

Date Submitted:

Dates of Revision:

School Performance Plan 2020-2021



School Name: Shoal River 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 \$ will primarily be used for:

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

Principal's Signature
SAC Chairperson's Signature

Okaloosa County School District

Vision Statement:

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
Craig Miller, Dr. Seals, Ms. Miller	Shoal River Administration
Bollhalter, Todd, Nibert, Holt, Robinson, Maddens, Jones	Shoal River Leadership Team
Maddens, Williams, Cosson, Bollhalter, Gugliemino, Davis, Davison	Shoal River Social Studies Teachers
Moore, Merritt, Dayton, Nibert, Ammons, Glass, Scott, Todd, Johnson	Shoal River ELA Teacher
Leechin, Misiewicz, King, Grant, Holt, Rose, Todd, Adams	Shoal River Math Teachers
Jones, Rudd, Bolanos, Peterson, Couliard, Pearson, Robinson	Shoal River Science Teachers
Buckelew, Syarcuse, Gillis, Tew, Whited, Addeo, Agunes, Jasper, Allen, Shaak	Shoal River Electives Teachers
Adams, Nunn	Shoal River Guidance
T Moore	Shoal River Literacy Coach

Stakeholder Involvement: Describe the process taken to create the School Performance Plan.
<p>August 2020: Department Chairs went over the SPP during a Leadership Meeting and created a plan to work with their Departments to get input and make changes.</p> <p>June 2020: Department held meetings to work on the SPP.</p> <p>July 2020: Department held final input meetings and turned in a first draft of the SPP to await results of testing.</p> <p>August 2020: During PrePlanning Departments were given a copy of their section of the SPP to create their own individual checklist for implementation in the classroom. This checklist is individualized for each teacher. Department chairs also got input from their teachers on changes and additions to the plan.</p> <p>August 2020: Guidance reviewed the MTSS subgroup plan for ELA and Math to determine any necessary changes or additions based on PrePlanning training.</p> <p>August 2020: Final edits and additions made to the SPP.</p>

School Profile

Shoal River Middle School provides a free and public education to students in Crestview, Florida enrolled in grades sixth through eighth. Students at SRMS are taught based upon their individual needs and interest and without discrimination based on race or ethnicity. The administration collaborates with the faculty, guidance department and all stakeholders to ensure the success of every student. Teachers provide data-driven, differentiated instruction in accordance with Florida Standards and Course Description.

The guidance department promotes character education, student achievement and research based interventions through the MTSS process in an effort to help students reach goals and maximize their potential. The guidance department also collaborates with the entire faculty and all stakeholders to ensure the success of every student. In addition, the school counselors perform diagnostic testing to facilitate appropriate placement for college and career readiness.

Our course offerings include regular and advanced core course work, Band, Chorus, Music Keyboard, Physical Education, Weight Lifting, Family and Consumer Science, Culinary Arts, Introduction to Computers, Robotics, 3D Printing, Stem Technology and S.S.T.R.I.D.E. We also provide the following high school credit courses: Algebra I Honors, Geometry Honors, Physical Science Honors, Introduction to Information Technology, and Web Design I. Additionally, Shoal River is part of the Okaloosa CHOICE program with classes in Computers, Culinary Arts, and Robotics. Industry Certification is offered in the Information Technology, 3D Printing and Stem Technology.

Shoal River Middle School offers a wide variety of extracurricular activities including, but not limited to, football, volleyball, cross country, soccer, basketball, golf, tennis, baseball, softball, track, flag football, cheerleading, dance team, band, chorus, gifted, Academic Team, Math Team, Odyssey of the Mind, Fellowship of Christian Athletes, Multicultural Council, Military Families Club, Yearbook, SWAT, First Lego League, and Drone Team.

Parent and Community Awareness

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

- School maintains a safe environment
- School is well maintained
- Clear expectations of conduct and behavior are communicated to students
- School emphasizes academic performance as the number one priority
- Homework is used to reinforce what is taught in the classroom
- Amount of time required for homework is appropriate
- Parents are aware of the curriculum program for child's grade level or course

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

- Make sure parents feel their input is valued
- Use a variety of methods to communicate with parents
- Awareness of how funds are used responsibly to support the school
- Assurance that all departments are here to provide for the educational success of students
- Increase the percentage of parents responding to the survey

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

- Parent call-outs
- Facebook page, Twitter, Instagram and school website
- Letters to parents, progress reports, and report cards
- Teacher email, conferences and phone calls
- Remind text messaging
- Parent portal for grades and communication
- Electronic sign in front of building and TV in lobby
- Google classroom and other websites to disseminate information

School Action Plan

ESSA Subgroup: Strategies & Programs to Support the Objectives

ESSA Subgroup Focus
Subgroup: SWD
School Focus
What is the cause(s) for this subgroup being an area of focus? SWD, identified as an ESSA Subgroup below 41%, was selected as our subgroup because it provides our school with an opportunity to study, implement, and develop best practices for teaching not only the SWD group, but also every student in our school
What are we doing to target this subgroup? Shoal River will be using collaboration among the ESE, Intensive and Core teachers, and the Math, Literacy and ESE Coaches to analyze data, study best practices, and to select and provide explicit strategy instruction in order to increase achievement for the SWD students in Math and ELA. This group of educators will use high effect strategies and the Gradual Release Model to teach, monitor and practice the use of the strategies.
Targeted School-based Professional Development: SWD - MATH 1. ESE and Math teachers will work with the Math Instructional Coach and the ESE Coach on research based strategies that help students strengthen foundational math skills such as place value, fractions, and decimals, along with positive and negative integers. These strategies should include the CUBES strategy, the Solve a Simpler Problem Strategy and the Draw a Picture or Make a Model strategy. 2. ESE and Math teachers will work with the Math Instructional Coach and the ESE Coach to create lessons that teach students to use the strategies through the Gradual Release Model. This strategy instruction will help the lower 25th percentile of ESE students to increase math fluency of foundational skills related to standards MAFS.6.NS.2.2, MAFS.7.NS.1.1-1.3, MAFS.8.NS.1.1-1.2 3. ESE teachers will collaborate with the general education math teachers to plan and implement the support facilitation service model for all grade levels to help the lower 25th percentile of ESE students to increase math fluency of foundational skills. SWD - ELA 1. ESE, ELA and IR teachers will work with the Literacy Instructional Coach and ESE Coach on strategies that help students comprehend grade level text on a literal and inferential level, determine which evidence is relevant and supports their thinking, make inferences from complex text, identify and analyze key ideas and details, and synthesize and elaborate evidence from within and across text. These strategies should include the Chunking the Text Strategy, the Summarizing Strategy and the use of Graphic and Semantic Organizers (including the ODELL organizers). 2. ESE, ELA and IR teachers will work with the Literacy Instructional Coach to create lessons that teach students to use high effect strategies through the Gradual Release Model. a. These Gradual Release Model lessons will include at their level passages, grade level reading passages and complex text. b. These Gradual Release Model lessons will include small group instruction based on student need.

3. ESE, ELA and IR teachers will work with the Literacy Instructional Coach on select passages from the book *Explicit Instruction, Effective and Efficient Teaching* by Anita Archer and Charles Hughes to learn more about and implement instructional practices to improve SWD student achievement.

Action Steps for Implementation

Classroom Implementation Action Steps (Teachers and Students):

SWD Math

1. In a small group setting, Learning Strategies Teachers will provide direct instruction on grade level for Number Sense standards (MAFS.6.NS.2.2, MAFS.7.NS.1.1-1.3, MAFS.8.NS.1.1-1.2) such as making connections between place value understanding of operations relating to rational and irrational numbers.
2. The Learning Strategies Teachers will model mathematical note-taking and metacognition. The teacher will teach the use of the strategies obtained from collaborative meetings with the Math Instructional Coach, ESE Coach and grade level Math representatives such as CUBES, Solve a Simpler Problem and Make a Drawing.
3. Learning strategies and math teachers will provide the lowest 25th percentile of students with the specific math talk stems related to math fluency of foundational skills and the use of math strategies with fidelity. In order to increase proficiency to deepen student understanding through math talk.
 - a. The students will use specific math talk stems in small groups guided by the teacher to demonstrate understanding math fluency of foundational skills.
 - b. The students will use talk stems to guide them while talking through the use of identified strategies.
4. Support facilitation/ESE teachers will conference individually with each ESE student quarterly about their progress on (standards MAFS.6.NS.2.2, MAFS.7.NS.1.1-1.3, MAFS.8.NS.1.1-1.2). Teacher will address students' growth through the use of Achievement Level Descriptors (ALDs).
 - a. Students will conference with their support facilitation/ESE teacher and chart their own progress on (standards MAFS.6.NS.2.2, MAFS.7.NS.1.1-1.3, MAFS.8.NS.1.1-1.2).

SWD ELA

1. In a small group setting, ELA, IR and Learning Strategies Teachers will provide direct instruction to SWD students using the Gradual Release Model on the use of the focus strategies (as determined by the collaborative group) to help them break down complex grade level texts to identify explicit textual evidence, make inferences based on text evidence, justify an answer, identify key ideas and details, and analyze and synthesize text. These strategies should include chunking the text, summarizing the text, and the use of graphic organizers such as those found in the ODELL program.

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

SWD Math

1. Administration will provide TDE for learning strategies teachers to work with the Math Instructional Coach to align MAP DATA with the Imagine Math program, Coach Digital and Khan Academy strategies and lessons to create continuity in the group and between grade levels.

2. Administration will provide an additional ½ day professional development for SELECT MATH teachers, learning strategies teachers and the ESE Coach in order to review the identified strategies and select additional strategies in order to develop collaborative lessons for targeting foundational number sense skills.

3. Administration will provide opportunities for math teachers, learning strategies teachers and the ESE Coach to develop collaborative lessons for targeting foundational number sense skills while incorporating the support facilitation services model.

SWD ELA

1. Administration will provide TDE for learning strategies and IR teachers to work with the Literacy Instructional Coach to analyze MAP and FSA data to determine additional strategies needed - in addition to chunking, summarizing and the use of graphic organizers. This group will create lessons that follow the Gradual Release Model to teach these strategies.

2. Administration will provide additional professional development TDE for SELECT ELA teachers, learning strategies teachers, and reading teachers to work with the Instructional Coach in order to develop collaborative lessons for the use of the high effect strategies and implement instructional practices from the book Explicit Instruction.

Progress Monitoring			
Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
SWD Math and SWD ELA: Collaborate among ESE, Intensive and Core teachers and the Math/Literacy and ESE Coach on strategy instruction	Lessons and action plans created during collaboration day	Monthly	Administration, Math/Literacy coach, Department chair, Support Facilitations teacher, ESE teacher, Intensive teachers
SWD Math: Implementation of the Support Facilitation Services Program	Action plan and schedule created by the ESE and Core teachers	Monthly	Administration, Math coach, Department chair, Support Facilitations teacher, ESE teacher
SWD Math and SWD ELA: Explicit teaching of strategies and monitoring of student use of strategies	Lesson Plans, walk through Data collection, observations by ESE, IM, IR and core teachers	Monthly	Administration, Math coach, Literacy coach, Department chairs, Support Facilitations teacher, ESE teachers
SWD Math and SWD ELA: Analysis of student data to align and select strategies: Khan Academy, Coach Digital , Imagine Math, IXL, Achieve,	Action plan and strategy list created during TDE days, department meetings and collaboration time	1x per 9 weeks	Administration, Math coach, Literacy coach, Department chairs, Support Facilitations teacher, ESE teachers
SWD Math and SWD ELA: Spiraling Daily/Weekly	Lesson Plans, walk throughs	Monthly	Administration, Math coach, Literacy coach, Department chairs, Support Facilitations teacher, ESE teachers

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

School Action Plan
ELA: Reading & Writing

District Goal:	Students shall demonstrate reading proficiency at or above the expected grade level.
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Objectives:
The percentage of all curriculum students who will make learning gains in reading as defined by the State of Florida on the Florida Standards Assessment Test will be at least 70%.
The percentage of students in the lowest 70% who will make learning gains in reading as defined by the State of Florida on the Florida Standards Assessment Test will be at least 70%.
The percentage of Level 4 and 5 students who will make learning gains in reading on the Florida Standards Assessment Test will be at least 70%

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*, and Common Lit to plan instructional lessons/units
- Develop FSA style questions and assessments to accompany instructional lessons/units
- Use data (e.g., iReady, FSA, formative) to drive whole group instruction and cooperative groups

School Focus

Targeted School-based Focus:

Teachers in Regular and Advanced ELA classes will use data to develop differentiated instructional units that utilize item specs, benchmark skills and ALDs as well as grade level rigorous text resources which will drive high efficacy instruction.

Targeted School-based Professional Development:

1. Instructional coaches and curriculum specialists will provide training on using the gradual release model to align instructional delivery to include an instructional text, practice text, and summative text for skills delivery, practice, and mastery.
2. Teachers, instructional coaches and curriculum specialists will work together to create student friendly ALD rubrics for use in student data chats.
3. Teachers, instructional coaches and curriculum specialists will work together to select texts for professional development that will be accessible to the students at Shoal River Middle School.
4. Instructional Coach will provide training on lessons that follow best practices and use the ALDs to differentiate for students in regular and advanced classes.
5. Instructional Coaches will lead professional development training discussing how the Florida Collections Performance Tasks align to Florida Assessments and how to use those Performance Tasks as a part of instruction.
6. Teachers will work in horizontal and vertical integrational groups with the instructional coach and curriculum specialists to create lessons based on best practices that match the standards/concepts and skills to differentiate components to help move students up the Florida Standards Assessment levels.
7. Teachers will be provided the opportunity to visit other classrooms, based upon funding opportunities, to watch and enhance their teaching of differentiated lessons including reflection and lesson development time.

Action Steps for Implementation

Classroom Implementation Action Steps (Teachers and Students):

Administrative Implementation Action Steps:

1. Within the first week of each quarter ELA teachers will be provided with a half TDE day to work together to develop FSA Style assessments that mimic FSA exams to proctor at the end of the quarter.
2. Allow ELA teachers to select articles from Common Lit based on the data to be sent to the Print Shop for printing and use in class.

3. Provide TDE days for ELA teachers to visit classes that are effectively differentiating instruction based upon ALDs.
- Classroom Implementation Action Steps (Teachers and Students):
1. ELA teachers will create differentiated lessons based on the available data that are designed to increase student achievement.
 2. ELA teachers will use FSA style questions on formative and summative assessments.
 3. ELA teachers will begin to integrate the gradual release model and explicit teaching to increase student mastery of the standards.
 4. ELA students will participate in lessons, which will include analyzing ALDs and using them as a guide for self-reflection of their work.
 5. ELA students will be provided with student friendly ALD rubrics.
 6. ELA students will be given the opportunity to practice FSA style test questions in conjunction with instructional lessons/units

Progress Monitoring			
Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Data Driven Lesson Plans Supported by Data Chat Forms	Formal and informal observations Lesson Plans Department Meetings Collaborative Planning Student Work Samples	Implementation of Data Driven Lesson Plans should be utilized at least biweekly. Monitoring should occur monthly.	Administration Department Chair
ALD Breakdown	Formal and informal observations Lesson Plans Student Work Samples	ALD synthesis should be an ongoing process as students increase academic knowledge.	Administration
Common Lit Text Sets	Observations Lesson Plans Department Meetings	4x a year	Administration Literacy Coach
FSA Style Questions	Observations Lesson Plans Student work Samples Collaborative Planning	FSA style questions are encouraged with every lesson that utilizes high level text	Administration Literacy Coach

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

School Action Plan

ELA: Strategies & Programs to Support the Objectives

Central Focus: Text-based Writing

School Focus

Targeted School-based Focus:

Evidence and Elaboration

Targeted School-based Professional Development:

1. Teachers will implement classroom wide strategies (RAFT, POET, Hand) to breakdown the prompt, increasing understanding of essay target, allowing for analysis and synthesis of reading passages.
2. Teachers will utilize sentence and paragraph frames to encourage reading analysis and writing growth.
3. Teachers will use strategies such as SPRITE, SPEC, and elaborative techniques to promote synthesis of writing passages.
4. Administration will provide writing score breakdowns for teachers prior to the start of the 2019-2020 school year.
5. Administration will provide data analysis time during pre-planning to review previous years score and examine incoming students' strengths and weaknesses.
 1. 7th and 8th grade teachers will be given training on creating a Google Classroom to be used during school wide writing tests. This will allow for a more accurate testing experience.
 2. New ELA teachers that did not receive the initial FSA Writes training will work with the Instructional Coach and the county released exemplar sets on analyzing the rubric and calibrating scoring.
 3. New ELA teachers will be provided with a substitute in order to observe mentor teachers in lessons on unpacking the prompt, developing thesis statements, and elaborative techniques.

Writing Plan

Unable to add this....last year Riechal put this in for me. It is page 23-26 on 2019 SPP.

Progress Monitoring

Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Shoal River Writes – School Wide	Administration will collect data and provide to the literacy coach within 10 days of testing	1x in January	Administration Teacher Literacy Coach
Shoal River Writes – 6th Grade Expository Writing Sample	Administration will collect data and provide to the literacy coach within 10 days of testing	1x in August – in the classroom	Administration Teacher Literacy Coach
Writing Professional Development	Literacy Coach Monitor and Provide Insight	As needed for new ELA teachers	Literacy Coach

Shoal River Writes Test Development and Shoal River Writes Test Administration	Literacy Coach, Department Head and Administration will place dates onto school calendar. 8th grade will test in the morning, and 7th grade will test in the afternoon. 6th grade will be provided paper based packet and writing pages	1x in January	Administration Teacher Literacy Coach
Shoal River Writes Data Collection	Teachers will log their data onto a pre-made spreadsheet.	1x in January – No later than 10 days past the day of the test.	Administration
Shoal River Writes Debrief Session	Literacy coach will present the areas in need of improvement and teachers will collaborate to develop a plan of action.	1x in January no later than 3 weeks after the administration of the test	Administration Teacher Literacy Coach

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

School Action Plan

ELA: Strategies & Programs to Support the Objectives

ELA Levels 1 and 2 Focus

School Focus

Targeted School-based Focus:

Level 1 and 2 students will be encouraged to use the strategies learned in class relating specifically to RI 1.3 and RL 1.3 to read and understand text at their grade level. These strategies will include components of the EIR, Read Discuss Read and Close Read strategies that are proven high impact and researched based

Targeted School-based Professional Development:

1. School based professional development provided by the Literacy Coach will include focused time on the analysis of classroom and test data to improve student performance.
2. IR Teachers, select ELA teachers, and the Instructional Coach will work together to create lessons that focus on the interaction of connections in literature and non-fiction text, with the goal of increasing student comprehension.
3. IR Teachers along with the Instructional Coach will use iReady data to differentiate instructional lessons to improve overall proficiency and improve learning gains.
4. IR Teachers, select ELA teachers, and the Instructional Coach will work together to create lessons that incorporate instructional strategies that help level 1 and 2 students on grade level complex texts

Action Steps for Remediation

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

1. Students will be active participants in conferencing with the teacher to take ownership of their own learning by self-reflecting on their progress using FSA, iReady, and in-class assessments.
2. Teachers will create cooperative groups, stations, or small groups that are differentiated based upon testing data to allow students the time to focus on specific learning deficits.
3. Teachers will create differentiated instructional lessons inspired by ALDs to increase student progress and make gains towards proficiency.
4. Teachers will implement high impact and data based researched strategies to assist students in comprehending grade level complex texts. This includes best practices from the book, "Explicit Instruction" which will be provided to all IR teachers.
5. Select IR Teachers, and select ELA Teachers will incorporate FSA style question breakdowns strategies into their classroom to assist students in determining what the question is really asking to increase comprehension.

Progress Monitoring

Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Student Data Chats	Lesson Plans Observations Student Sample	1x a quarter	Administration Literacy Coach Teacher

Differentiated Lessons	Lesson Plans Observations Student Sample	3x a quarter	Administration Literacy Coach Teacher
Focused FSA-style Multiple Choice Answer Response	Lesson Plans Observations Student Sample	Quarterly	Administration Literacy Coach Teacher

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

School Action Plan

ELA: Strategies & Programs to Support the Objectives

Pandemic ELA Instructional Gaps Focus

School Focus

Targeted School-based Focus: ELA and IR Teachers will use the iReady data and in class formative assessments to determine instructional gaps in grade levels, classes, and in individual students. These gaps will be addressed in ELA and IR classes as remediation lessons incorporated into the Edgenuity pacing of standards.

Action Steps for Implementation

Classroom Implementation Action Steps (Teachers and Students):

1. ELA and IR teacher will look at the Okaloosa county pacing guides for 2020-2021 and the standards covered in the Florida Final 9 courses to determine standards that may not have been fully covered the previous quarter. Teachers will then meet to determine the best way to close this gap.
2. ELA and IR teachers will meet to discuss patterns they see in the iReady data and common gap areas to determine the best way to address these standards while following the Edgenuity standards and pacing. Once student gaps are identified, their individual iReady reports will be analyzed by classroom teachers and the instructional coach will determine plans for remediation.
3. IR teachers will use the iReady program and other resources to address the needs of the students with gaps. This will include the teaching of the most highly effective reading strategies of summarizing the text and the student generation of authentic questions about the text. It will also include extensive reading of text to decrease the general knowledge gap on non-fiction text of the struggling readers.
4. IR teachers will identify students, especially 6th grade students, who have lower Lexile levels and possible phonics and word attack skills. These students will work with the instructional coach and the IR teacher for further assessment in CORE Literacy Skills to more narrowly identify gaps. Once these areas are identified, the instructional coach and IR teacher will use the iRead and UFLI Resources to design lessons to meet these specific needs.
5. The pacing we follow must align with the Edgenuity pacing. The teachers will need to determine how to align lessons with that pacing, but will still provide remediation lessons for students based on their needs. Formative Assessments will be a vital part of this plan. As teachers are following the current pacing, they can use informal formative assessments daily to determine the level of understanding of their students.
6. Teachers will be provided with training during pre-planning days on ways to help bridge the gap in concepts and skills with their students. Also, teachers will receive training on planning for block scheduling to make the most out of the extended time.

7. The time during the Shoal River advisory period can be used to read high-interest, high-quality texts and books out loud to students, either by the teacher or an audio. Informal, authentic and low-stress discussions can occur with these texts and books, which will include some the newly presented vocabulary in context.

Progress Monitoring			
Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Department Meetings,	Meeting Agendas, team member participation and Google Classroom for the ELA Team	Each Nine Weeks (Quarter)	Department Head and Administrators
Data Chats, Assessment Reviews	Data Chat Appointments with Individual Teachers and With the Department	Each Nine Weeks (Quarter)	Department Head, Literacy Coach, and Administrators
Collaborative Planning Between IR and ELA to increase alignment in instruction	Monthly Department Meetings	Monthly, Quarterly, and at Semester	All Team Members, Department Heads, IR Teachers, and Administration

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

School Action Plan *Social Studies*

District Goal:	Students shall demonstrate social studies proficiency at or above the expected grade level.
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Objectives:
Civics 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 80%.

School Action Plan

Social Studies: 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 11th 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 8th 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 8th United States)
- Introduce instructional Best Practices and routines for lesson planning (New Social Studies Teachers)

School Focus

Targeted School-based Focus:

GOAL: By the end of the year, we expect our students to be able to...take and use purposeful notes and effective annotation of complex texts to demonstrate student comprehension. To facilitate students' abilities to perform these tasks and meet these goals, teachers will model best practices for notetaking and will set a purpose for annotating and taking margin notes based on the standards.

Targeted School-based Professional Development:

1. Instructional Coach will work with Social Studies teachers to develop lessons using high quality texts and best practices such as student talk, use of TDQs, modeling, etc. during half day grade level lesson study.
2. Instructional Coach will work with Social Studies teachers to develop lessons with purposeful annotations and authentic note taking to help students improve reading comprehension and demonstrate mastery of these standards.
3. Social Studies teachers will collaborate together and with the Instructional Coach in order to create TDQs for DBQs, CommonLit articles, FJCC, and National Archives. These will be created at a variety of DOK Levels and will be FSA style when appropriate.

Action Steps for Implementation

Classroom Implementation Action Steps (Teachers and Students):

1. Social Studies teachers will utilize the county provided pacing guides for their course. They will stay on track with the pacing guide as much as possible to allow for collaboration with other Social Studies teachers on standards, lessons, and DBQ units. By staying on the pacing guide, Social Studies teachers will be able to collaborate with ELA teachers of the same grade level to create cross-curricular units.
2. Social Studies teachers will include state reading history standards when developing content based lessons.
- 2a. Students will be aware of the standards, objectives, and success criteria for lesson being taught.
3. Civics teachers will utilize the standards and Test Item Specifications to develop quality assessment items based upon benchmark clarifications.

4. Social Studies teachers will vary presentation of materials to reach the wide variety of learners in their class by utilizing various types of instruction including guided instruction, small groups, independent tasks, and teacher modeling.
- 4a. World History and U.S. History teachers will use engaging classroom activities that support English Language Learners as well as students with general reading deficiencies. Teachers will meet with the Instructional Coach and IR teachers to determine the best practices for working with Level 1 and Level 2 students.
5. Teachers will include various materials and activities including kinesthetic, visual, and auditory to reach a variety of learning styles.
6. Social Studies teachers will use ELA comprehension strategies to help students on various levels access the text before digging deeper.
- Specifically:
- summary writing that is explicitly taught and reinforced throughout the year to help with key ideas and details;
 - comprehension fix up strategies that are explicitly taught and reinforced to help students who struggle with complex texts (strategies include “relax, slow down”, “Re-read”, “use context clues”, “make connections”, “use text features for clues – title, pictures, captions”);
 - vocabulary instruction that is embedded in the text and that includes word attack skills such as context clues, prefixes, suffixes, and roots.
7. Students will use comprehension activities to develop their reading skills and stamina to gain deeper meaning from the text presented in the classroom, develop annotating skills, and develop critical thinking skills.
8. Social Studies teachers will utilize TDQ posters in the classroom when creating standard based lessons. Teachers will model how to use the TDQ posters to assist the students with annotation.
1. Social Studies teachers will utilize the county provided pacing guides for their course. They will stay on track with the pacing guide as much as possible to allow for collaboration with other Social Studies teachers on standards, lessons, and DBQ units. By staying on the pacing guide, Social Studies teachers will be able to collaborate with ELA teachers of the same grade level to create cross-curricular units.
2. Social Studies teachers will include state reading history standards when developing content based lessons.
- 2a. Students will be aware of the standards, objectives, and success criteria for lesson being taught.
3. Civics teachers will utilize the standards and Test Item Specifications to develop quality assessment items based upon benchmark clarifications.
4. Social Studies teachers will vary presentation of materials to reach the wide variety of learners in their class by utilizing various types of instruction including guided instruction, small groups, independent tasks, and teacher modeling.
- 4a. World History and U.S. History teachers will use engaging classroom activities that support English Language Learners as well as students with general reading deficiencies. Teachers will meet with the Instructional Coach and IR teachers to determine the best practices for working with Level 1 and Level 2 students.
5. Teachers will include various materials and activities including kinesthetic, visual, and auditory to reach a variety of learning styles.
6. Social Studies teachers will use ELA comprehension strategies to help students on various levels access the text before digging deeper.
- Specifically:
- summary writing that is explicitly taught and reinforced throughout the year to help with key ideas and details;
 - comprehension fix up strategies that are explicitly taught and reinforced to help students who struggle with complex texts (strategies include “relax, slow down”, “Re-read”, “use context clues”, “make connections”, “use text features for clues – title, pictures, captions”);
 - vocabulary instruction that is embedded in the text and that includes word attack skills such as context clues, prefixes, suffixes, and roots.
7. Students will use comprehension activities to develop their reading skills and stamina to gain deeper meaning from the text presented in the classroom, develop annotating skills, and develop critical thinking skills.

8. Social Studies teachers will utilize TDQ posters in the classroom when creating standard based lessons. Teachers will model how to use the TDQ posters to assist the students with annotation.
- 8a. Students will follow student talk protocols and conversation stems to ensure purposeful, accountable student talk drive by the TDQs that ensures a deeper interpretation of the text.
9. World History and U.S. History teachers will utilize the textbook for collaborative lesson planning.
- 9a. Students (English Language Learners) will use the online textbook to help translate the text in order to gain a better understanding of the content. ELL students will use the English language with appropriate support during collaborative discussions and content writing.
10. Social Studies teachers will post and utilize Stanford History Education Group (SHEG) posters and utilize the strategies throughout the year to help students analyze and annotate various complex texts.
- 10a. Students will use appropriate strategies to analyze historical documents, charts, graphs, etc. including SHEG strategies. These will be modeled by the teacher using explicit instruction.
11. Social Studies teachers will use DBQs, comprehension lessons, and the inclusion of FSA style paragraph writing to improve student writing, support ELA strategies, and demonstrate content/standard knowledge.
- 11a. Students will complete writing responses in complete sentences and with appropriate grammar for their grade level.

Progress Monitoring			
Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Pacing Guide	Monthly	Lesson Plans	Department Chair, Administration
Best Practices (with focus on annotating) to support the standards	On-going	Lesson Plans, Walk-throughs, Observations	Teacher, Administration
TDQs/DOKs	On-going	Lesson Plans, Walk-throughs, Observations	Teacher, Administration
DBQs (World History & U.S. History)	1 Full DBQ per semester 1 alternate product DBQ per semester	Lesson Plans, Walk-throughs, Student Work Samples	Teacher, Administration
Check for Understanding Writings (Civics)	3 per quarter	Lesson Plans, Walk-throughs, Student Work Samples	Teacher, Administration

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

School Action Plan

Math

District Goal:	Students shall demonstrate math proficiency at or above the expected grade level.
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Objectives:	
The percentage of all curriculum students who will make learning gains in math as defined by the State of Florida on the Florida Standards Assessment Test will be at least 70%.	
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 70%.	
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 70%.	

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:

Using ALDs, Item Specs., and assessment data (MAP, FSA, classroom assessments) to incorporate differentiated strategies such as stations, small groups, and/or cooperative learning opportunities in classroom instruction.

Targeted School-based Professional Development:

Teachers will collaborate on differentiated strategies using resources including but not limited to: textbook, Math Nation, iXL, Khan Academy, Coach Digital, CPALMS, ALDs, Item Specs., MAP data, etc.(grade level and course specific).

Action Steps for Implementation

Classroom Implementation Action Steps (Teachers and Students):

1. Teachers will provide practice for students to develop fluency in math procedural skills such as fraction and decimal computation and one and two-step equations as well as new skills.
 - a. Students will use Independent Practice time to develop fluency in skills as well as practice new material.
2. Teachers will use differentiated strategies such as cooperative learning groups / small groups / stations to meet the variety of instructional needs in the classroom. Groups and stations to include activities such as spiraling, re-teaching, error analysis, fluency, and enrichment.
 - a. Students will participate in differentiated strategies such as cooperative learning groups/small groups/stations to develop fluency, mastery or enrichment of mathematical knowledge.
 - b. Students will use programs such as iReady, iXL, and/or Algebra Nation to increase fluency in math skills identified.
 - c. Students will engage in spiraled lessons to increase retention of previously learned material in each math strand and to re-teach material that data shows has not been mastered by the students.
3. Math teachers will create assessments using ALDs and Item Specifications and iReady data parallel FSA style questions i.e. drag & drop, multi-select, free response, multiple choice, fill in the cell.
 - a. Students will participate in practice of Digital Item Types through the use of iReady, Math Nation and/or iXL to increase student comfort for computer based testing.

Progress Monitoring

Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Differentiated Strategies	Formal and Informal Observations Lesson Plans Collaborative Planning	Monthly (ongoing)	Administration Department Chair
iReady, iXL or Math Nation (for 6th, 7th and 8th grade math - regular and advanced)	Formal and Informal Observations Lesson Plans Collaborative Planning	Monthly (ongoing)	Administration Department Chair
Math Nation (Algebra 1 Honors and Geometry)	Formal and Informal Observations Lesson Plans Collaborative Planning	Monthly (ongoing)	Administration Department Chair
Spiraling	Formal and Informal Observations Lesson Plans Collaborative Planning	Weekly	Administration Department Chair
FSA Style Assessments	Formal and Informal Observations Lesson Plans Collaborative Planning	Quarterly	Administration Department Chair

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

School Action Plan

Math: Strategies & Programs to Support the Objectives

Math Levels 1 and 2 Focus

School Focus

Targeted School-based Focus:

By the end of the year, we expect our Level 1 and 2 students to make learning gains by increasing their proficiency by at least one step.

Targeted School-based Professional Development:

1. District professional development days will be presented so that teachers can collaborate by designing and sharing ideas for lesson plans and small group activities, as well as, formative and summative assessments.
2. IM teachers will engage in collaborative planning with sixth through eighth grade teachers to help incorporate and implement differentiated strategies to meet the needs of students for purposeful remediation.

Action Steps for Remediation

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

1. Teachers of Level 1 and 2 students will review student FSA and iReady data for small group and/or whole group instruction. IM students will be grouped based on student's deficiency within the six math domains or strands as provided through FSA and iReady results.
2. Teachers will identify student's strengths and areas in need of improvement to help build a strong math foundation through remedial whole and/or small group lessons.
3. IM teachers will review FSA, iReady data consistently to guide remedial teacher-led small group lessons, or independent practice.
4. IM teachers will align standards, item specs and ALDs to all remedial lessons (whole group, small group, stations, etc.) Students will know the objective and success criteria for each differentiated lesson, small group and/or station exercise to increase understanding within foundational math skills and standards.
5. IM students will complete at least 45 minutes of iReady lessons per week with the help of the teacher and an educational aide. IM classrooms should have a 1:1 ratio of students to chrome books or laptops.

Progress Monitoring

Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
iReady	Lesson Plans and data reports	Weekly	Administration Department Chair IM Teacher
IM teachers will collaborate with grade level teachers	Department meeting notes and Lesson plans	Monthly	Administration Department Chair IM Teacher

Level 1 and Level 2 teachers will provide differentiated strategies	Ongoing	Lesson plans, formal and summative assessments as well as collaborative planning.	Administration Department Chair IM Teacher

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

School Action Plan

Math: Strategies & Programs to Support the Objectives

Pandemic Math Instructional Gaps Focus

School Focus

Targeted School-based Focus: Math and IM teachers will use iReady data and in-class formative assessments to determine instructional gaps in grade levels, classes, and in individual students. These gaps will be addressed in Math and IM classes as remediation lessons and assignments incorporated into the Edgenuity pacing of standards.

Action Steps for Implementation

Classroom Implementation Action Steps (Teachers and Students):

- 1. Students will take the iReady diagnostic during the first month of school.**
- 2. Teachers will analyze iReady data, noting deficits in knowledge from the previous year.**
 - a. Special attention will be paid to areas previously identified by content teachers as prior knowledge necessary for course success.**
- 3. Teachers will identify and select target skills for remediation based on iReady data analyzation.**
- 4. Classroom teachers will create assignments and instruction to address the identified gap skills.**
 - a. Teachers will utilize whole group instruction, bell-ringers, small group, homework, iXL, iReady, or Math Nation.**
 - b. Teachers will collaborate with IM and ESE teachers for more intensive remediation of target skills.**
- 5. Students will take their second iReady diagnostic in Winter**
- 6. Teachers will analyze data from the first and second iReady diagnostic assessments.**
 - a. Teachers will identify areas where individuals and grade levels are not making growth and reevaluate remediation plan accordingly.**

Progress Monitoring			
Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Department Meetings	Meeting Agendas, Team Members	Each Nine Weeks (Quarter)	Department Chair and Administrator
Data Chats, Assessment Reviews	Data Chat to analyze data and develop course of action	Two times per school year	Department Chair, Math Specialist, and Administrator
Collaborative Planning between IM, ESE, and Math to target identified remediation topics	Monthly Department Meetings	Monthly	All Math Department Members, IM Teacher, Department Chair, and Administrator
iReady diagnostic assessment	iReady diagnostic score report	Three times per school year	All Math Department Members, IM Teacher, Department Chair, Administrator

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

School Action Plan *Science*

District Goal:	Students shall demonstrate science proficiency at or above the expected grade level.
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Objectives:
The percentage of 8 th grade students who will be proficient in science as defined by the State of Florida on the Statewide Science Assessment (SSA) will be at least 70%.

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:

By the end of the year we expect our students to be able to complete grade level assignments based on science standards and item specifications by implementing strategies learned in the classroom through constant practice of the application process.

Targeted School-based Professional Development:

Science teachers will use professional development days to: study and plan tests that have a specific percentage of level two questions per grade level; work vertically to build student confidence in their test taking abilities through a common format for Science Starters or Bell Ringers; and plan 5E lessons (Engage, Explore, Explain, Elaborate, and Evaluate) that include an explicit instruction component for the standards.

Action Steps for Implementation

Classroom Implementation Action Steps (Teachers and Students):

Administration will provide common planning for teachers of the same grade level or TDE days to allow grade level planning of 5E lessons.

Administration will pay for one-half the cost of Study Island to be used in seventh grade.

Administration will provide materials needed such as flip charts and item specs for teachers.

The Instructional Coach will provide training in the writing of level two questions for testing and Science Starters along with methods to use for differentiated instruction.

1. Teachers will utilize district developed science pacing guides for planning and developing standards-based lessons.
 - a. Students will be able to identify objectives, success criteria and standards for weekly lessons.
2. Teachers will post objectives and success criteria daily to identify standards being studied and to help guide instruction.
 - a. Students will be able to identify objectives, success criteria and standards for weekly lessons.
3. Teachers will create lessons that incorporate at least 3 of the 5 E's (Engage, Explain, Elaborate and Evaluate).
 - a. Students will interact and be actively engaged in lessons that incorporate the 5 E's.
 - b. Students will learn norms for cooperative learning groups, small group instruction and student to student interactions.
 - c. Students will actively participate in differentiated learning strategies such as: whole group, cooperative learning groups, and stations to demonstrate mastery on assigned tasks.
4. Teachers will use assessment data (e.g., SSA, Study Island, formative assessments) to drive the whole group instruction, differentiated activities, and spiraling tasks that place a strong focus on student-to-student interactions.

- a. Students will learn norms for cooperative learning groups, small group instruction and student to student twice a month.
- b. Students will use Study Island as a method of reviewing before tests.
- 7. Teachers will provide a minimum of two Science Starter questions, a week, that focus on the application process needed to correctly answer level two questions.
 - a. Students will use notes given and knowledge gained to complete the Science Starter guide for each question asked.
 - b. Students will employ the format used in the Science Starter guide to help them on test questions.
- 8. Teachers will vary the amount of level two questions per grade level for tests. Sixth grade tests will have a minimum of 25%, seventh grade tests will have a minimum of 50% and eighth grade tests will have a minimum of 80% of level two questions.
 - a. Students will apply background knowledge taught to help them prepare for the level two questions presented during tests.
 - b. Students will practice the skills needed to improve test scores over time.

Administration will provide common planning for teachers of the same grade level or TDE days to allow grade level planning of 5E lessons.

Administration will pay for one-half the cost of Study Island to be used in seventh grade.

Administration will provide materials needed such as flip charts and item specs for teachers.

The Instructional Coach will provide training in the writing of level two questions for testing and Science Starters along with methods to use for differentiated instruction.

- 1. Teachers will utilize district developed science pacing guides for planning and developing standards-based lessons.
 - a. Students will be able to identify objectives, success criteria and standards for weekly lessons.
- 2. Teachers will post objectives and success criteria daily to identify standards being studied and to help guide instruction.
 - a. Students will be able to identify objectives, success criteria and standards for weekly lessons.
- 3. Teachers will create lessons that incorporate at least 3 of the 5 E's (Engage, Explain, Elaborate and Evaluate).
 - a. Students will interact and be actively engaged in lessons that incorporate the 5 E's.
 - b. Students will learn norms for cooperative learning groups, small group instruction and student to student interactions.
 - c. Students will actively participate in differentiated learning strategies such as: whole group, cooperative learning groups, and stations to demonstrate mastery on assigned tasks.
- 4. Teachers will use assessment data (e.g., MAP, SSA, Study Island, formative assessments) to drive the whole group instruction, differentiated activities, and spiraling tasks that place a strong focus on student-to-student interactions.
 - a. Students will learn norms for cooperative learning groups, small group instruction and student to student interactions.
 - b. Students will actively participate in learning strategies such as: whole group, cooperative learning groups, comprehension skills, vocabulary development, interact with the text by rereading, drawing and sketching along with stations to demonstrate mastery on assigned tasks.
- 5. Teachers will utilize science flip charts, item specs and other resources to develop appropriate assignments or questions for Science Starters, assessments and/or activities.
 - a. Students will use processing and application skills when working on standards-based material.
- 6. Seventh and eighth grade teachers will utilize Study Island twice a month.
 - a. Students will engage in Study Island lessons for at least 30 minutes twice a month.
 - b. Students will use Study Island as a method of reviewing before tests.

7. Teachers will provide a minimum of two Science Starter questions, a week, that focus on the application process needed to correctly answer level two questions.
 - a. Students will use notes given and knowledge gained to complete the Science Starter guide for each question asked.
 - b. Students will employ the format used in the Science Starter guide to help them on test questions.
8. Teachers will vary the amount of level two questions per grade level for tests. Sixth grade tests will have a minimum of 25%, seventh grade tests will have a minimum of 50% and eighth grade tests will have a minimum of 80% of level two questions.
 - a. Students will apply background knowledge taught to help them prepare for the level two questions presented during tests.
 - b. Students will practice the skills needed to improve test scores over time.

Progress Monitoring			
Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Common Science Starter Sheet	Lesson Plans, Walk throughs	Monthly	Administration, Department Chair
Preparing 5E lessons	Lesson Plans, Walk throughs	Monthly	Administration, Department Chair
Standards-based lessons	Lesson Plans, Walk throughs	Monthly	Administration, Department Chair
Assessments to guide future instruction	Lesson Plans, Walk throughs	Monthly	Administration, Department Chair
Study Island	Reports	Monthly	Administration, Department Chair

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

School Action Plan

Science: Strategies & Programs to Support the Objectives

Pandemic Science Instructional Gaps Focus

School Focus

Targeted School-based Focus: Targeted School-based Focus: Science teachers will use the tests within Study Island and in-class formative testing to measure instructional gaps in classes and individual students. These gaps will be addressed through remediation lessons incorporated into the Edgenuity pacing guide.

Action Steps for Implementation

Classroom Implementation Action Steps (Teachers and Students):

1. Science teachers will review the 2019-2020 pacing guides and how they correlate to the Edgenuity platform used during the last quarter of the 2019-2020 school year to identify gaps in instruction.
2. Teachers will develop lessons, for the current year, that cover the gaps in instruction. These will be for the overall class, for the largest gaps, and then within classes for each student.
3. Teachers will analyze Study Island tests to help determine areas that are weak and then develop lessons, within Study Island, that may be used to supplement instruction in those areas.
4. Teachers will use in-class formative tests to measure identified gaps within classes for each student. They will then work with students, through lessons, to close the gaps and build understanding of the standards.
5. Teachers will use a variety of materials to help build understanding of the “gap” standards.

Progress Monitoring

Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Department Meetings	Minutes of Meetings	Monthly Meetings	Department Head/ Individual Teachers
Collaborative Planning (grade level within department)	Minutes of Meetings	Monthly Meeting	Department Head/Individual Teachers

Evaluation Following Mid-Year Data

Evaluation of Targeted School-based Focus & Implementation:

Refinement of Targeted School-based Focus:



Accreditation Page

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

Strategic Plan Focus Area: Improving and Advancing Student Achievement	Cognia Performance Standards related to this Focus Area
<ul style="list-style-type: none">• 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	<p>Leadership Capacity Domain</p> <ul style="list-style-type: none">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. <p>Learning Capacity Domain</p> <ul style="list-style-type: none">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. <p>Resource Capacity Domain</p> <ul style="list-style-type: none">3.2 The system’s professional learning structure and expectations promote collaboration and collegiality to improve learner performance and organizational effectiveness.



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.