Date Submitted:

Dates of Revision:

School Performance Plan
2021-2022

OCSD Okaloosa County School District

School Name: Destin 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 $ 0   will primarily be used for:

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

| **Principal's Signature** |
| **SAC Chairperson's Signature** |

Okaloosa County School District

Vision Statement:

To grow critical thinkers capable of overcoming any challenge by fostering a growth mindset and a love for learning.

Mission Statement:

To provide the highest quality instruction and environment designed purposefully to meet all the needs for students to grow academically, socially, emotionally, and physically. Working hard to develop a culture centered on having a growth mindset in all aspects of a students' life.

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
Joe Jannazo	Principal
Amy Meyer	Assistant Principal
Emily Stephens	K teacher
Victoria Burns	K teacher
Hillary Anderson	1st grade teacher
Lara Rice	1st grade teacher
Hillary Ray	2nd grade teacher
Mallory Hallberg	2nd grade teacher
Martha Minnick	3rd grade teacher
Jen Donatelli	3rd grade teacher
Jennifer Patterson	4th grade teacher
Cecily Hinton	4th grade teacher
Dawn Worley	ESE teacher
Kristen O'Shea	ELA coach
Christine Sadler/ Karen Osborne	Math coach

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

The team met on four different occasions to develop the current plan. During the first meeting we reviewed the prior year's plan and discussed strategies and goals that were successful and should be continued and what things we should look at revising or discontinuing. SPP members were provided a printed copy of the prior year's plan and asked to take it with them to discuss with their grade levels before we met again. The second meeting was subject area specific implementation steps written up with the support of the instructional coaches. The third meeting was a focus on low performing student needs (1's and 2's) and ELL students and how to serve them best in the classroom and through remedial push-ins and pull-outs. Finally, we shared out the plan for review by the team for final revision. After the plan is in place, the team will come together once again to prepare a simplified "SPP cheat sheet" for ease of access for teachers to utilize for planning and self-monitoring. Teachers will use these to complete a mid-year evaluation on the success of the strategies and plans that were implemented.

School Profile

Destin Elementary School (DES) is a public school located in the heart of a growing vacation destination known as Destin, Florida. This once small northwest Florida Panhandle school opened its doors in 1955 to an energetic fishing community that has since become an integral part of Okaloosa County. Destin, FL being a vacation destination for fishing, beaches, shopping, and golf makes for a population that can be somewhat transient in nature which changes with the tourism seasons. The current population of Destin Elementary is 955 students. Currently, 42% of the student body qualifies for the Free and Reduced Lunch Program. The minority population of 30.4% consists of 4.2% African American, 15% Hispanic, 7.4% Multi-racial, and 3.8% Asian. Destin Elementary successfully serves its 955 students in grades Pre-Kindergarten through fourth grade. 59 certified teachers provide quality instruction to meet high academic standards. Students are assessed frequently to verify levels of academic performance followed by appropriate instruction designed to move all students forward at the most appropriate rate possible. Instruction is differentiated in the classrooms to meet the needs and challenge our high, average, and low performing students. Students are enrolled in a 45-minute activity block of time daily which consists of 4 days per week of physical education and 1 day every week alternating Art and Music. Reading and Math incentive programs along with tutoring and remedial programs are used to reinforce the general curriculum based on the Florida Standards and BEST standards. DES has an academically supportive child-care program and offers a variety of after school activities such as art, drama, piano lessons, a coding program and a drone team. Establishing high expectations for every student and addressing individual academic needs has contributed to DES achieving twenty-two A+ ratings from the State of Florida Department of Education. The academic success at DES has placed us among the top performing schools in Okaloosa County. The following programs are provided to help students meet their individual academic needs: Pre-Kindergarten Disabilities, Specific Learning Disabilities, Speech and Language, and Gifted Education. Students performing below proficiency receive additional interventions outside the 120-minute ELA block and 90-minute math block. Community and parental involvement play a major role in the success of DES.

Parent and Community Awareness

Destin 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?	22		5%	18%	59%	18%
Do you plan to return your child to full-time brick & mortar classes next fall?	26		8%	19%	73%	
My child's school emphasizes academic performance as the number one priority.	332		1%	4%	33%	62%
Our principal is an effective leader who meets the needs of our students.	331	0%	2%	6%	20%	72%
As a parent, I am made aware of the curriculum program for my child's grade level or course.	332	0%	2%	4%	35%	58%
The school uses a variety of methods for parent communication.	331	0%	2%	4%	30%	63%
Parent input is valued at my child's school.	333	0%	2%	13%	41%	44%
Clear expectations of conduct and behavior are communicated to my child.	333	0%	0%	3%	29%	68%
I receive positive phone calls, emails, or notes about my child from the school.	331	1%	5%	13%	34%	47%
My child's school maintains a safe environment.	332	0%	0%	3%	29%	67%
My child's school treats everyone fairly, regardless of race, economic status, or other relationships.	332	1%	2%	8%	25%	64%
School funds are used to support the school in a financially responsible manner.	331	0%	1%	20%	31%	48%
The guidance department at my child's school provides for the educational success of my student.	332		1%	27%	28%	44%
I am satisfied that my child's teachers do a good job educating my child.	332	0%	2%	2%	20%	77%
My child's school is well maintained.	332	2%	6%	9%	36%	47%
The health services provided at my child's school support his/her wellness.	332		0%	10%	33%	57%

Parent and Community Awareness

What does the data tell you regarding the positive aspects of your school?
Most of our parents and community members feel that our school is a safe place where children receive a high level of instruction and academic performance is a priority. There are clear expectations for behavior and all students are valued and treated fairly. Our Principal and teachers are focused on our students and providing a quality education.

What does the data tell you regarding the opportunities for improvement in your school?
Although most of the responses indicated that our school uses a variety of ways to communicate, we need to improve our communication between home and school. This includes making sure parents are aware of and included in the curriculum their child is using in the classroom. Parent input needs to be taken into account within the school and more positive phone calls, emails and letters need to be part of our communication. It is just as important for parents and guardians to know when their student is doing the right things as when they need correction. There also needs to be more of an effort to keep our grounds up so the campus is aesthetically pleasing.

Provide a description of the various forms of communication to your community and parents.
Our communication with Parents and Community includes the following: Front Sign, Webpage updated routinely with upcoming and important dates, Social Media (Twitter, Facebook School Page, Facebook PTO Page, Instagram), Teacher weekly newsletters to parents, Destin Splash updated monthly, Callouts, Emails, direct phone contact, positive post cards (monthly).

School Action Plan
ESSA Subgroup: Strategies & Programs to Support the Objectives

ESSA Subgroup Focus
Subgroup: ELL

School Focus
What is the cause(s) for this subgroup being an area of focus?
These students comprise a considerable number of our low performing students (Lvl 1's and 2's) and require the most focus in terms of scheduling. ELL interpreter push-in, pull-out and individual remedial supports are in place. This subgroup tends to miss instructional time when they receive pull-out services which is why we are shifting to more push-in services.
What are we doing to target this subgroup?
Focusing on providing a combination of ELL push-in services, ELL pull-out services, push-in and pull-out remediation services and Plan of Care tutoring depending on the individual needs of the students. This is beyond the differentiation of lessons and small groups with multi-sensory reading initiatives the teachers are providing in the classroom. There is also a focus on classroom accommodations and assessments accommodations that best meet the needs of individual students. Students will be grouped as approximately the lowest 25% will receive pull-out services during DIVE and push-in a minimum of 3 days per week. Approximately the middle 50% will receive push-in services with time based on individual needs and a gradual release model will be used and the top 25% will receive consultation with ELL staff and teachers.
Targeted School-based Professional Development:
ELL interpreters and Remediation support staff will attend iReady and multi-sensory reading training with Gen Ed teachers and work with ELA and math coaches on providing targeted remedial support. The support staff will receive additional training on using the remediation tools available through iReady that are targeted to individual student needs (next steps, tools for scaffolding). Teacher will create 'report groups' within their classroom iReady accounts so that remediation teachers and ELL interpreters can access these student accounts to work on the remediation supports available.

Action Steps for Implementation with a Strong Focus on Addressing Potential Learning Loss
Classroom Implementation Action Steps (Teachers and Students):
Provide and utilize differentiated accommodations and lessons identified through best practices and iReady data throughout the school day. Communicate with remediation and ELL support staff to schedule appropriate times and strategies for push-in and/or pull-out services. A gradual release model will be used when deciding how many days/minutes individual students will receive.
School Implementation Action Steps (Administration, Teachers, and Students):
Review documentation and implementation of differentiated accommodations and lessons and provide support for the MTSS process when needed. Review data from teachers' ELL/remediation "report groups" in iReady to track and analyze progress. Grade levels will meet quarterly to reassess pull-out, push-in schedules and adjust as needed.

Progress Monitoring

Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Provide and utilize differentiated accommodations and lessons identified through best practices and iReady data throughout the school day.	Walkthroughs, data chats, lesson plans, iReady progress, departmental meetings, ELL and remediation support meetings	Routinely	Teachers, Guidance, Admin, support staff
Review documentation and implementation of differentiated accommodations and lessons and provide support for the MTSS process when needed.	Walkthroughs, data chats, lesson plans, iReady progress, departmental meetings	Routinely	Teachers, Guidance, Admin, support staff

Evaluation Following Mid-Year Data

Evaluation of Targeted School-based Focus & Implementation:

Refinement of Targeted School-based Focus:

ELA DATA

iReady ELA by School — On/Mid/Above Grade Level (%)

Year	Term	School	Grade	# Students Tested	Ave. Percentile	3+ Below %	2 Below %	1 Below %	Early Grade %	On Grade %	Mid/Above %	On/Mid/Above %	M #	M %	F #	F %	A #	A %	B #	B %	H #	H %	I #	I %	M #	M %	W #	W %	ESE #	ESE %	ELL #	ELL %	F/R #	F/R %	Phonological Awareness	Phonics	High-Frequency Words	Vocabulary	Reading Comp Literature	Reading Comp Info Text
2021	Test C	Destin Elem	K	167	57.1			11	11	8	69	77	82	78	85	76	4	75	5	80	22	36	1	100	19	79	116	84	10	80	31	39	51	71	mid	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	Destin Elem	1	199	56.9		2	26	7	9	58	66	106	67	93	66	11	64	7	29	19	53			12	50	150	71	25	44	31	39	61	61	mid	mid	mid	mid	mid	mid
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	Destin Elem	2	189	59.4	1	3	21	7	10	59	69	86	65	103	72	10	60	7	57	39	44	1	0	15	67	117	79	24	54	40	43	60	57		Early	+1	Early	Early	mid
2021	Test C	District	2	2,204	54.8	0	5	27	8	10	50	60	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 (%)

Year	School	Grade	# Students Tested	1L %	1M %	1H %	2L %	2H %	3 %	4 %	5 %	3,4,5 % Proficient	M #	M %	F #	F %	A #	A %	B #	B %	H #	H %	I #	I %	M #	M %	W #	W %	ESE #	ESE %	ELL #	ELL %	F/R #	F/R %	Key Ideas	Craft & Struct	Intgr of Knwl	Language	Writing	Write: Purp/Org	Write: Evidence	Write: Convent.
2018	Destin Elem	3	178			6	3	6	27	40	17	84	86	83	92	86	3	100	3	67	18	83			12	92	142	84	15	53	11	45	75	81	67	73	58	81				
2019	Destin Elem	3	187	1	4	5	6	8	32	32	12	76	101	76	86	76	3	67	11	73	29	69			17	53	127	81	27	59	24	50	97	68	61	68	52	87				
2021	Destin Elem	3	180	2	3	7	8	12	30	24	13	68	109	66	71	70	7	57	7	43	26	46			10	60	130	75	21	52	34	41	53	62	60	62	54	75				
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	Destin Elem	4	194	1	2	6	9	9	34	27	13	74	90	64	104	83	7	86	8	63	18	61	1	100	17	59	143	78	26	42	20	30	83	61	61	66	52	73	57	55	52	71
2019	Destin Elem	4	188		2	5	5	6	36	30	16	82	95	82	93	83	5	100	4	75	21	71			12	75	146	84	21	57	12	17	81	70	61	64	57	85	58	53	52	82
2021	Destin Elem	4	200	1	3	9	8	7	24	32	16	72	112	71	88	74	11	82	2	50	40	43			8	63	139	81	33	55	33	27	57	58	60	70	62	76	58	53	52	79
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

School Action Plan
ELA: Reading & Writing

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

Objectives:
The percentage of all curriculum students who will make learning gains in reading as defined by the State of Florida on the Florida Standards Assessment Test will be at least 70%.
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 70%.
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 %.

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:

Engage in data driven whole group instruction with targeted differentiated stations, cooperative groups, and teacher led small groups utilizing Everyday Instructional Reading components and multi-sensory strategies aligned to B.E.S.T. standards. Ensure a strong focus on the incorporation of rigorous TDQs that lead to authentic student talk and student led content engagement with an emphasis on learning targets and feedback to increase student clarity:

KG: fluency of sight words.

1st: multi-sensory phonemic awareness.

2nd: comprehension of complex text (informational and/or literature-sub areas)

Targeted School-based Professional Development:

*Teachers will attend monthly PD's before school, focusing on using learning targets, providing feedback and critical thinking activities in the classroom to improve educational outcomes.

As requested by teachers, admin will make available 1/2 day PDs differentiated based on teacher needs including but not limited to BEST standards, modeled lessons, classroom tours, collaborating to locate resources/plan to support implementation of PD Focus, the Benchmark Advanced textbook and resources. Network as necessary with other like schools. Self-contained teachers will have the option to receive Math or ELA PD.

*Balanced ELA Model: Mini-Lessons (including engaging interactive whole group), differentiated teacher led small group instruction, differentiated stations with accountability, purposeful read-alouds and writing through reading targeting needs of Destin Elementary students.

*Literacy Coach will individualize sessions to include: Using the iReady reports and workbooks within the balanced ELA model (to include the tools for scaffolding comprehension, Next Steps and Instructional Grouping Reports), teacher led small group and cooperative learning group instruction, ELA stations with accountability, incorporating EIR in all components of Balanced Literacy Block, formative assessments, and differentiation; utilizing the B.E.S.T. standards

*Actively engage in content specific collaboration in PLCs. Teams will meet for 30-45 minutes/week on Balanced Literacy best practices, implementation of EIR components, common formative/summative assessments, rigorous Text-Dependent Questioning at varying DOK levels, and promoting authentic student led discussions with an emphasis matching grade level focus areas. Use of SPP quick guide, standards resource doc, and knowledge of students (data) to guide discussions and collaborative planning.

* Grade level collaboration with instructional coach and/or administration quarterly to analyze data to inform the development of Balanced Literacy lessons (whole group, mini lesson, guided lessons, accountable station activities) aligned to PD. As requested, instructional coach will model planned lesson, with a follow up debrief session.

*Administration will coordinate with literacy coach and outside resources to implement professional development on learning targets and feedback through grade level and faculty meetings.

*Teachers who are new to Destin Elementary will receive specialized support and time with our instructional coach to familiarize them with the Benchmark series and iReady program as well as the Balanced Literacy Model Classroom.

* Vertical Alignment Classroom Tours (4th 9 weeks)

* Peer Observations within ½ day school-based time with follow up discussions.

* Optional book studies may include: From Striving to Thriving, 10 Mindframes for Visible Learning, Words Matter, Words your Way, Readers are Writers & Writers are Readers, Fresh Look at Phonics.

*K-2nd grade teachers will attend an iReady Training as available.

*Standards Resource Book will be referenced at each PD
Additionally, each monthly school- based PLC will engage on the following components as requested and determined by school administration:
    * Learning targets

    *Feedback

   * Critical Thinking Activities

    * Review of SPP Goals for ELA

   *Discussion: What are you seeing and hearing in your classroom?

   *Discussion: Tips & Strategies for Implementation and Engagement

   *ELL Strategies

   *Trauma Informed Training

   *Technology inclusion/Program Resource inclusion

   *iReady Reports/Tools Training

   * B.E.S.T. standards vertical alignment

   *Benchmark Advanced Textbook and resources

   *Development of Multi-Sensory strategies, stations, and activities

   *Optional Mini-Sessions (as requested) with experts in various areas

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

Classroom Implementation Action Steps (Teachers and Students):

*Align instruction to B.E.S.T. Standards using their vertical progression, Learning Targets, Feedback, and Critical Thinking within the Balanced Literacy Model.

*Develop learning targets and success criteria aligned to the standards using current data from iReady, and common assessments; Grade Levels will include spiral items on common assessments.

*Use Standards Resource Book to develop engaging Balanced Literacy lessons aligned to standards.

*Deliver short focused interactive mini-lessons aligned to standards using vetted resources (iReady Toolbox, iReady Tools for instruction and tools for scaffolding, Readworks, Scholastic/StoryWorks JR, NewsELA , Benchmark Advance).

*Deliver Purposeful Read-Alouds with planned rigorous TDQs, metacognitive modeling of skills, and annotation.

*Use iReady workbooks as a supplemental resource to help differentiate instruction based on individual student needs.

*Ensure every student is completing 45 minutes of iReady on the computer each week. Monitor time on task, lessons passed, flagged lessons and topics that need remediation.

*Within the first quarter of school, visible student engagement through cooperative learning groups, teacher-led small group instruction, and accountable station activities will be implemented based on data to meet the needs of every student.

*Teacher-led small groups are purposeful and based on student needs (not a repeat of the mini-lesson). Small groups will take place: Daily for Level 1/Tier 3 students; 3-4 times a week for Level 2-3/Tier 2 students; 1-3 times a week for high Level 3 and Levels 4-5.

* Stations and cooperative learning sessions are purposeful, collaborative, occurring routinely, and include accountability components, to include: Engaging Multi-Sensory Stations and Phonemic Awareness Activities

*Focus instructional strategies on standards driven, purposeful text marking/annotating in response to TDQs and lead to activities such as writing through reading or other culminating tasks.

*Use Sequenced Text Dependent Questions at varying DOK levels throughout the phases aligned to focus standards in Everyday Instruction Reading to include a culminating task.

*Model depth of discussions and provide sentence stems to promote purposeful student discourse.

*Use of complex text and multiple sources (analyze independently prior to synthesizing) with sequenced TDQs in instruction and student practice.

*iReady will be utilized to include full implementation with inclusion of teacher response to online instruction.
KG: fluency of sight words. 1st: multi-sensory phonemic awareness. 2nd: comprehension of complex text (informational and/or literature-sub areas?)

Progress Monitoring

Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Balanced Literacy Model of Instruction – including Interactive Whole Group, Teacher-Led Small Group, Accountable Stations, and Independent work based on data	Walk Through/PLC Conversations	Routinely- Ongoing	Teachers and Administration
Mini-Lessons and Purposeful Read-Alouds based on Standards and Learning Progressions	Walk Through/PLC Conversations	Routinely- Ongoing	Teachers and Administration
Utilizing Complex Texts and multiple resources aligned to Standards and Learning Progressions	Walk Through/PLC Conversations	Routinely- Ongoing	Teachers and Administration
Lessons will include components of Everyday Instructional Reading: TDQs, text marking, annotating, writing-through-reading, culminating tasks, Student-Led Discussions, etc	Walk Through/PLC Conversations	Routinely- Ongoing	Teachers and Administration
Visible Learning as a Process - Learning Targets, Success Criteria, Specific Feedback, and Self-Goals/Assessments	Walk Through/PLC Conversations	Routinely- Ongoing	Teachers and Administration
Collaboration in PLC/Collaborative Grade Level Planning	Walk Through/PLC Conversations	Weekly	Teachers and Administration

School based Literacy Leadership Team will evaluate data and coordinate peer observations in our model classrooms	Meet as a team, document peer observations, walk-throughs, data chats, iReady data analysis	Quarterly	Teachers and Administration

Evaluation Following Mid-Year Data

Evaluation of Targeted School-based Focus & Implementation:

Refinement of Targeted School-based Focus:

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

Central Focus: ELA Focus Grades 3-5

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, iReady 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:

Engage in data driven whole group instruction with targeted differentiated stations and teacher-led small groups utilizing Everyday Instructional Reading components aligned to standards and strategically using the B.E.S.T. standards vertical progression, item specs, and ALDs. Having a strong focus on learning targets and feedback that increases student clarity as well as the incorporation of rigorous TDQs that lead to authentic student talk and student led content engagements that will address the integration of knowledge.

Targeted School-based Professional Development:

*As requested by teachers, admin will make available 1/2 day PD's differentiated based on teacher needs including but not limited to incorporation of ALD's in lessons, modeled lessons, classroom tours, collaborating to locate resources/plan to support implementation of PD Focus. Network as necessary with other like schools. Self-contained teachers will have the option to receive Math or ELA PD.

*Teachers will attend monthly PD's before school, focusing on using learning targets, feedback and critical thinking activities in the classroom to improve educational outcomes.

*Balanced ELA Model: Mini-Lessons (including engaging interactive whole group), differentiated teacher led small group instruction (using iReady grouping reports), differentiated stations with accountability, writing through reading targeting needs of Destin Elementary students.

*Literacy Coach will individualize sessions to include: balanced ELA model, Utilizing the Benchmark Advanced Textbook for targeted Whole Group Instruction, Learning Progressions, teacher led small group and cooperative learning group instruction, ELA stations with accountability, incorporating EIR in all components of Balanced Literacy Block, formative assessments, and differentiation.

*Actively engage in content specific collaboration in PLCs. Teams will meet for 30-45 minutes/week on Balanced Literacy best practices, reviewing the B.E.S.T. standards vertical progression and utilizing the Bridge Documents to ensure students are prepared for FSA. Implementation of EIR components, analysis and implementation of Learning Progressions within lessons, common formative/summative assessments, rigorous Text-Dependent Questioning at varying DOK levels, and promoting authentic student led discussions with an emphasis matching grade level focus areas. Use of SPP quick guide, LPs, standards resource document, and knowledge of students (data) to guide discussions and collaborative planning.

* Grade level collaboration with instructional coach and/or administration quarterly to analyze data to inform the development of Balanced Literacy lessons (mini lesson, guided lessons, accountable station activities) aligned to PD. As requested, instructional coach will model planned lesson, with a follow up debrief session.

*Administration will coordinate with literacy coach and outside resources to implement professional development on learning targets and feedback through grade level and faculty meetings.

*Teachers who are new to Destin Elementary will receive specialized support and time with our instructional coach to familiarize them with the Benchmark series and iReady program as well as the Balanced Literacy Model Classroom.

*Vertical Alignment Classroom Tours.

*Peer Observations within ½ day school-based with follow up discussions.

*Teachers will attend an iReady Training as available and specific to teacher needs.

Each monthly school- based PLC will engage on the following components as requested and determined by school administration:

* Learning targets

*Feedback

* Critical Thinking Activities/skills

* Review of SPP Goals for ELA

*Discussion: What are you seeing and hearing in your classroom?

*Discussion: Tips & Strategies for Implementation and Engagement

*ELL Strategies

*Trauma Informed Training

*Technology inclusion/Program Resource inclusion

*iReady Reports/Tools Training

* B.E.S.T. standards vertical alignment and Bridge Documents

*Development of Multi-Sensory strategies, stations, and activities

*Optional Mini-Sessions (as requested) with experts in various areas

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

Classroom Implementation Action Steps (Teachers and Students):
*Align instruction to Standards, Learning Targets, Feedback, Item Specs (3-4), Achievement Level Descriptors (3-4), within the Balanced Literacy Model to include integration of Science & Social Studies content.

*Develop learning targets and success criteria aligned to the standards using ALDs and current data from iReady, and common assessments; Grade Levels will include spiral items on common assessments.

*Use B.E.S.T. vertical alignment and Bridge Document to develop engaging Balanced Literacy lessons aligned to standards with ALDs in mind.

*Deliver short focused interactive mini-lessons aligned to standards using vetted resources (iReady Toolbox, Readworks, Scholastics/StoryWorks, NewsELA).

*Deliver Purposeful Read-Alouds with planned rigorous TDQs, metacognitive modeling of skills, and annotation.

*Within the first quarter of school, visible student engagement through cooperative learning groups, teacher-led small group instruction, and accountable station activities will be implemented based on data and ALDs to meet the needs of every student. Teacher-led small groups are purposeful and based on student needs (not a repeat of the mini-lesson). Small groups will take place: Daily for Level 1/Tier 3 students; 3-4 times a week for Level 2-3/Tier 2 students; 1-3 times a week for high Level 3 and Levels 4-5. Stations and cooperative learning sessions are purposeful, collaborative, occurring routinely, and include accountability components.

*Focus instructional strategies on standards driven, purposeful text marking/annotating in response to TDQs and lead to activities such as writing through reading or other culminating tasks.

*Use iReady workbooks to as a supplemental resource to help differentiate instruction based on individual student needs.

*Ensure every student is completing 45 minutes of iReady on the computer each week. Monitor time on task, lessons passed, flagged lessons and topics that need remediation.

*Use Sequenced Text Dependent Questions at varying DOK levels throughout the phases aligned to focus standards in Everyday Instructional Reading to include a culminating task.

*Model depth of discussions and provide sentence stems to promote purposeful student led discourse.

*Use of complex text and multiple sources (analyze independently prior to synthesizing) with sequenced TDQs in instruction and student practice.

*3rd and 4th grade teachers will use item specs, ALDs, and other resources (iReady Toolbox, Readworks, Scholastics/StoryWorks) to develop FSA-like items to include in activities and common assessments throughout the year targeted to individual and/or group student levels in order to promote achievement and growth within standards (Iready).

*Utilize quality questions based on the standards and ALDs in order to prepare for culminating tasks.

*Use collaboratively developed culminating tasks that reflect the standard of focus.

* Co-create anchor charts demonstrating strategies or skills highlighted in mini-lessons.

Progress Monitoring

Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Balanced Literacy Model of Instruction – including Interactive Whole Group, Teacher-Led Small Group, Accountable Stations, and Independent work based on data	Walk Through/PLC Conversations	Routinely- Ongoing	Teachers and Administration
Mini-Lessons and Purposeful Read-Alouds based on Standards, Item Specs, and ALDs	Walk Through/PLC Conversations	Routinely- Ongoing	Teachers and Administration
Utilizing Complex Texts and multiple resources aligned to Standards, Item Specs, and ALDs	Walk Through/PLC Conversations	Routinely- Ongoing	Teachers and Administration
Lessons will include components of Everyday Instructional Reading: TDQs, text marking, annotating, writing-through-reading, culminating tasks, Student-Led Discussions, etc.	Walk Through/PLC Conversations	Routinely- Ongoing	Teachers and Administration
Visible Learning as a Process - Learning Targets, Success Criteria, Specific Feedback, and SelfGoals/Assessments	Walk Through/PLC Conversations	Routinely- Ongoing	Teachers and Administration
Collaboration in PLC/Collaborative Grade Level Planning	Walk Through/PLC Conversations	weekly	Teachers and Administration
45 minutes per week on iReady with progress monitoring	Walk Through/iReady reports	Routinely-Ongoing	Teachers and Administration

School based Literacy Leadership Team will evaluate data and coordinate peer observations in our model classrooms	Meet as a team, document peer observations, walk-throughs, data chats, iReady data analysis	Quarterly	Teachers and Administration

Evaluation Following Mid-Year Data

Evaluation of Targeted School-based Focus & Implementation:

Refinement of Targeted School-based Focus:

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

Central Focus: Text-based Writing

School Focus
Targeted School-based Focus:
Purpose, Focus, Organization Evidence and Elaboration
Targeted School-based Professional Development:
*As requested by teachers, admin will make available 1/2 day PD's differentiated based on teacher needs including but not limited to incorporation of ALD's in lessons, modeled lessons, classroom tours, calibration training, collaborating to locate resources/plan to support implementation of PD Focus. *New teachers will be given ½ day PD to meet with literacy coach to help with Destin Elementary strategies and resources. *The literacy coach will be made available to help teachers utilize the iReady Writing workbooks iReady tools and the Benchmark Advanced textbook and resources to teach text-based writing.

Writing Plan

Kindergarten Writing Plan:

Unpacking the Prompt

Teachers will use the Scope and Sequence from Benchmark to focus on beginning writing skills and where the student is in mastery of the standards.

Instruction:
- All teachers will use a common process to unpack the prompt: *What is the prompt asking? This is the writing task AND the purpose for reading!* 1. **Circle** Topic
2. **Box Type of Writing** (opinion, informational, narrative)
3. **List** any academic/domain specific words (if present)
- Teacher models the process for unpacking the prompt using the Writing Sampler Sets and/or Okaloosa Writing Exemplars
Example: Write and tell how Pilgrims lived long ago.

Student Outcomes:
- With prompting and support students will practice unpacking the prompt in Everyday Instructional Reading tasks.

Purposeful Text Marking Specific to Prompt

Instruction:

• Teacher will use Writing Exemplars to model how unpacking the prompt determines purposeful text marking.

Possible Purposeful Text Marking: L= Long Ago
  * *Example: Text marking through shared/interactive writing*

Student Outcomes:
With prompting and support –
• Students will use unpacked prompts (from previous section) to determine a possible purposeful text marking and identify the topic (introduction). • Using Guided Student Talk, students will justify their purposeful text marking and how it relates to the prompt.

Planning for Writing

Instruction:
• Teacher and students will engage in Everyday Instructional Reading tasks to:
* Unpack a prompt
* Create a purposeful text marking pertaining to the prompt
* Analyze a text to determine text structure (Story Elements- characters/setting, Problem/Solution, Compare/Contrast, Sequence, etc.)
* Create anchor chart of text structures (see Text Structure Instruction chart – attached to writing plan)
* Complete appropriate graphic organizer corresponding to text structure.
* Teacher and students will utilize shared and interactive writing to collaboratively plan for writing.
* Students will engage in student led discussion.

Student Outcomes:

With prompting and support –
• Students will complete Everyday Instructional Reading tasks.
• Students will routinely plan for writing activities.

Scaffolding Instruction to Build from One Source to Multiple Sources (Using Information From Text & Illustrations)
Please Note: Multiple "sources" in KG is text AND illustration (within single text).

Instruction:

• Teacher will provide explicit instruction on the relationship between illustrations and the story in which they appear and how the text and illustrations work together to convey meaning.

* *Example: How does the diagram showing what lives in a pond help us to better understand life at the pond? Why did the author decide to add this chart to his text?*

• Teacher will provide opportunities for students to increase reading stamina through instruction, differentiated stations, and Everyday Instructional Reading tasks.

Everyday Instructional Reading Connections:

• Teacher will use iReady resources, Benchmark resources or create their own text dependent questions with content specific vocabulary (with an emphasis on Phase 2 and 3) requiring students to analyze multiple "sources" (text, illustrations, charts, etc.)

Student Outcomes:

With prompting and support –

• Students will develop the stamina required to read, text mark, and analyze increasing complex text.

• Students will apply analytical thinking skills to make connections across a text.

Citing Evidence

Teacher will unpack the Evidence and Elaboration (EE) category of the KG Texted-based Writing Rubrics (opinion, informational, (narrative included in Q1 & Q2 checklist)) by conducting an Everyday Instructional Read of each score point

Instruction:

• Teacher will provide explicit instruction in determining relevant vs. irrelevant evidence from student's own text marking.

• Teacher will provide explicit instruction on two types of evidence:

1. Include information from source material.

2. Summarizing: Putting the main idea(s) and event(s) into your own words.

• Teacher will provide explicit instruction on how to determine which types of evidence will be most effective, based on their text marking and purpose.

• Teacher will provide explicit instruction on using illustrations as a method to provide additional evidence for a prompt.

• Teacher will model writing a conclusion by:

* Ensuring a writer's picture matches their words

* The processing of dictating which allows students to tell the details/information they are unable to get on paper for themselves

Student Outcomes:

With prompting and support –

- Students will collaboratively evaluate their text markings to determine relevant vs. irrelevant evidence.
- Students will effectively use both types of evidence in both their essay writing and Everyday Instructional Reading tasks.

Details (Elaboration):

Instruction:

- Teacher will provide explicit instruction on the effective use of connections to self/world/text (modified SPEC)
- Teacher and students will utilize shared and interactive writing to practice developing elaboration
- Teacher will model:
    * Details can be found in any combination of drawing, dictating, or writing
    * Details must be related (relevant) to the topic and text
- Teacher will use Writing Exemplars to show examples of effective and ineffective use of details (elaboration).
- Teacher will utilize formative assessments to determine student mastery of creating relevant elaboration. Small, targeted writing groups will be established based on formative assessment results for remediation/acceleration purposes.

Student Outcomes:

With prompting and support –
- Students will routinely incorporate relevant details sequences (transitions) in their writing through a combination of drawing, dictating, and writing in their writing and Everyday Instructional Reading tasks.
- Using guidance and support, students will self/peer-assess details in writing to strengthen as needed.

Conventions

Teachers will use the KG Checklist to assess student writing for Q1 and Q2.

Instruction:

- Teacher will provide explicit instruction of conventions.
- Teachers will provide daily practice by modeling expectations and engaging in shared writing experiences.

Student Outcomes:
- Print many upper- and lowercase letters

- Spell simple words phonetically, drawing on knowledge of letter-sound relationships. (i.e. beginning sounds)
- Capitalizes the first word of each sentence
- Capitalizes the pronoun "I"
- Use punctuation appropriately
- Use spaces between words

Additional Information

Quarter 1 & 2: Narrative writing will be assess using the KG Report Card Checklist. **Narrative writing should include**: a combination of drawing, dictating, and writing to narrate a single event or several loosely related events; tell about the events and the order in which they happened; provide a reaction to what happened.

Quarter 3: Writing will be assessed using the KG Text-based Informational Writing Rubric.

Quarter 4: Writing will be assessed using the KG Text-based Opinion Writing Rubric.

- Kindergarten standards provide the scaffold of "using a combination of drawing, dictating, and/or writing." Kindergarten students will use any or all of the scaffolds in order to convey their ideas. The expectation is for students to increase the amount of independent writing as the year progresses.
- Components of essay writing can be taught and practiced in isolation, however students should routinely be provided opportunities to complete writing.
- Resources to support text based writing instruction: K-2 Chart Sense by Rozlyn Linder, Readworks, etc.

Grades 1-2 Writing Plan

Unpacking the Prompt:

Instruction:

- All teachers will use a common process to unpack the prompt:
What is the prompt asking? This is the writing task AND the purpose for reading!
4. **Circle** Topic
5. **Underline** Purpose and Audience, when applicable
*Note: If no audience is specified in the prompt, it is understood the audience is a "knowledgeable person"
6. **Box Type of Writing** (opinion, informational, narrative)
7. **List** any academic/domain specific words (if present)
- Teacher models the process for unpacking the prompt using the Writing Exemplars

Example: Ernest Shackleton was an explorer. He sailed on a ship called the *Endurance*. Write an informative <u>essay</u> explaining why the voyage of the *Endurance* was unforgettable. Use information from the passage in your essay.

Student Outcomes:

• Students will practice unpacking the prompt in Everyday Instructional Reading tasks
• Students will collaboratively write a possible prompt for a given mode of writing. Student prompts will be used as a tool for instruction (i.e., students unpack each other's prompts).

Determine Text Marking Specific to Prompt
Instruction:

• Teacher will use Writing Exemplars to model how **unpacking the prompt determines purposeful text marking**.

Possible Purposeful Text Marking: U= Unforgettable

Student Outcomes:

• Students will use unpacked prompts (from previous section) to determine a possible purpose text marking and annotating.
• Using Student Talk, students will justify their purposeful text marking/annotations and how it relates to the prompt.

Planning for the Essay

Instruction:
• Teacher and students will engage in Everyday Instructional Reading tasks to:
    * Unpack a prompt
    * Create purposeful text marking and annotating pertaining to the prompt
    * Unpack the Purpose, Focus, and Organization (PFO/442) category of the FSA Writing Rubric (highlight key terms, identify/discuss elements   of each score point- how is 3 different from 4)
    * Identify and utilize Tier III/domain specific vocabulary
    * Analyze a text to determine text structure (compare/contrast, problem/solution, etc.)
    * Create anchor chart of text structures (Compare/Contrast, Problem/Solution, How/Why, Sequence, etc.)
    * Complete appropriate graphic organizer corresponding to text structure.

 Student Outcomes:

• Students will describe each score point of the FSA-like Writing Rubrics for PFO.

• Students will complete Everyday Instructional Reading 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:
  * Progression for moving from one text to multiple sources
  * 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 using iReady resources, Benchmark resources or creating writing tasks, teachers will purposefully pair sources. This includes the use of both text types and stimuli.

• Teacher will provide opportunities for students to increase reading stamina through instruction, differentiated stations, and Everyday Instructional Reading tasks.

Everyday Instructional Reading Connections:

• Teacher will create text dependent questions (with an emphasis on Phase 2 and 3) requiring students to analyze multiple sources.

Student Outcomes:

• Students will develop the stamina required to read, text mark, and analyze two sources.

• Students will use Everyday Instructional Reading strategies (i.e., purposeful text marking) to determine important connections across texts.

• Given a text-based writing task, students will be able to answer the questions, "Why were these texts put together for this prompt? How are these texts related?"

Writing an Introduction

Instruction:

• Teacher will provide explicit instruction on:
  * Orienting the reader to the topic of the essay (answering the prompt)
  *Stating the ideas or concepts that will be explained using sources (topic sentence/claim)

• Teacher and students will create an anchor chart containing the component of an introduction.

• Teacher will use Writing Exemplars to identify attributes of an introduction. Teacher will model color-coded method found in Additional Notes section to identify the topic/claim.

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- 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. Differentiated station tasks will support mastery of writing introductions.

Everyday Instructional Reading Connections:

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

Student Outcomes:

- Students will practice writing introductions using the three components of an introduction.
- Using introductions from the Writing Exemplars, students will rewrite a low scoring introduction.
- Students will utilize the color-coded method found in Additional Notes section to identify their topic sentence/claim.
- Using the FSA-like Writing Rubric, students will self-assess their introductions in writing and revise writing as needed.

Writing a Conclusion

Instruction:

- Teacher will define and provide explicit instruction on endings (conclusion):
   * The ending of the writing tells reader why text is important; a good ending reminds the reader about the topic.
- Teacher will provide explicit instruction on:
   * Topic statement: Usually the first sentence of a conclusion revisits the controlling idea of an essay, but is phrased differently from the original topic sentience 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. (Grade 2)
- Teacher and students will co-create an anchor chart containing the component of a conclusion with examples.
- Teacher and students will utilize shared and interactive writing to collaboratively write conclusions. Teacher will model color-coded method found in Additional Notes section to identify the concluding sentence.
- Teacher will utilize formative assessments to determine student mastery of writing a conclusion. Small, targeted writing groups will be established based on formative assessment results for remediation/acceleration purposes. Differentiated station tasks will support mastery of writing conclusions.

Everyday Instructional Reading Connections:

• To build writing stamina, teacher will provide students a specified time guide (refer to Additional Notes section) to unpack the prompt, develop purposeful text marking, and write an introduction and/or conclusion.

Student Outcomes:

• Students will analyze Writing Exemplars to identify effective and ineffective conclusions.
• Students will practice writing conclusions based on their introductions from the previous section.
• Students will utilize the color-coded method found in Additional Notes section to identify their concluding sentence.
• Using the FSA-like 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-like Writing Rubrics (opinion, informational, narrative) by conducting an Everyday Instructional Read of each score point
• Teacher will provide explicit instruction in determining relevant vs. irrelevant.
• 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 color-coded method found in Additional Notes section to identify text evidence.
• Teacher will utilize formative assessments to determine student mastery of determining and citing relevant evidence. Small, targeted writing groups will be established based on formative assessment results for remediation/acceleration purposes. Differentiated station tasks will support mastery of citing evidence.

Everyday Instructional Reading Connections:

• Prior to writing, students will utilize purposeful Student Talk to share and justify relevant text evidence.
• After selecting evidence for the Graphic Organizer (Say-Mean-Matter, OREO, Sequencer, Bubble, Tree, etc.), students will utilize purposeful Student Talk to explain the type(s) of evidence (quotation, paraphrasing, summarizing) which will be used to most effectively respond to a given prompt.

Student Outcomes:

- Students will list attributes to describe each score point of the FSA-like 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 their essay writing and Everyday Instructional Reading tasks.
- Students will utilize the color-coded method found in Additional Notes section to identify their text evidence.

Elaboration

Instruction:

- Teacher will define the term elaboration:
*Elaborating is adding details/evidence and explaining connections. This is the way a writer makes connections between ideas for the reader for 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 your being there to explain them.
- Teacher will provide explicit instruction on the effective use of three of the elaborative techniques:
- Connections to Self/World/Text
- Using a Real Life Example
- Make a Figurative Comparison (Metaphor or Analogy)
- Teacher will model the use of the Say-Mean-Matter and other Graphic Organizers to assist in developing strong elaboration. This includes explicit instruction on which text evidence is worthy of elaboration.
- Teacher and students will utilize shared and interactive writing to practice developing elaboration using the Say-Mean-Matter Graphic Organizer. • Teacher will model color-coded method found in Additional Notes section to identify elaboration in Writing Exemplars.
- Teacher will use Writing Exemplars to show examples of effective and ineffective elaboration.
- Teacher will model how annotations help monitor and track thinking which leads to analysis across texts.
- Teacher will utilize formative assessments to determine student mastery of creating relevant elaboration. Small, targeted writing groups will be established based on formative assessment results for remediation/acceleration purposes. Differentiated station tasks will support mastery of citing evidence.

Everyday Instructional Reading Connections:

- Students will engage in Socratic Seminars and Fish Bowl Activities using multiple sources, teacher created text dependent questions that focus on rigor aligned to DOK 2 and 3, citing relevant sources, and adding purposeful elaboration.
- After selecting relevant evidence for the Say-Mean-Matter Graphic Organizer, students will utilize purposeful Student Talk to develop and justify the type(s) of elaboration used.

Student Outcomes:

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

Transitions (Temporal Words and Phrases)

Instruction:

- Teacher will define the term transition:
  * Transitions are the words and phrases that serve as a bridge from one idea to the next or one sentence to the next (internal transitions), or one
  paragraph to the next (external transitions). Transitions are like the glue that holds a writer's ideas together so the reader will not get lost in the
  reading.
- Teacher and students will create an anchor chart of effective internal and external transitions (temporal words and phrases- Grade 1).
- Teacher will model color-coded method found in Additional Notes section to identify transitions in writing.
- Teacher will use Writing Exemplars to model effective use of temporal/transitional words and phrases.
- Teacher and students will utilize shared and interactive writing to create writing using temporal/transitional words and phrases.
- Teacher will utilize formative assessments to determine student mastery of using appropriate temporal words and phrases/internal and external transitions. Small, targeted writing groups will be established based on formative assessment results for remediation/acceleration purposes. Differentiated station tasks will support mastery of citing evidence.

Student Outcomes:

- Using the FSA-like Writing Rubrics, students will evaluate and revise usage of transitions in writing (i.e., Writing Exemplars).
- Students will routinely use temporal words/transitions in both their essay writing and Everyday Instructional Reading tasks. ● Students will utilize the color-coded method found in Additional Notes section to identify their transitions.
- Using the FSA-like Writing Rubric, students will self-assess use of transitions in writing and revise writing as needed.

Content Specific (from the sources) Vocabulary

Instruction:

- Teacher will provide explicit instruction on referring to the source(s) to identify content specific vocabulary.
- Teacher will model writing content specific vocabulary in the margin of text.
· Teacher and students will utilize shared reading/writing to identify content specific vocabulary within text.

- Teacher will provide explicit instruction on how to use context clues to determine the meaning of unknown content specific vocabulary.
- Teacher will provide explicit instruction on how and when to use content specific vocabulary from source material to enhance writing.
- Teacher will use Writing Exemplars to demonstrate effective use of content specific vocabulary.
- Teacher will provide opportunities for students to apply instruction on content specific vocabulary in Everyday Instructional Reading tasks.
- Teacher will utilize formative assessments to determine student mastery of using appropriate content specific vocabulary. Small, targeted writing groups will be established based on formative assessment results for remediation/acceleration purposes. Differentiated station tasks will support mastery of citing evidence.

Everyday Instructional Reading Connections:

- Teacher will create Phase 2 text dependent questions focusing on content specific vocabulary.
- Teacher will provide opportunities for students to apply instruction on content specific vocabulary in Everyday Instructional Reading tasks (i.e., Writing Through Reading, Student Talk).

Student Outcomes:

- Students will identify content specific vocabulary in their writing.
- Cooperative groups will collaborate to add relevant content specific vocabulary to a piece of writing.
- Students will revise writing (i.e., Writing Exemplars) with ineffective use of content specific vocabulary.
- Students will routinely be provided opportunities to utilize content specific vocabulary from sources in essay writing and Everyday Instructional Reading tasks.

Conventions

Instruction:

- Teacher will provide explicit instruction of conventions.
- Teachers will provide daily practice by modeling expectations, engaging in shared writing experiences, and providing feedback to students.

Student outcomes –

1st Nine Weeks –
- Focus on handwriting, reviewing letter formation, placement, and finger spacing.

- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
a) Capitalize dates and names of people.

b) Use end punctuation for sentences.
c) Use commas in dates and to separate single words in a series.
d) Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
e) Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. (*Utilizing resources such as word wall words.*)

2nd -4th Nine Weeks – (Grades 2-4)

Points will be deducted from score based on a pattern of errors in conventions.

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.
• Teachers and students will use common color coding technique to assist in identifying components of essay writing:
   * Orange: Thesis/Claim
   *Green: Text Evidence
   * Pink: Elaboration
   * Yellow: Temporal Words and Phrases/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: (TIMES ARE FLEXIBLE AND SHOULD BE ADJUSTED BASED ON INDIVIDUAL STUDENT NEEDS!)
   * Unpacking the prompt: 5 minutes
   * Reading/text marking (Everyday Instructional Read): 35 minutes
   * Planning: 20 minutes
   * Writing the essay: 50 minutes
   * Revising/Editing: 10 minutes
• Resources to support text-based writing instruction: Benchmark Curriculum, iReady writing, K-2 Chart Sense by Rozlyn Linder, Readworks

Grades 3-4 Writing Plan

Unpacking the Prompt

Instruction:

• All teachers will use a common process to unpack the prompt:
What is the prompt asking? This is the writing task AND the purpose for reading!

8. **Circle** Topic
9. **Underline** Purpose and Audience, when applicable
   * Note: If no audience is specified in the prompt, it is understood the audience is a "knowledgeable person"
10. **Box Type of Writing** (opinion, informational, narrative)
11. **List** any academic/domain specific words (if present)
• Teacher models the process for unpacking the prompt using the FSA Writing Sampler Sets and/or Okaloosa Writing Exemplars
Example: Write an informative essay to present to your class about the problem of light pollution in the United States today. Use information from the passages in your essay.

Student Outcomes:

• Students will practice unpacking the prompt in Everyday Instructional Reading tasks.
• Students will write a possible prompt for a given type of writing. Student prompts will be used as a tool for instruction (i.e., students unpack each other's prompts).
   * Note: A student should later practice coding response written to prompts use the coding process above, in order to determine that they have addressed all aspects of the prompt.

Determine Text Marking/Note Taking Specific to Prompt

Instruction:

• Teacher will use FSA Writing Sample Sets and/or Writing Exemplars to model how **unpacking the prompt determines purposeful text marking.**
Possible Purposeful Text Marking: P= Problem, S= Solution

Student Outcomes:
• Students will use unpacked prompts (from previous section) to determine possible purposeful text marking/Everyday Instructional Reading.
• Using Student Talk, students will justify their purposeful text marking and how it relates to the prompt.
• Students may note how they will text mark on the task/prompt page.

Planning for the Essay

Instruction:

• Teacher and students will engage in Everyday Instructional Reading tasks to:
   *Unpack a prompt

*Create a purposeful text marking pertaining to the prompt
      *Unpack the Purpose, Focus, and Organization (PFO) category of the FSA Writing Rubric (highlight key terms, identify/discuss elements of each score point- how is 3 different from 4)
      *Identify and utilize Tier III/domain specific vocabulary
      *Analyze a text to determine text structure (compare/contrast, problem/solution, etc.)
      *Create anchor chart of text structures (Compare/Contrast, Problem/Solution, How/Why, Sequence, etc.)
      *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 Everyday Instructional Reading 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:
      *Progression for moving from one text to multiple sources
      *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 using iReady resources, Benchmark resources or creating writing tasks, teachers will purposefully pair multiple sources. This includes the use of multiple text types and stimuli.
· Teacher will provide opportunities for students to increase reading stamina through instruction, differentiated stations, and Everyday Instructional Reading tasks.

Everyday Instructional Reading Connections:

• Teacher will create text dependent questions (with an emphasis on Phase 2 and 3) requiring students to analyze multiple sources.
• Teacher will provide collaborative opportunities for students to pair given sources together to create their own writing tasks.

Student Outcomes:

• Students will develop the stamina required to read, text mark, and analyze multiple sources.
      *3rd Grade will begin using two sources before the end of the first semester.

4th grade will begin using at least two sources during the first quarter. Then, additional sources will be added.

• Students will use Everyday Instructional Reading strategies (i.e., purposeful text marking) to determine important connections across multiple texts.

• Given a text-based writing task, students will be able to discuss, "Why were these texts put together for this prompt? How are these texts related?"

Writing an Introduction

Instruction:

• Teacher will provide explicit instruction on the three components of an introduction:
  *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 (topic sentence/claim)
• Teacher and students will create an anchor chart containing the three components of an introduction.
• Teacher will use FSA Writing Sampler Sets and Writing Exemplars to identify attributes of an introduction. Teacher will model color-coded method found in Additional Notes section to identify the topic statement/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. Differentiated station tasks will support mastery of writing introductions.

Everyday Instructional Reading Connections:

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

Student Outcomes:

• Students will practice writing introductions using the three components of an introduction.
• Using introductions from the FSA Writing Sampler Sets and Writing Exemplars, students will rewrite a low scoring introduction.
• Students will utilize the color-coded method found in Additional Notes section to identify their topic sentence/claim.
• Using the FSA-like Writing Rubric, students will self-assess their introductions in writing and revise writing as needed.

Writing a Conclusion

Instruction:

• Teacher will define the term conclusion:
  *The last paragraph of an essay that explains why it all matters. It answers the question "So what?" A good conclusion revisits the topic sentence, synthesizes the main points of the essay, and extends beyond the essay.
• Teacher will provide explicit instruction on the three components of a conclusion:
  *Topic Sentence: Usually the first sentence of a conclusion revisits the controlling idea of an essay, but is phrased differently from the original topic sentence found in the introduction
  *Synthesis: The element of a conclusion that brings together the points of an essay in a new and interesting way to make a generalization or to draw a conclusion.
  *Extension: A memorable thought or idea that extends beyond the essay and pushes the reader into the real world.
• Teacher and students will create an anchor chart containing the three components of a conclusion with examples.
• Teacher and students will utilize shared and interactive writing to collaboratively write conclusions. Teacher will model color-coded method found in Additional Notes section to identify the concluding sentence.
• Teacher will utilize formative assessments to determine student mastery of writing a conclusion. Small, targeted writing groups will be established based on formative assessment results for remediation/acceleration purposes. Differentiated station tasks will support mastery of writing conclusions.

Everyday Instructional Reading Connections:

• To build writing stamina, teacher will provide students a specified time (refer to Additional Notes section) to unpack the prompt, develop purposeful text marking, and write an introduction and/or conclusion.
Student Outcomes:

• Students will analyze FSA Writing Sampler Sets and Writing Exemplars to identify effective and ineffective conclusions.
• Students will practice writing conclusions based on their introductions from the previous section.
• Students will utilize the color-coded method found in Additional Notes section to identify their concluding sentence.
• Using the FSA-like 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 an Everyday Instructional Read of each score point
  *Highlight key terms in each section.

*As a class, define and analyze each highlighted key term
- ♣ *Example: "relevant evidence integrated smoothly and thoroughly"- What does this mean?*

*Identify and discuss the elements of each score point
- ♣ *Example: How is a "3" in EE different from a "4" in EE?*

- Teacher will provide explicit instruction in determining relevant vs. irrelevant evidence 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.

  *I read…
  *I learned…
  *The author said...
  *In the text it says… *
  *In paragraph __ it says…
  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 the Warrant Workout/Say, Mean, Matter to assist in determining relevant evidence.
· Teacher will model color-coded method found in Additional Notes section to identify text evidence.
- Teacher will utilize formative assessments to determine student mastery of determining and citing relevant evidence. Small, targeted writing groups will be established based on formative assessment results for remediation/acceleration purposes. Differentiated station tasks will support mastery of citing evidence.

Everyday Instructional Reading Connections:

- Prior to writing, students will utilize purposeful Student Talk to share and justify relevant text evidence.
- After selecting evidence for the Warrant Workout/Say, Mean, Matter, students will utilize purposeful Student Talk to explain the type(s) of evidence (quotation, paraphrasing, summarizing) which will be used to most effectively respond to a given prompt.

Student Outcomes:

- Students will list attributes to describe each score point of the FSA-like 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 and Everyday Instructional Reading tasks.
- Students will utilize the color-coded method found in Additional Notes section to identify their text evidence.

Elaboration

Instruction:

- Teacher will define the term elaboration:
    *Elaborating is adding details/evidence and explaining connections. This is the way a writer makes connections between ideas for the reader to
    further their understanding. Even though the connections may be obvious to you (the writer), your essay is not for you, but for the audience
    that needs to understand your ideas without you being there to explain them.
- Teacher will provide explicit instruction on the effective use of the six elaborative techniques:
- Connections to Self/World/Text (SPEC)
- Explaining Cause and Effect (or "If… then…")
- Making a Comparison or Contrast
- Using Definitions
- Using a Real Life Example
- Make a Figurative Comparison (Metaphor or Analogy)
- Teacher will model the use of the Warrant Workout and/or Say, Mean, Matter to assist in developing strong elaboration. This includes explicit instruction on which text evidence is worthy of elaboration.
- Teacher and students will utilize shared and interactive writing to practice developing elaboration.
· Teacher will model how annotations help monitor and track thinking which leads to analysis across texts.
- Teacher will model color-coded method found in Additional Notes section to identify elaboration in FSA Writing Sampler Sets and Writing Exemplars.
- Teacher will use FSA Writing Sampler Sets and Writing Exemplars to show examples of effective and ineffective elaboration.
- Teacher will utilize formative assessments to determine student mastery of creating relevant elaboration. Small, targeted writing groups will be established based on formative assessment results for remediation/acceleration purposes. Differentiated station tasks will support mastery of writing using elaborations.

Everyday Instructional Reading Connections:

- Students will engage in Socratic Seminars and Fish Bowl Activities using multiple sources, teacher created text dependent questions that focus on rigor aligned to DOK 2 and 3, citing relevant sources, and adding purposeful elaboration.
- After selecting relevant evidence for the Warrant Workout/Say, Mean, Matter, students will utilize purposeful Student Talk to develop and justify the type(s) of elaboration used.

Student Outcomes:

- Students will evaluate and revise student writing (FSA Writing Sampler Sets and Writing Exemplars) containing weak elaboration.
- Using the FSA-like Writing Rubric, students will self-assess use of elaboration in writing and revise as needed.
- Students will effectively use the elaborative techniques both in their essay writing and Everyday Instructional Reading tasks.
- Students will utilize the color-coded method found in Additional Notes section to identify their elaboration.

Transitions

Instruction:

- Teacher will define the term transition:
   *Transitions are the words and phrases that serve as a bridge from one idea to the next or one sentence to the next (internal transitions), or one paragraph to the next (external transitions). Transitions are like the glue that holds a writer's ideas together so the reader will not get lost in the reading.
- Teacher and students will create an anchor chart of effective internal and external transitions.
- Teacher will model color-coded method found in Additional Notes section to identify transitions in writing.
- Teacher will use FSA Writing Sampler Sets & Writing Exemplars to model effective use of transitional words and phrases.
- Teacher and students will utilize shared and interactive writing to create writing using transitional words and phrases.
· Teacher will utilize formative assessments to determine student mastery of using appropriate internal and external transitions. Small, targeted writing groups will be established based on formative assessment results for remediation/acceleration purposes. Differentiated station tasks will support mastery of using transitions.

Student Outcomes:

- Using the FSA-like Writing Rubrics, students will evaluate and revise usage of transitions in writing (FSA Writing Sampler Sets and Writing Exemplars).
- Students will routinely use transitions in both their essay writing and Everyday Instructional Reading tasks.
- Students will utilize the color-coded method found in Additional Notes section to identify their transitions.
- Using the FSA-like Writing Rubric, students will self-assess use of transitions in writing and revise writing as needed.

Content Specific (from the sources) Vocabulary

Instruction:

- Teacher will provide explicit instruction on referring to the source(s) to identify content specific vocabulary.
- Teacher will model writing content specific vocabulary in the margin of text.

- Teacher and students will utilize shared reading/writing to identify content specific vocabulary within text.
- Teacher will provide explicit instruction on how to use context clues to determine the meaning of unknown content specific vocabulary.
- Teacher will provide explicit instruction on how and when to use content specific vocabulary from source material to enhance writing.
- Teacher will use FSA Writing Sampler Sets and Writing Exemplars to demonstrate effective use of content specific vocabulary.
- Teacher will utilize formative assessments to determine student mastery of using appropriate content specific vocabulary. Small, targeted writing groups will be established based on formative assessment results for remediation/acceleration purposes. Differentiated station tasks will support mastery of inclusion of content vocabulary.

Everyday Instructional Reading Connections:

- Teacher will create Phase 2 text dependent questions focusing on content specific vocabulary.
- Teacher will provide opportunities for students to apply instruction on content specific vocabulary in Everyday Instructional Reading tasks (i.e., Writing Through Reading, Student Talk).

Student Outcomes:

- Students will identify content specific vocabulary in their writing.
- Cooperative groups will collaborate to add relevant content specific vocabulary to a piece of writing.
- Students will revise writing (FSA Writing Sampler Set and Writing Exemplars) with ineffective use of content specific vocabulary.
- Students will routinely be provided opportunities to utilize content specific vocabulary from sources in essay writing and Everyday Instructional Reading tasks.

Conventions

Instruction:

- Teacher will provide explicit instruction of conventions.
- Teachers will provide daily practice by modeling expectations, engaging in shared writing experiences, and providing feedback to students.

Students outcomes:

- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
a) Capitalize appropriate words in titles.
b) Use commas in addresses.
c) Use commas and quotation marks in dialogue.

d) Form and use possessives.
e) Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
f) Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
g) Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

• Points will be deducted from score based on a pattern of errors in conventions.

Strategy for student self-assessment utilized by 3rd grade:

C apitalization
U nderstanding
P unctuation
S pelling

Additional Information

See link below to access the Text Based Wrting Tasks from Benchmark.
https://okaloosaschools-
my.sharepoint.com/:b:/r/personal/meyera_okaloosaschools_com/Documents/Documents/Text%20Based%20Writing.pdf?csf=1&web=1&e=z
bKoNq

• Grade 3 uses FSA-like Rubrics, however use of the FSA Sampler Sets should be evident in grade 3.
• Only Grade 3 has a writing focus of Narrative Writing for quarter one.
• 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.
• Teachers and students will use a common color coding technique to assist in identifying components of essay writing:
    *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: (TIMES ARE FLEXIBLE AND SHOULD BE ADJUSTED BASED ON INDIVIDUAL STUDENT NEEDS!)

*Unpacking the prompt: 5 minutes
*Reading/text marking (Everyday Instructional Read): 35 minutes
*Planning: 20 minutes
*Writing the essay: 50 minutes
*Revising/Editing: 10 minutes
• Resources to support text based writing instruction: Benchmark Curriuculum, iReady writing, 3-5 Chart Sense by Rozlyn Linder, iReady Toolbox, Readworks, Storyworks, NewsELA, CommonLit, Achieve3000

Progress Monitoring

Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
School-wide Writing Prompt to include Calibration/Scoring	Student Writing, Data Team/PLC Notes, Lesson Plans	Quarterly	Teachers/Administration/ Instructional Coach, Data Team and Grade Level Leaders
Unpacking the Prompt, Purposeful Text Marking/annotating related to the Prompt Mini-lessons	Lesson Plans, Anchor Charts, Walk-throughs/Breeze-bys	Weekly	Teachers/Administration/ Instructional Coach
Planning for the Essay using Multiple Sources Mini-lessons	Lesson Plans, Anchor Charts, Walk-throughs/Breeze-bys	Weekly	Teachers/Administration/ Instructional Coach
Writing Effective Introduction and Conclusion with appropriate Transitions between Ideas Minilessons	Lesson Plans, Anchor Charts, Walk-throughs/Breeze-bys	Weekly	Teachers/Administration/ Instructional Coach
Determining and Citing Relevant Text Evidence using Content Vocabulary Mini-lessons	Lesson Plans, Anchor Charts, Walk-throughs/Breeze-bys	Weekly	Teachers/Administration/ Instructional Coach
Effective Elaboration Mini-lessons designed to promote synthesis	Lesson Plans, Anchor Charts, Walk-throughs/Breeze-bys	Weekly	Teachers/Administration/ Instructional Coach

Evaluation Following Mid-Year Data

Evaluation of Targeted School-based Focus & Implementation:

Refinement of Targeted School-based Focus:

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

ELA Students Below Grade Level

School Focus

Targeted School-based Focus:
Actively engage in differentiated stations with accountability and targeted teacher-led small groups utilizing Everyday Instructional Reading components to increase comprehension of complex text aligned to standards, item specs, and ALDs/LPs.

Targeted School-based Professional Development:
Instructional Coach will provide overview training on the balanced literacy model, with an emphasis on guided reading and iReady remediation for our intervention support teachers and remediation for our fragile learners for general ed. teachers.

* Training on various resources and strategies to meet the needs of all learners with specific focus on fragile learners – iReady.
* MTSS support team will receive training on implementation of i-Ready and Max Scholar for Tier 3 students/DIVE
* iReady training – run reports, item analysis, identify trends, establish small groups/station tasks, develop action steps, use the Next Steps and Tools for Scaffolding
*Teachers and administrators will engage in a mid-year data chat to discuss student needs and goals

Action Steps for Remediation

Intervention/Title I Implementation Action Steps (Teachers and Students):
* By Aug 10, 2021 - iReady, Starfall, and Scholastic supplemental materials will be available.
* After 1st iReady diagnostic – Teachers will meet as a grade level to plan for remediation push-in/pull-out services.
*Teachers will each be assigned a specific remediation support teacher at a 1 : 3 or 1 :4 ratio depending on number of teachers in a grade level.
*The grade level teachers will then develop a schedule for a "remediation day", once per week to provide targeted and differentiated individual and small group remediation.
*Teachers will continue to meet with small groups for remediation daily as part of their Balanced Literacy Model Classroom, using the remediation support staff one day per week.
* The grade-level teachers will meet quarterly to evaluate the schedule and progress of students and make adjustments where needed.
* Monthly, monitor reports from all supplemental resources (iReady)
*Teachers will use iReady writing and the end of unit cold writes with remediation and POC to help struggling writers.
* Establish differentiated blocks for providing intervention (ESE, ELL, MTSS Tier 3) – DIVE (K -4).
* Progress monitor lowest 25%

*Teachers will use multi-sensory instructional tools such as Max Scholar with their Tier 3 students.
* Conduct mid-year data chats with focus on specific standards and item analysis.

Progress Monitoring

Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Assign students to pull-out/push-in supports	Weekly Progress notes/ iReady	2 times per quarter	Remediation Teachers and Admin
Review of supplemental resource progress	Monthly	Monthly	Teacher
Establish differentiated blocks for intervention	Quarterly	Quarterly	Admin
Progress monitor lowest 25%	Pre, Mid and Post iReady	3 times per year	Admin
Conduct Mid-Year Data Chats	Data Chat Sheet/Notes	Annually	Teacher and Admin

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 (%)

Year	Term	School	Grade	# Students Tested	Ave. Percentile	3+ Below %	2 Below %	1 Below %	Early Grade %	On Grade %	Mid/Above %	Early/Mid/Above %	M #	M %	F #	F %	A #	A %	B #	B %	H #	H %	I #	I %	M #	M %	W #	W %	ESE #	ESE %	ELL #	ELL %	F/R #	F/R %	Num&Ops	Alg&AlgThink	Meas&Data	Geometry
2021	Test C	Destin Elem	K	167	61.5			16	5	4	74	78	82	79	85	78	4	100	5	80	22	45	1	100	19	74	116	84	10	90	31	52	51	69	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	Destin Elem	1	199	67.4		1	17	5	9	68	77	106	81	93	73	11	64	7	43	19	63				58	150	83	25	76	31	55	61	66	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	Destin Elem	2	188	61.1		2	20	11	10	57	66	85	71	103	63	10	100	7	29	38	32	1	0	15	40	117	81	24	42	40	43	59	53	Early	mid	mid	mid
2021	Test C	District	2	2,197	54.7	0	3	28	12	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 (%)

Strands — Average Rating:
S1 = Num&Opp: Base10 (4-5) / Ratio&Prop (6-7);
S2 = Num&Opp: Fract (3-4) / Oper&Alg / Fract (5) / NumSys (6-7);
S3 = Meas&Data / Geo (3-5) / Stats&Prob (6-7) / Stats&Prob / NumSys (8) / Stats&NumSys (A1) / Model w/Geo (Geo);
S4 = Geometry (6-8) / Alg&Modl (A1) / Cong,Sml,RtTri,Trig (Geo);
S5 = Opp&Alg / Base10 (3) / Opp&Alg (4) / Expr&Equat (6-8);
S6 = Functions (8) / Funct&Modl (A1) / Circ,Meas,PropsEquat (Geo)

Year	School	Grade	# Students Tested	1L %	1M %	1H %	2L %	2H %	3 %	4 %	5 %	3,4,5 %	M #	M %	F #	F %	A #	A %	B #	B %	H #	H %	I #	I %	M #	M %	W #	W %	ESE #	ESE %	ELL #	ELL %	F/R #	F/R %	S1	S2	S3	S4	S5	S6
2018	Destin Elem	3	175		2	2	3	7	26	36	25	86	87	86	88	86	3	100	3	67	19	79			10	70	140	89	14	57	12	42	74	82		74	72		88	
2019	Destin Elem	3	185	1	3	5	5	5	32	37	12	81	100	81	85	81	3	67	10	90	30	67			17	76	125	85	27	74	25	44	97	74		69	70		79	
2021	Destin Elem	3	179	2	2	6	4	11	30	30	16	75	109	78	70	70	5	60	7	29	26	58			10	70	131	82	20	60	34	56	54	70		75	74		77	
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	Destin Elem	4	196	2	1	6	6	5	23	38	20	81	90	84	106	78	7	86	8	50	19	63	1	100	17	65	144	87	26	65	21	48	84	71	79	72	74		77	
2019	Destin Elem	4	188	1		4	4	5	23	35	12	86	95	87	93	85	5	100	4	100	22	77			12	75	145	88	21	57	12	42	82	78	81	72	76		76	
2021	Destin Elem	4	198	3	1	8	5	2	30	27	26	82	112	82	86	83	11	91	2	50	39	62			8	63	138	89	33	79	33	42	56	82	72	71	66		72	
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	

School Action Plan
Math

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

Objectives:
The percentage of all curriculum students who will make learning gains in math as defined by the State of Florida on the Florida Standards Assessment Test will be at least 82%.
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 75%.
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 targets 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 data driven, interactive whole group instruction, mini lessons, differentiated standards-based stations, fluency, and targeted small group instruction that builds mastery in response to collaboratively analyzed student data (i-Ready, FSA, etc.).

Targeted School-based Professional Development:

*As requested by teachers, admin will make available 1/2 day PDs differentiated based on teacher needs including but not limited to incorporation of Learning Progressions in lessons, programs to build FSA-style questions, modeled lessons, classroom tours, collaborating to locate resources/plan to support implementation of PD Focus. Network as necessary with other like schools. Self-contained teachers will have the option to receive Math or ELA PD.

*Voluntary district PDs after school focusing on data analysis, conceptual understanding, student discourse, and vertical progression of B.E.S.T. standards.

*Teachers will attend monthly PDs before school, focusing on using learning targets, feedback and critical thinking activities in the classroom to improve educational outcomes.

*Engage in supplemental professional development determined by teacher need that includes (not limited to): CGI, i-Ready, B.E.S.T. vertical alignment, teacher-led small group/station resources, using the standards-based planning book, incorporation for LPs/ALDs into lessons, optional webinars, and vetted resources.

*Administration will coordinate with instructional math coach and outside resources to implement professional development on learning targets and feedback through grade level and faculty meetings.

* Teachers who are new to Destin Elementary will receive specialized support and time with our instructional coach to familiarize them with the Benchmark series and iReady program as well as the Balanced Math Model Classroom.

* Ongoing review of best practices for implementation of Balanced Math Model (Fluency/Routines, Interactive Mini-Lessons, Targeted Teacher Led Small Groups, Stations with accountability) based on teacher self- assessment.

* Per teacher request, instructional math coach will individualize sessions to include: balanced math model, M^3 document, incorporation of ALDs and Learning Progressions into math lessons, small, guided math groups, math stations, formative/summative assessments, and differentiation, i-Ready resources and reports.

* Actively engage in content specific collaboration in PLCs for 30-45 minutes weekly to collaborate on Balanced Math Model (resources, standards-based mini lessons, differentiated small group lessons, differentiated station tasks, spiraling, and common formative/summative assessments as well as LPs/ALDs and Item Specs in Grades 3-4). Teams will use the SPP Quick Guide, Standards Resource Book, M^3 document, and standards pacing guide (add guidance and accountability)

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

Classroom Implementation Action Steps (Teachers and Students):
Teachers will:
*Align instruction to Standards, Learning Targets, Item Specs (3-4), Achievement Level Descriptors (3-4), Learning Progressions (K-2), and Math Shifts within the Balanced Math Model (teacher-led small groups, math stations, target/focused mini-lessons, student led discussions, routines/fluency).

*Incorporate the 8 Mathematical Practices (productive struggle, reasoning, purposeful student talk, mathematical modeling, strategic use of tools, precision, making connections, noticing patterns)

*Incorporate manipulatives into lessons when appropriate and make them available to students as needed for modeling.

*Develop lessons, learning targets, and success criteria aligned to the standards with LPs and ALDs in mind (from M^3 resource document) using current data from i-Ready and common assessments.

*Give specific and individualized feedback to students.

*Ensure students are completing 45 minutes per week on i-Ready online and using the supplemental workbooks in differentiated stations where applicable.

*Using formative data, purposefully spiral instruction on activities/assessments to progress monitor and guide instruction to remediate weak areas.

*Spiraling of instruction will include forward spiraling of standards that have not yet been taught.

*Visible student engagement through small group instruction and station activities will be implemented based on data to meet the needs of every student.

*Teacher-led small groups are purposeful and based on student needs (not a repeat of the mini-lesson). Small groups will take place: Daily for Level 1/Tier 3 students; 3-4 times a week for Level 2-3/Tier 2 students; 1-3 times a week for high Level 3 and Levels 4-5.

*Implement and monitor technology resources such as Starfall, Khan Academy, i-Ready, etc. (add resources that become identified).

*Model and facilitate mathematical discourse using academic vocabulary as part of the instructional routine.

*Implement standards-based differentiated station tasks with accountability to include spiraling based on learning goals and data. Use i-Ready resources such as the Teacher Toolbox, Personalized Online Instruction, Prerequisite Report and Instructional Groupings Report to differentiate stations and small groups. (iReady, FSA, formative assessments, etc.).

*3rd and 4th grade will use item specs, ALDs, and other resources (e.g., i-Ready Toolbox, OCSD Curriculum Site, EngageNY, CPALMS, Illustrative Mathematics, Learn Zillion, GoMath) to develop FSA-like items to include in activities and common assessments throughout the year.

*Optional book studies may include: Cognitively Guided Instruction (CGI) books, Making Sense of Mathematics for Teaching the Small Group (Julie Dixon), 5 Practices for Orchestrating Productive Mathematics Discussion (Smith and Stein- NCTM), Teaching Mathematics in the Visible Learning Classroom (Hattie, Fisher, Frey), Figuring out Fluency in Mathematics (Jennifer Bay -Williams and John SanGiovanni).

Students will:
*Identify learning targets and success criteria.

*Engage in mathematical discourse and student-led discussions during Balanced Math Block (mini-lesson, routines/fluency, stations, teacher-led small groups) to include analyzing mathematical problems, writing, solving, assessing, and utilizing manipulatives to increase conceptual understanding.

*Actively engage in data driven, differentiated, standards-based, teacher-led small group instruction to reflect individual conferencing and specific feedback/goal setting.

*Complete 45 minutes of online i-Ready lessons per week.

*Engage in standards-based differentiated station tasks with accountability to include spiraling based on learning goals and data (i-Ready, FSA, formative assessments, etc.).

*Co-create anchor charts demonstrating strategies or skills highlighted in mini-lessons.

*Engage in the purposeful unpacking of math word problems.

*Persevere in solving FSA-like items on activities and assessments, which will include spiraled items.

Progress Monitoring

Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Balanced Math Model – Differentiated teacher led small groups, Standards Based Stations with accountability, and Purposeful Spiraling and Fluency	Grade Level PLCs, Walkthroughs, Self-Assessments, Accessible Lesson Plans	Quarterly	Teachers/Administration
Data Analysis of LPs/ALDs, and standards driven small groups and stations	Grade Level PLCs, Walkthroughs, Self-Assessments, Accessible Lesson Plans, Data Chats	Fall/Winter/Spring iReady completion, routinely	Teachers/Administration
Resources- Kahn Academy, i-Ready Skills, Engage NY (3-4), Dyna Math (4), CPALMS, Flocabulary, Prodigy, Freckle, i-Ready (Toolbox), FRECKLE	Grade Level PLCs, Walkthroughs, Self-Assessments, Accessible Lesson Plans, Usage Reports	Quarterly	Teachers/Administration
Visible Learning as a Process - Learning Targets, Success Criteria, Specific Feedback, and Self-Goals/Assessments	Grade Level PLCs, Walkthroughs, Self-Assessments, Accessible Lesson Plans	Quarterly	Teachers/Administration

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

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

Math Students Below Grade Level

School Focus

Targeted School-based Focus:

Engage in small group standards-based tasks and domain-based stations while applying the 8 mathematical practices.

Targeted School-based Professional Development:

Instructional Coach will provide overview training for teachers on the balanced math model, with emphasis on intervention/remediation for our fragile learners. She will also provide training to our remediation support staff in using i-Ready supplemental resources to differentiate specific instruction for students.

* Training on various resources to meet the needs of fragile learners.

* MTSS support team will receive training on implementation of i-Ready for identified Tier 3 and previously retained students.

* i-Ready training – run reports, item analysis, identify trends, establish small groups/station tasks, develop action steps based on data, utilize workbooks

* i-Ready training - remediation/intervention team

Action Steps for Remediation

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

Utilize vertically aligned problem-solving process to include estimation and real-world problems to enhance number sense reasoning.

*Students will receive remediation support during DIVE and in small groups during class time (focus on students 2 or more grade levels behind meeting their stretch growth)

 * After 1st i-Ready diagnostic – Teachers will meet as a grade level to plan for remediation push-in/pull-out services and determine groups to invite to POC.

*Teachers will each be assigned a specific remediation support teacher at a 1: 3 or 1:4 ratio depending on number of teachers in a grade level.

*The grade level teachers will then develop a schedule for a "remediation day", once per week to provide targeted and differentiated individual and small group remediation.

* Teachers will implement individualized differentiated instruction in fluid small groups daily to address student deficiencies based on data (formative assessments, teacher observation, summative assessments – i-Ready, unit tests, etc.)

* The grade-level teachers will meet quarterly to evaluate the schedule and progress of students and make adjustments where needed.

* Monthly, monitor reports from all supplemental resources (i-Ready)

* Teachers and students will use concrete manipulatives and develop visual representations (anchor charts, graphic organizers, drawings) to increase conceptual understanding of content.

*Teachers will have daily warm-ups/bell-ringers to spiral back to topics/skills that need review.
* Teachers and students will develop a vocabulary tool with visual representation (e.g., word wall, book rings, journals, etc.) to be used as a personal resource.
* Teachers will frontload to connect prior level skills (coherence) in small groups and/or stations as needed to increase student engagement in whole group mini lessons.
* Teachers will participate in a mid-year data chat with administration to discuss student needs and goals.
* Students will actively engage in differentiated scaffolded/spiraled station activities to include FSA-like items and technology resources (e.g., MFAS, B.E.S.T., i-Ready)
* Students will engage in purposeful student discourse using talk stems to discuss problem solving using reasoning skills.

Progress Monitoring

Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Resources- MFAS, i-Ready, Xtra Math, Learn Zillion	Reports and Walkthroughs	Quarterly	Administration, Teachers
Manipulatives & Visual Representations	Reports and Walkthroughs	Quarterly	Administration, Teachers
Mathematical Practices	Reports and Walkthroughs	Quarterly	Administration, Teachers
Data Chats	i-Ready Reports and Data Chat Review/Notes Sheet	Quarterly	Administration, Teachers

Evaluation Following Mid-Year Data

Evaluation of Targeted School-based Focus & Implementation:

Refinement of Targeted School-based Focus:

School Action Plan
Science

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

Objectives:
The percentage of 5th 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 %. N/A

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

Central Focus: Science 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. • 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 • Use assessment data (e.g., Study Island, quarterly assessments) to plan and create instructional lessons, differentiated activities, and spiraling tasks

School Focus
Targeted School-based Focus: Through the use of instructional reading strategies, teachers will prepare, engage, and assess students on the science standards aligned to their grade level. Grades K-4 will follow district pacing guides and utilize the 5 E Instructional Model. Grades 3 and 4 will utilize Study Island as outlined in the curriculum pacing guides.
Targeted School-based Professional Development: *Teachers will utilize collegial conversation and common planning to ensure common assessments across grade levels. *Teachers will participate in training from Tami Ellis on pacing guides and Study Island. *Teachers will be invited to participate in a book study on the 5E Instructional Model with Tami Ellis.

Action Steps for Implementation with a Strong Focus on Addressing Potential Learning Loss
Classroom Implementation Action Steps (Teachers and Students): -Teachers will utilize google docs from the science coach to vertically align and plan science lessons and have these lessons available through Canvas-Teachers will frequently reference the pacing guides to focus in and efficiently prepare students for assessment of standards -Teachers in 3rd and 4th grades will utilize the pacing guides to prepare lessons - Kindergarten uses teacher made resources to address the standards with hands on activities, 1st Grade will Utilize Scholastic Science Magazine (SPIN) to plan and supplement instruction, 2nd grade uses the Elevate Science curriculum -Students in 4th grade will utilize Science Weekly Magazine to increase understanding and engage with rigorous informational science text. Students in grades 3 and 4 will use Study Island in the classroom weekly. -Teachers will incorporate a minimum of 1 hands on science experience per week into their classrooms.

Progress Monitoring			
Initiative	**How Will It Be Monitored**	**Frequency of Official Monitoring**	**Who is Responsible to Monitor**

Teachers will utilize google docs from Tami Ellis to vertically align and plan science lessons (including quarterly assessments) and post lessons on Canvas.	Lesson Plans and Department Meeting Notes	Monthly	Teachers and Administrators
Teachers will frequently reference the pacing guides to focus in and efficiently prepare students for assessment	Lesson Plans and Department Meeting Notes	Monthly	Teachers and Administrators
3rd and 4th grade teachers will utilize 5th grade item specs to prepare lessons	Lesson Plans and Department Meeting Notes	Monthly	Teachers and Administrators
1st Grade will Utilize Scholastic Science Magazine (SPIN) to plan and supplement instruction	Lesson Plans and Department Meeting Notes	Monthly	Teachers and Administrators
Teachers will use the 5E Instructional Model, Study Island and District created Quarterly Assessments to practice rigorous Assessment Questions	Review of Assessment Data	Quarterly	Teachers and Administrators
Teachers will meet monthly to review/select questions that are standards based from district provided and outside resources.	Lesson Plans and Department Meeting Notes	Quarterly	Teachers and Administrators

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

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.)
At DES, 3rd and 4th grade students are able to participate in after school STEMM programs such as a coding club, robotics, and a drone team. We have CGI trained teachers that collaborate with staff to integrate activities to promote critical thinking and CTE/STEMM experiences and lessons. Our classroom teachers integrate 60 minutes of thoughtful critical thinking activities into their DIVE time each week.

Accreditation Page

Domain 1: Leadership Capacity	Standard 1.3
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.	The institution engages in a continuous improvement process that produces evidence, including measurable results of improving student learning and professional practice.

Accreditation Page

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.