

**Date Submitted:**

**Dates of Revision:**

# School Performance Plan 2020-2021



**School Name:**

Pryor Middle School

## Legend

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

## SAC Information

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

SAC funds in the amount of \$749 will primarily be used for:

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

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

# Okaloosa County School District

## **Vision Statement:**

We inspire a lifelong passion for learning.

## **Mission Statement:**

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

## **Core Values:**

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

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

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

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

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

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

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

## School Performance Team

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

| Name                             | Title                          |
|----------------------------------|--------------------------------|
| Brooke Barron                    | Principal                      |
| Peggy Nehring                    | Assistant Principal            |
| Elease McDonald, Cassandra Hardy | ELA Department Head            |
| Ginger Clark                     | Math Department Head           |
| Kelly Sweitzer                   | Science Department Head        |
| John Keck                        | Social Studies Department Head |
|                                  |                                |
|                                  |                                |
|                                  |                                |
|                                  |                                |
|                                  |                                |
|                                  |                                |
|                                  |                                |

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

The development of the SPP is cyclical with the 2020-21 SPP evolving from the 2019-20SPP. Implementation of the current SPP is reviewed and our course adjusted yearlong dependent upon data. The OCSD Curriculum and Instruction team meets with teachers, instructional coaches, and administrators for feedback used to refine focus areas and district-wide PD. Once decided upon, these focus areas are explored with school leaders during Spring principals' meetings. Our principal shares this information with faculty and staff, starting with the leadership team composed of department heads, grade level chairs, Administration, and Student Services. Administration convened the core department heads early summer 2020 to determine overall effectiveness of implementation. Given the absence of 2020 FSA and EOC data due to COVID, SPP development focused on available data to refine and update specific action plans. Departments reviewed, revised, and submitted their segment of the draft SPP. During pre-planning, the draft SPP is shared with new and returning staff. The draft SPP is submitted to OCSD Curriculum for feedback and recommendations. Administration and faculty work with the SAC to make final revisions. The SPP is submitted to the SAC and OCSD Board for approval.

## School Profile

Pryor Middle School was established in 1958 and is located in Fort Walton Beach, Florida. We are in the south zone of Okaloosa County School District. Students entering sixth grade come from four main feeder elementary schools: Wright, Kenwood, Longwood, and Shalimar. Our exiting eighth graders matriculate to Choctawhatchee High School located across the street.

Currently 775 students are enrolled in grades 6-8 at W. C. Pryor Middle School both in brick and mortar and My School Online. Of these students, 37.7% are White, 2.4% are Asian, 14.8% are African American, 33.3% are Hispanic, and 11.8% are multi-racial. English language learners make up 14.2% of Pryor's student body, and 21.3% are enrolled in exceptional education programs, including speech and/or language impairment, other health impairment, occupational therapy, intellectual disability, specific learning disabled, and gifted.

The school's diverse population requires a wide range of instructional and guidance expertise. Pryor teachers incorporate best practices to engage and meet the varying academic and social/emotional need of our students. Pryor implements PBIS where students earn recognition for exhibiting respect, excellence, accountability, and leadership, all traits of a "REAL Pirate." Pryor provides technology and flexible seating in all core classes for increased engagement. Teachers employ appropriately rigorous instruction driven by student data where students participate in whole group, learning stations, cooperative learning, and teacher-led small group according to individual needs.

We meet the needs of accelerated learners with SAILS, a program that includes: enrollment in a minimum of three core advanced classes including high school credit options; maintaining a grade of C or higher, and completing 10 hours of community service during the school year. Pryor Middle School students can transfer up to 30 hours of community service to Choctawhatchee High School that can be used for Florida's Bright Future Scholarships and IB diplomas. High school courses available are: Fundamentals of Architecture and Construction, iDesign, Web Design, Algebra 1 Honors, and Geometry Honors along with a full suite of six additional CTE/STEM courses where industry certifications can be earned. Struggling students' needs are addressed by means of coursework, extended school day, and credit recovery. We want all students to make learning gains, feel important, and enjoy Pryor. Aboard the Pryor pirate ship, everyone is a treasure!

# Parent and Community Awareness

*Pryor Middle School  
Okaloosa County School District*

## Summary of Results for Parent Satisfaction Survey

Okaloosa County School District is committed to creating a great place for students to learn, teachers to teach, staff to work, and for parents to send their children to receive a great education. To build on this commitment, the leadership of the school district gathers and analyzes data on essential goals and measures, including Employee Engagement and Parent Satisfaction. The district continues its journey of excellence using Employee Engagement and Parent Satisfaction goals aligned to strategic actions and appropriate progress monitoring measures based on the Evidence-Based Leadership<sup>SM</sup> framework. The leadership of the district maintains a focus on data to identify gaps, take action, and follow through to ensure continuous improvement.

The Parent Satisfaction Survey was administered to all parents/caregivers with a child in the school district to assess the level of satisfaction parents have with their child's school. Collecting feedback from parents/caregivers allows leaders to recognize the good work that many school leaders, teachers, and staff accomplish every day, and to identify gaps in performance that should be addressed.

This report provides an overview of the findings for the Spring 2020 survey administration for Pryor Middle School.

### School-Level Summary

- ▶ A total of **50** parents/caregivers of a child/children attending this school provided feedback during the current survey administration.
- ▶ The school's overall mean (Items 1-17) was **4.40**, using a scale of 1 to 5.

### District-Level Summary

- ▶ A total of **3,766** parents/caregivers across the district provided feedback during the current survey administration.
- ▶ The district's overall mean (Items 1-17) was **4.17**, using a scale of 1 to 5. About 50% of all response choices were in the "Strongly Agree" category or "Top Box."

“Top Box Percentage” is the percentage of parents/caregivers who select the “Strongly Agree” option indicating that they are *most positive*. Research suggests a difference in the loyalty of people who indicate that they are extremely satisfied (i.e., “Strongly Agree”) compared to those who are just satisfied (i.e., “Agree”) when rating their experience or engagement. In this way, top box scoring provides more focused data to better understand parent satisfaction and loyalty.

### School-Level Results

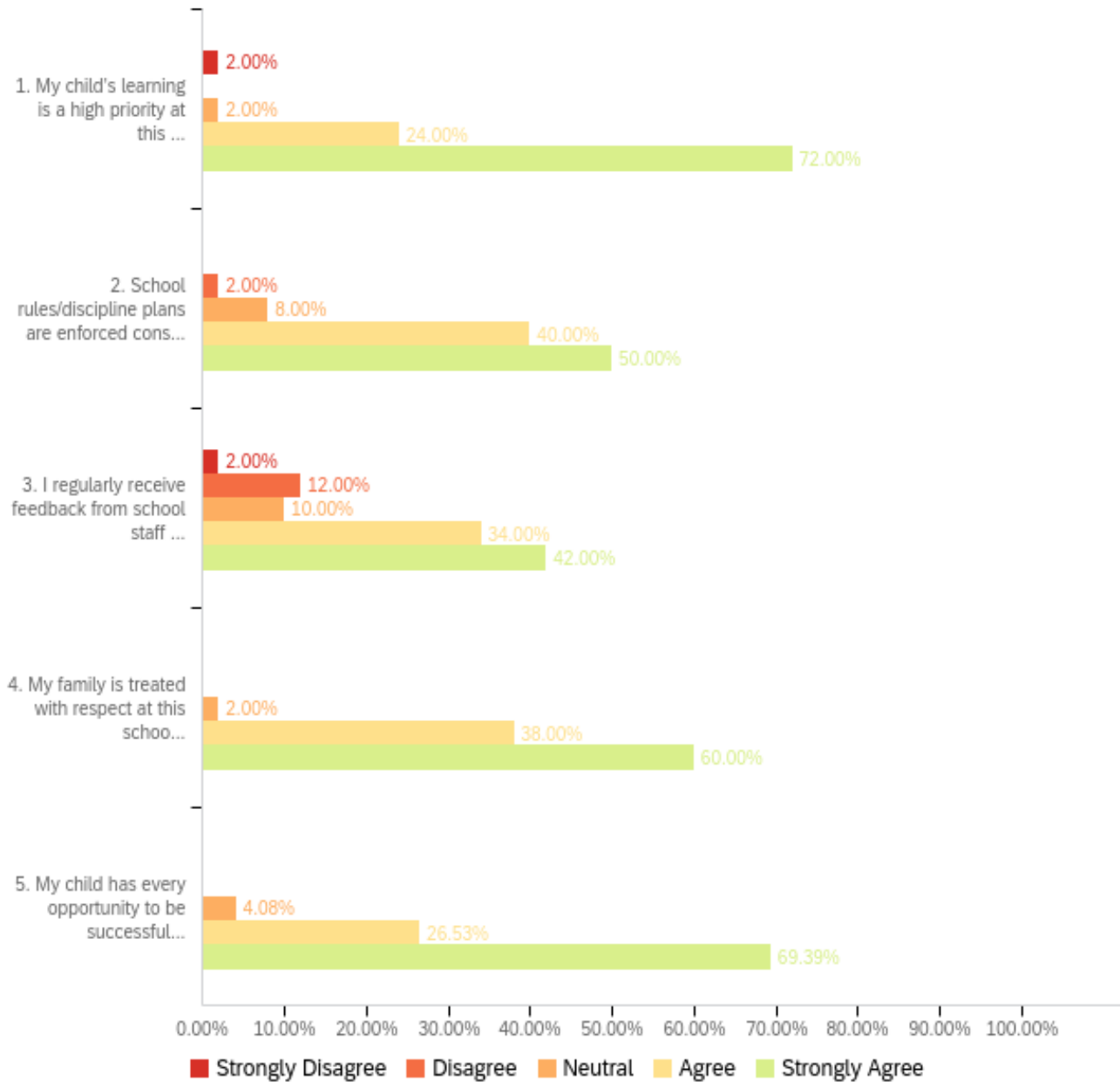
On the following pages, Tables provide the item means, number of responses per item, top box percentage, and frequency distribution of response categories; as a complement to Tables providing the frequency distribution of response categories, bar charts provide a visual presentation of the frequency distribution. Verbatim comments to the open-ended response items are found at the end of the document.

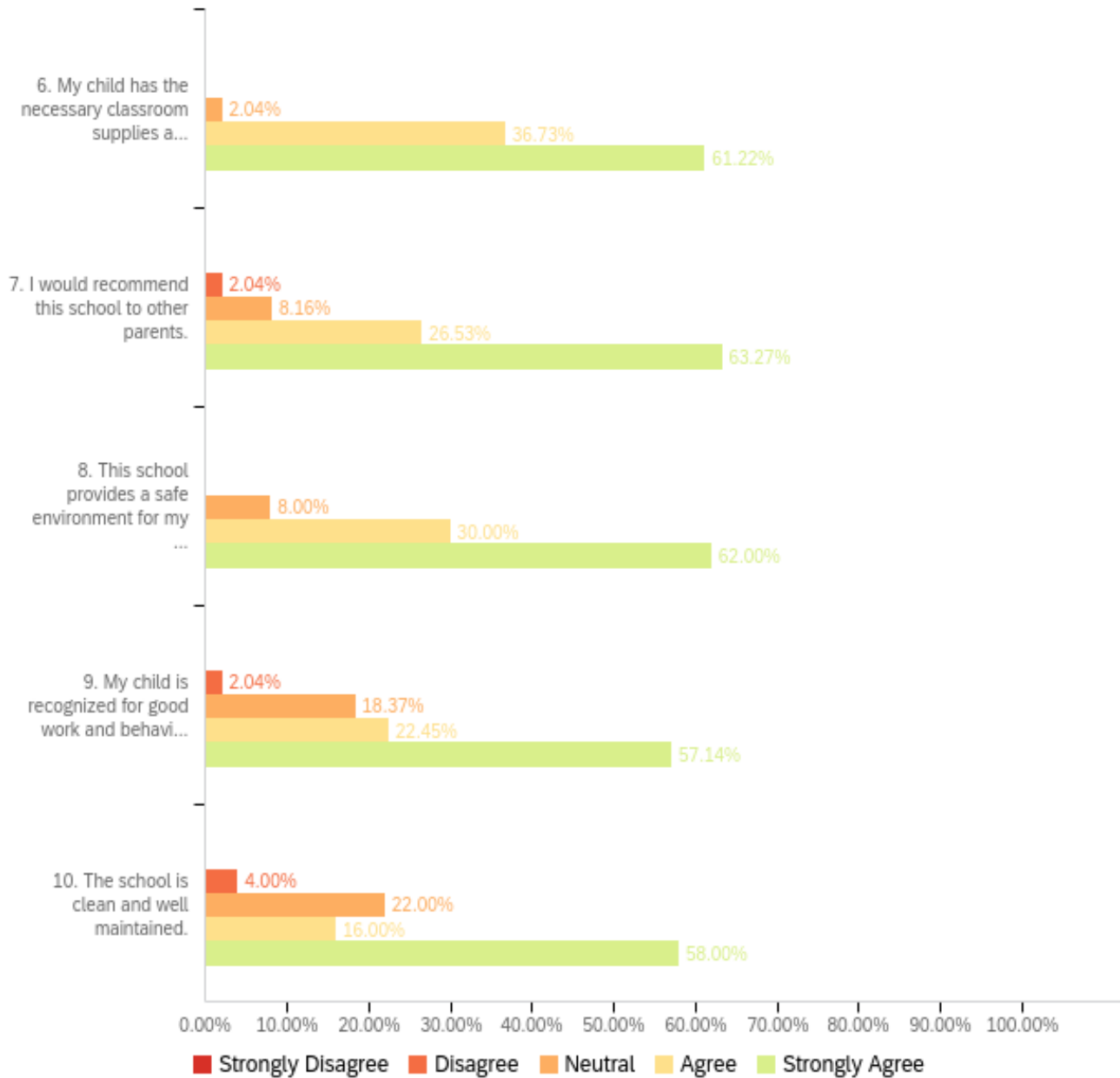
## Benchmark Items

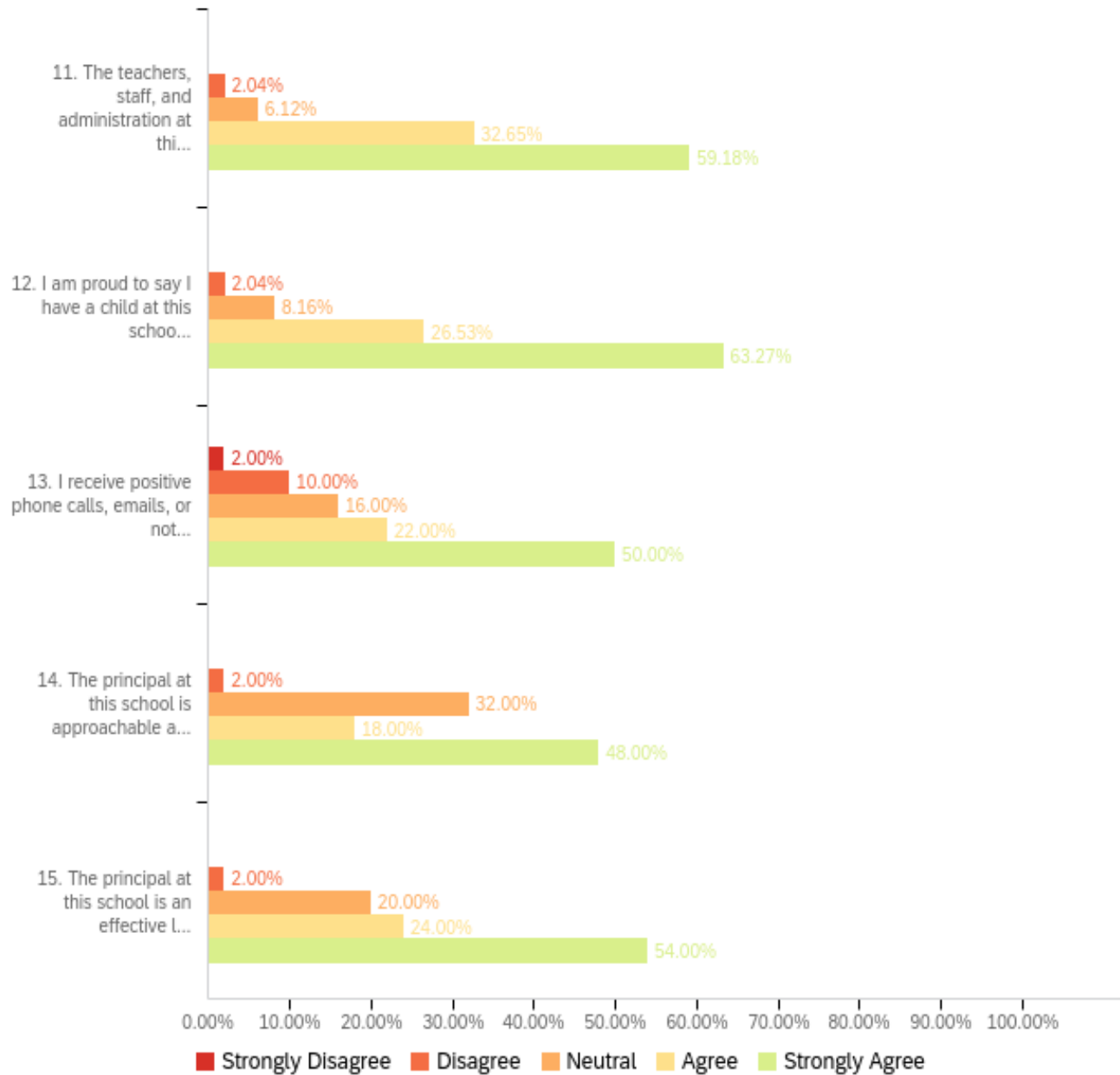
|  | Mean | Count | Top Box |
|--|------|-------|---------|
| 1. My child's learning is a high priority at this school.  | 4.64 | 50    | 72.00%  |
| 2. School rules/discipline plans are enforced consistently at this school.                             | 4.38 | 50    | 50.00%  |
| 3. I regularly receive feedback from school staff on how well my child is learning.                    | 4.02 | 50    | 42.00%  |
| 4. My family is treated with respect at this school.   | 4.58 | 50    | 60.00%  |
| 5. My child has every opportunity to be successful at this school.                                     | 4.65 | 49    | 69.39%  |
| 6. My child has the necessary classroom supplies and equipment for effective learning.                 | 4.59 | 49    | 61.22%  |
| 7. I would recommend this school to other parents.   | 4.51 | 49    | 63.27%  |
| 8. This school provides a safe environment for my child to learn.                                      | 4.54 | 50    | 62.00%  |
| 9. My child is recognized for good work and behavior at this school.                                   | 4.35 | 49    | 57.14%  |
| 10. The school is clean and well maintained.   | 4.28 | 50    | 58.00%  |
| 11. The teachers, staff, and administration at this school demonstrate a genuine concern for my child. | 4.49 | 49    | 59.18%  |
| 12. I am proud to say I have a child at this school.   | 4.51 | 49    | 63.27%  |
| 13. I receive positive phone calls, emails, or notes about my child from the school.                   | 4.08 | 50    | 50.00%  |
| 14. The principal at this school is approachable and reachable.  | 4.12 | 50    | 48.00%  |
| 15. The principal at this school is an effective leader.   | 4.30 | 50    | 54.00%  |



|  | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree | Total |
|--|-------------------|----------|---------|-------|----------------|-------|
| 1. My child's learning is a high priority at this school.  | 1                 | 0        | 1       | 12    | 36             | 50    |
| 2. School rules/discipline plans are enforced consistently at this school.                             | 0                 | 1        | 4       | 20    | 25             | 50    |
| 3. I regularly receive feedback from school staff on how well my child is learning.                    | 1                 | 6        | 5       | 17    | 21             | 50    |
| 4. My family is treated with respect at this school.   | 0                 | 0        | 1       | 19    | 30             | 50    |
| 5. My child has every opportunity to be successful at this school.                                     | 0                 | 0        | 2       | 13    | 34             | 49    |
| 6. My child has the necessary classroom supplies and equipment for effective learning.                 | 0                 | 0        | 1       | 18    | 30             | 49    |
| 7. I would recommend this school to other parents.   | 0                 | 1        | 4       | 13    | 31             | 49    |
| 8. This school provides a safe environment for my child to learn.                                      | 0                 | 0        | 4       | 15    | 31             | 50    |
| 9. My child is recognized for good work and behavior at this school.                                   | 0                 | 1        | 9       | 11    | 28             | 49    |
| 10. The school is clean and well maintained.   | 0                 | 2        | 11      | 8     | 29             | 50    |
| 11. The teachers, staff, and administration at this school demonstrate a genuine concern for my child. | 0                 | 1        | 3       | 16    | 29             | 49    |
| 12. I am proud to say I have a child at this school.   | 0                 | 1        | 4       | 13    | 31             | 49    |
| 13. I receive positive phone calls, emails, or notes about my child from the school.                   | 1                 | 5        | 8       | 11    | 25             | 50    |
| 14. The principal at this school is approachable and reachable.  | 0                 | 1        | 16      | 9     | 24             | 50    |
| 15. The principal at this school is an effective leader.   | 0                 | 1        | 10      | 12    | 27             | 50    |







## Parent and Community Awareness

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

The most positive responses from the 2020 Parent Satisfaction Survey are the following:

1. My child's learning is high priority at this school.
2. My child has every opportunity to be successful at this school.
3. I would recommend this school to other parents.
4. I am proud to say I have a child at this school.

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

Results from the Parent Satisfaction Survey indicate that the greatest opportunity for improvement at Pryor centers on communication.

1. I regularly receive feedback from school staff on how well my child is learning.
2. I receive positive phone calls, emails, or notes about my child from the school.

Pryor Administration will work with the school leadership team and the School Advisory Council to develop a plan to increase effectiveness of communication efforts in place and examine new initiatives to implement for the 2021 school year.

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

Pryor employs a wide range of communication tools. Opportunities for in person meetings include School Advisory Council, orientation, open house, registration fair, literacy nights, ELL Parent Nights, school tours, parent-teacher conferences, Individual Education Plans, 504 Plans, LEPs, and MTSS. Pryor sends home with students and by mail: forms and letters, hard copy midterm progress reports and report cards, newsletters, invitations, Good News postcards, and student planner/handbook. Pryor uses ConnectEd to send mass callouts to targeted groups of faculty and parents for reminders of important events and to call attention to urgent matters. Pryor maintains a website, [www.okaloosaschools.com/pryor/home](http://www.okaloosaschools.com/pryor/home), Facebook, Instagram, and Twitter with current information on programs, faculty and staff, activities, and sports. Each teacher is expected to provide a virtual portal to their classroom. Teachers use individual webpages, Google Classroom, and Remind.

# School Action Plan

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

|   |
|---|
| <b>ESSA Subgroup Focus</b>  |
| <b>Subgroup:</b> Students With Disabilities   |
| <b>School Focus</b>   |
| <b>What is the cause(s) for this subgroup being an area of focus?</b><br>The Federal Percent of Points Index for students with disabilities for the 2018-19 school year was 45. Though this is higher than 40% cutoff, it was the lowest scoring subgroup for Pryor Middle School and a compelling opportunity for improvement.   |
| <b>What are we doing to target this subgroup?</b><br>We are allocating additional resources and professional development to address the needs of these students: <ul style="list-style-type: none"><li>• 2 Resource Teachers</li><li>• 3 Sections of Learning Strategies in the Master Schedule</li><li>• Providing ESE teachers time for professional development</li><li>• Providing training for General Education teachers-providing accommodations in the classroom, progress monitoring ESE student performance, using the Progress Monitoring/Consultation Log</li><li>• Ensure lowest possible caseload for each ESE case manager.</li><li>• Pairing SWD whose academic performance falls in the lowest quartile with faculty/staff mentors to participate in Pryor's "My Team" mentoring program. Staff members work with students to boost academic performance, attendance, and behavior through regular meetings, including school wide scheduled "My Team" events.</li></ul> |
| <b>Targeted School-based Professional Development:</b> <ul style="list-style-type: none"><li>• ESE Caseload Managers: How to Write an IEP, PEER IEP</li><li>• ESE VE Teachers: Curriculum Training, ULS online learning platform, Access Points Online Resources</li><li>• General Education Teachers: Providing Accommodations in the Classroom, Progress Monitoring ESE Student Performance, Using the Progress Monitoring/Consultation Log</li></ul>   |
| <b>Action Steps for Implementation</b>  |
| <b>Classroom Implementation Action Steps (Teachers and Students):</b> <ul style="list-style-type: none"><li>- General Education teachers will ensure all accommodations are met as outlined in each student's IEP.</li><li>- SWD will work to increase self-awareness and self-advocacy as it relates to their individual exceptionality by:<ul style="list-style-type: none"><li>• Researching their own learning disability</li><li>• Researching colleges and careers and how to address disabilities therein</li><li>• Reviewing a copy of their own IEP</li></ul></li></ul>  |

- Inviting general education classroom teachers to their IEP meeting
  - Setting weekly goals to work toward meeting their IEP goal
  - Learning about their accommodations and how to use them
  - Exploring how they best learn by completing a learning style inventory and using results to help access and study content.
- SWD will learn strategies to aid in strengthening executive functioning skills:
- Planning
  - Organization
  - Time Management
  - Task Initiation
  - Perseverance
  - Attention
  - Metacognition
  - Flexibility
  - Self-Control
  - Working Memory
- SWD will participate in bi-monthly data chats with their caseload manager, Learning Strategies teacher, and/or homeroom teacher where they will review grades and set goals connected to their IEP goal.
- Resource teachers will provide targeted assistance to individual students in general education classes, learning strategies, and homeroom.
- General Education teachers will follow each student's IEP by ensuring all accommodations are met, monitoring progress, and consulting with the caseload manager and parent/guardian.

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

- Administration will ensure the lowest possible IEP caseload for each ESE-certified teacher.
- Administration will ensure all teachers are provided with copies of their assigned SWD students' IEPs.
- Administration will provide time, substitutes, and materials for teachers to participate in PD.
- Three sections of Learning Strategies will be built into the master schedule to serve needs of SWD according to their IEP.
- Two resource teachers will be assigned the following responsibilities:
  - Follow a schedule to push in and assist in identified classes to work with students and model strategies for teachers.
  - Follow a schedule to pull out students and work one-on-one and small group assisting with coursework and testing.
  - Push in to observe and collect data for students with behavior concerns
  - Provide training and assistance with implementation of Zones of Regulation
  - Follow a schedule to push in to model strategies and assist teachers for ESE students with behavior concerns
  - Homeroom targeting highest need students with academic struggles to function as a daily touchpoint to keep track of assignments and grades (Resource Teacher 1-Kayla Hare) and with behavior concerns to function as a daily touchpoint and address social/personal issues (Resource Teacher 2-Melissa Jongma).
- Educreations Pro provided school wide to assist students who need additional access to information-assists students who miss days and/or need reteaching, uploads PowerPoints, pdfs, lecture notes for students to review and study.
- Administration will identify a list of SWD in the lowest quartile and facilitate pairing of mentors with mentees.
- Administration will plan mentoring activities for mentors, mentees, and families throughout the year.

| <b>Progress Monitoring</b>        |   |   |  |
|-----------------------------------|---|---|--|
| <b>Initiative</b>                 | <b>How Will It Be Monitored</b>             | <b>Frequency of Official Monitoring</b> | <b>Who is Responsible to Monitor</b>                                       |
| Caseload Management               | Master Caseload Assignment                  | Monthly                                 | IEP Department Head, Administration  |
| Following IEP in Gen Ed Classroom | Walkthroughs, Data Chats, ESE Consult Log   | Monthly                                 | Administration, Grade Level Chairs, ESE Department Head, Caseload Managers |
| Learning Strategies               | Walkthroughs, Department Meeting minutes    | Monthly                                 | Administration, Department Head  |
| Resource Teachers                 | Resource Teacher Schedule, Walkthroughs     | Monthly                                 | Administration   |
| My Team Mentoring Program         | Grades, Attendance, Behavior, HERO app, MAP | Quarterly,<br>Weekly                    | Student Services, Administration, Teacher Mentor                           |
|                                   |   |   |  |

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



## **School Action Plan**

### ***ELA: Reading & Writing***

|                       |   |
|-----------------------|---|
| <b>District Goal:</b> | <b>Students shall demonstrate reading proficiency at or above the expected grade level.</b> |
|-----------------------|---|

|                    |
|--------------------|
| <b>Objectives:</b> |
|--------------------|

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|--|
| The percentage of all curriculum students who will make learning gains in reading as defined by the State of Florida on the Florida Standards Assessment Test will be at least 55 %. |
|--|

|  |
|--|
| 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 49%. |
|--|

|   |
|---|
| 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 43% for 6th grade, 73% for 7th grade, and 8th grade, 65% |
|---|

# School Action Plan

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

### Central Focus: ELA Focus

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

- Use ELA resources such as *Florida Collections*, Achieve 3000, and Common Lit to plan instructional lessons/units
- Develop FSA style questions and assessments to accompany instructional lessons/units
- Use data (e.g., MAP, FSA, formative) to drive whole group instruction and cooperative groups

### School Focus

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

Students will make learning gains through purposeful interaction with text at an appropriate level of rigor based on student data.

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

- Teachers will participate in professional development during monthly whole group department meetings, weekly small group collaborative planning, and individually scheduled working with instructional coach to address strategies used in instructional routines, including: rigorous assessments reflecting ALDs/test item specs, selecting resources to meet the complexity of each standard, questioning, progression from one to multiple texts, data analysis, goal setting, data chats, differentiating, cooperative learning activities, and lesson planning to incorporate practice on specific grade level strand focus.
- All ELA teachers will work with the ELA Instructional Coach to identify focus areas for individual professional growth. The ELA Instructional Coach will provide assistance through collegial conversations, collaborative planning, modeling, debriefing, and reflection.
- Administration will approve additional release time where deemed necessary to provide support to teachers in need.

### Action Steps for Implementation

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

Grade-Level Instructional Focus Areas:

The following standards are a marked area of need based on analysis of the 2018 FSA low-performing strands and will continue to be embedded into each unit of instruction throughout the 2020-2021 school year. When we receive our 2020 iReady diagnostic data, we will address those gaps specifically as well.

- 6th grade teachers will focus on instruction pertaining to determining the meaning and impact of unknown words and phrases in both fiction and nonfiction text relating to standards RL.2.4 and RI.2.4.
- 6th grade teachers will focus on instruction pertaining to the structure of both fiction and nonfiction texts asking students to analyze how pieces of the text fit into that structure and contribute to the development of ideas, theme, setting, or plot relating to standards RL.2.5 and RI.2.5.
- 6th grade teachers will focus on instruction pertaining to author's point of view/purpose in both fiction and nonfiction text relating to standards RL.2.6 and RI.2.6.

- 7th grade teachers will regularly embed discernible needs improvement language standards to include skills such as: commas between coordinating adjectives and choosing among simple, compound, complex, and compound-complex sentences, and recognizing and correcting misplaced and dangling modifiers into their daily reading instruction.
- 8th grade teachers will regularly embed discernible needs improvement language standards to include skills such as: function of verbals in general and in specific sentences, form and use of verbs in active and passive voice, form and use of verbs-indicative, imperative, interrogative, conditional, and subjunctive, recognizing and correcting inappropriate shifts in verb voice and mood, commas, ellipses, dashes to indicate a pause or break, using ellipses to indicate an omission, and spelling correctly.
- 8th grade teachers will regularly embed discernible needs improvement writing standards by including writing through reading opportunities where students provide short and extended written responses to TDQs. Students will cite text evidence and elaborate on their responses.
- Teachers will use the ELA Standards, pacing guides, Item Specifications, Achievement Level Descriptors (ALDs), data (e.g., iReady, FSA, formative) and provided resources (i.e., Collections, Close Readers, NewsELA, Common Lit Khan Mappers) to develop engaging and differentiated lessons including whole group, cooperative learning, differentiated learning stations, technology enhanced stations, and high level questioning based on student need and grade level expectations.
- Teachers will purposefully spiral strands (Key Ideas/Details, Craft and Structure, Language, Integration of Knowledge, and Writing) in bellringers, stations, and teacher-led small group.
- Teachers of like courses will collaboratively create and administer common assessments with FSA-like questions using item specs and ALDs.
- Teachers will use iReady and classroom formative/summative assessments to differentiate individual and small group students' needs with stations, teacher led small group, and spiraling focus areas.
- Teachers will model vocabulary and comprehension strategies such as text-marking and annotating to facilitate a deeper synthesis of text and objective mastery.
- Teachers will create opportunities for purposeful student talk in small group, cooperative groups, and whole group instruction. The teacher will additionally provide opportunities for students to create their own TDQs to drive purposeful student talk.
- Teachers will provide writing through reading tasks to support the writing component of learning.
- Teachers will collaborate to develop FSA-style TDQs with 60-80% at DOK 2 or higher for assignments and assessments and will scaffold up or down according to student need.
- Teachers and students will use data chats to set and monitor individual and group goals using iReady diagnostic data to determine how/what to differentiate.

| <b>Progress Monitoring</b>            |  |   |                                      |
|---------------------------------------|--|---|--------------------------------------|
| <b>Initiative</b>                     | <b>How Will It Be Monitored</b>                | <b>Frequency of Official Monitoring</b> | <b>Who is Responsible to Monitor</b> |
| Grade Level Instructional Focus Areas | Department Meetings, Observations/Walkthroughs | Monthly, Weekly                         | Department Head, Administration      |
| Preparing for Instruction             | Department Meetings, Observations/Walkthroughs | Monthly, Weekly                         | Department Head, Administration      |

|   |  |                 |                                 |
|---|--|-----------------|---------------------------------|
| Instructional Components  | Department Meetings, Observations/Walkthroughs | Monthly, Weekly | Department Head, Administration |
| Data-driven standards-based instruction   | Department Meetings, Observations/Walkthroughs | Monthly, Weekly | Department Head, Administration |
| EIR Components - TDQs, Text-Marking/Annotating, Student Talk, Writing through Reading | Department Meetings, Observations/Walkthroughs | Monthly, Weekly | Department Head, Administration |
| Goal-Setting  | Department Meetings, Observations/Walkthroughs | Monthly, Weekly | Department Head, Administration |

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

## School Action Plan

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

|   |
|---|
| <b>Central Focus: Text-based Writing</b>  |
| <b>School Focus</b>   |
| <b>Targeted School-based Focus:</b><br>Students will develop and strengthen use of evidence and elaboration aligned to the FSA Writing Rubric.  |
| <b>Targeted School-based Professional Development:</b> <ul style="list-style-type: none"> <li>• Evidence and Elaboration Using SPEC and SPRITE, Instructional Coach</li> <li>• Increasing Student Knowledge of and Using the FSA Rubric in Instruction, Instructional Coach</li> <li>• 1 day for teachers to be trained on calibrating Pryor Writes essays using FSA rubric &amp; to score Pryor Writes essays</li> <li>• Design lessons addressing weakest writing strand per grade level</li> <li>• Differentiated writing instruction based on student needs and weaknesses as identified through data</li> </ul>  |
| <b>Writing Plan</b>   |
| <b>Calibrating Teacher Scoring - September</b> <ul style="list-style-type: none"> <li>• Students will complete a baseline writing sample, expository. (September)</li> <li>• Teachers will work with Instructional Coach to use rubrics and FSA Writing Sampler Sets to calibrate teacher scoring. (October)</li> <li>• Teachers will collect data on Evidence and Elaboration to determine instructional needs by class. Instructional coach will model SPEC and Sprite mini-lessons for Evidence and Elaboration in ELA classrooms.</li> <li>• Teachers will use graphic organizers and planning sheets tasking students to analyze and synthesize text from multiple sources.</li> </ul> |
| <b>Increase Student Knowledge and Use of Rubrics – September through March</b> <ul style="list-style-type: none"> <li>• Teachers and students will define and analyze key terms in the Purpose, Focus, and Organization (PFO) and Evidence and Elaboration (EE) categories for each scoring point. Students will create student-friendly terms when analyzing the rubric to compare scores (ex. 2 to 3, 3 to 4) and understand what elements of their writing needs to be addressed in order to improve.</li> <li>• Students will analyze writing samples and evaluate against the rubric.</li> </ul>   |
| <b>Differentiated Writing Instruction – October through March</b> <ul style="list-style-type: none"> <li>• Teachers will explicitly teach elaborative techniques such as compare/contrast, cause/effect, figurative comparison, connections, real life examples, definitions.</li> <li>• Students will peer edit and/or self-assess use of techniques in baseline and identify areas to improve.</li> <li>• Teachers will use baseline data to determine student groupings for stations, teacher-led small group, writing conferences, and modeling.</li> </ul>   |
| <b>Unpacking the Prompt – September, October</b>  |

|   |
|---|
| <ul style="list-style-type: none"> <li>• Teachers will use examples of writing prompts to model distinctions between argumentative and informative prompts.</li> <li>• Teachers and students will analyze writing prompt verbiage to understand the prompt.</li> <li>• Students will practice unpacking prompts.</li> </ul>   |
| <p><b>Purposeful Text Marking and Annotations Specific to a Prompt – October through December</b></p> <ul style="list-style-type: none"> <li>• Students will use unpacked prompts to determine purposeful text marking.</li> <li>• Using Student Talk, students will justify their purposeful text marking and how it relates to the prompt through annotations.</li> <li>• Using ALDs, teachers will create TDQs for multiple sources for students to analyze different authors’ claims and evidence.</li> <li>• Teachers will model how to locate and mark evidence in the text in response to a TDQ.</li> <li>• Teachers will model how to record their thoughts about text marking using elaborative techniques listed above.</li> <li>• Students will respond to TDQs by text marking and annotating using elaborative techniques listed above.</li> </ul> |
| <p><b>Planning for the Essay – October through March</b></p> <ul style="list-style-type: none"> <li>• Teacher will refer to text marking and annotations of sources to determine most relevant evidence.</li> <li>• Teacher will model and instruct students how to plan for the essay using a variety of graphic organizers.</li> <li>• Students will adapt graphic organizers for their own needs.</li> <li>• Students will use components of Everyday Instructional Reading to practice planning strategies.</li> <li>• Students will complete the planning process independently in a timely fashion.</li> <li>• Students will determine claim, evaluate evidence to use from sources to support their position, and organize ideas onto a planning page.</li> </ul>  |
| <p><b>Scaffolding to Build from One to Multiple Sources – August through October</b></p> <ul style="list-style-type: none"> <li>• Teacher will provide explicit instruction on why multiple sources might be required to respond to a given prompt as well as why sources might be paired together.</li> <li>• Teacher will model progression of analysis required moving from one text to multiple sources.</li> <li>• Teachers will write TDQs for students to make connections across two sources.</li> <li>• Teachers will model responding to TDQs across multiple sources with students - whole group.</li> <li>• Students will use EIR components during cooperative group, stations, and teacher-led small group to practice synthesizing information across sources.</li> </ul>  |
| <p><b>Citing Relevant Evidence – August</b></p> <ul style="list-style-type: none"> <li>• Teacher will provide explicit instruction in determining relevant vs. irrelevant evidence from students’ own text marking and annotations.</li> <li>• Teacher will provide explicit instruction on the three ways to cite evidence (quotations, paraphrasing, and summarizing) and how to determine which of the three types will be most effective.</li> <li>• Teacher will model color-coded method found in Additional Notes section to identify text evidence.</li> <li>• Students will use components of Everyday Instructional Reading to practice determining relevant text evidence.</li> </ul>  |
| <p><b>Writing an Introduction - October</b></p>   |

- Teacher will provide explicit instruction on the 3 components of an introduction:
  - Creating a relevant statement related to the topic of the prompt.
  - Orienting the reader to the topic of the essay (answering the prompt).
  - Stating the ideas or concepts that will be explained using sources (thesis statement/controlling idea).
- Teacher will use FSA Writing Sampler Sets and Okaloosa Writing Exemplars to identify attributes of an introduction. Teacher will model color-coded method found in Additional Notes section to identify the thesis/claim.
- Students will practice writing introductions using the three components of an introduction.
- Using introductions from the FSA Writing Sampler Sets and Okaloosa Writing Exemplars, students will revise and strengthen a low scoring introduction.
- Using the FSA Writing Rubric and ALDs, students will self-assess their introductions as well as peer edit and revise writing.

### **Writing a Conclusion - December**

- Teacher will provide explicit instruction on the 3 components of a conclusion:
  - Thesis Statement: Usually the first sentence of a conclusion revisits the controlling idea of an essay, but is phrased differently from the original thesis found in the introduction
  - Synthesis: The element of a conclusion that brings together the points of an essay in a new and interesting way to make a generalization or to draw a conclusion.
  - Extension: A memorable thought or idea that extends beyond the essay and pushes the reader into the real world. -- "S.O.S. Sentence - sendoff sentence
- Students will analyze FSA Writing Sampler Sets and Okaloosa Writing Exemplars to identify effective and ineffective conclusions.
- Students will practice writing conclusions based on their introductions from the previous section.
- Using the FSA Writing Rubric and ALDs, students will self-assess their conclusions, peer edit, and revise writing.

### **Elaboration - EIR – September - March**

- Teacher will provide explicit instruction on the effective use of the six elaborative techniques:
  1. Connections to Self/World/Text
  2. Explaining Cause and Effect (or “If... then...”)
  3. Making a Comparison or Contrast
  4. Using Definitions
  5. Using a Real Life Example
  6. Make a Figurative Comparison (Metaphor or Analogy)
- Teacher will use FSA Writing Sampler Sets and Okaloosa Writing Exemplars to show examples and non examples of elaboration.
- Students will evaluate and revise student writing (FSA Writing Sampler Sets and Okaloosa Writing Exemplars) containing weak elaboration.
- Using the FSA Writing Rubric, students will self-assess their use of elaboration in writing and revise writing.
- Students will analyze, self-assess, and peer edit elaboration based on the rubric using Student Talk.

### **Transitions – Introduce: September/October; Refine: November - March**

- Teachers will provide whole group instruction on a variety of effective transitions.
- Teacher will use FSA Writing Sampler Sets and Okaloosa Writing Exemplars to model effective use of transitional words and phrases.
- Using the FSA Writing Rubrics, students will evaluate, self-assess, and peer edit to revise usage of transitions in writing.

**Content Specific (from the sources) Vocabulary – Ongoing**

- 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 Okaloosa Writing Exemplars to demonstrate effective use of content specific vocabulary.
- Students will identify content specific vocabulary in their writing.
- Students will routinely utilize content specific vocabulary from sources in essay writing and Everyday Instructional Reading tasks.

**Additional Information**

- Components of essay writing can be taught and practiced in isolation; however, students will routinely be provided opportunities to write complete essays to develop stamina.
- Informational and argumentative essay writing will be practiced routinely throughout the year.
- Students will be provided opportunities to practice timed writings during the year to become comfortable with the condition.
- 7<sup>th</sup> and 8<sup>th</sup> grade students will simulate the technology environment of the writing component by reading electronic sources, practicing taking notes using the FSA Planning Sheet, and practice using different graphic organizers to gather information.
- Teachers and students can use suggested common color coding technique to assist in identifying and analyzing segments of essay:
  - Orange: Thesis/Claim
  - Green: Text Evidence
  - Pink: Elaboration
  - Yellow: Transitions
  - Blue: Concluding Sentence
- Students will follow suggested times to be spent on each component of the essay:
  - Unpacking the prompt: 5 minutes
  - Reading/text marking/annotating: 35 minutes
  - Planning: 20 minutes
  - Writing the essay: 50 minutes
  - Revising/Editing: 10 minutes



| <b>Progress Monitoring</b>  |  |   |  |
|---|--|---|--|
| <b>Initiative</b>   | <b>How Will It Be Monitored</b>  | <b>Frequency of Official Monitoring</b> | <b>Who is Responsible to Monitor</b>                 |
| Range Finding   | Student Writing Samples, Meeting Agenda/Notes, Walkthroughs                                | Monthly                                 | Instructional Coach, Department Head, Administration |
| Increasing Student Knowledge/Use of FSA Rubric  | Walkthroughs, Student Work Samples   | Monthly                                 | Instructional Coach, Department Head, Administration |
| Components of the Essay (Unpacking the Prompt, Planning, Text Marking/Annotating, Writing Introductions and Conclusions, Citing Text Evidence, Elaboration) | Student work samples, Anchor Charts, Department Meeting Minutes, Common Planning, Pryor PD | Weekly                                  | Instructional Coach, Department Head, Administration |
| Pryor Writes  | Scoring Data according to Rubric, Self and Peer Evaluation                                 | October 2020<br>January 2021            | Instructional Coach, Department Head, Administration |
|   |  |   |  |
|   |  |   |  |

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

# School Action Plan

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

### ELA Levels 1 and 2 Focus

#### School Focus

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

Level 1 and Level 2 students will make learning gains via:

- Engaging in appropriately rigorous learning activities based on student data
- Teachers and selected students will participate in MyTeam Mentorship program

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

Engaging and appropriately rigorous learning activities based on student data

- iReady PD for all Intensive Language Arts/IR block teachers (August)
- Standards/ALD study during department meetings (September through May)
- iReady reports and data interpretation training (August)
- Achieve 3000 training for new Intensive Language Arts/IR block teachers (September)

#### Action Steps for Remediation

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

- Level 1 and low level 2 students will receive intensive reading/language arts instruction during 104-minute Intensive Reading/ELA Blocks driven by the Balanced Literacy Model and Everyday Instructional Reading components. The Reading/ELA Block will function as one extended class period that weaves remediation with on grade level instruction and practice through the following:
  - Whole group direct instruction will be used to introduce new standards and skills needed for standard mastery. Teachers will explain, model, work examples with the group, and monitor comprehension and ability through formative assessment.
  - Teachers will homogeneously group students according to similar instructional readiness based on iReady data. Differentiated station activities will be assigned to each group based on iReady for skills and concepts to remediate, purposefully spiral, and reinforce grade level skills.
  - Digital platforms will be used to provide differentiation as a learning station activity. Achieve 3000, iReady, NewsELA, Coach Digital, Collections Close Readers, Membean, Flocabulary, Membean, Educreations, and Khan Mappers may be used for grade level standard work, spiraling, and remedial support.
  - Cooperative learning groups of 4-5 students will be heterogeneously grouped to work together to accomplish an assigned task. Students will be held accountable individually and as a group.

- Small Groups based on student data will be led by the teacher and/or classroom assistant. Small groups will be used to meet specific needs targeting foundational reading skills, fluency, and vocabulary. Small group may function as a tier 3 intervention. Teachers will monitor student progress using the iReady program.
- ESE Resource Teacher, Classroom Assistants, and Interpreters will push in to classrooms to provide support for targeted student groups.
- Reading/ELA Block teachers will use Civics text sets for 7th grade students to build background knowledge and support content in the Civics classroom.
- Students will track their progress using Achieve3000 and iReady and set goals with their Reading/ELA Block teacher.
- Teachers will implement PBIS targeting positive student behaviors, setting goals, and providing incentives.
- Teachers will meet with My Team students routinely to check in, monitor progress, and provide mentorship.
- All teachers will have students use a planner to track assignments, due dates, etc.

| <b>Progress Monitoring</b>  |  |   |  |
|---|--|---|--|
| <b>Initiative</b>   | <b>How Will It Be Monitored</b>                    | <b>Frequency of Official Monitoring</b> | <b>Who is Responsible to Monitor</b>                 |
| Whole Group   | Walkthroughs, Common Planning, Department Meetings | Monthly                                 | Administration, Department Head, Instructional Coach |
| Stations  | Walkthroughs, Common Planning, Department Meetings | Monthly                                 | Administration, Department Head, Instructional Coach |
| Differentiation through teacher led small group                       | Walkthroughs, Common Planning, Department Meetings | Monthly                                 | Administration, Department Head, Instructional Coach |
| Cooperative Learning Groups   | Walkthroughs, Common Planning, Department Meetings | Monthly                                 | Administration, Department Head, Instructional Coach |
| Balanced Literacy/EIR Components                                      | Walkthroughs, Common Planning, Department Meetings | Monthly                                 | Administration, Department Head, Instructional Coach |
| Coach Digital, CommonLit, NewsELA, Achieve 3000, Membean, Flocabulary | Usage Reports, Progress Reports                    | Monthly                                 | Administration, Department Head, Instructional Coach |

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

# School Action Plan

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

### **Pandemic ELA Instructional Gaps Focus**

#### **School Focus**

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

Both online and brick and mortar students will make appropriate learning gains and master 2019-2020 fourth quarter standards through spiraling from the previous academic school year.

#### **Action Steps for Implementation**

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

- Utilize pre and post assessments to determine standard gaps (iReady, Achieve, or teacher made)
- Analyze iReady diagnostic data to determine students' gaps in mastery and use that data to create individualized/small group instruction (group students.)
- Use digital tools such as Achieve, Coach Digital, NoRedInk, Membean, iReady, and BrainPop to add on to instruction.
- Utilize programs such as Educreations and Zoom to record lessons for support and reteach.
- Baseline writing for both brick and mortar and digital students to determine gaps as soon as possible for text based writing. We will use teacher made mini lessons and programs such as NoRedink to address gaps we find.
- Use of anchor charts and word walls to serve as reference points for students to reinforce learning.
- Use of bellringers to incorporate standards from the previous academic school year and extend those bellringers to fully teach and go deeper into those standards.
- Teachers will use the vertical alignment document to familiarize themselves with the previous year's standards as well as the standards resource booklets on the OCSD curriculum website.
- Teachers will create lessons that go along with Edgenuity for online students to supplement learning and fill in gaps.
- 7th and 8th grade teachers will consult and collaborate to determine what standards were addressed prior to the 4th quarter of the 2019-2020 school year.
- Each standard will be broken down fundamentally to each component and build upon them to both reinforce and introduce.
- ELL students will be taken through a heavy review of what was learned on Language Live the previous school year.
- ELL students will utilize the Language Live program in conjunction with Edgenuity to address needs and to evenly disperse both literary and non-fiction texts.

| <b>Progress Monitoring</b>                        |                                 |   |                                      |
|---|---------------------------------|---|--------------------------------------|
| <b>Initiative</b>                                 | <b>How Will It Be Monitored</b> | <b>Frequency of Official Monitoring</b> | <b>Who is Responsible to Monitor</b> |
| Pre/Post assessments – Teacher-created and iReady | Data reports, observation       | Twice quarterly                         | Administration, Department Head      |
| Digital Tools                                     | Usage reports, observation      | Monthly                                 | Administration                       |
| Baseline Writing                                  | Data chat                       | September 2020                          | Department Head, Administration      |
| Bellringers                                       | Observation                     | Monthly                                 | Administration                       |
| Anchor Charts                                     | Observation                     | Monthly                                 | Administration                       |
| Alignment with Edgenuity                          | Observation                     | Monthly                                 | Administration                       |
| Language Live for ELLs                            | Observation                     | Monthly                                 | Administration                       |

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

## **School Action Plan** *Social Studies*

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

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

### **Central Focus: Social Studies Focus**

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

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

### **School Focus**

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

Students will effectively engage in Everyday Instructional Reading components, station-based instruction, and writing that supports the ELA writing Standards to master all Social Studies standards.

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

Navigating and using the Social Studies Resource Manual and Pacing Guide.  
Working with instructional coach, Lynn Kozak to refine implementation the FJCC Civics curriculum.

### **Action Steps for Implementation**

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

All social studies classes will follow the pacing guide aligned with Edgenuity set forth by the OCSD Curriculum office.

World History and US History Classrooms

- Teachers will use course Standards (including Florida Standards for Literacy in the Content Areas), Item Specifications, the district Pacing Guide, and the Question Stem Resource book to develop lessons and teacher-created TDQ's at appropriate levels of complexity according to student need.
- Teachers will differentiate instruction for learning stations and teacher-led small group based on student data obtained through daily formative assessments during instruction and post assessment for reteaching to assist students in mastering the Social Studies Standards.
- Students will analyze and synthesize thinking in response to TDQs that progress from one to multiple sources and are aligned with standards and the culminating activity.
- Teachers will collaborate with ELA teachers to model text-marking, annotation, and using graphic organizers to respond to TDQs in a uniform manner.

- Teachers will require students to text mark, annotate, or use a graphic organizer to prepare responses to appropriately rigorous TDQs.
- Students will respond to TDQs in writing (short response, extended response, essay, DBQ) and student talk (elbow partner, cooperative learning group, whole group).
- Sources to be used for text sets will include primary/secondary sources, maps, charts, National Archives, FJCC, Achieve3000, and Sheg.
- Teachers will implement the DBQ Project (DBQ and Mini Q) material at least once per semester and collaborate with the ELA department to use a common language to help students with their reading and writing.
- Teachers will incorporate differentiated learning stations aligned with standards and the corresponding culminating activities.
- ELA and Social Studies teachers will meet monthly during Grade Level meetings to align resources and content to support comprehension and analysis of primary and secondary sources.

#### CIVICS CLASSROOM

- Civics teachers will follow the FJCC Civics pacing calendar with fidelity.
- Civics teachers will model how to break down EOC benchmark questions and FLVS EOC practice exam questions.
- Civics teachers will use standards-specific daily bellringers and spiral review station activities with emphasis on weakest strands from 2019 EOC-Government Policy and Political Procedures and Organization and Function of Government.
- Civics students will respond to questions and the FLVS EOC practice exam questions by analyzing each response, determining the correct answer, and explaining why that answer is correct.
- Civics teachers will implement strategies to aid in memorizing the FJCC Guide to the Constitution for MS Civics in stations and whole group direct instruction.
- Grade level meetings will be used to align text sets in ELA/IR with corresponding Civics topics.
- ELA and IR teachers will have students read and analyze texts aligned with Civics content.
- Civics teachers will use the FloridaCitizens.org, iCivics, and Civics 360 as a station rotation for ELL and ESE students.
- Civics teachers will complete one DBQ per semester based on the Civics content to target strengthening student performance on the Organization and Functions of Government Civics EOC strand.

| <b>Progress Monitoring</b>  |  |   |  |
|---|--|---|--|
| <b>Initiative</b>   | <b>How Will It Be Monitored</b>          | <b>Frequency of Official Monitoring</b> | <b>Who is Responsible to Monitor</b>   |
| Standards-based Instruction   | Walkthroughs                             | Monthly                                 | Administration   |
| Differentiated Learning Stations  | Walkthroughs                             | Monthly                                 | Administration,  |
| Using Resources Standards, Item Specs, FJCC Pacing Guide, Benchmark Question Practice, Question Stems | Walkthroughs, Department Meeting Minutes | Monthly                                 | Administration, Department Head  |
| Multiple Sources for text sets, TDQs  | Walkthroughs, Department Meeting Minutes | Monthly                                 | Administration, Grade Level Chairs, Social Studies and ELA Department Heads, Instructional Coach |



|   |  |         |  |
|---|--|---------|--|
| Writing in Content Area – Short/extended response, essay, DBQ | Walkthroughs, Department Meeting Minutes | Monthly | Administration, Department Head                      |
| Collaboration with ELA teachers                               | Walkthroughs, Department Meeting Minutes | Monthly | Administration, Department Heads, Grade Level Chairs |

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

# School Action Plan

## *Math*

|                       |  |
|-----------------------|--|
| <b>District Goal:</b> | <b>Students shall demonstrate math proficiency at or above the expected grade level.</b> |
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|---|--|
| <b>Objectives:</b>  |  |
| The percentage of all curriculum students who will make learning gains in math as defined by the State of Florida on the Florida Standards Assessment Test will be at least 63%.    |  |
| 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 63%. |  |
| 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 63%   |  |

# School Action Plan

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

### Central Focus: Math Focus

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

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

### School Focus

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

Students will make learning gains by participating in technology driven instruction and standards-aligned differentiated activities based on ALD's and Item Specs.

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

- ESE, ELL, and PMP training ongoing throughout the year
- Professional development as needed for technology-based resources to include Math Nation, Pearson, Khan Academy, IXL, iReady Toolbox, Coach Digital, Educreations, and teacher iPads
- Teachers will work with instructional math coach to enhance abilities to provide rigorous standards based instruction with backwards design using ALDs and item specs to create FSA type assessments.
- With district provided math pd and resources, create differentiated stations and activities through the use of technology driven math content support, spiraling activities, and FSA like question type stations.
- iReady training on administration of assessment and interpreting reports to use data for differentiating assignments in the classroom.

### Action Steps for Implementation

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

- Teachers will plan and design activities following the backwards design model.
- Teachers of like courses will collaboratively create and administer common assessments with FSA-like questions using the Item Specs and ALDs.
- Teachers will use Course Standards, Item Specs, ALDs, and technology resources to develop engaging and differentiated lessons

including whole group, cooperative learning stations, technology enhanced stations, cooperative learning opportunities, and high level questioning.

- Teachers will use the following resources: Pearson print textbook and digital textbook resources for grade level instruction and practice, Coach Digital for FSA-like problem-solving practice, C-Palms for standards-based lesson planning and formative assessments, iReady and iReady Toolbox (whole class and small group instruction), Khan Academy and iXL (all classes at all levels for remediation, spiraling, and extension ), Math Nation (8th grade Pre-Algebra, Algebra Honors, and Geometry), and OCSD Curriculum and professional development resources to cover the complexity of each standard taught.
- Teachers will use FSA, iReady, classroom formative and summative assessments to target individual students' needs with stations, small group activities, and spiraling focus areas.
- Teachers will create FSA-like assessments that will be comprised of a minimum of 60% ALD level 3, at least 10% ALD Level 4, and no more than 20% ALD Level 2. Item types will mirror FSA item types and will be created through the use of Item Specs and ALD's.
- Teachers will plan rigorous activities (real world scenarios, text-based problem solving) conducive to meaningful math talk during whole group, cooperative small group, partners, and station activities.
- Teachers will conduct teacher-led small group instruction guided by all level of students' needs.
- Teachers will set goals and monitor student progress with students.
- Teachers will be assigned a class set of technology devices (iPad, Chromebook, laptops) to implement web-based instruction and practice during whole group practice, teacher-led small group, and/or station activities.

| <b>Progress Monitoring</b>   |  |   |   |
|--|--|---|---|
| <b>Initiative</b>  | <b>How Will It Be Monitored</b>                        | <b>Frequency of Official Monitoring</b> | <b>Who is Responsible to Monitor</b>                |
| Using ALDs, data from FSA, iReady, and classroom assessments to inform instruction including differentiation | data chats, department meeting agenda and notesongoing | ongoing                                 | Teacher/Department<br>Chair<br>Chair/Administration |
| Backwards design standards-based lessons   | walk-throughs, posted learning targets                 | weekly                                  | Department Chair,<br>Administration                 |

|  |  |         |                                  |
|--|--|---------|----------------------------------|
| FSA-like assessments   | Agenda and notes from meetings, common planning, and walk-throughs | monthly | Department Chair, Administration |
| Purposeful Spiraling   | Standards Checklist, Assessments, Station Activities               | monthly | Department Chair, Administration |
| Resources (CPALMS, Coach Digital, IXL, iReady and iReady Toolbox, Khan Academy, Math Nation, OSCD Curriculum and Instruction Online Resources, Pearson print and digital textbook resources) | Walkthroughs<br>Gradebook  | weekly  | Administration                   |
|  |  |         |                                  |

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

# School Action Plan

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

### **MATH Levels 1 and 2 Focus**

#### **School Focus**

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

Students will participate in a remediation plan that provides appropriately rigorous instruction while also using technology to support math content through differentiated assignments and scaffolding.

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

- iReady training for Intensive Math teachers
- Math instructional coach will work with teachers to plan and implement differentiated assignments and stations.
- Math instructional coach will assist teachers with technology implementation of Pearson digital textbook and iReady platform.
- Math instructional coach will continue to provide support in Backward Design and FSA like Assessment creation using Item Specs and ALDs.
- ESE, ELL, 504, and PMP training throughout the year.
- iReady data report training.

#### **Action Steps for Remediation**

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

- Level 1 and low level 2 students will receive intensive math instruction during 104-minute Intensive Math/Math Blocks. The Math Block will function as one extended class period that meets daily and weaves remediation and on grade level instruction and practice through the following:
  - Whole group direct instruction will be used to introduce new standards and skills needed for standard mastery. Teachers will explain, model, work examples with the group, and monitor comprehension and ability through formative assessment.
  - Teachers will homogenously group students according to similar instructional readiness based on iReady data using the Class Breakdown by RIT, Goal, or Projected Proficiency report. Differentiated station activities will be assigned to each group based on the iReady reports for skills and concepts to remediate, purposefully spiral, and reinforce grade level skills.
  - Digital platforms will be used to provide differentiation as a learning station activity. Imagine Math, Khan Academy, IXL, Prodigy, and Coach Digital may be used for grade level standard work, spiraling, and remedial support.
  - Cooperative learning groups of 4-5 students will be heterogeneously grouped to work together to solve real-world math problems. Students will be held accountable individually and as a group.

- Small Groups based on student data will be led by the teacher and/or classroom assistant. Small groups will be used to meet specific needs and may function as a tier 3 intervention.
- IM/Math Block teachers will review student data (FSA, iReady, IXL) and use the information for differentiated activities to support and gradually increase rigor of math content.
- IM/Math Block teachers will utilize PBIS and tangible rewards as incentives.
- Students will show their work when problem-solving.
- Students will track grades and set goals with their math and PIERS teachers.
- Teachers will have students use planners to track assignments, due dates, and grades as a time management and school-home communication tool.
- IM students will be invited to participate in POC extended school day remediation and weekly Thursday Morning Tutoring with their assigned math teacher.

| <b>Progress Monitoring</b>  |                                 |  |                                      |
|---|---------------------------------|--|--------------------------------------|
| <b>Initiative</b>   | <b>How Will It Be Monitored</b> | <b>Frequency of Official Monitoring</b>    | <b>Who is Responsible to Monitor</b> |
| Digital Platforms used by Block Teachers: iReady, Khan Academy, IXL, Prodigy      | Weekly, Monthly                 | Usage Logs, progress reports, lesson plans | Teacher/Administrator                |
| Balanced Instruction between learning gaps and grade level standards              | Weekly, Monthly                 | Walk-throughs, lesson plans                | Administration                       |
| Additional Help-POC Extended School Day Remediation and Thursday Morning Tutoring | BiWeekly                        | Attendance Logs                            | Administration                       |
| Planners  | Weekly                          | Walkthroughs                               | Administration                       |
| Station Activities, Small Group   | Weekly                          | Walkthroughs                               | Administration                       |
|   |                                 |  |                                      |

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

## School Action Plan

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

#### Pandemic Math Instructional Gaps Focus

#### School Focus

##### Targeted School-based Focus:

Both online and brick and mortar students will make learning gains and master 2019-2020 fourth quarter standards through spiraling from the previous academic school year.

#### Action Steps for Implementation

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

- Teachers will include purposeful spiraling on assessments, bell ringers, exit passes, and stations to ensure mastery of all standards for all students, with heavy focus on remediation of last year's fourth nine weeks to "Mind the Gap"
- Teachers will use FSA, iReady, classroom formative and summative assessments to target individual students' needs with stations, small group activities, and spiraling focus areas aligned with standards from previous math course 4<sup>th</sup> 9 weeks.

#### Progress Monitoring

| Initiative                    | How Will It Be Monitored                                  | Frequency of Official Monitoring | Who is Responsible to Monitor                       |
|-------------------------------|---|----------------------------------|---|
| Purposeful Spiraling          | Standards Checklist, Assessments, Station Activities      | monthly                          | Department Chair, Administration                    |
| Data-driven learning stations | Performance data – iReady, formative/summative assessment | Monthly                          | Classroom teachers, department head, Administration |
|                               |   |                                  |   |

#### Evaluation Following Mid-Year Data

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

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



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

|                       |   |
|-----------------------|---|
| <b>District Goal:</b> | <b>Students shall demonstrate science proficiency at or above the expected grade level.</b> |
|-----------------------|---|

|   |
|---|
| <b>Objectives:</b>  |
| The percentage of 8 <sup>th</sup> grade students who will be proficient in science as defined by the State of Florida on the Statewide Science Assessment (SSA) will be at least 55%. |

# School Action Plan

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

### Central Focus: Science Focus

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

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

### School Focus

#### Targeted School-based Focus:

- A. Resources (Zoom, Nearpod, Padlet, cPalms tutorials, Study Island, Flocabulary, BrainPop, Twig Education, Edgenuity)
- B. Spiraling/"Mind the Gap"- creating targeted spiraling activities for review of previous years standards and to help students catch up from what was missed during the 4<sup>th</sup> nine weeks of last year.
- C. 5E model - planning and implementation of standards-based lessons using 5E model of instruction

#### Targeted School-based Professional Development:

##### A. Resources

- Teachers will work with the Science Curriculum Specialist to identify appropriate resources and implement them with fidelity.
- Teachers will plan collaboratively to produce standards-based lessons and assessments.

##### B. Spiraling

- Teachers will learn how to understand and interpret Study Island data to drive instruction with spiraling activities.
- Teachers will learn how to use item specifications to create spiraled formative and summative assessment questions.
- Teachers will learn how to incorporate and implement Study Island review program with fidelity.

##### C. 5E model

- Teachers will learn how to plan and implement 5E model lessons

### Action Steps for Implementation

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

##### A. Resources

- Teachers will use resources such as HMH adopted textbook online materials, Page Keeley probes, cPalms, NEWSELA, Nearpod, Flocabulary, Twig Education etc., to create engaging standards-based activities.
- Teachers will utilize district support twice per month to plan lessons incorporating the following: teacher-led small group, modeling, Paige Keeley probes, 5E model, Study Island, and Zoom preplanning meetings.

- Teachers will administer common assessments at the end of each unit to monitor student progress, identify strengths and weaknesses, and tailor instruction to meet students’ needs.
- Teachers will provide rigorous, complex questions requiring students to read and interpret data on pictures, charts, and graphs during explicit instruction, individual and cooperative learning practice, and on all assessments.
- Teachers will require ELL students to use Science English/Spanish word-to-word translation glossary for all assignments, tests, and labs.

**B. Spiraling**

- Teachers will use data from formative and summative assessments and Study Island to create targeted standards-based spiraling activities including bell ringers, stations, and small group activities.
- Teachers will front load related physical science standards throughout year in all science classes all grade levels.
- Teachers will include SSA style Nature of Science extended questions on every test.
- Teachers will use Study Island at least once per week for 30 minutes or 3 times per month to spiral previously taught standards. Sixth grade will spiral Earth/Space Science standards. Seventh grade will spiral Earth/Space and Life Science standards. Eighth grade will spiral Earth/Space, Life, and Physical science standards.
- All teachers within department will name each Study Island class consistently to allow for district monitoring.

**C. 5E model**

- Teachers will utilize district provided support 2x per month to assist with development and implementation of 5E model lessons.
- Teachers will common plan weekly to create 5E model lessons.
- Teachers will utilize at least 3 of the 5 E's during each unit.
- Teachers will help students build key vocabulary during the Explore and Elaborate phases of the 5E model

| <b>Progress Monitoring</b>                                     |  |   |  |
|--|--|---|--|
| <b>Initiative</b>  | <b>How Will It Be Monitored</b>                    | <b>Frequency of Official Monitoring</b> | <b>Who is Responsible to Monitor</b>                           |
| Spiraling  | Walkthroughs, Department Meetings, Common Planning | Weekly, monthly                         | Administration, Department Head                                |
| 5E Model   | Walkthroughs, Department Meetings, Common Planning | Weekly, monthly                         | Administration, Department Head                                |
| Use of Resources, HMH, Page Keeley, cPalms, NewsELA, CommonLit | Walkthroughs, Department Meetings, Common Planning | Weekly, monthly                         | Administration, Department Head, Science Curriculum Specialist |
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| <b>Evaluation Following Mid-Year Data</b>                              |
| <b>Evaluation of Targeted School-based Focus &amp; Implementation:</b> |
| <b>Refinement of Targeted School-based Focus:</b>                      |

# School Action Plan

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

### Pandemic Science Instructional Gaps Focus

#### School Focus

##### Targeted School-based Focus:

Both online and brick and mortar students will make appropriate learning gains and master 2019-2020 fourth quarter standards through spiraling back to the previous academic school year.

#### Action Steps for Implementation

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

- Standards to be taught per grade level that students missed during the 2020 4<sup>th</sup> nine weeks are:
  - 7<sup>th</sup> grade teachers:  
*Earth in Space Time*  
 SC.8.E.5.1, SC.8.E.5.2, SC.8.E.5.3, SC.8.E.5.4, SC.8.E.5.5, SC.8.E.5.6, SC.8.E.5.7, SC.8.E.5.8, SC.8.E.5.9, SC.8.E.5.10, SC.8.E.5.11
  - 8<sup>th</sup> grade teachers:  
*Organism Interactions, Ecosystems, and Infectious Agents*  
 SC.7.L.17.2, SC.7.L.17.3, SC.6.L.14.6
- To determine focus for standards and create targeted mini lessons to be taught from 2020 4<sup>th</sup> nine weeks, teachers will use data from formative and Study Island.
- Mini lessons and spiraling activities will be routinely embedded into instruction through bellringers, stations, and small group activities.
- Students will practice standards using digital platforms such as Nearpod, Study Island, Flocabulary, Twig Education video clips, and cPalms tutorials.
- Mini-breakout stations with limited direct social contact following direct instruction will be scheduled on Unit Test review days according to the District Science Pacing Guide.

#### Progress Monitoring

| Initiative | How Will It Be Monitored                           | Frequency of Official Monitoring | Who is Responsible to Monitor   |
|------------|--|----------------------------------|---------------------------------|
| Spiraling  | Walkthroughs, Department Meetings, Common Planning | Weekly, monthly                  | Administration, Department Head |

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

## Title I Schools

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

Pryor will include our School Advisory Council and the School Leadership Team in the development of the Title I Family Engagement Plan. Families will be given the opportunity to provide feedback on each event. Feedback will be used to determine how to plan and provide for future family engagement events. The plan will be monitored by Pryor Administration and the SAC Chairperson during scheduled meetings through documentation of meeting agendas and minutes and the school Title 1 coordinator through the online documentation folder. .

**Specific strategies for increasing Family Engagement (including those who have limited English proficiency, those with disabilities, and those with migratory children). How will implementation of these strategies be monitored and by whom?**

*\*Note: Per ESSA a school district may receive Title I funds only if: it conducts outreach to all parents and family members; plans and implements programs, activities, and procedures to involve parents and family members in Title I Programs.*

***Specific strategies to increase Family Engagement:***

- Sixth Grade/Newcomers Orientation: Parents and students will retrieve student schedules, tour the building, be able to sign up for Free/Reduced Lunch, purchase school uniform shirts, access a notary to complete back-to-school forms, and learn about key topics in the transition to Pryor Middle School, including pupil progression, attendance, behavior expectations, available programs, and student safety.
- Open House, "Meet, Greet, and Eat" - Parents and students will follow their students' schedules to visit classroom teachers, learn about each program of study, and build relationships with faculty and staff. Families receive a "passport" and are encouraged to visit a minimum number of their students' classrooms. Passports with the correct amount of classroom visits garner a free meal for the family and an entry for randomly drawn prizes that promote learning at home.
- Communicate regularly with families regarding student progress via online (website, Facebook, My School Online, Zoom, Microsoft Teams), audio (ConnectEd, Remind, Google, Microsoft Teams), and paper-based (progress reports, newsletters, postcards, sign/return documents)
- Monthly ELL Parent Nights with School Counselor and interpreters who share relevant information, answer questions to help parents navigate their students through the middle years to prepare for college and career readiness.
- Mailouts and callouts are provided in English and Spanish. Three interpreters assist with translation of documents that are provided to families of ELL students.
- Positive calls home, Good News postcards, positive behavior referrals are used by faculty to communicate good news about their students.
- End of Year Awards Assemblies, parents are invited to attend to celebrate their students' accomplishments.

**Plans for assisting Preschool children in the transition from Early Childhood Programs to local Elementary Programs (Preschool Transition Strategies) and Elementary to Middle School transition strategies, or Middle to High School transition strategies. How will this plan be implemented, monitored, and by whom?**

Pryor will assist students in the transition from Elementary to Middle School and from one grade level to the next by:

- Visiting all 5th grade students at their elementary school during the month of February 2020 to welcome them to Pryor
  - Bring current students representing cross-section of student population to talk to students
  - Share information about academics, sports, clubs, special programs
- Providing Curriculum Guide, Registration Sheets, Program information to all students and parents
- Hosting a 5th Grade Registration Fair
  - Meet Pryor Faculty and Staff
  - Visit information tables manned by Pryor faculty and staff to ask questions, learn about academics, athletics, clubs, special programs
- Conducting a 6th grade-specific Back to School orientation
  - Students are paired with 8th grade mentors to receive class schedule, map out their classes, practice opening lockers.
  - Acclimate to school culture by participating in a pep rally with band, cheerleaders, dance team, Young Marines
  - Complete online application for free/reduced lunch
  - Purchase uniforms
  - Listen to a presentation about mechanics of school, ask questions, and tour the campus.
- Preparing virtual tour and orientation videos with links posted on the Pryor website and Facebook.
- Scheduling practice time with locker combinations
- Communicating information with families through website, facebook, ConnectEd calls, printing and mailout of informational documents and forms
- Conducting monthly Grade Level Assemblies to build community, honor students with recognition and awards and address social emotional learning topics

Administration will monitor through facilitation of planning each event, attending, maintaining a copy of each agenda, and reporting to SAC. The Title 1 coordinator will collect and record documentation.

**Describe supplemental specialized instructional support services (Title I Remediation), counseling, school-based mental health programs, mentoring services, and other strategies to improve students' skills outside the academic subject areas.**

**Supplemental specialized instructional support services, counseling, school-based mental health programs, mentoring to improve students' skills outside the academic subject areas include:**

***Supplemental counseling/school-based mental health programs:***



- Two school counselors provide support daily to any student or small group of students in need for social, emotional, psychological, behavioral, and academic concerns.
- The district-assigned mental health counselor works weekly as an interventionist for students who are Tier 2 or 3 in the MTSS process.
- The Mobile Response Team is available and accessed when a student threatens self harm or harm to others. They work with parents to devise and implement a plan to assist the student in need.
- The Bridgeway Center behavioral healthcare treatment team works with their caseload to provide services during the school day to facilitate scheduled meetings.

***Specialized instructional support services:***

- Students who score below proficient on FSA Reading are scheduled into Intensive ELA in addition to ELA or blocked with ELA to focus on strengthening deficiencies
- Students who score below proficient on FSA Math are scheduled into Intensive Math in addition to the grade level math course or blocked with the math course to focus on strengthening deficiencies.
- All students who score below proficiency in math or ELA are encouraged to participate in an extended school day up to four days per week for additional practice with a certified teacher.
- A snack and bus transportation is provided for attendees.

***Mentoring services:***

- My Team-Pryor staff members select a student or students to be an additional on-campus mentor. They build rapport and check in regularly to see how the student is doing with academics, behavior, and attendance. My Team gatherings occur once per 9-weeks where all staff mentors and their mentee students get together for special luncheon or snack.
- Community mentors who have completed the OCSD screening process are assigned to students in need of support and meet with them regularly.

***Additional strategies to improve students' skills outside the academic subject areas:***

- Monthly Club Day-Every student participates in a special interest club to develop social skills, promote fitness, increase health awareness, and foster appreciation of the arts in addition to increasing attendance. Clubs are diverse and include, but are not limited to: archery, skating, ping pong, corn hole, art, anime, cooking, gardening, and chess.
- Prioritizing and time management-All students are issued a locker and a student planner at no charge. Teachers help students track assignments, due dates, test dates in the planner as well as communicate with families about student progress. Organizational skills, time management, study skills, executive functioning are all addressed in Learning Strategies course.

- Positive Behavior Intervention System-”REAL” Pirates at Pryor are Respectful, Excellent, Accountable, and Leaders. Students earn points that are assigned by Pryor staff for exhibiting traits of a REAL Pirate. The points are collected in each homeroom and totaled to earn incentive rewards. Students can earn rewards individually and collectively as a class or grade level team.
- Incorporate social-emotional learning focus throughout the school day including daily announcements, PIERS homeroom activities, monthly grade level assemblies using counselor and teacher-created materials and purchased programs, such as YouUplift virtual kindness wall, and Project Wisdom.

***Additional resources to increase student achievement:***

- Use scholarly articles, research, and best practices available through membership to professional organizations, such as ASCD, NASSP, FASA to strengthen instructional effectiveness.
- Equip each classroom with a library of paired English and Spanish texts.
- Provide supplies for career technical education classes to advance students’ opportunities to apply skills learned in construction and technology courses in real world scenarios to prep for career readiness.
- Increase technology available to students each year with a goal of 1:1 by 2024.
- Incorporate a variety of multi-media resources (including Edgenuity, iReady, Achieve3000, Cleartouch, Nearpod, Educreations) for My School Online and Brick and Mortar students to engage students.
- Requirement of additional ink, paper, copying:
  - Increase availability of hard copy text to provide to individual students for text marking and annotation.
  - Increase availability of hard copy text translated versions for ELL students for text marking and annotation.



# Accreditation Page

## Accreditation Standards

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

### **Strategic Plan Focus Area: Improving and Advancing Student Achievement**

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

### **Cognia Performance Standards related to this Focus Area**

#### **Leadership Capacity Domain**

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

#### **Learning Capacity Domain**

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

#### **Resource Capacity Domain**

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

Pryor will ensure access for all students to rigorous and challenging curriculum by using performance data (MAP, FSA, EOC, course grades) to determine best course placement, assignment of instructional allocations, and development of the master schedule. All students will participate in appropriately challenging rigorous coursework through differentiated lessons within each course. Lessons may be whole group, collaborative group, station work, or teacher-led small group. Students will participate in everyday instructional reading components in all content areas. Diverse educational needs will be addressed through the MTSS process which starts at the classroom level, progresses to grade level child find meetings where Tier 2 support is defined, implemented, and tracked. Based on student response to intervention, next steps may include escalation to Tier 3 or continuation of identified interventions. Technology will be integrated in learning by educators and students through the use of Chromebooks, iPads, Smartboards, and Google Classroom while accessing digital platforms such as Achieve3000, Imagine Math, Membean, CommonLit, NewsELA, FJCC, Civics360, iCivics, Rosetta Stone, Solidworks, and Microsoft Office Suite. Student progress will be communicated with stakeholders through faculty/staff meetings, SAC meetings, the Pryor website, and facebook. Student progress will be communicated to parents with the PAWS online gradebook, hard copy midterm progress reports, 9-weeks report cards, and awards ceremonies.



# Accreditation Page

## Accreditation Standards

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

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

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

**Cognia Performance Standards related to this Focus Area**

**Leadership Capacity Domain**

- 1.4 The governing authority establishes and ensures adherence to policies that are design to support system effectiveness.
- 1.7 Leaders implement operational processes and procedures to ensure organizational effectiveness in support of teaching and learning.

**Learning Capacity Domain**

- 2.2 The learning culture promotes creativity, innovation, and collaborative problem-solving.
- 2.3 The learning culture develops learners' attitudes, beliefs, and skills needed for success.
- 2.9 The system implements processes to identify and address the specialized needs of learners.
- 2.12 The system implements a process to continuously assess its programs and organizational conditions to improve student learning.

**Resource Capacity Domain**

- 3.7 The system demonstrates strategic resource management that includes long-range planning and use of resources in support of the system's purpose and direction.
- 3.8 The system allocates human, material, and fiscal resources in alignment with the system's identified needs and priorities to improve student performance and organizational effectiveness.

Adequate and appropriate facilities are provided through:

- Administration oversees facility maintenance.
- Maintenance and custodial services are provided to ensure upkeep and safety.
- Cafeteria staff follows state, federal, and local regulations for food and nutrition.

Pryor provides a culture conducive to learning and working:

- Guidance ensures students are appropriately placed into courses and monitors pupil progression.
- ESE department manage individual case loads through partnership with classroom teachers, students, and parents to ensure progress toward meeting identified goals.
- MTSS process is in place to identify academic, behavioral, and attendance concerns and address students' needs through interventions.
- Department and grade level meetings are conducted monthly to address SPP focus area action plans, pacing guides, teaching strategies, and student progress.
- Professional Learning Communities focus on various topics (such as, student engagement, technology, cross-curricular instruction) to advance student learning and promote professional growth.

Pryor maintains a safe learning and working environment:

- School Resource Officer is onsite daily.

- Teachers and staff have assigned duty stations.
- Building is secured.
- A tiered discipline plan prevents disruption during class.
- A crisis plan is in place to address emergencies that may be encountered at the school.
- The Threat Assessment Team meets monthly and as needed in response to any specific threat made.
- The school conducts monthly safety drills. Administration debriefs immediately following each drill and provides feedback to staff.