8	17	47	23		87	87	86	79	89	5	100	2	100	12	75	2	100	5	100	140	87	16	56			28	68	72	77	64	93						
2021	Bluewater	3	153		1	3	12	8	28	33	14	76	78	82	75	69	8	88	3	67	8	50			4	50	130	78	26	46	1	0	21	67	67	67	61	81						
2018	District	3	2,520		1	3	9	9	13	31	24	11	66	1231	62	1289	69	50	76	292	47	285	51	9	67	259	68	1625	71	428	35	139	26	1403	55	59	65	50	74					
2019	District	3	2,460		1	3	9	9	12	29	27	10	66	1258	64	1202	68	42	83	293	50	293	51	9	78	232	64	1591	72	456	39	136	24	1317	55	56	66	51	84					
2021	District	3	2,261		2	4	11	10	11	30	25	7	63	1149	58	1112	67	60	72	264	48	303	43	5	60	228	64	1401	69	415	35	181	23	966	53	58	59	49	73					
2018	Bluewater	4	185		1	1	3	3	10	26	38	19	83	95	81	90	84	10	80	4	25	10	80	2	50	9	89	150	85	23	52	1	0	31	65	65	72	54	77	63	59	58	82	
2019	Bluewater	4	169		1	4	5	11	27	34	19	79	84	75	85	84	5	60	5	60	15	67	1	100	10	90	133	81	20	35	1	0	30	50	59	67	58	87	61	57	57	78		
2021	Bluewater	4	158		2		1	7	10	21	35	24	80	79	76	79	84	4	50		10	100			18	78	126	79	28	61	3	33	18	67	66	75	66	83	63	60	57	82		
2018	District	4	2,449		2	3	11	9	13	30	23	9	62	1259	59	1190	66	66	75	327	42	235	49	10	70	233	63	1578	68	443	31	106	21	1266	50	54	63	48	70	55	51	51	72	
2019	District	4	2,429		1	3	8	9	12	33	24	11	67	1183	62	1246	72	48	77	262	45	272	51	8	50	254	72	1585	73	437	35	114	26	1282	55	54	61	52	83	55	50	50	75	
2021	District	4	2,408		3	5	13	8	11	25	25	11	60	1272	56	1136	65	56	77	249	37	299	46	4	25	223	65	1577	66	480	31	133	18	984	46	54	65	55	72	53	48	47	74	
2018	Bluewater	5	158		1	3	4	26	37	29		92	78	90	80	95	5	100	3	67	12	100	1	100	4	100	133	92	11	73			21	90	74	80	74	88	66	63	60	88		
2019	Bluewater	5	183		1	1	5	9	25	32	28	85	92	83	91	88	7	71	4	75	15	87	2	100	6	83	149	86	24	46			23	78	64	80	69	92	71	68	63	93		
2021	Bluewater	5	174		1	2	5	7	22	40	24	86	88	83	86	88	3	100	3	67	11	82	2	100	4	75	151	86	16	50	1	0	20	65	71	77	77	89	71	68	66	85		
2018	District	5	2,376		1	3	8	12	12	30	23	11	64	1189	60	1187	69	65	71	257	50	232	59	8	50	239	58	1575	68	349	21	43	5	1170	53	61	71	61	78	58	54	51	77	
2019	District	5	2,466		1	2	8	9	13	29	27	11	67	1237	63	1229	70	64	78	323	47	236	51	8	75	232	64	1603	73	434	29	79	16	1205	55	53	72	58	83	63	59	56	84	
2021	District	5	2,202		2	3	10	10	14	27	23	11	61	1150	57	1052	66	44	82	244	44	276	44	6	67	207	57	1425	68	402	28	92	11	920	47	59	68	65	77	60	55	54	81	

## **School Action Plan**

### *ELA: Reading & Writing*

<b>District Goal:</b>	<b>Students shall demonstrate reading proficiency at or above the expected grade level.</b>
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<b>Objectives:</b>
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The percentage of all curriculum students who will make learning gains in reading as defined by the State of Florida on the Florida Standards Assessment Test will be at least 90%.
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The percentage of students in the lowest 25% who will make learning gains in reading as defined by the State of Florida on the Florida Standards Assessment Test will be at least 90%.
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The percentage of Level 4 and 5 students who will make learning gains in reading on the Florida Standards Assessment Test will be at least 90%
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## School Action Plan

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

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

**To address potential learning loss by accelerating student achievement through the use of evidence-based resources, district and school-based staff will analyze assessment data, collaborate to create engaging lessons, and provide intervention support.**

- Develop engaging, grade appropriate lessons aligned to the B.E.S.T. Standards
- In grades 1 and 2, utilize the B.E.S.T. Standards Vertical Progression to ensure a successful transition from LAFS to B.E.S.T. Standards
- Analyze data to identify appropriate instruction components of i-Ready that can be integrated within the Balanced Literacy Model (e.g., whole group mini-lessons, differentiated small group instruction incorporating multi-sensory strategies, and stations)
- Utilize the ELA textbook, *Benchmark Advance*, as a resource to plan targeted Tier I (whole group) instruction based on i-Ready data that incorporates text-dependent questions leading to a culminating task

#### School Focus

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

Through the BLM and transition to new B.E.S.T. standards, we expect our students to be able to use phonemic awareness and phonics in order to decode words to assist with sight word recognition and basic reading comprehension.

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

- \*During the summer and on August 6, teachers received training on New Kindergarten report card, B.E.S.T Standards, iReady, Benchmark, and Canvas.
- \*During the school year, to assist with data driven instruction, teachers will receive ongoing training on iReady.
- \*During the school year, teachers new to K-2 will receive Max Scholar training.
- \*During the school year, Kindergarten teachers will participate in K Report Card Zoom meeting with Curriculum.

#### Action Steps for Implementation with a Strong Focus on Addressing Potential Learning Loss

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

- \*Kindergarten, 1st & 2nd grade teachers will administer the iReady diagnostic to develop grade level wide actionable data. Kindergarten will also give FLKRS.
- \*Kindergarten teachers will use formative assessments to assist in transition to new standards based report card.
- \*Teachers will conduct read-alouds/think alouds that include TDQs at various DOK levels while modeling metacognitive strategies.
- \*Teachers and students will participate in data-based small group instruction of phonemic awareness, phonics, vocabulary, and reading comprehension.
- \*Students will participate in cooperative learning groups & data based stations utilizing Ready Workbooks.

#### Progress Monitoring

Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
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FLKRS/K Report Card	K Assessment Folders	Quarterly	K Teachers
iReady Reports	Diagnostic Reports	3 times per year	All teachers
Read Alouds/Think Alouds	Collegial Conversations	Weekly to Monthly	K-2 Teachers
Small group instruction based on iReady data	Walk Thrus, Collegial Conversations	Weekly to Monthly	K-2 Teachers
Cooperative Learning groups and Stations	Walk Thrus, Collegial Conversations	By Instructional Unit- Weekly to Quarterly	K-2 Teachers

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

# School Action Plan

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

### Central Focus: ELA Focus Grades 3-5

**To address potential learning loss by accelerating student achievement through the use of evidence-based resources, district and school-based staff will analyze assessment data, collaborate to create engaging lessons, and provide intervention support.**

- Develop engaging, standards-based lessons that bridge LAFS and B.E.S.T. Standards using data (e.g., FSA, formative, classroom assessments), the Item Specifications, and *Benchmark Advance* Standards document
- Utilize the ELA text book, *Benchmark Advance*, as a resource to plan targeted Tier I (whole group) instruction based on i-Ready data that incorporates text-dependent questions leading to a culminating task
- Analyze components of i-Ready (e.g., Teacher Toolbox, Personalized Online Instruction) to appropriately incorporate within the Balanced Literacy Model
- Strategically utilize the B.E.S.T. Standards Vertical Progression to ensure a successful transition from LAFS to B.E.S.T. Standards

### School Focus

#### Targeted School-based Focus:

By the end of the year, through the BLM, we expect our students to be able to move across the continuum from key ideas and details to integration of knowledge and ideas by answering TDQs from simple to complex text while utilizing text marking, annotations, student talk and written responses.

#### Targeted School-based Professional Development:

- \*During the summer and on August 6, teachers received training on B.E.S.T Standards, iReady, Benchmark Advance, and Canvas.
- \*During the school year, to assist with data driven instruction, teachers will receive ongoing training on iReady.
- \*During the school year (Sept 14), 3-5 teachers will receive training on the “Bridge” between LAFS and BEST Standards.

### Action Steps for Implementation with a Strong Focus on Addressing Potential Learning Loss

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

- \*Teachers will administer the iReady diagnostic to all students in grades 3 thru 5 in order to have grade level wide actionable data.
- \*Teachers will provide students with data based small group instruction aligned to the standards -including but not limited to the use of ALDs, vertical progressions, Ready workbooks, Ready toolbox resources, Tools for Instruction, Tools for Scaffolding instruction, and prerequisite lessons.
- \*Students will purposefully interact with text during standards based interactive whole group, small group, collaborative cooperative learning groups, and stations with accountability.

### Progress Monitoring

Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
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iReady	Diagnostic Reports	3 times per year	Teachers, iReady CRAs
Data Based Small groups	Walkthroughs, Data Chats, Collegial Conversations	Daily to Weekly	Teachers
Ready Workbooks	Walkthroughs, Data Chats, Collegial Conversations	Daily to Weekly	Teachers
Teacher Toolbox Resources	Walkthroughs, Data Chats, Meeting Notes	Weekly to Monthly	Teachers

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

# School Action Plan

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

### Central Focus: Text-based Writing

#### School Focus

##### Targeted School-based Focus:

Through explicit writing instruction, by the end of the year, students will be able to read the prompt, determine prompt requirements, determine age appropriate text marking and apply text evidence in order to write for narrative, informational or opinion purposes within the BLM.

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

\*Teachers will work with Literacy Coach to unpack the writing plan and develop lessons for explicit instruction (specifically narrative).  
 \*Teachers will utilize their quarterly baseline writing assignments to calibrate, determine small group writing instruction, and apply new knowledge acquired from BEST standards training and Benchmark Advanced training.

#### Writing Plan

### Bluewater Writing Plan 2021-2022

#### GOALS:

- Writing instruction will take place throughout the Balanced Literacy 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 BLM.
  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. Graphic Organizers-Build Reflect Write Activities- Students will build knowledge 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. Writing in Response to small group reading- Writing responses to reading activities will be used in small group instruction.
  5. Culminating tasks- Students will write to a culminating tasks within ELA units of instruction.

#### *Quarterly Writing Focus*

	<b>1<sup>st</sup> Quarter</b>	<b>2<sup>nd</sup> Quarter</b>	<b>3<sup>rd</sup> Quarter</b>	<b>4<sup>th</sup> Quarter</b>
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<p><b>Kindergarten</b></p>	<p>Writing Routines  Writing in Response to Reading  Draw and Write Narrative Texts</p>	<p>Draw and Write Informational / Explanatory texts  Draw and Write Opinion Texts  Informative/ Explanatory</p>	<p>Opinion  Stories</p>	<p>Research Project  Opinion  Poetry</p>
<p><b>First</b></p>	<p>Writing Routines  Write Personal Responses  Write Narrative Texts</p>	<p>Informational/ Explanatory  Opinion  Informative/ Explanatory</p>	<p>Opinion  How to texts (Procedural)</p>	<p>Research Project  Opinion  Poetry</p>
<p><b>Second</b></p>	<p>Writing Routines  Opinion Essays  Informative/ Expository Essays</p>	<p>Informative / Explanatory Essays  Narrative  Opinion Essays</p>	<p>Narrative Fiction  Narrative Nonfiction</p>	<p>Research Report  Multimedia Presentation  Poetry</p>
<p><b>Third</b></p>	<p>Writing Routines  Informative/ Expository Essays  Opinion Essays</p>	<p>Informative / Explanatory Essays  Narrative  Opinion Essays</p>	<p>Writing to a text based prompt review.  (Informative/ Explanatory, Opinion, Narrative)  Narrative</p>	<p>Research Project  Multimedia Presentation  Poetry</p>

<b>Fourth</b>	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  Multimedia Presentation  Poetry
<b>Fifth</b>	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  Multimedia Presentation  Poetry

- A baseline writing task will be completed in each classroom by September 23, 2021. 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 Balanced Literacy Model.
- Teachers will utilize baseline/formative assessments to determine student mastery of must haves, unpacking the prompt, purposeful text marking/annotating to the prompt, planning for the essay, effective use of multiple sources, determining and citing relevant evidence, transitions, elaboration, use of content specific vocabulary, writing an introduction, and writing a conclusion.
- Teachers will implement small, targeted reading/writing groups based on formative assessment results for remediation/acceleration purposes.

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

**Although these topics are the focus, each teacher should adjust as indicated by student data. This plan was created with Benchmark Advanced resources as the template.**

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

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

### 1<sup>st</sup> quarter focus- Writing Routines, Share a message

#### Writing Routines

- Introduce students to the must haves of writing to include anchor charts
- Introduce common academic vocabulary
- Administer baseline writing and use data to establish student groups for small group differentiated instruction

#### Share a message

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

### 2<sup>nd</sup> quarter focus - Draw and write informational/ expository texts, opinion text

#### Informational/ Expository text/ Opinion Text

- Teachers will provide mentor text and writing prompt.
- Teachers will model through shared writing based on a text, retelling details, rehearse a message based on a text, and then drawing and writing.
- Teachers will model left to right directionality.
- Teachers will implement small group differentiated instruction based on student needs.
- Teachers will conference with students to provide feedback.
- Teachers will model how to find relevant evidence to support the topic.
- Teachers will model how to plan for writing (use of a variety of graphic organizers/planning tools).

### 3<sup>rd</sup> quarter focus Opinion , Narrative

#### Opinion

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

- Teachers will model and provide explicit instruction on writing a conclusion that restates the opinion.

**Narrative**

- Teachers will provide a mentor text and writing prompt for students to analyze.
- Teachers will facilitate a brainstorming session gathering ideas for a narrative story (Think Aloud).
- Teachers will model planning a story using a graphic organizer, who are the characters and what do they do?
- Teacher will model drafting a narrative.
- Teachers will model revising and expanding on ideas adding details.

**4<sup>th</sup> quarter focus- Research Report, Opinion , Poetry**

**Informative Research Report**

- Teacher will provide a mentor text for students to analyze the parts of a strong expository research report.
- Teachers will model gathering information (text evidence) from multiple sources while also taking notes.
- Teachers will model drafting a research report, revising to expand to add details, and editing checking for spelling.

**Poetry**

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

**Opinion**

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

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

**1<sup>st</sup> quarter focus – Personal Responses to a text, Narrative**

**Writing expectations**

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

- Administer baseline writing and use data to establish student groups for small group differentiated instruction.
- Implement modeled, shared, interactive, and independent writing (pictures/labels/dictation) based on authentic experiences with prompted elaboration through questioning.

**Personal Responses to a text**

- Teachers will model through shared writing how readers respond to text in many ways and express their ideas in writing.
- Teachers will reinforce basic concepts of print (e.g. left to right directionality, margins, return sweep).
- Teachers will analyze student writing to help plan for instruction and what to model in shared writing.
- Teachers will utilize small group and stations to provide differentiated support.

**Narrative**

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

**2<sup>nd</sup> quarter focus – Informative Process Writing, Opinion Texts**

**Informative Process Writing**

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

**Opinion**

- Teachers will provide a mentor text that generates an opinion for students to respond to. (City Mouse and the Country Mouse)
- Teachers will model pulling evidence from the text to support an opinion.
- Teachers will routinely write opinion text to develop writing fluency.
- Teachers will model revising and expanding to add more detail (e.g. Think Aloud, Elaboration).

### 3<sup>rd</sup> quarter focus – Opinion Writing, Procedural process writing

#### **Opinion Writing**

- Teachers will provide a mentor text and mentor text prompt to analyze the parts of a strong opinion text.
- Teachers will facilitate a brainstorm session by gathering information from a provided source and recalling experiences (Think Aloud).
- Teachers will model choosing a topic for opinion writing.
- Teachers will model planning for an opinion writing, using charts and graphic organizer- identifying reasons and evidence.
- Teachers will model revising and editing an opinion writing.

#### **How to process writing**

- Teachers will provide explicit instruction on the different parts of a strong “how- to” text by using a mentor text.
- Teachers will facilitate a brainstorming session by gathering information from a provided source and recalling experiences.
- Teachers will model planning a how to text by using a chart/ other graphic organizer to plan.
- Teachers will model drafting, revising, and editing a “how –to“ text by expanding and adding details.

### 4<sup>th</sup> quarter focus – Opinion writing, Informative Research Report

#### **Opinion writing**

- Continue with writing strategies described previously and continue to 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 the parts of a strong expository research report.
- Teachers will model gathering information (text evidence) from multiple sources while also taking notes.
- Teachers will model drafting a research report, revising to expand to add details, and editing checking for spelling.

**Second Grade** Quarterly baseline and final assessments will be given, recorded on writing spreadsheet, and analyzed at grade level data chat meetings. Mid-quarter assessments will focus on a specific skill(s).

### 1<sup>st</sup> quarter focus – Writing routines/ Opinion essays

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

### **Writing Routines**

- Teachers will set routines and procedures for writing. (responding to written TDQs, writing stations, etc.)

### **Opinion Essay**

- Teachers will provide a mentor text for students to analyze features of an opinion essay.
- Teachers will provide explicit instruction on how to develop reasons to support the opinion.
- Teachers will provide explicit instruction on how to write an introduction that clearly states the topic of an opinion essay.
- Teachers will provide explicit instruction on how to write a cohesive introductory paragraph.
- Teachers will provide explicit instruction on how to write an opinion essay with body paragraphs that include reasons.
- Teachers will provide explicit instruction on how to write a strong concluding paragraph that uses a linking word or phrase, restates your opinion, and provides a concluding statement.
- Teachers will provide explicit instruction on revising an opinion essay by expanding sentences to improve sentence fluency, transition words and phrases.

## **2<sup>nd</sup> quarter focus – Informative/ Expository Essay , Narrative/ Fictional Diary Entry, Opinion Essays**

### **Informative/ Expository Essay**

- Teachers will provide an informational mentor text for students to read and analyze.
- Teachers will provide explicit instruction on how to use knowledge, personal experiences, and interests to brainstorm topic ideas for an informative/expository essay.
- Teachers will provide explicit instruction on finding text evidence and note taking (annotations) from multiple sources to use in their essay.
- Teachers will provide a model for students to analyze cohesive and effective introductions.
- Teachers will provide explicit instruction on developing body paragraphs, emphasizing how linked sentences are cohesive with a main topic.
- Teachers will provide explicit instruction on how to use transitions words and phrases to connect ideas.
- Teachers will provide explicit instruction on how to draft a conclusion that stays focused on the topic.
- Teachers will provide explicit instruction on how to revise an informative/ expository essay to improve sentence length and variety using a combination of simple and compound sentences.

- Teachers will provide explicit instruction on how to revise the essay by adding domain-specific vocabulary.
- Teachers will provide explicit instruction on how to use a rubric to evaluate their essay.

### **Fictional Diary Entry**

- Teachers will provide a mentor fictional diary entry and prompt for students to analyze components.
- Teachers will provide explicit instruction on how to read and analyze a prompt.
- Teachers will provide explicit instruction on how to find text evidence about character by identifying a character's actions and words.
- Teachers will provide explicit instruction on how to use details to develop the character.
- Teachers will provide explicit instruction on how to use an outline to plan a fictional diary entry.
- Teachers will provide explicit instruction on how to write a narrative recounting a sequence of events while providing a sense of closure.

### **Opinion Essay**

- Teachers will provide a mentor text for student to analyze features of an opinion essay.
- Teachers will provide explicit instruction on how to develop reasons to support the opinion.
- Teachers will provide explicit instruction on how to write an introduction that clearly states the topic of an opinion essay.
- Teachers will provide explicit instruction on how to write a cohesive introductory paragraph.
- Teachers will provide explicit instruction on how to write an opinion essay with body paragraphs that include reasons.
- Teachers will provide explicit instruction on how to write a strong concluding paragraph that uses a linking word or phrase, restates your opinion, and provides a concluding statement.
- Teachers will provide explicit instruction on revising an opinion essay by expanding sentences to improve sentence fluency and transition word and phrases.

## **3<sup>rd</sup> quarter focus- Narrative Fiction, Narrative Nonfiction Letter**

### **Narrative Fiction**

- Teachers will provide a narrative fiction mentor text for students to analyze the features of this genre.
- Teachers will facilitate a think aloud session about the types of genres (realistic fiction, science fiction, mystery etc.) and the characters, problems, and theme or message of their story.
- Teachers will provide explicit instruction on organizing narrative fiction using classic story elements. (setting, characters, plot)



- Teachers will provide explicit instruction on developing strong character by identifying what actions or feelings make a character stronger throughout the beginning, middle, and end of the story.
- Teachers will provide explicit instruction on drafting the beginning of a narrative fiction by setting the scene and establishing the characters in the beginning of the story.
- Teachers will provide explicit instruction in drafting the middle of the story by developing the problem (conflict) and climax.
- Teachers will provide explicit instruction on how to write a narrative fiction that provides a sense of closure by using details to demonstrate how a character changes throughout the story.
- Teachers will provide explicit instruction on revising fictional narratives by using transitions to signal the order of events and adding sensory words and details to describe actions, thoughts, and feelings.

### **Narrative Nonfiction Letter**

- Teachers will provide a mentor text to model the features of narrative nonfiction letters.
- Teachers will facilitate a think aloud session where students generate nonfiction letter ideas.
- Teachers will provide explicit instruction on maintaining verb tense across paragraphs when writing a narrative.
- Teachers will provide explicit instruction on planning narrative nonfiction letters by organizing events in a logical order.
- Teachers will provide explicit instruction on drafting the beginning to a narrative nonfiction letter that sets the scene and establishes the people involved.
- Teachers will provide direct instruction on drafting the middle part of the letter by identifying the big moment in a piece of narrative nonfiction writing.
- Teachers will provide direct instruction on drafting the ending by developing words and phrases that provide a sense of closure.
- Teachers will provide explicit instruction on revising letters for sentence fluency and adding details to describe actions, thoughts, and feelings.
- Teachers will provide explicit instruction on editing letters checking for misspelled words that impede understanding.
- Teachers will provide explicit instruction on using digital tools to publish a nonfiction letter.

4<sup>th</sup> quarter focus Research report, Multimedia Presentation, Poetry

### **Research Report**

- Teacher will provide a research report for students to identify features.

- Teacher will provide direct instruction on how to record facts and definitions to develop a topic.
- Teachers will model using illustrations or photographs to gather information for the research report.
- Teachers will provide direct instruction on organizing information for the research report.
- Teachers will provide direct instruction on identifying elements of a good introduction (clearly states the topic, interesting fact, attention-grabbing quote).
- Teachers will provide direct instruction on using facts and details to develop a topic.
- Teachers will provide direct instruction on using transition words and phrases to strengthen the report.
- Teachers will provide direct instruction writing conclusions that are strong and sums up the big ideas of the research report.
- Teachers will provide direct instruction on revising to include sentence fluency and domain specific vocabulary.
- Teachers will provide direct instruction on editing report to include prepositions and correct spelling.

### **Multimedia Presentation**

- Teachers will provide explicit instruction on the purpose and audience for a multimedia presentation.
- Teachers will model how to organize information and provide explicit instruction on how to support the information with visuals.
- Teachers will provide explicit instruction on how to combine text and multimedia elements.
- Teachers will provide explicit instruction on how to include formatting to aid comprehension.
- Teachers and students will use a rubric to evaluate the presentation.

### **Poetry**

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

**Third Grade** Quarterly baseline and final assessments will be given, recorded on writing spreadsheet, and analyzed at grade level data chat meetings. Mid-quarter assessments will focus on a specific skill(s).

### **1<sup>st</sup> quarter focus -Writing routines. Informational/ Expository Essays**

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

### **Writing Routines**

- Teachers will set routines and procedures for writing. (responding to written TDQs, writing stations, etc.)

### **Informational/Explanatory**

- Teachers will provide informational mentor essays as a model for writing.
- Students will analyze and identify components of an informative essay.
- Students will use a writing checklist to guide the instruction of planning.
- Students will identify and gather relevant text evidence in a print source.
- Teachers will provide explicit instruction on organizing ideas for an informative/ expository essay by combining evidence logically.
- Teacher will use student talk experiences to assist students in the generation of ideas and adding details. (e.g, Go, Go, Mo)
- Teachers will model effective introductions and conclusions.
- Teachers will model developing an essay comprising cohesive paragraphs, using text evidence.
- Teachers will provide explicit instruction on elaborative techniques.
- All students will examine the FSA rubric to evaluate and reflect on writing, applying criteria to evaluate an informative/ expository essay.

### **Opinion**

- Teachers will provide opinion essays and text based mentor writing prompt as a model for writing.
- Students will analyze and identify components of an opinion essay.
- Students will analyze the author's concluding statement in a mentor text.
- Students will use a writing checklist to guide the instruction of planning.
- Students will identify and gather relevant information in a print source
- Teachers will provide explicit instruction on organizing ideas for an opinion essay by combining text evidence/ annotations logically.
- Teacher will use student talk experiences to assist students in the generation of ideas and adding details. (e.g, Go, Go, Mo)
- Teachers will model effective introductions and conclusions.
- Teachers will model developing an essay comprising cohesive paragraphs, using text evidence.
- All students will examine the FSA rubric to evaluate and reflect on writing, applying criteria to evaluate an opinion essay.
- Teachers will provide explicit purposeful text marking, and annotations based on the prompt.
- Teachers will provide explicit instruction on how to make a nod to the text that does not distract but does give reference.
- Teachers will provide explicit instruction on elaborative techniques.

## 2<sup>nd</sup> quarter focus – Informative/ Explanatory Essays, Narrative , Opinion Essays

- Administer a baseline writing assessment, analyze data to establish individual writing goals and differentiate small group instruction.
- **Informative/ Explanatory Essay**
- Teachers will provide explicit instruction on how to research, draft, revise, and edit an Informative Essay.
- Teachers will provide explicit instruction on how to identify and evaluate credible sources for an essay.
- Teachers will provide explicit purposeful text marking, and annotations based on the prompt.
- Students will use a planning guide to develop writing.
- Teachers will provide explicit instruction on how to write a cohesive introductory paragraph to an informative/ expository essay.
- Teachers will provide explicit instruction using transition words and phrases to connect ideas.
- Teachers will provide explicit instruction on concluding statement or section that includes domain specific language from the essay.
- Teachers will provide explicit instruction on how to revise to improve sentence fluency by varying sentences.
- Teachers will provide explicit instruction on how to revise to incorporate domain- specific vocabulary to strengthen writing.
- Teacher will use student talk experiences to assist students in generating ideas and adding details. (e.g, Go, Go, Mo)
- All students will examine the FSA rubric to gain a deeper understanding of writing expectations.
- Teachers will provide explicit purposeful text marking, and annotations based on the prompt.
- Teachers will provide explicit instruction on how to make a nod to the text that does not distract but does give reference.
- Teachers will provide explicit instruction on elaborative techniques.

### **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 characters' actions and dialogue in order to write a new fictional scene that continues a story.
- Students will use a writing checklist to plan writing.
- Teachers will provide explicit instruction on how to use dialogue to dramatize events.
- Teachers will provide explicit instruction on how to use descriptions and transitional language to develop events.
- Teachers and students will evaluate and reflect on writing using a rubric.

### **Opinion Essay**

- Teacher will provide explicit instruction on how to select credible online sources in order to add text evidence to their essay.
- Teachers will provide explicit instruction on how to categorize text evidence as a way of organizing the essay.

- Teachers will provide explicit instruction on how to write a cohesive introduction that states an opinion and engages the reader.
- Teacher will provide explicit instruction on incorporating text evidence into the body of an opinion essay.
- Teacher will provide explicit instruction on linking opinion and reasons using transitional words and phrases.
- Teachers will provide explicit instruction on writing a conclusion that provides a concluding statement or section that summarize the opinion expressed.

### 3<sup>rd</sup> quarter focus – Text based writing review (Narrative, Opinion, )

#### **Narrative**

- Teachers will provide explicit instruction on how to read and analyze a mentor text.
- Teachers will provide a mentor text and mentor writing prompt for students to analyze and identify key features.
- Teachers will model using details from a source text to draft a narrative response.
- Teachers will model revising and editing a response.

#### **Opinion**

- Teachers will provide multiple narrative sources in order to respond to an opinion writing prompt using information from both sources.
- Teachers will provide explicit instruction on analyzing a text-based prompt.
- Teachers will model reading closely and gathering text evidence to support an opinion.
- Teachers will model drafting a response with cohesive introduction, body, and conclusion paragraphs using evidence from two sources.
- Teachers will model revising an editing an opinion response, editing for correct spelling, punctuation, and grammar.

#### 4<sup>th</sup> quarter focus - Research Project, Multimedia presentation, poetry

#### **Writing Reach Project**

- Teachers will provide explicit instruction on features of a research project.
- Teachers will provide explicit instruction on selecting credible print and digital sources when writing a research project.
- Teachers will provide explicit instruction on planning and organizing the research project.
- Teachers will provide explicit instruction on publishing writing to include illustrations to aid comprehension.

#### **Multimedia**

- Teachers will provide explicit instruction on the purpose and audience for a multimedia presentation.
- Teachers will provide a mentor multimedia presentation for students to understand the features.
- Teachers will model how to organize information and provide explicit instruction on how to support the information with visuals.

- Teachers will provide explicit instruction on how to combine text and multimedia elements.
- Teachers will provide explicit instruction on how to include formatting to aid comprehension.
- Teachers and students will use a rubric to evaluate the presentation.

### Poetry

- Teachers will provide explicit instruction on features of a haiku by providing a mentor text.
- Teachers will provide explicit instruction on using a word web graphic organizer to develop a topic for a haiku.
- Teachers will provide explicit instruction on revising and editing word choice for a haiku.
- Teachers will provide explicit instruction on keyboarding skills to publish a poem.

**Fourth Grade** Quarterly baseline and final assessments will be given, recorded on writing spreadsheet, and analyzed at grade level data chat meetings. Mid-quarter assessments will focus a specific skill(s).

### 1<sup>st</sup> quarter focus – Writing Routines/ Writing to a text base prompt: Informative/ Explanatory Essays/ Opinion Essays

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

#### Writing Routines

- Teachers will set routines and procedures for writing. (responding to written TDQs, writing stations, etc.)

#### Informational/Explanatory

- Teachers will provide informational mentor essays as a model for writing.
- Students will identify and analyze components of an informative essay.
- Students will use a writing checklist to guide the instruction of planning.
- Teachers and students will identify and gather relevant text evidence in a print source.
- Teachers will provide explicit instruction on organizing ideas for an informative/ expository essay by combining evidence logically.
- Teachers will use student talk experiences to assist students in the generating of ideas and adding details. (e.g. Go, Go, Mo)
- Teachers will model effective introductions and conclusions.
- Teachers will model developing an essay comprising cohesive paragraphs, using text evidence.
- Teachers will provide explicit instruction on elaborative techniques.
- All students will examine the FSA rubric to evaluate and reflect on writing, applying criteria to evaluate an informative/ expository essay.

#### Opinion

- Teachers will provide opinion essays and text based mentor writing prompt as a model for writing.
- Students will analyze an opinion essay identifying components.
- Students will analyze the author’s concluding statement in a mentor text.
- Students will use a writing checklist to guide the instruction of planning.
- Students will identify and gather relevant information in a print source
- Teachers will provide explicit instruction on organizing ideas for an opinion essay by combining text evidence/ annotations logically.
- Teacher will use student talk experiences to assist students in the generating of ideas and adding details. (e.g, Go, Go, Mo)
- Teachers will model effective introductions and conclusions.
- Teachers will model developing an essay comprising cohesive paragraphs, using text evidence.
- All students will examine the FSA rubric to evaluate and reflect on writing, applying criteria to evaluate an opinion essay.
- Teachers will provide explicit instruction on to make a nod to the text that does not distract but does give reference.

## **2<sup>nd</sup> quarter focus – Informative/ Explanatory Essay, Narrative, Opinion Essay**

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

### **Informative/ Explanatory Essay**

- Teachers will provide explicit instruction on how to research, draft, revise, and edit an Informative Essay
- Teachers will provide explicit instruction on how to identify and evaluate credible sources for an essay.
- Teachers will provide explicit purposeful text marking and annotations based on the prompt.
- Students will use a planning guide to develop writing.
- Teachers will provide explicit instruction on how to write a cohesive introductory paragraph to an informative/ expository essay.
- Teachers will provide explicit instruction using transition words and phrases to connect ideas.
- Teachers will provide explicit instruction on concluding statement or section that includes domain specific language from the essay.
- Teachers will provide explicit instruction on how to revise to improve sentence fluency by varying sentences.
- Teachers will provide explicit instruction on how to revise to incorporate domain- specific vocabulary to strengthen writing.
- Teacher will use student talk experiences to assist students in the generating of ideas and adding details. (e.g, Go, Go, Mo)
- All students will examine the FSA rubric to gain a deeper understanding of writing expectations.
- Teachers will model using the FSA sampler set.

- Teachers will provide explicit instruction on how to make a nod to the text that does not distract but does give reference.
- Teachers will provide explicit instruction on elaborative techniques.

### **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 characters' actions and dialogue in order to write a new fictional scene that continues a story.
- Students will use a writing checklist to plan writing.
- Teachers will provide explicit instruction on how to use dialogue to dramatize events.
- Teachers will provide explicit instruction on how to use descriptions and transitional language to develop events.
- Teachers and students will evaluate and reflect on writing using a rubric.

### **Opinion Essay**

- Teacher will provide explicit instruction on how to select knowledgeable and credible online sources in order to add text evidence to their essay.
- Teachers will provide explicit instruction on how to categorize text evidence as a way of organizing the essay.
- Teachers will provide explicit instruction on how to write a cohesive introduction that states an opinion and engages the reader.
- Teacher will provide explicit instruction on incorporating text evidence into the body of an opinion essay.
- Teacher will provide explicit instruction on linking opinions and reasons using transitional words and phrases.
- Teacher will provide explicit instruction on writing a conclusion that provides a concluding statement or section that summarizes the opinion expressed.

### **3<sup>rd</sup> quarter focus – Review- Text Based Writing Prompt-**

- Conduct a simulated FSA style writing for all 4<sup>th</sup> grade students, analyze data to establish writing goals and differentiated small group instruction.
- Continue explicit instruction in strategies listed above.
- Continue to review the FSA rubric expectations so students will assess their own work.

### **4<sup>th</sup> quarter focus – *Writing Research Project, Multimedia, Poetry***

#### **Writing Research Project**

- Teachers will provide explicit instruction on selecting credible print and digital sources when writing a research project.
- Teachers will provide explicit instruction on planning and organizing the research project.



## Multimedia

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

## Poetry

- Teachers will provide explicit instruction on features of a cinquain by providing a mentor text.
- Teachers will provide explicit instruction on using a word web graphic organizer to develop a topic for a cinquain.
- Teachers will provide explicit instruction on revising and editing word choice for a cinquain to be more descriptive and precise.
- Teachers will provide explicit instruction on keyboarding skills to publish a poem.

**Fifth Grade** Quarterly baseline and final assessments will be given, recorded on writing spreadsheet, and analyzed at grade level data chat meetings. Mid-quarter assessments will focus on a specific skill(s).

### 1<sup>st</sup> quarter focus – Writing Routines/ Writing to a text base prompt: Informative/ Explanatory Essays/ Opinion Essays

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

## Writing Routines

- Teachers will set routines and procedures for writing. (responding to written TDQs, writing stations, etc.)

## Informational/Expository

- Teachers will provide informational mentor essays as a model for writing.
- Students will identify and analyze components of an informative essay.
- Students will use a writing checklist to guide the instruction of planning.
- Students will identify and gather relevant text evidence in a print source.
- Teachers will provide explicit instruction on organizing ideas for an informative/ expository essay by combining evidence logically.
- Teacher will use student talk experiences to assist students in the generating of ideas and adding details. (e.g, Go, Go, Go, Mo)

- Teachers will model effective introductions and conclusions.
- Teachers will model developing an essay comprising cohesive paragraphs, using text evidence.
- Teachers will provide explicit instruction on elaborative techniques.
- All students will examine the FSA rubric to evaluate and reflect on writing, applying criteria to evaluate an informative/ expository essay.

#### Opinion

- Teachers will provide opinion essays and text based mentor writing prompt as a model for writing.
- Students will analyze an opinion essay identifying components.
- Students will analyze the author's concluding statement in a mentor text.
- Students will use a writing checklist to guide the instruction of planning.
- Students will identify and gather relevant information in a print source
- Teachers will provide explicit instruction on organizing ideas for an opinion essay by combining text evidence/ annotations logically.
- Teacher will use student talk experiences to assist students in the generating of ideas and adding details. (e.g, Go, Go, Mo)
- Teachers will model effective introductions and conclusions.
- Teachers will model developing an essay comprising cohesive paragraphs, using text evidence.
- All students will examine the FSA rubric to evaluate and reflect on writing, applying criteria to evaluate an opinion essay.
- Teachers will provide explicit instruction on to make a nod to the text that does not distract but does give reference.

#### 2<sup>nd</sup> quarter focus – Informative/ Explanatory Essay, Narrative, Opinion Essay

- Administer a baseline writing assessment, analyze data to establish individual writing goals and differentiated small group instruction.
- **Informative/ Explanatory Essay**
- Teachers will provide explicit instruction on how to research, draft, revise, and edit an Informative Essay
- Teachers will provide explicit instruction on how to identify and evaluate credible sources for an essay.
- Teachers will provide explicit purposeful text marking and annotations based on the prompt.
- Students will use a planning guide to develop writing.
- Teachers will provide explicit instruction on how to write a cohesive introductory paragraph to an informative/ expository essay.
- Teachers will provide explicit instruction using transition words and phrases to connect ideas.
- Teachers will provide explicit instruction on concluding statement or section that includes domain specific language from the essay.

- Teachers will provide explicit instruction on how to revise to improve sentence fluency by varying sentences.
- Teachers will provide explicit instruction on how to revise to incorporate domain- specific vocabulary to strengthen writing.
- Teacher will use student talk experiences to assist students in the generating of ideas and adding details. (e.g, Go, Go, Mo)
- All students will examine the FSA rubric to gain a deeper understanding of writing expectations.
- Teachers will model using the FSA sampler set.
- Teachers will provide explicit instruction on how to make a nod to the text that does not distract but does give reference.
- Teachers will provide explicit instruction on elaborative techniques.

### **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 characters' actions and dialogue in order to write a new fictional scene that continues a story.
- Students will use a writing checklist to plan writing.
- Teachers will provide explicit instruction on how to use dialogue to dramatize events.
- Teachers will provide explicit instruction on how to use descriptions and transitional language to develop events.
- Teachers and students will evaluate and reflect on writing using a rubric.

### **Opinion Essay**

- Teacher will provide explicit instruction on how to select knowledgeable and credible online sources in order to add text evidence to their essay.
- Teachers will provide explicit instruction on how to categorize text evidence as a way of organizing the essay.
- Teachers will provide explicit instruction on how to write a cohesive introduction that states an opinion and engages the reader.
- Teacher will provide explicit instruction on incorporating text evidence into the body of an opinion essay.
- Teacher will provide explicit instruction on linking opinions and reasons using transitional words and phrases.
- Teacher will provide explicit instruction on writing a conclusion that provides a concluding statement or section that summarizes the opinion expressed.

### 3<sup>rd</sup> quarter focus – Review- Text Based Writing Prompt-

- Conduct a simulated FSA style writing for all 4<sup>th</sup> grade students, analyze data to establish writing goals and differentiated small group instruction.
- Continue explicit instruction in strategies listed above.
- Continue to review the FSA rubric expectations so students will assess their own work.

## 4<sup>th</sup> Quarter

### Writing Research Project

- Teachers will provide explicit instruction on selecting credible print and digital sources when writing a research project.
- Teachers will provide explicit instruction on planning and organizing the research project.

### Multimedia

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

### Poetry

- Teachers will provide explicit instruction on features of a diamante by providing a mentor text.
- Teachers will provide explicit instruction on revising to use assonance to add a musical quality.
- Teachers will provide explicit instruction on keyboarding skills to publish a poem.

**Additional details are provided for teaching strategies after grade level sequence of instruction.**

### **Focus topics for writing**

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

## **Planning for the TDQ/Essay**

### **Instruction:**

- Teacher and students will unpack the Purpose, Focus, and Organization (PFO) category of the FSA Writing Rubrics (opinion, informational) by conducting a close read of each score point:
  - o Highlight key terms in each section.
  - o As a class, define and analyze each highlighted key term.
    - *Example: “fully sustained”- What does this mean?*
  - o Identify and discuss the elements of each score point.
    - *Example: How is a “3” in PFO different from a “4” in PFO?*

- Create anchor chart of text structures (Compare/Contrast, Problem/Solution, How/Why, Sequence, etc.) with appropriate graphic organizer.
- Teachers will create close read tasks requiring students to:
  - o Unpack a prompt
  - o Create a purposeful text marking pertaining to the prompt
  - o Analyze a text to determine text structure
  - o Complete appropriate graphic organizer (corresponding to text structure)

**Student Outcomes:**

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

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

**Instruction:**

- Teacher will provide explicit instruction on why multiple sources might be required to respond to a given prompt.
  - o *Example: At least two texts are typically needed for a compare/contrast.*
- Teacher will model progression of analysis required for moving from one text to multiple sources.
  - o This includes explicit instruction on:
    - Text type (i.e., letter, newspaper article, blog, etc.)
    - Text and non-text stimulus (i.e., cartoons, pictures, charts/graphics, etc.)
    - How multiple texts are related (i.e., content, theme, pro/con, etc.)
- When creating writing tasks, teachers will purposefully pair multiple sources. This includes the use of multiple text types and stimuli to increase the student’s ability to recognize different text in a set helping them to have ready-made perspectives on a topic. Allowing students to think about how their thinking aligns with the author.
- Teacher will provide opportunities for students to increase reading stamina through instruction, differentiated stations, and Okaloosa BLM model.

**Student Outcomes:**

- Students will develop the stamina required to read, text mark, and analyze up to four texts.
  - o *Note:*

- *3<sup>rd</sup> - 5<sup>th</sup> grade will begin using at least two sources during the first quarter after explicit instruction is provided. Additional sources will be added at an incremental rate.*

## Writing an Introduction

### Instruction:

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

### Student Outcomes:

- Students will practice writing introductions using the three components of an introduction.
- Using introductions from mentor texts, students will rewrite a low scoring introduction.
- Students may utilize the color-coded method found in Additional Notes section to identify their thesis/claim.

## Writing a Conclusion

### Instruction:

- Teacher will define the term conclusion:
  - The last paragraph of an essay that explains why it all matters. It answers the question "So what?" A good conclusion revisits the thesis statement, synthesizes the main points of the essay, and extends beyond the essay.
- Teacher will provide explicit instruction on:
  - Thesis Statement: Usually the first sentence of a conclusion revisits the controlling idea of an essay, but is phrased differently from the original thesis found in the introduction
  - Synthesis: The element of a conclusion that brings together the points of an essay in a new and interesting way to make a generalization or to draw a conclusion.

- o Extension: A memorable thought or idea that extends beyond the essay and pushes the reader into the real world.
- Teacher and students will create an anchor chart containing the three components of a conclusion.
- Teacher and students will utilize shared and interactive writing to collaboratively write conclusions.
- Teacher may model color-coded method found in Additional Notes section to identify the concluding sentence.

**Student Outcomes:**

- Students will analyze mentor texts to identify effective and ineffective conclusions.
- Students will practice writing conclusions based on their introductions from the previous section.
- Students may utilize the color-coded method found in Additional Notes section to identify their concluding sentence.
- Using the FSA Writing Rubric, students will self-assess their conclusions in writing and revise writing as needed.

**Determining and Citing Relevant Evidence**

**Instruction:**

- Teacher and students will unpack the Evidence and Elaboration (EE) category of the FSA Writing Rubrics (opinion, informational) by conducting a close read of each score point.
  - o Highlight key terms in each section.
  - o As a class, define and analyze each highlighted key term.
    - Example: “relevant evidence integrated smoothly and thoroughly”- What does this mean?
  - o Identify and discuss the elements of each score point.
    - Example: How is a “3” in EE different from a “4” in EE?
- Teacher will provide explicit instruction in determining relevant vs. irrelevant evidence from student’s own text marking.
- Teacher will provide explicit instruction on not over relying on one source when selecting relevant evidence.
- Teacher will provide explicit instruction on the three types of evidence:

1. Quotations: Text that is taken word for word from the source material. A writer must give credit to the author when using a quotation. Direct quotes should be used sparingly in an essay.

- o I read...
- o I learned...
- o The author said...
- o In the text it says...
- o In paragraph \_\_ it says...

- **Note: When using direct quotations, 5<sup>th</sup> grade students must use quotation marks.**

2. Paraphrasing: Condensing a passage from the source material and putting it into your own words.

3. Summarizing: Putting the main idea(s) and main point(s) into your own words. Summaries are broad overviews of the source material.

- **Note: A student paper that is entirely summary, will result in a score point of 2 in Evidence and Elaboration.**

- Teacher will provide explicit instruction on how to determine which of the three types of evidence will be most effective, based on their text marking and purpose.
- Teacher will model the use of a graphic organizer to assist in determining relevant evidence (e.g. Warrant Workout).
- Teacher may model color-coded method found in Additional Notes section to identify text evidence.

#### **Student Outcomes:**

- Students will list attributes to describe each score point of the FSA Writing Rubrics for EE.
- Students will evaluate their text markings to determine relevant vs. irrelevant evidence.
- Students will effectively use all three types of evidence in both their essay writing.
- Students may utilize the color-coded method found in Additional Notes section to identify their text evidence.

### **Elaboration**

#### **Instruction:**

- Teacher will define the term elaboration:
  - o Elaborating is adding details/evidence and explaining connections. This is the way a writer makes connections between ideas for the reader to further their understanding. Even though the connections may be obvious to you (the writer), your essay is not for you, but for the audience that needs to understand your ideas without you being there to explain them.
- Teacher will provide explicit instruction on the effective use of the six elaborative techniques:
  6. Connections to Self/World/Text
  7. Explaining Cause and Effect (or “If... then...”)
  8. Making a Comparison or Contrast
  9. Using Definitions
  10. Using a Real Life Example
  11. Make a Figurative Comparison (Metaphor or Analogy)



- Teacher will model the use of a graphic organizer to assist in developing strong elaboration. This includes explicit instruction on which text evidence is worthy of elaboration (e.g. Warrant Workout).
- Teacher may model color-coded method found in Additional Notes section to identify elaboration.
- Teacher will use mentor texts to show examples of effective and ineffective elaboration.

**Student Outcomes:**

- Students will evaluate and revise student writing containing weak elaboration.
- Using the FSA Writing Rubric, students will self-assess their use of elaboration in writing and revise writing as needed.
- Students will effectively use the elaborative techniques in their essay writing.
- Students may utilize the color-coded method found in Additional Notes section to identify their elaboration.

**Content Specific Vocabulary**

**Instruction:**

- Teacher will provide explicit instruction on referring to the source(s) to identify content specific vocabulary.
- Teacher will model writing content specific vocabulary in the margin of text.
- Teacher and students will utilize shared reading/writing to identify content specific vocabulary within text.
- Teacher will provide explicit instruction use of context clues to determine the meaning of content specific vocabulary.
- Teacher will provide explicit instruction on how and when to use content specific vocabulary from source material.

**Student Outcomes:**

- Students will identify content specific vocabulary in their writing.
- Cooperative groups will collaborate to add relevant content specific vocabulary to a piece of writing.
- Students will revise writing with ineffective use of content specific vocabulary.
- Students will routinely be provided opportunities to utilize content specific vocabulary from sources in essay writing.

**Additional Information**

- Components of essay writing will be taught and practiced independent of each other through mini-lessons.
- Students should routinely be provided opportunities to write complete essays.

- K-2 teachers will model and encourage students to use a common color coding technique to assist in identifying components of essay writing.
- 3-5 teachers and students will use a common color coding technique to assist in identifying components of essay writing:
  - o Orange: Thesis/Claim, Green: Text Evidence, Pink: Elaboration, Yellow: Transitions, Blue: Concluding Sentence
- In order to develop stamina, students will routinely write a text-based essay to a given prompt. Students should be aware of the estimated time they should take on the FSA writing assessment for each component of essay writing:
  - 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

<b>Progress Monitoring</b>			
<b>Initiative</b>	<b>How Will It Be Monitored</b>	<b>Frequency of Official Monitoring</b>	<b>Who is Responsible to Monitor</b>
Daily Text Annotations	Daily Work/ Student tasks	Daily	Teachers
Apply Understanding Tasks	Mini Lessons	2 times a week	Teachers
Graphic Organizers with TDQs	Build-Reflect-Write Activities	At least once a week	Teachers
Small Group reading w/Writing	Small Group Tasks	Up to 5 times per week	Teachers
Culminating Tasks	Unit Activity Completion	Once every 2-3 weeks	Teachers
Quarterly Writing Assessments	Teacher Data Chats	Quarterly	Teachers, Literacy Coach

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

## School Action Plan

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

#### ELA Students Below Grade Level

#### School Focus

**Targeted School-based Focus:**  
 By the end of the year, students will be able to utilize phonemic awareness, phonics, and word attack skills to aide in decoding difficult words while deciphering complex texts and vocabulary in context.

**Targeted School-based Professional Development:**  
 \*New K-2 Teachers will receive training on Max Scholar.  
 \*Reading endorsed teachers in Grades 3-5 will receive training on iReady Phonics.  
 \*All teachers will receive ongoing iReady training in order to utilize reports and the instructional grouping profile for data analysis.

#### Action Steps for Remediation

**Intervention/Title I Implementation Action Steps (Teachers and Students):**  
 \*Teachers will write PMPs for those students scoring level 1 or those that meet PPP criteria.  
 \*Teachers will utilize data from Max Scholar/iReady Reading for Tier 2/3 students to diagnose and monitor weak areas for targeted small group instruction and differentiated stations.  
 \*Classroom assistants will be utilized to review iReady reports, set goals, monitor goals, and monitor targeted students.  
 \*Teachers will provide students with text & TDQs to identify key ideas, analyze, interpret, explain, and make connections between multiple sources at appropriate complexity.

#### Progress Monitoring

Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
iReady Phonics	Walk Thrus, Data Chats, MTSS	Weekly to Monthly	Reading endorsed teachers
Max Scholar	Walk Thrus, Data Chats, MTSS	Weekly to Monthly	K-2 Teachers & Teachers with students in Tier 3
Data Driven Small Group Instruction	Walk Thrus, Data Chats, MTSS	Daily to Weekly	Teachers

#### Evaluation Following Mid-Year Data

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

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

# MATH DATA

iReady Math by School On/Mid/Above Grade Level (%)					Ave. Percentile	Grade Level Placements							Gender		Ethnicity							Status			Strands														
						3+ Below	2 Below	1 Below	Early Grade	On Grade	Mid/ Above	Early/ Mid/ Above	M	F	A	B	H	I	M	W	ESE	ELL	F/R	Average Grade Placement															
Year	Term	School	Grade	# Students Tested	% of Placement	% of Placement	% of Placement	% of Placement	% of Placement	% of Placement	% of Placement	% Total Population	% On/Mid/Above	% Total Population	% On/Mid/Above	% Total Population	% On/Mid/Above	% Total Population	% On/Mid/Above	% Total Population	% On/Mid/Above	% Total Population	% On/Mid/Above	% Total Population	% On/Mid/Above	% Total Population	Number & Operations	Algebra & Algebra Thinking	Measurement & Data	Geometry									
2021	Test C	Bluewater	K	124	63.2			12	5	4	79	83	66	82	58	84	4	75	5	80	2	100					108	82	8	63	1	100	16	50	mid	mid	mid	mid	
2021	Test C	District	K	2,248	57.1			18	6	8	67	75	1154	74	1094	77	39	82	240	65	273	55	9	78	286	70	1401	82	279	57	184	40	954	69	mid	mid	mid	mid	
2021	Test C	Bluewater	1	156	66.6			21	7	6	66	72	81	80	75	64	5	60	3	100	5	20				7	43	136	76	15	67	1	0	15	53	mid	mid	mid	mid
2021	Test C	District	1	2,325	58.9			2	28	7	6	57	63	1191	66	1134	60	35	66	273	51	232	40	6	33	277	61	1502	69	361	45	152	28	1054	55	mid	mid	mid	mid
2021	Test C	Bluewater	2	156	67.4			1	12	10	13	65	78	84	85	72	69	7	86	2	100	12	83			9	67	126	77	25	52			18	72	mid	mid	mid	mid
2021	Test C	District	2	2,197	54.7			0	3	28	12	45	57	1111	61	1086	52	50	78	250	36	273	42	5	60	234	48	1385	64	345	39	170	29	995	46	Early	Early	mid	mid

School FSA Math (2018-2021) Proficiency (%)					Achievement Levels								Gender		Ethnicity							Status			Strands																																				
Year	School	Grade	# Students Tested	% Proficient	1L				1M		1H		2L		2H		3		4		5		3,4,5		M	F	A	B	H	I	M	W	ESE	ELL	F/R	Average Rating																									
					1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45												
2018	Bluewater	3	163		3	5	7	37	34	13												85	78	87	85	82	6	100	5	60	14	79	1	100	8	88	129	85	22	50	2	50	33	85			68		69					85							
2019	Bluewater	3	166		1	1	1	3	24	43	28											95	87	94	79	95	5	100	2	100	12	92	2	100	5	100	140	94	16	88			28	82			81		81					86							
2021	Bluewater	3	150		1	3	4	6	31	34	22											87	77	92	73	81	7	100	3	100	8	50			4	75	128	88	24	67	1	0	21	81			82		82					82							
2018	District	3	2,528		1	2	8	7	10	30	30	13										72	1,238	71	1,290	73	50	86	292	49	289	62	9	67	260	72	1628	77	434	42	143	48	1408	63			66		64					80							
2019	District	3	2,448		1	2	8	7	9	31	30	12										73	1,255	74	1,193	73	41	88	290	61	293	58	9	78	231	68	1584	79	447	55	136	35	1308	64			68		69					76							
2021	District	3	2,227		2	4	14	8	10	29	22	11										61	1,129	63	1,098	59	57	75	255	40	301	45	5	40	226	58	1383	68	400	35	181	34	941	50			68		68					68							
2018	Bluewater	4	185		4	2	6	21	41	27												88	95	92	90	84	10	80	4	100	10	90	2	100	9	89	150	88	23	61	1	0	31	77			83		78		82					79					
2019	Bluewater	4	170		6	1	4	24	33	32												88	84	87	86	90	5	100	5	100	15	87	1	100	10	90	134	87	20	65	1	0	31	77			82		74		77					78					
2021	Bluewater	4	159		1	3	4	8	28	29	26											83	79	81	80	85	4	75	10	80	18	78	127	84	28	61	3	100	18	67			74		71		70						71								
2018	District	4	2,482		2	3	10	7	8	30	26	14										70	1,279	73	1,203	67	66	79	333	48	244	57	11	91	234	71	1594	76	452	43	113	38	1292	59			73		66		69					73					
2019	District	4	2,437		2	2	9	7	7	28	27	19										74	1,188	73	1,249	76	49	92	262	55	276	64	8	50	253	74	1589	79	439	44	118	46	1286	65			74		63		68				69						
2021	District	4	2,410		4	5	14	8	8	26	22	13										62	1,275	62	1,135	61	55	84	250	34	301	45	4	50	222	64	1578	68	477	37	135	25	984	48			63		57		57				63						
2018	Bluewater	5	157		1	3	3	4	22	32	35											89	79	89	78	90	4	100	3	100	12	92	1	100	4	100	133	88	12	67			21	86			79		73					70							
2019	Bluewater	5	183		1	2	3	10	19	29	37											85	92	88	91	81	7	100	4	100	15	87	2	100	6	83	149	83	24	58			23	61			77		76					66							
2021	Bluewater	5	174		1	3	5	20	39	30												89	88	91	86	86	3	100	3	100	11	82	2	100	4	100	151	88	16	44	1	100	20	85			77		69						72						
2018	District	5	2,388		1	3	8	7	11	28	27	16										71	1,195	72	1,193	70	64	89	260	53	234	68	8	50	240	69	1582	74	354	38	46	26	1176	62			66		62		56										
2019	District	5	2,475		1	3	8	7	10	25	26	20										71	1,242	72	1,233	70	64	83	326	54	238	62	8	75	233	69	1606	76	438	43	81	36	1213	60			67		63		56										
2021	District	5	2,209		3	6	13	9	12	24	21	13										58	1,155	60	1,054	56	44	82	247	36	278	38	6	67	206	52	1428	66	399	29	95	19	925	44			61		47			58									

## School Action Plan *Math*

<b>District Goal:</b>	<b>Students shall demonstrate math proficiency at or above the expected grade level.</b>
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<b>Objectives:</b>	
The percentage of all curriculum students who will make learning gains in math as defined by the State of Florida on the Florida Standards Assessment Test will be at least 90%.	
The percentage of students in the lowest 25% who will make learning gains in math as defined by the State of Florida on the Florida Standards Assessment Test will be at least 90%.	
The percentage of Level 4 and 5 students who will make learning gains in math on the Florida Standards Assessment Test will be at least 90%	

# School Action Plan

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

### Central Focus: Math Focus

**To address potential learning loss by accelerating student achievement through the use of evidence-based resources, district and school-based staff will analyze assessment data, collaborate to create engaging lessons, and provide intervention support.**

- Use OCSD M3 standards-based planning document to create student-centered standards-based lessons
- Collaboratively review student data to select and develop whole-group and differentiated small group lesson, routines, emphasizing student discourse and building conceptual understanding
- Embed instructional strategies for all students' specific academic needs
- Investigate the B.E.S.T. Standards Vertical Progression to ensure a successful transition from MAFS to B.E.S.T. Standards

### School Focus

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

With an emphasis on learning goals and feedback to increase student clarity and critical thinking to increase rigor, teachers will use the OCSD M3 planning document to select and develop engaging standards-based tasks focusing on interactive whole group instruction, mini lessons, differentiated stations, purposeful spiraling practice, and fluency and targeted small group instruction that builds mastery in response to collaboratively analyzed student data (iReady, FSA, etc)

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

\*Teachers will have iReady training on August 6, September 20, and in order to decipher data for whole and small group instruction.

\*Teachers will have PD on the new B.E.S.T. Standards.

### Action Steps for Implementation with a Strong Focus on Addressing Potential Learning Loss

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

- Teachers will conduct data analysis, set goals, and share instructional practices during weekly professional learning community (PLC) meetings. Teachers will implement the Balanced Math Model, embed the 8 Mathematical Practices, use DOK Level 2 & 3 questions, and set classroom norms during their **90-minute** math block.
- Teachers will engage students in all components of the Balanced Math Model.
  - A. During Interactive Whole Group Mini-Lessons:
    - 1. Teachers will:
      - I. Make instructional decisions driven by data [FSA/FSAA, ULS, Kindergarten report card, pacing guides, common assessments, i-Ready reports (Diagnostic, Prerequisite, Personalized Instruction, Instructional Grouping, etc.), teacher observations, etc.] to address learning loss and accelerate student learning.
      - II. Communicate the learning objective(s) for the lesson to the students and why the objective(s) are important.
      - III. Increase student discourse and establish classroom routines and norms (with student input) that support student mathematical discourse.

- IV. Support students to represent and relate mathematical solutions orally, visually, and with concrete objects (e.g., math journals, high-yield routines, whiteboards, and manipulatives).
  - V. Facilitate student-led discussions and prompt students to explain their reasoning. Teachers will listen to their responses to identify and gauge understanding and misconceptions, and provide timely feedback.
  - VI. Use multiple formative assessment approaches to check for understanding.
  - VII. Spiral standards/skills
2. Students will:
- I. Use mathematical vocabulary to express their ideas and engage in mathematical discourse.
  - II. Engage in meaningful, real-world mathematical problems and apply strategies and concepts to solve those problems.
  - III. Be engaged in challenging tasks regardless of their learning needs.
  - IV. Be able to choose appropriate mathematical words/symbols/representations to express their ideas to others.
- B. During Purposeful Small Group Instruction:
1. Teachers will:
- I. Make instructional decisions driven by data [FSA/FSAA, ULS, Kindergarten report card, pacing guides, common assessments, i-Ready reports (Diagnostic, Prerequisite, Personalized Instruction, Instructional Grouping, etc.), teacher observations, etc.] to address learning loss and accelerate student learning.
  - II. Facilitate student-led discussions and prompt students to explain their reasoning. Teachers will listen to their responses to identify and gauge understanding and misconceptions, and provide timely feedback.
  - III. Increase student discourse and establish small group routines and norms (with student input) that support student mathematical discourse.
  - IV. Support students to represent and relate mathematical solutions orally, visually, and with concrete objects (e.g., math journals, high-yield routines, whiteboards, and manipulatives).
  - V. Facilitate student-led discussions and prompt students to explain their reasoning. Teachers will listen to their responses to identify and gauge understanding and misconceptions, and provide timely feedback.
  - VI. Use multiple formative assessment approaches to check for understanding.
2. Students will:
- I. Represent and relate mathematical solutions orally, visually, and with concrete objects (e.g., math journals, high-yield routines, whiteboards, and manipulatives).
  - II. Be able to choose appropriate mathematical words/symbols/representations to express their ideas to others.
  - III. Be engaged in challenging tasks regardless of their learning needs.
  - IV. Be engaged in extensive grade-level standards learning opportunities.
- C. During Differentiated Stations:
1. Teachers will:



- I. Make instructional decisions driven by data [FSA/FSAA, ULS, Kindergarten report card, pacing guides, common assessments, i-Ready reports (Diagnostic, Prerequisite, Personalized Instruction, Instructional Grouping, etc.), teacher observations, etc.] to address learning loss and accelerate student learning.
- II. Provide students with the opportunity to apply their knowledge and solve problems both collaboratively and independently.
- III. Facilitate student-led discussions and prompt students to explain their reasoning. Teachers will listen to their responses to identify and gauge understanding and misconceptions, and provide timely feedback.
- IV. Increase student discourse and establish norms (with student input) that support student mathematical discourse.
- V. Support students to represent and relate mathematical solutions orally, visually, and with concrete objects (e.g., math journals, high-yield routines, whiteboards, and manipulatives).
- VI. Facilitate student-led discussions and prompt students to explain their reasoning. Teachers will listen to their responses to identify and gauge understanding and misconceptions, and provide timely feedback
- VII. Use multiple formative assessment approaches to check for understanding.

2. Students will:

- I. Represent and relate mathematical solutions orally, visually, and with concrete objects (e.g., math journals, high-yield routines, whiteboards, and manipulatives).
- II. Be able to choose appropriate mathematical words/symbols/representations to express their ideas to others.
- III. Be engaged in challenging tasks regardless of their learning needs.
- IV. Be engaged in extensive grade-level standards learning opportunities.

D. During their Daily Routines:

1. Teachers will:

- I. Make instructional decisions driven by data [FSA/FSAA, ULS, Kindergarten report card, pacing guides, common assessments, i-Ready reports (Diagnostic, Prerequisite, Personalized Instruction, Instructional Grouping, etc.), teacher observations, etc.] to address learning loss and accelerate student learning.
- II. Use high-yield routines (e.g., Which One Doesn't Belong?, Number Line, Today's Number, Quick Images, Guess My Rule, I Notice I Wonder, Number Talks, Splat, Esti-Mysteries).
- III. Facilitate student-led discussions and prompt students to explain their reasoning. Teachers will listen to their responses to identify and gauge understanding and misconceptions, and provide timely feedback.
- IV. Support students to represent and relate mathematical solutions orally, visually, and with concrete objects (e.g., math journals, high-yield routines, whiteboards, and manipulatives).

2. Students will:

- I. Use mathematical vocabulary to express their ideas and explain how multiple representations of numbers and/or operations relate to one another.
- II. Represent and relate mathematical solutions orally, visually, and with concrete objects (e.g., math journals, high-yield routines, whiteboards, and manipulatives).

E. During their Daily Fluency:

1. Teachers will:

- I. Make instructional decisions driven by data [FSA/FSAA, ULS, Kindergarten report card, pacing guides, common assessments, i-Ready reports (Diagnostic, Prerequisite, Personalized Instruction, Instructional Grouping, etc.), teacher observations, etc.] to address learning loss and accelerate student learning.
- II. Support students to represent and relate mathematical solutions orally, visually, and with concrete objects (e.g., math journals, high-yield routines, whiteboards, and manipulatives).

2. Students will:

- I. Notice patterns in the number system and geometric contexts.
- II. Be engaged in challenging tasks regardless of their learning needs.

F. Resources

- 1. Pacing Guides, high rigor lessons from CPALMS, i-Ready reports (Diagnostic, Prerequisite, Personalized Instruction, Instructional Grouping, etc.), Ready Teacher Toolbox, Engage NY, Go Math!, M<sup>3</sup> Making Math Meaningful standards-based planning document, ALDs (3-5), PLDs (K-2), common assessments, FSA practice tests, CPALMS formative assessments

<b>Progress Monitoring</b>			
<b>Initiative</b>	<b>How Will It Be Monitored</b>	<b>Frequency of Official Monitoring</b>	<b>Who is Responsible to Monitor</b>
Purposeful Planning	Grade Level PLC Minutes	Weekly	Teachers and Admin
Standards based stations and small group (Based on iReady data in all learning settings)	Collegial Conversation, Lesson plans, Walk Throughs	Weekly-Monthly	Teachers and Admin
CGI	Collegial conversations, PLC Minutes	Weekly-Monthly	Teachers and Admin

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

## School Action Plan

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

#### Math Students Below Grade Level

#### School Focus

##### Targeted School-based Focus:

By the end of the year, we expect our Level 1 and 2 students to utilize grade level mathematical practices in order to solve multi step problems.

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

\*During iReady PD, we will conduct data chats for the purpose of data analysis to identify strands and students that need targeted instruction.

\*Teachers who attended CGI will implement CGI strategies in their classrooms and share strategies with their grade level.

#### Action Steps for Remediation

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

\*Classroom Assistants and ESE teachers will utilize data generated from iReady to plan and deliver targeted small group instruction.

\*Classroom assistants will check math journals for student work of unmastered standards to aide in error analysis.

\*Classroom teachers will develop plans for targeted small group instruction using the instructional grouping profile.

\*Students who fail iReady lessons will meet with classroom assistants to reteach the needed skill in order for them to move to the next lesson.

#### Progress Monitoring

Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Data analysis of iReady instructional grouping profile for small group	Collegial conversations during data chats and PD	Quarterly	Teachers, Math Coach, Admin
Monitoring of iReady instructional minutes	Student/Teacher data chats	Weekly	Teachers
CGI strategies that apply to spiraling or reteaching	Lesson plans, Lesson plan reflections, Collegial Conversation	Weekly to Monthly	Teachers

#### Evaluation Following Mid-Year Data

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

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

# SCIENCE DATA

FCAT Science 2018-2021 Proficiency (%)				Achievement Levels					Gender				Ethnicity						Status			Strands																			
Year	School	Grade	# Students Tested	1		2		3		4		5		3,4,5		M		F		A		B		H		I		M		W		ESE		ELL		F/R		Percent Correct			
				% of Score	% of Score	% of Score	% of Score	% of Score	% of Score	% Proficient	# Total Population	% Proficient	# Total Population	% Proficient	# Total Population	% Proficient	# Total Population	% Proficient	# Total Population	% Proficient	# Total Population	% Proficient	# Total Population	% Proficient	# Total Population	% Proficient	# Total Population	% Proficient	# Total Population	% Proficient	# Total Population	% Proficient	# Total Population	% Proficient	Nature (MS)	Molecular (BIO)	Earth/Space (MS)	Classification (BIO)	Physical (MS)	Organisms (BIO)	Life (MS)
2018	Bluewater	5	159	2	12	28	21	38	86	79	82	80	90	5	100	3	67	12	92	1	100	4	100	134	85	12	50			21	71	82	77	89	85						
2019	Bluewater	5	183	3	11	30	23	33	85	92	84	91	87	7	86	4	100	15	80	2	50	6	83	149	86	24	54			23	78	83	81	82	81						
2021	Bluewater	5	174	3	13	32	20	32	84	88	85	86	83	3	100	3	67	11	100	2	100	4	75	151	83	16	38	1	0	20	75	78	78	86	84						
2018	District	5	2,374	11	23	34	16	16	66	1,188	69	1,186	62	65	75	257	44	234	56	8	75	237	61	1573	71	351	31	45	16	1166	54	74	67	78	76						
2019	District	5	2,463	14	23	30	17	16	63	1,235	64	1,228	61	64	67	323	38	234	47	8	63	231	59	1603	70	433	34	80	13	1200	49	73	71	72	71						
2021	District	5	2,194	21	25	29	14	12	54	1,150	55	1,044	53	44	77	243	30	278	33	6	67	204	50	1419	62	395	24	95	6	912	39	65	64	74	71						

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

<b>District Goal:</b>	<b>Students shall demonstrate science proficiency at or above the expected grade level.</b>
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<b>Objectives:</b>
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The percentage of 5 <sup>th</sup> grade students who will be proficient in science as defined by the State of Florida on the Statewide Science Assessment (SSA) will be at least 90%.
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# School Action Plan

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

<b>Central Focus: Science Focus</b>
<p><b>To address potential learning loss by accelerating student achievement through the use of evidence-based resources, district and school-based staff will analyze assessment data, collaborate to create engaging lessons, and provide intervention support.</b></p> <ul style="list-style-type: none"> <li>• Incorporate the use of a Learning Management System- LMS (e.g., Canvas) in the classroom to accelerate student interaction and communication of course content, assignments, and remediation</li> <li>• Use assessment data (e.g., Study Island, quarterly assessments) to plan and create instructional lessons, differentiated activities, and spiraling tasks</li> </ul>

<b>School Focus</b>
<p><b>Targeted School-based Focus:</b> Through the utilization of the adopted text, technology resources, and teacher collaboration to support the science content, by the end of the year we expect our students to be able to use text marking, annotations, answer text dependent questions, engage in student talk strategies, and make justifiable claims based on evidence through scientific investigations.</p> <p><b>Targeted School-based Professional Development:</b> *Teachers will use collegial conversations to learn more about Study Island in grades 3-5. *During PLC time, Fifth grade teachers will share engaging lessons from StemScopes based on the 5E model. *During PLC time, teachers in grades 3-5 will share Study Island data for developing strands to target in small group.</p>

<b>Action Steps for Implementation with a Strong Focus on Addressing Potential Learning Loss</b>
<p><b>Classroom Implementation Action Steps (Teachers and Students):</b> *Teachers will plan collaboratively based on district pacing guide. *Teachers will implement at least one Mystery Science lesson on a bi-weekly basis. *Teachers will target Power standards through stations, spiraling, whole and small group lessons as appropriate to their grade level standards. *Departmentalized teachers will collaborate and integrate resources such as NewsELA articles and EIRs in the science block and science content into the reading block. *Students will complete Study Island lessons (3<sup>rd</sup>-5<sup>th</sup>) online instruction as assigned by teacher weekly and use reports to inform instruction.</p>

<b>Progress Monitoring</b>			
<b>Initiative</b>	<b>How Will It Be Monitored</b>	<b>Frequency of Official Monitoring</b>	<b>Who is Responsible to Monitor</b>
Study Island	Weekly Reports	Weekly	Science Teachers
Mystery Science	Lesson Plans	Bi-weekly	Science Teachers


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

## School Action Plan

### *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.)**

Bluewater is proud to offer a Young Astronauts Club with a focus on Science, Engineering, and Aeronautical activities. We have the Coding Club for students in grades 3-5 that utilizes the “Little Bits” software platform.

Our Academic Team continues to achieve success at the state and national level through the various contests they participate in. Students in the Yearbook Club learn valuable computer software and journalism skills.





# Accreditation Page

## Accreditation Standards

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

### Domain 1: Leadership Capacity

The capacity of leadership to ensure an institution's progress toward its stated objectives is an essential element of organizational effectiveness. An institution's leadership capacity includes the fidelity and commitment to its purpose and direction, the effectiveness of governance and leadership to enable the institution to realize its stated objectives, the ability to engage and involve stakeholders in meaningful and productive ways, and the capacity to implement strategies that improve learner and educator performance.

### Standard 1.3

The institution engages in a continuous improvement process that produces evidence, including measurable results of improving student learning and professional practice.

School leadership maintains an active relationship with our School Advisory Council in order to set goals and objectives featured in the School Performance Plan. High standards are set and maintained. Leadership also collaborates with teachers to set goals for student improvement based on the iReady diagnostic tests.

1. Administration will hold data chats with grade levels and/or individual teachers to discuss student progress toward goals.
2. School Performance Plan reviewed through Grade Level meetings, Leadership meetings, and School Advisory Council.
3. School Performance Plan is shared on the school website as well as included in a binder located in the front lobby of the school.
4. iReady Diagnostic results are reviewed and shared after each diagnostic.
5. Teachers work with Instructional Coaches to create and implement strategies for use in the classroom.



# Accreditation Page

## Accreditation Standards

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

### Domain 2: Learning Capacity

The impact of teaching and learning on student achievement and success is the primary expectation of every institution. An effective learning culture is characterized by positive and productive teacher/learner relationships, high expectations and standards, a challenging and engaging curriculum, quality instruction and comprehensive support that enable all learners to be successful, and assessment practices (formative and summative) that monitor and measure learner progress and achievement. Moreover, a quality institution evaluates the impact of its learning culture, including all programs and support services, and adjusts accordingly.

### Standard 2.7

Instruction is monitored and adjusted to meet individual learners' needs and the institution's learning expectations.

In addition to the School District's mission and values statements, Bluewater has developed their own "Bluewater Benchmarks." We adapt instruction and strategies to meet the individual needs of our students.

1. After iReady diagnostic , teacher reviews student data and makes adjustment to the instructional path for the student.
2. Personalized Instruction Summary report is reviewed for necessary adjustments and small group instruction is based on the iReady data.
3. iReady data and formative assessments will be used to monitor student progress and change instructional practices where needed.
4. Progress Monitoring Plan will be written to identify the needs of a student and to offer support services where needed.