

Date Submitted: Sept. 15, 2021

Dates of Revision: Sept. 16, 2021

# School Performance Plan 2021-2022



School Name: Davidson 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

## **SAC Information**

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

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

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

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

# Okaloosa County School District

## **Vision Statement:**

We inspire a lifelong passion for learning.

## **Mission Statement:**

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

## **Core Values:**

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

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

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

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

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

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

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

## School Performance Team

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

Name	Title
Holly Tew	Principal
Laura King	Assistant Principal
David Carnley	Assistant Principal
Tulsa Moore	Instructional Coach
Lauren Gouthro and ELA Department	ELA Department Chair
Connie Siler and Math Department	Math Department Chair
Kathy Morris and Science Department	Science Department Chair
Angela Hritz and Social Studies Department	Social Studies Department Chair
Carol Cassity and ESE Department	ESE Department Chair
Toni Toney and Electives Department	Elective Department Chair

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

1. Collected all relevant data. (Student learning, demographic, etc.)
2. Analyzed data to prioritize needs. (What were the data telling us about current trends and needs?)
3. Determined potential causes of the data. (What adult/student practices might have caused the data?)
4. Established goals that we wanted to achieve. (These goals needed to be specific, measurable, attainable, relevant, and time-bound.)
5. Met by departments to discuss data and decided on specific actions, strategies and interventions to help meet our goals. (How would we get there? What would we need to do to support students in meeting the goals?)
6. Staff determined what artifacts and evidence we would expect from our teachers and students. (How would we know if our strategies were successful? What changes and improvements would we expect?)
7. Completed the school performance plan template and gathered/reviewed input from our SAC committee before final submission of the document to the School Board.
8. Submit the final SPP draft.
9. Present to the School Advisory Council for approval. (SAC will vote to approve the plan as presented.)
10. Revise the SPP based on district suggestions.
11. Submit the final SPP to the district office in September.

## School Profile

Davidson Middle School delivers a positive, inviting, educational environment driven by its beliefs and mission statement. Davidson Middle School is in Crestview, Florida, a rural community of approximately 25,000. Davidson serves 1106 students and 53% of the school population is on Free or Reduced Lunches.

Davidson Middle School strives to provide a rigorous, stimulating academic environment in which students find both challenge and support. In English language arts 55% of students scored at or above grade level, 50% scored at or above grade level in math, 61% scored at or above grade level in science and 66% scored at or above grade level on the Civics EOC. In addition, 55% of students passed an End-of-Course (EOC) Exam or earned an Industry Certification.

57 teachers, 36 educational support personnel, and three administrators have adopted the balanced math and literacy model, including assessment, initial instruction, and intervention, as an integral part of the school curriculum. Davidson Middle School participates in the MTSS Model for Intervention and uses a variety of purposeful instructional resources to provide differentiated instruction for students. Davidson Middle School has received the Golden School Award and has an active SAC committee. Davidson Middle School is fully accredited by the Southern Association of Colleges and Schools/Cognia.

Davidson Middle School is a 24-year-old facility with bright halls and well-equipped classrooms. The use of technology is a high priority, which is evidenced by one computer lab, Chromebook and the iPad carts available for classroom use, iReady, Study Island, Math Nation, Classroom Performance Systems, a television broadcast studio, other digital educational platforms being utilized and digital document readers. Teachers receive regular up-to-date training on county/school technology resources and software. Students are offered a range of sports activities that include cross country, volleyball, football, basketball, soccer, tennis, golf, track, baseball, softball, and flag football. Davidson offers the following opportunities for students to become involved: Academic Team, Student Council, NJHS, Minority Council, Buddy Program (Peer Mentor), RISE (Robotics Integration and STEMM Education), Information and Computer Technology, Web Design, Panther Trax Show, Yearbook, SSTRIDE, Band, Chorus, Dance, Cheerleading, Beginning Spanish, Spanish 1 Honors, Algebra 1 Honors, and Geometry Honors.

## Parent and Community Awareness

Davidson Middle			No	Not Sure	Yes	
		Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
Question	Responses	Very Dissatisfied	Dissatisfied	Neither satisfied nor dissatisfied	Satisfied	Very Satisfied
As a parent, how satisfied were you with the mySchool Online program this year?	8	13%	13%	25%	38%	13%
Do you plan to return your child to full-time brick & mortar classes next fall?	8		13%	50%	38%	
My child's school emphasizes academic performance as the number one priority.	36	6%	3%	17%	53%	22%
Our principal is an effective leader who meets the needs of our students.	36	6%		25%	33%	36%
As a parent, I am made aware of the curriculum program for my child's grade level or course.	36	8%	19%	19%	36%	17%
The school uses a variety of methods for parent communication.	36	3%	17%	11%	44%	25%
Parent input is valued at my child's school.	36	3%	14%	42%	25%	17%
Clear expectations of conduct and behavior are communicated to my child.	36		3%	17%	44%	36%
I receive positive phone calls, emails, or notes about my child from the school.	36	22%	25%	25%	11%	17%
My child's school maintains a safe environment.	36	6%	11%	19%	33%	31%
My child's school treats everyone fairly, regardless of race, economic status, or other relationships.	36		3%	22%	53%	22%
School funds are used to support the school in a financially responsible manner.	36		6%	47%	28%	19%
The guidance department at my child's school provides for the educational success of my student.	36		19%	36%	25%	19%
I am satisfied that my child's teachers do a good job educating my child.	36		11%	19%	42%	28%
My child's school is well maintained.	36	3%	3%	22%	47%	25%
The health services provided at my child's school support his/her wellness.	36	3%	3%	33%	44%	17%

## Parent and Community Awareness

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

1. Clear expectations of conduct and behavior are communicated to my child. (80% Strongly Agree/Agree)
2. My child's school treats everyone fairly, regardless of race, economic status, or other relationship. (75% Strongly Agree/Agree)
3. My child's school emphasizes academic performance as the number one priority. (75% Strongly Agree/Agree)
4. I am satisfied that my child's teachers do a good job educating my child. (70% Strongly Agree/Agree)
5. The school uses a variety of methods for parent communication. (69% Strongly Agree/Agree)

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

1. I receive positive phone calls, emails, or notes about my child from school. (47% Strongly Disagree, Disagree)
2. As a parent, I am made aware of the curriculum program for my child's grade level or course. (27% Strongly Disagree, Disagree)
3. As a parent, how satisfied were you with the mySchool Online program this year? (26% Strongly Disagree, Disagree)
4. The guidance department at my child's school provides for the educational success of my student. (19% Strongly Disagree, Disagree)

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

Agenda Books, Parent Phone Calls, Parent Information Call Outs, School Advisory Council, County & School Websites, Facebook, iOCSD app, Parent Internet Viewer - Parent Portal, Parent Conferences, Email, Edmodo, Remind text messaging, Google Classroom, Teacher OCSD Online Assignment Folders, DMS Newsletters, Progress Reports, Report Cards, School Marquee, Panther Camp for 6th Graders, School Orientation/Open House, Band/Chorus Parent Meeting, Local Newspapers, etc.

## School Action Plan

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

<b>ESSA Subgroup Focus</b>
<b>Subgroup: ESE</b>
<b>School Focus</b>
<b>What is the cause(s) for this subgroup being an area of focus?</b> Davidson's ESE population is below 50% in both Math and ELA proficiency.
<b>What are we doing to target this subgroup?</b> <ul style="list-style-type: none"><li>• Maximize the impact of our nine Learning Strategies classes taught by certified ESE instructors. Ensure students receive academic support as well as collaborate on training in self-regulatory skills to help them become increasingly more independent. Monitor the ESE subgroup through monthly grade level data chats. Collaborate on emerging strengths/weaknesses of strategies being used with students and discuss what can be done to have a greater positive impact on learning.</li><li>• Provide push-in support for ESE students in general education ELA and math classes where students are scheduled accordingly.</li><li>• Place ESE students in intensive reading by grade level to better scaffold reading instruction and utilize iReady tools.</li><li>• Provide homework help to students after school on Monday and Wednesday provided by certified ESE teachers.</li></ul>
<b>Targeted School-based Professional Development:</b> <ul style="list-style-type: none"><li>• All ELA and Math teachers will be trained on how to view and analyze iReady assessment data during district Professional Development Day during preplanning in August.</li><li>• Administration will participate in monthly department meetings to support teachers implementing the use of the Teacher Toolbox, Tools for Scaffolding Comprehension as well as instructional grouping reports to focus on the needs of students in order to create small groups.</li></ul>
<b>Action Steps for Implementation with a Strong Focus on Addressing Potential Learning Loss</b>
<b>Classroom Implementation Action Steps (Teachers and Students):</b> <ol style="list-style-type: none"><li>1. Teachers will give iReady Diagnostic and learn how to use the data in the Tools for Scaffolding Comprehension, and instructional grouping to create targeted small group instruction for regular ELA and Math classes.</li><li>2. Students will complete an average of 45 minutes per week on their iReady lesson path.</li></ol>



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

1. ESE teachers will review iReady data with students in Learning Strategies classes.
2. Administration prepares a monthly calendar for grade level collaboration meetings ensuring ESE teachers can participate.
3. Students monitor their iReady progress through weekly check-ins with their ESE 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>
Data chats	Lesson plans, walkthroughs, observations	Monthly	Teachers, administration
Department meetings	Sign in sheet, agenda	Monthly	Teachers, administration, grade level chairs
IReady – 45-minute average weekly and pass rate of 70% or higher	Usage and data reports	Weekly	Administration and Teachers

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

# ELA DATA

School FSA ELA (2018-2021) Proficiency (%)				Achievement Levels							Gender		Ethnicity						Status			Strands Average Rating																				
Year	School	Grade	# Students Tested	1L	1M	1H	2L	2H	3	4	5	3,4,5	M	F	A	B	H	I	M	W	ESE	ELL	F/R	Key Ideas	Craft & Struct	Ingr of Knowl	Language	Writing	Write: Purp/Org	Write: Evidence	Write: Convent.											
				% of Score	% of Score	% of Score	% of Score	% of Score	% of Score	% of Score	% of Score	% Proficient	# Total Population	% Proficient	# Total Population	% Proficient	# Total Population	% Proficient	# Total Population	% Proficient	# Total Population	% Proficient	# Total Population	% Proficient																		
2018	Davidson	6	345	1	3	10	13	17	25	24	8	57	177	50	168	63	5	40	44	50	18	50	26	54	252	59	60	15	195	48	49	59	40	79	63	57	56	89				
2019	Davidson	6	348	1	2	9	10	16	28	28	7	63	168	61	180	64	5	80	30	40	18	50	1	0	26	62	268	66	50	28	189	53	60	66	45	81	62	57	56	85		
2021	Davidson	6	316	0	4	11	10	16	27	22	9	58	159	57	157	59	4	75	35	43	24	71			32	47	221	60	56	29	4	50	146	47	52	65	47	70	61	54	54	89
2018	District	6	2,421	1	4	11	12	13	22	25	12	59	1211	54	1210	64	64	73	300	40	194	50	6	33	244	53	1613	64	406	18	43	7	1224	48	52	60	42	79	61	56	53	87
2019	District	6	2,424	2	3	9	10	12	25	27	11	63	1203	58	1221	68	67	76	258	46	254	52	10	60	221	64	1614	67	348	23	63	3	1125	51	60	65	46	83	64	59	58	86
2021	District	6	2,295	3	4	10	11	13	24	25	11	60	1127	55	1168	65	53	70	234	39	283	46	7	43	237	59	1481	66	390	24	84	13	968	45	53	66	48	73	61	54	53	89
2018	Davidson	7	314	2	3	16	17	17	23	16	7	46	147	39	167	52	4	75	35	34	18	33	1	100	22	14	234	51	52	15	2	50	149	36	49	52	46	67	60	53	52	92
2019	Davidson	7	355	0	5	13	12	12	32	19	8	59	183	51	172	67	7	57	44	55	14	64			32	63	258	59	63	22			191	50	51	61	50	64	61	56	54	88
2021	Davidson	7	333	1	5	20	17	12	23	18	5	46	174	41	159	52	4	75	39	28	18	33	2	50	26	38	244	50	47	9	2	0	138	41	49	58	47	66	56	50	48	82
2018	District	7	2,215	2	3	12	13	14	23	21	12	56	1099	48	1116	63	58	64	257	42	190	46	9	44	197	49	1504	60	279	16	57	12	1015	42	52	55	50	67	63	57	56	91
2019	District	7	2,421	2	3	12	11	13	25	21	12	58	1213	53	1208	64	65	75	308	41	205	44	8	50	241	56	1594	63	387	20	52	4	1138	47	52	62	52	65	63	58	56	87
2021	District	7	2,247	2	5	14	12	13	24	20	11	54	1143	48	1104	61	65	71	259	36	255	41	8	75	217	48	1443	60	353	18	69	3	850	40	54	60	50	67	59	53	51	87
2018	Davidson	8	314		2	12	13	15	31	20	8	58	160	54	154	63	5	100	36	47	18	50	1	0	17	53	237	60	42	26	1	0	164	52	55	68	55	87	71	65	65	96
2019	Davidson	8	296	1	4	11	9	14	31	22	9	61	140	59	156	63	5	60	29	38	17	47			23	30	222	68	43	35	2	0	133	54	55	71	65	70	70	66	65	90
2021	Davidson	8	297	1	2	8	12	16	35	18	8	62	142	60	155	63	4	50	19	42	16	38			29	72	229	64	28	29	1	0	105	50	60	65	47	79	66	60	59	89
2018	District	8	2,197	1	2	8	10	12	29	23	14	66	1096	62	1101	70	68	78	260	48	178	53	11	82	193	64	1487	70	260	30	43	2	961	52	58	70	59	87	73	68	67	95
2019	District	8	2,224	1	3	9	9	11	30	23	13	66	1102	61	1122	70	62	73	257	48	193	51	6	50	198	63	1508	71	272	29	45	7	912	53	57	73	68	72	70	66	64	91
2021	District	8	2,227	3	4	11	10	12	31	20	11	61	1092	57	1135	65	67	70	218	41	233	46	9	56	190	64	1510	65	278	23	64	3	777	48	60	63	48	78	64	60	59	85

## School Action Plan

### *ELA: Reading & Writing*

<b>District Goal:</b>	<b>Students shall demonstrate reading proficiency at or above the expected grade level.</b>
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<b>Objectives:</b>	
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 60%.	
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 60%.	
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*

<b>Central Focus: ELA Focus</b>	
<b>To address potential learning loss by accelerating student achievement through the use of evidence-based resources, district and school-based staff will analyze assessment data, collaborate to create engaging lessons, and provide intervention support.</b>	
<ul style="list-style-type: none"> <li>• Utilize the <i>myPerspectives</i> textbook as a resource to plan targeted Tier I (whole group) instruction based on i-Ready data that incorporates text-dependent questions leading to a culminating task</li> <li>• Develop standards-based lessons that bridge LAFS and B.E.S.T. Standards using data (e.g., FSA, formative, classroom assessments), the Item Specifications, and <i>myPerspectives</i> Standards document</li> <li>• Incorporate appropriate components of i-Ready for identified Tier 2 students within the ELA classroom (e.g., Diagnostic data, Teacher Toolbox, Tools for Scaffolding Comprehension, and Online Personalized Instruction) to differentiate instruction</li> <li>• Incorporate appropriate components of i-Ready for Tier 3 students within the Intensive Reading classroom (e.g., Diagnostic data, Teacher Toolbox, Tools for Scaffolding Comprehension, and Online Personalized Instruction) to individualize instruction</li> <li>• Strategically utilize the B.E.S.T. Standards Vertical Progression to ensure a successful transition from LAFS to B.E.S.T. Standards</li> <li>• Incorporate the use of a Learning Management System- LMS (e.g., Canvas) in the classroom to accelerate student interaction and communication of course content, assignments, and remediation</li> </ul>	

<b>School Focus</b>
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**Targeted School-based Focus:**

- Implement myPerspectives textbook with fidelity
- Regularly incorporate differentiated small group instruction with explicit instruction (using data from iReady) that includes quality text-dependent questions, purposeful text markings and annotations leading to culminating tasks to increase student comprehension using data from iReady.
- Teachers will collaborate and plan lessons which include purposeful spiraling, incorporating item specifications to develop quality assessments that mirror the FSA in both style and rigor (20% ALD 2, 60% ALD 3, 20% ALD 4/5).

**Targeted School-based Professional Development:**

1. iReady training 3 times (August, September, and February) this school year for all ELA teachers to increase their knowledge of how to utilize and implement iReady provided by a representative from Curriculum Associates.
2. District personnel (Lynn Kozak, Tulsa Moore) will provide training on the Bridge document between FSA and BEST standards for all new teachers.
3. Utilize common planning time in monthly department meetings to discuss the implementation of the iReady Teacher Toolbox, Personalized Online Instruction, reports to develop small groups and other components.
4. Teachers and students will use Ready workbooks as a supplement for additional practice, targeted small groups, and pull-out remediation.

**Action Steps for Implementation with a Strong Focus on Addressing Potential Learning Loss****Classroom Implementation Action Steps (Teachers and Students):**

1. Teachers will give iReady Diagnostic and learn how to use the data to create targeted small group instruction.
2. Students will complete an average of 45 minutes per week on their iReady lesson path.

**Progress Monitoring**

<b>Initiative</b>	<b>How Will It Be Monitored</b>	<b>Frequency of Official Monitoring</b>	<b>Who is Responsible to Monitor</b>
iReady	Usage reports and data reports	Weekly	Administration and Teacher
Bridge training	Lesson plans, walkthroughs	Monthly	District Personnel
Common Planning	walkthroughs	Quarterly	Administration and Teacher
Data Chats	Lesson plans, walkthroughs, observations	Monthly	Administration and Teacher

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

## School Action Plan

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

#### Central Focus: Text-based Writing

#### School Focus

##### Targeted School-based Focus:

Purpose, Focus, Organization

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

1. Teachers will receive professional development for calibration to the FSA Writing rubric.
2. Teachers will use data from the FSA writing test and classroom formative writing assessments when planning instruction
3. Select teachers will receive additional training from the Instructional Coach on the FSA rubric and the Davidson Writing Plan during the first semester. They will receive strategies on how to incorporate rubrics and writing plans into their lessons.

#### Writing Plan

##### Davidson Middle School Writing Plan 2021-2022

All teachers will use the FSA Rubric and Davidson Writing Plan in order to guide writing instruction.

##### **A. School Wide Writing**

1. School wide writing will take place on November 10<sup>th</sup> and in March 2022.
2. Language Arts teachers will receive one day TDE to calibrate and score essays in order to drive areas of instruction. Calibration will take place on November 18<sup>th</sup> and March 17<sup>th</sup>.
3. Teachers will demonstrate the components of writing using a gradual release of responsibility (“I Do, We Do, You Do”).

##### **B. Rubric Calibration**

1. Teachers will explicitly teach the categories within the writing rubric--Purpose, Focus, Organization, Evidence and Elaboration, and Conventions so that students are aware of how they are being scored.
2. Students will unpack the FSA writing rubric in order to have a clear understanding of each area of focus.
3. Students will self-assess and peer-assess using the FSA writing rubric and/or teacher created checklists that focus on specific writing needs.
4. Students will participate in conferences with peers and/or the teacher.

##### **C. Text Marking and Annotations**

1. Teachers will model reading through writing strategies and purposeful text marking.

2. Teachers will model reading through writing with purposeful annotations in order to model elaborative techniques.
3. Students will synthesize text markings and annotations to help formulate a claim/central idea for body paragraphs.

#### **D. *Strengthening Elaboration***

1. Teachers will model how to use the CiSE /CSE- So What? Why Does It Matter Graphic Organizer, model elaboration techniques and explicitly teach the So What? Why Does it Matter? Strategies.
2. Students will use the CSE-So What?/Why does it matter? Graphic organizer to plan their argumentative essays.
3. Students will use the CiSE-So What?/Why does it matter? graphic organizer to plan their informative essays.
4. Common language and strategies will be used across grade levels and across core subject areas.
5. Students will plan using multiple sources. Students will utilize three sources by October 20<sup>th</sup>.
6. Students will use the CiSE/CSE graphic organizer to make SPRITE/SPEC/GRAPES connections in their writing plan so that they can strengthen elaboration.
7. Teachers will use mini lessons to model skills and strategies such as AWUBIS and FANBOYS to vary sentence structure.
8. Teachers will model how to pull academic vocabulary from the text and demonstrate how to use these words in their own sentences instead of simply quoting the text.

#### **E. *Purpose, Focus, and Organization***

1. Teachers will model how to write introductions and conclusions using think alouds.
2. Teachers will use exemplar essays and idea mapping to provide examples of effective introductions and conclusions.
3. Teachers will use mini lessons to model transitions in order to tie specific transitional words and phrases to matching formats and patterns of organization.
4. Students will self-assess and peer-assess using the FSA writing rubric and/or teacher created checklists that focus on introductions/conclusions.
5. Students will use the CSE-So What?/Why does it matter? Graphic organizer to plan their argumentative essays.
6. Students will use the CiSE-So What?/Why does it matter? graphic organizer to plan their informative essays.

#### **F. *Writing Through Reading***

1. Students will identify key ideas and details within multiple texts in order to synthesize and make connections as will be demonstrated in both argumentative and informative essays.
2. Students will respond to a text in writing by making personal connections and analyzing, synthesizing sources.

<b>Initiative</b>	<b>How Will It Be Monitored</b>	<b>Frequency of Official Monitoring</b>	<b>Who is Responsible to Monitor</b>
School Wide Writing	Student Samples	Once per semester	ELA Teachers, guidance counselor, Administration
Calibration/Scoring	Student Samples	Once per semester	ELA Teachers, Administration
Incorporate Writing Through Reading	Lesson plans, walkthroughs, assessments	Quarterly	Teachers, Administration
Data Chats	Lesson plans, walkthroughs, observation	Monthly	Administration, Teachers

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



## **School Action Plan**

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

#### **ELA Students Below Grade Level**

##### **School Focus**

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

- Read and analyze increasingly complex text to answer text dependent questions across multiple sources
- Teachers will use iReady data to develop interactive whole group instruction, purposeful small group instruction and cooperative learning groups.

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

1. iReady training 3 times (August, September, and February) this school year for all ELA teachers to increase their knowledge of how to analyze and utilize the Tools for Scaffolding Comprehension for instruction, instructional grouping report as well as the teacher toolbox to implement iReady provided by a representative from Curriculum Associates.
2. Utilize common planning time in monthly department meetings to discuss the implementation of the iReady Teacher Toolbox, Personalized Online Instruction, reports to develop small groups and other components.

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

###### **Intervention Action Steps (Teachers and Students):**

IR Teacher will:

- A. Analyze iReady data to determine focus skills
  1. Use the on-grade level text from the Ready Workbook and scaffold the instruction based on the students
- B. Utilize the iReady Toolbox to vary instructional modes to teach specific skills needed to master each standard
  1. Interactive Whole Group Instruction
  2. Purposeful Small Group Instruction
  3. Cooperative Learning Groups
  4. Provide time for students to earn an average of 45 minutes on their personalized learning path
  5. Monitor personalized lesson path and make minor adjustments in the lowest domain to close the gaps in learning loss
- C. Incorporate components of EIR by:
  1. Using multiple sources

- 2. TDQs at the appropriate DOK
- 3. Purposeful
  - a. Text Marking
  - b. Annotating
  - c. Note Taking
  - d. Student Talk

<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>
Differentiated Small Group Instruction	Formal/Informal Observations	Monthly	Administration
iReady	Personalized Instruction Summary	Weekly	Administration, IR Teacher
iReady – Average 45 minutes per week and lesson pass rate of 70% or higher	iReady reports	Weekly	Administration, IR Teacher
Data Chats	Lesson Plans, walkthroughs, observations	Monthly	Administration, Teachers

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

# SOCIAL STUDIES DATA

U.S. History EOC (2018-2021) Proficiency (%)				Achievement Levels						Gender		Ethnicity						Status			Strands Percent Correct														
Year	School	Test	# Students Tested	1	2	3	4	5	3,4,5	M	F	A	B	H	I	M	W	ESE	ELL	F/R	Orig. and Purp. of Gov't (MS) Late 19th-20th(HS)	Role and Resp. of Cit. (MS) Global Military (HS)	Gov't Pol. And Proc. (MS) Intrnl. Peace (HS)	Orig. and Func. Of Gov't (MS)											
				% of Score	% of Score	% of Score	% of Score	% of Score	% Proficient	# Total Population % Proficient	# Total Population % Proficient	# Total Population % Proficient	# Total Population % Proficient	# Total Population % Proficient	# Total Population % Proficient	# Total Population % Proficient	# Total Population % Proficient	# Total Population % Proficient	# Total Population % Proficient	# Total Population % Proficient	# Total Population % Proficient	# Total Population % Proficient	# Total Population % Proficient	# Total Population % Proficient											
2018	Davidson	Civics	318	9	14	31	24	22	<b>77</b>	148	80	170	75	4	75	36	69	20	70	1	0	20	65	237	80	50	48	2	50	148	72	59	56	57	59
2019	Davidson	Civics	379	6	13	27	27	26	<b>80</b>	196	79	183	82	7	86	46	65	15	93			33	79	278	82	65	60			202	75	61	69	60	59
2021	Davidson	Civics	337	12	22	34	18	13	<b>66</b>	182	65	155	66	4	100	36	47	18	72	2	50	25	60	252	68	51	33	1	0	137	59	56	55	55	<b>49</b>
2018	District	Civics	2,307	8	13	26	25	28	<b>79</b>	1,152	77	1,155	81	60	82	271	67	205	67	9	78	200	72	1562	83	295	50	62	31	1045	67	62	62	60	60
2019	District	Civics	2,487	8	14	25	25	28	<b>78</b>	1,233	78	1,254	78	70	91	313	65	200	71	7	71	244	76	1653	81	390	51	42	24	1134	69	61	69	60	58
2021	District	Civics	2,337	13	17	28	20	22	<b>69</b>	1,200	69	1,137	70	69	81	273	50	275	55	8	75	224	69	1488	75	367	40	76	18	879	58	61	60	56	53

## School Action Plan *Social Studies*

<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>
<p><b>Civics</b> 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 70%.</p>

### School Action Plan *Social Studies: Strategies & Programs to Support the Objectives*

<b>Central Focus: Social Studies Focus</b>
<p><b>To address potential learning loss by accelerating student achievement through the use of evidence-based resources, district and school-based staff will analyze assessment data, collaborate to create engaging lessons, and provide intervention support.</b></p> <ul style="list-style-type: none"> <li>• Utilize Test Item Specification to plan instruction informed by benchmark clarifications and content limits (7<sup>th</sup> Civics)</li> <li>• Implement inquiry-based strategies to promote engagement             <ul style="list-style-type: none"> <li>○ Create a culture of curiosity using claims, evidence, and reasoning</li> <li>○ Incorporate SHEG lessons (World History and United States History)</li> </ul> </li> <li>• Incorporate literacy strategies in the middle school classrooms             <ul style="list-style-type: none"> <li>○ Explore multiple perspectives using primary and secondary sources</li> <li>○ Include vocabulary and writing strategies to strengthen comprehension of content</li> <li>○ Utilize web-based tools for building background knowledge</li> </ul> </li> <li>• Incorporate the use of a Learning Management System- LMS (e.g., Canvas) in the classroom to accelerate student interaction and communication of course content, assignments, and remediation</li> </ul>

<b>School Focus</b>
<b>Targeted School-based Focus:</b>

- By the end of the year, we expect our students to demonstrate inquiry-based strategies taught to the students that foster a learning environment guided by curiosity. Students will form claims based on evidence and reasoning using lessons from SHEG. Their writing will reflect both primary and secondary sources in their citations using content-based vocabulary throughout. Students will gain varying perspectives not only through primary and secondary sources, but through their peers during accountable student talk activities. These activities will promote an atmosphere of respect and a high level of engagement.

**Targeted School-based Professional Development:**

1. Department collaboration to create lesson plans that are standards-based and include best practices for teaching history such as the use of the Thinking Like a Historian/SHEG skills, targeted TDQs, the explicit teaching of content and reading comprehension strategies, and include text-markings, annotations, etc.
2. During department meetings, Civics teachers will work together to design assessments that follow the item specifications and meet the rigor of the EOC.
3. The Civics and World History teachers will continue to collaborate on the implementation of the Civics standards in World History during the second semester.
4. New social studies teachers will be trained to design lessons that implement best practices and that also incorporate reading comprehension strategies.
5. New social studies teachers will be trained by Angela Hritz during monthly department meetings to plan and implement effective DBQ Units that teach the content using best practices in reading and writing strategies.
6. All grade levels in Social Studies will be following the new pacing guides provided by the county and state.

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

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

Best practices in Social Studies Classes:

1. Explicit teaching of specific strategies related to Social Studies.
  - a. Teachers will teach Thinking Like a Historian/SHEG skills such as Author’s Perspective and Reliability.
  - b. Students will apply these skills throughout the year to a variety of sources.
2. Explicit teaching of reading comprehension strategies to access a variety of primary and secondary sources (textbook, CommonLit, NewsELA and web-based tools for background knowledge) in order to address the standards.

- a. Teach students to effectively respond to text dependent questions which guide them through complex text towards the Social Studies objective. Teachers will allow the students to create their own standards-based TDQs as a way of encouraging deeper connection to the text and gaining meaningful insight.
  - b. Teach students to effectively use Student Talk such as Think-Pair-Share, Collaborative Groups and Socratic Seminars to analyze text, collaborate with others to gain varying perspectives. Students will follow student talk protocols and conversation stems to ensure purposeful, accountable talk driven by the TDQs that ensure a deeper interpretation of the text.
  - c. Teach students to respond to TDQs in writing that show an understanding of the social studies content, and whenever possible FSA style with evidence and elaboration.
  - d. Teach students inquiry-based strategies such as analyzing a related set of documents for the purpose of explaining a social studies related topic or for defending a position. Students will use their document analysis skills to organize their thinking, select evidence and support for a written response in an FSA style paragraph or essay (DBQ). This writing will be assessed using an FSA style rubric/checklist.
3. Explicit teaching of strategies to analyze a variety of social studies text.
- a. Teach students to analyze text in a variety of forms such as articles, journals, timelines, charts, tables, video clips, political cartoons, infographics, sources etc. using analysis strategies such as content frames and graphic organizers (ex. GRAPES).
  - b. Teach students to identify and utilize text features and text structures that are specific to social studies and aid in comprehension of the text.

#### Civics in Social Studies Classes:

1. Civics teachers use a variety of assessments that are based on Item Specifications, including multiple choice items, graphic organizers and Checks for Understanding paragraphs. These assessments will include domain specific vocabulary.
  - a. Civics students will be aware of the standards and objectives being taught and being assessed.
  - b. Civics teachers will continue to add relevant questions from previously covered content to discussions, study guides, vocabulary quizzes, and tests.
2. According to the Pacing Guide, Civics teachers will spend more time on the areas of need according to formative and summative assessments.
3. Civics teachers will use a variety of resources, including the Florida Joint Center for Citizenship (FJCC) curriculum, the McGraw Hill Civics, Economics, & Geography textbook, and the iCivics website to enhance instruction and emphasize the standards.
4. World History teachers will implement the Civics focused lessons during the second semester that were developed in collaboration with the Civics teachers.

**Instructional Gap Focus:**

1. 6<sup>th</sup> grade World History teachers will remediate through spiral review as needed on the following skills: geographic features, geographic landforms, and map-reading skills.
2. 7<sup>th</sup> grade Civics teachers will remediate as needed through spiral review on the origin of democracy (Greece), representative government, citizenship, checks and balances, civic duty, and Rule of Law (Rome).
3. 8<sup>th</sup> grade US History teachers will remediate through spiral as needed types of government such as democracies and republics as well as the foundations of the American government (such as the Mayflower Compact, Magna Carta, 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>
Planning using the Pacing Guide and Explicit Teaching	Lesson Plans, informal and formal observations	Monthly	Administrators, teachers, department chair
Social Studies Specific Reading Strategies	Lesson Plans, informal and formal observations	Monthly	Administrators, teachers, department chair
Civics Focus in World History Second Semester	Lesson Plans, informal and formal observations	Monthly during the second semester	Administrators, teachers, department chair
DBQ Writing	Lesson Plans, informal and formal observations	Twice a year (World History) Once a Year (US History)	Administrators, teachers, department chair
Data Chats	Lesson Plans, walkthroughs, observations	Monthly	Administration, teachers

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

# MATH DATA

School FSA Math (2018-2021) Proficiency (%)				Achievement Levels								Gender		Ethnicity								Status			Strands																	
Year	School	Grade	# Students Tested	1L	1M	1H	2L	2H	3	4	5	3,4,5	M	F	A	B	H	I	M	W	ESE	ELL	F/R	Average Rating																		
				% Proficient	% Proficient	% Proficient	% Proficient	% Proficient	% Proficient	% Proficient	% Proficient	% Proficient	# Total Population	% Proficient	# Total Population	% Proficient	# Total Population	% Proficient	# Total Population	% Proficient	# Total Population	% Proficient	# Total Population	% Proficient	# Total Population	% Proficient	Num&Opp: Base10 (4-5) Ratio&Prop (6-7)	Num&Opp: Fract (3-4) Oper&Alg / Fract (5) NumSys (6-7)	Meas&Data / Geo (3-5) Stats&Prob (6-7) Stats&Prob / NumSys (8) Stats&NumSys (A1) Model w/Geo (Geo)	Geometry (6-8) Alg&Modl (A1) Cong.Sml,RTri,Trig (Geo)	Opp&Alg / Base 10 (3) Opp&Alg (4) Expr&Equat (6-8)	Functions (8) Functs&Modl (A1) Circ,Meas,Props&Equat (Geo)										
2018	Davidson	6	299	0	4	10	9	12	30	28	6	64	157	61	142	68	4	75	40	58	17	53		22	73	216	65	58	33		177	58	66	51								
2019	Davidson	6	275	2	2	7	11	12	33	31	3	67	130	71	145	64	3	67	29	59	15	67	1	0	20	65	207	69	49	43	2	50	160	59	62	62						
2021	Davidson	6	252	5	5	14	14	22	31	10		40	129	39	123	41	4	50	33	21	21	52		22	18	172	45	53	19	4	50	126	32	42	49							
2018	District	6	2,068	1	3	11	11	13	29	24	8	61	1,026	56	1,042	65	48	77	276	45	180	52	6	67	211	54	1,347	65	395	29	43	19	1,094	50	65	51						
2019	District	6	1,981	2	3	9	10	14	30	25	8	62	960	61	1,021	63	46	80	231	43	216	51	8	38	179	62	1,301	67	339	31	67	16	979	50	63	61						
2021	District	6	1,908	4	5	16	12	15	28	15	4	48	937	45	971	51	37	57	216	30	239	37	7	29	205	44	1,204	54	367	19	86	19	859	35	47	52						
2018	Davidson	7	319	1	3	9	6	12	31	25	14	70	145	72	174	68	3	100	38	58	14	57			26	65	238	73	53	43	2	100	161	63	60	45						
2019	Davidson	7	383	1	2	6	5	9	28	33	16	78	202	77	181	78	8	63	41	63	16	81			33	79	285	80	61	44		208	72	64	54							
2021	Davidson	7	322	1	2	13	11	14	36	19	4	59	163	63	159	55	3	67	37	32	18	67	1	100	31	65	232	62	44	34	2	0	135	53	48	46						
2018	District	7	2,331	1	3	8	6	9	30	26	18	73	1,164	74	1,167	73	61	77	275	56	185	58	7	29	213	71	1,590	78	296	36	57	32	1,113	62	62	48						
2019	District	7	2,527	1	3	8	7	9	28	27	18	73	1,291	74	1,236	72	69	83	313	53	231	58	10	80	253	68	1,651	79	387	40	50	14	1,183	62	62	53						
2021	District	7	2,210	2	4	11	9	12	30	20	12	62	1,104	64	1,106	61	66	76	243	35	273	48	3	67	211	56	1,414	70	354	32	67	15	850	50	50	51						
2018	Davidson	8	218	0	2	11	12	16	41	15	2	58	109	62	109	54	2	100	30	30	13	54	2	50	14	64	157	63	41	44		129	56									
2019	Davidson	8	201	1	2	11	8	15	36	17	8	62	95	64	106	59	3	67	24	33	10	60			23	39	141	70	39	33	2	100	107	61								
2021	Davidson	8	195	1	4	14	13	18	30	18	2	50	88	55	107	47			20	30	12	50			22	59	141	52	28	36	1	0	81	40								
2018	District	8	1,457	2	3	9	11	11	33	18	14	64	734	63	723	66	28	71	205	44	146	58	9	67	146	68	923	69	246	42	46	22	770	54								
2019	District	8	1,420	2	3	10	9	12	31	20	14	65	721	65	699	64	35	80	192	49	139	54	3	0	138	57	913	70	253	36	45	31	683	54								
2021	District	8	1,322	4	7	16	13	13	28	14	5	46	658	49	664	44	26	69	177	31	163	35	7	29	121	51	828	51	251	30	63	16	561	37								
2018	Davidson	Alg	114						29	46	25	100	60	100	54	100	4	100	6	100	8	100			2	100	94	100	3	100		38	100									
2019	Davidson	Alg	114			1			28	43	28	99	53	98	61	100	1	100	9	100	4	100			6	100	94	99	7	100		39	100									
2021	Davidson	Alg	120		2	7	3	5	43	29	11	83	67	81	53	87	3	67	4	50	5	100			9	89	99	84	1	100		34	79									
2018	District	Alg	2,340	2	3	8	3	5	31	23	24	78	1,185	76	1,155	80	70	93	292	62	203	65	8	63	214	78	1,553	82	241	49	34	21	930	68								
2019	District	Alg	2,295	3	3	8	4	5	34	23	20	78	1,117	75	1,178	80	62	81	239	60	207	68	13	77	220	76	1,554	82	250	43	47	21	935	66								
2021	District	Alg	2,296	4	5	14	5	6	35	19	13	66	1,178	65	1,118	67	64	84	223	43	236	48	10	70	218	61	1,545	72	260	38	61	11	714	55								
2018	Davidson	Geo	28			4			11	21	64	96	14	100	14	93	2	100	2	100	2	100			1	100	21	95		1	100	6	83									
2019	Davidson	Geo	38			3	3		18	47	29	95	18	100	20	90	2	100	1	100	4	100			31	94	1	100				5	100									
2021	Davidson	Geo	54				2		33	39	26	98	30	100	24	96	2	100			1	100			4	75	47	100				12	92									
2018	District	Geo	2,243	2	5	14	7	8	29	15	20	64	1,097	63	1,146	65	74	78	260	38	188	49	7	71	186	60	1,528	70	205	29	38	18	860	49								
2019	District	Geo	1,936	2	3	11	6	6	32	19	22	73	955	73	981	73	72	86	224	52	145	59	8	63	182	66	1,305	78	189	42	24	21	624	61								
2021	District	Geo	2,095	4	6	15	7	8	30	17	13	60	1,026	63	1,099	57	77	71	228	33	183	50	12	67	173	54	1,422	65	203	23	36	22	605	45								



## 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 60%.	
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 50%.	
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**

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

- Use assessment data (e.g., i-Ready data, FSA, formative, quarterly assessments) to drive, plan, and create backwards designed instructional lessons, differentiated activities, and spiraling tasks.
- Use math resources such as IXL, Math Nation, Ready Teacher Toolbox, Prerequisite Report, and the Instructional Grouping Report to support course standards as well as address content gaps
- Incorporate the use of an LMS (e.g., Canvas) in the classroom to accelerate student interaction and communication of course content, assignments, and remediation.
- Investigate the B.E.S.T. Standards Vertical Progression to ensure a successful transition from MAFS to B.E.S.T. Standards.
- Incorporate the use of a Learning Management System- LMS (e.g., Canvas) in the classroom to accelerate student interaction and communication of course content, assignments, and remediation

#### **School Focus**

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

- Follow the Secondary Math Model for instruction which includes getting ready to learn, new learning, practice learning, and reflection.
- Teachers with like courses will collaborate and plan lessons which include backwards design, purposeful spiraling, the gradual release of responsibility (“I Do, We Do, You Do”), and assessments that mirror the FSA in both style and rigor (10-20% ALD 2, 60-80% ALD 3, 10-20% ALD 4/5).
- Integrate instructional resources such as item specifications, ALDs, iXL, iReady, Prerequisite Report, Ready Toolbox, and Math Nation (for Algebra 1 and Geometry).
- Utilize differentiated small group instruction based on data from i-Ready, the Instructional Grouping Report, Prerequisite Report, quarterly assessments, or classroom assessments.

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

1. iReady training 3 times (August, September, and February) this school year for all Math teachers to increase their knowledge of how to analyze and utilize the Tools for Scaffolding Comprehension for instruction, instructional grouping report as well as the teacher toolbox to implement iReady provided by a representative from Curriculum Associates.
2. Training will occur this school year for all math teachers to increase their knowledge of how to utilize and implement iXL.
3. The District math specialist will provide three school based trainings for grade level teachers that focus on utilizing backwards design, using Item Specifications to develop quality assessment items based on course standards and achievement level descriptors (ALDs), developing engaging activities to incorporate into classroom instruction that mirror assessment items, collaboratively planning how rigorous resources can be incorporated into classroom instruction, and identifying best practices to prepare students for assessments.
4. Utilize department meetings to discuss the implementation of the iReady Teacher Toolbox, reports to develop small groups and other components.

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

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

1. Teachers will routinely use the Secondary Math Model.
2. Students will participate in bell ringers and spiraling, direct instruction which includes the “I Do, We Do, You Do” process, learning practice in different formats, FSA style assessments, and self-reflection.
3. Teachers will give iReady Diagnostic and learn how to use the data to create targeted small group instruction.
4. Students will complete an average of 45 minutes per week on their iReady lesson path in math, participate in regular small-group instruction, and iXL tasks to include those assigned by the teacher based on the Prerequisite Report.

<b>Initiative</b>	<b>How Will It Be Monitored</b>	<b>Frequency of Official Monitoring</b>	<b>Who is Responsible to Monitor</b>
Use of Secondary Math Model	Monthly	Lesson Plans, Formal/Informal Observations	Administration
Use of iReady and iXL	Weekly	iReady and iXL Reports	Administration, Teachers
Use of ALDs and Other Rigorous Resources	Monthly	Lesson Plans, Formal/Informal Observations, Assessment Reviews	Administration, Teachers
Small Group Instruction	Monthly	Lesson Plans, Formal/Informal Observations	Administration
Data Chats	Lesson Plans, Walkthroughs, Observations	Monthly	Administration, Teachers

**Evaluation Following Mid-Year Data**

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

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

# School Action Plan

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

### Math Students Below Grade Level

#### School Focus

##### Targeted School-based Focus:

- Block grade level math courses with an intensive math for the lowest performing math students to allow for more extensive remediation, scaffolding, and practice.
- Use of student data (iReady, iXL, FSA, teacher assessments) to identify student weaknesses and plan small group instruction.
- Targeted small group instruction.
- ESE push in/pull out small group instruction.
- Utilize POC funds for targeted remediation.

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

1. Provide iReady Training for teachers about:
  - Analyzing reports – Prerequisite Report for Instruction, Instructional Grouping Reports
  - Toolbox Resources
  - Personalized Online Instruction
2. Provide iXL Training to differentiate lessons below and on grade level in target areas of deficiency

#### Action Steps for Remediation

##### Intervention Action Steps (Teachers and Students):

1. Teachers will incorporate various modes of instructional delivery and practice.
2. Students will participate in explicit teaching, teacher modeling, scaffolding, differentiated small group instruction, cooperative learning groups, differentiated stations, spiraling, and various technology resources.
3. Teachers will give iReady Diagnostic and learn how to use the data to create targeted small group instruction.
4. Students will complete an average of 45 minutes per week on their iReady lesson path in math as well as small group instruction.
5. Teachers and students will use Ready workbooks as a supplement for additional practice, targeted small groups, and pull-out remediation.
6. Teachers will monitor domains closely and adjust personalized lesson paths to continue to close the learning loss gaps.

#### Progress Monitoring

<b>Initiative</b>	<b>How Will It Be Monitored</b>	<b>Frequency of Official Monitoring</b>	<b>Who is Responsible to Monitor</b>
Differentiated Small Group Instruction	Formal/Informal Observations	Monthly	Administration
iReady	Personalized Instruction Summary	Weekly	Administration, Teachers
iReady	Average of 45 minutes per week and pass rate of 70% or higher	Weekly	Administration, Teachers
Data Chats	Lesson Plans, walkthroughs, observations	Monthly	Administration, Teachers

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

# SCIENCE DATA

FCAT Science 2018-2021 Proficiency (%)				Achievement Levels						Gender				Ethnicity						Status			Strands												
Year	School	Grade	# Students Tested	1	2	3	4	5	3,4,5	M	F	A	B	H	I	M	W	ESE	ELL	F/R	Percent Correct														
				% of Score	% of Score	% of Score	% of Score	% of Score	% Proficient	# Total Population	% Proficient	# Total Population	% Proficient	# Total Population	% Proficient	# Total Population	% Proficient	# Total Population	% Proficient	# Total Population	% Proficient	# Total Population	% Proficient	Nature (MS)	Molecular (BIO)	Earth/Space (MS)	Classification (BIO)	Physical (MS)	Organisms (BIO)	Life (MS)					
2018	Davidson	8	314	10	31	27	15	17	59	161	60	153	58	5	60	36	39	18	61	1	100	17	59	237	62	43	26	1	100	163	50	66	66	75	68
2019	Davidson	8	309	9	31	28	20	12	60	144	62	165	58	5	60	31	32	18	61			24	25	231	67	47	32	2	0	137	47	67	73	72	66
2021	Davidson	8	302	11	28	26	20	14	61	144	70	158	52	4	75	20	25	18	56			28	68	232	63	28	25	1	0	110	45	70	68	67	71
2018	District	8	2,182	11	24	25	18	22	65	1,096	64	1,086	66	68	76	256	42	180	49	11	91	190	60	1477	71	260	29	45	4	953	49	70	68	75	72
2019	District	8	2,233	9	24	26	21	20	67	1,101	67	1,132	68	64	68	254	48	192	55	7	57	197	63	1519	72	277	33	44	11	909	52	69	75	76	70
2021	District	8	2,221	15	24	25	18	17	60	1,092	64	1,129	57	67	76	219	42	240	45	9	56	191	62	1495	65	275	27	68	7	771	47	68	68	68	70

## School Action Plan *Science*

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

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 65%.

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

### **Central Focus: Science Focus**

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

- Incorporate the use of a Learning Management System- LMS (e.g., Canvas) in the classroom to accelerate student interaction and communication of course content, assignments, and remediation
- Use assessment data (e.g., Study Island, quarterly assessments) to plan and create instructional lessons, differentiated activities, and spiraling tasks

### **School Focus**

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

- Integrate the 5Es of Science Instruction which are engage, explore, explain, elaborate, and evaluate.
- Teachers will use Study Island data to supplement science while using the science curriculum.

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

1. Use department meetings and common planning to collaborate and create engaging lessons and practice teaching strategies to include an emphasis on engage, explore, and explain.
2. Study Island training will happen during pre-planning as well continued support throughout the school year from the STEM coach.
3. All grade levels in science will be following the pacing guides provided by the county and state.

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



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

Instruction, Assessment, and Spiraling of SSA Standards:

- a. Within the first nine weeks and throughout the year science teachers will use a variety of formative and summative assessments to evaluate student mastery of science standards including, pre and posttests, bell ringer activities, spiraling test questions, purposeful scaffolding activities or graphic organizer.
- b. Throughout the year science teachers will use the best practices, such as components and strategies of the "5E" model in their lesson plans.
- c. Science teachers will follow the district level quarterly pacing guide to monitor quarterly pacing of standards and maintain lesson plan records.
- d. Utilize Study Island for pre-assessments, lesson enhancement, spiraling, and review.
- e. Incorporate the use of a Learning Management System- LMS (Google classroom, Canvas, Microsoft Teams, etc.) in the classroom.

Differentiation:

- a. Teachers will use formative assessment and progress monitoring tools to create cooperative learning groups to review areas of deficiency and enrichment for students who have mastered the content.
- b. Students will practice reading comprehension strategies using resources with science content provided at the teacher’s discretion based on their support of NGSS Standard based curriculum in order to provide application of the instructed vocabulary.
- c. Science teachers will develop with science student’s vocabulary lists of words and appropriate standards-based vocabulary words (resources: NGSSS Item specs) through direct instruction and reinforcement at the beginning of the lesson.
- d. Advanced Science students will be required to complete a writing component using research that incorporates factual information about a science topic and cite sources. Science teachers will provide instruction explaining how to conduct research, paraphrase reading material, summarize, and avoid plagiarism.
- e. Advanced students will participate in collaborative discussions (whole group, small groups, pairs) regarding the articles, and/or engage in writing assignments about the science-related assignments.

<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>
Assessment/Spiraling/Scaffolding	Lesson Plans/Walkthroughs	Daily/Weekly	Administration, instructional coach, department chair, teacher
Differentiation	Lesson Plans/Walkthroughs	Daily/Weekly	Administration, instructional coach, department chair, teacher
Components of instructional reading strategies using content area text	Lesson Plans/Walkthroughs	Daily/Weekly	Administration, instructional coach, department chair, teacher
Study Island	Reports/Walkthroughs	Daily/Weekly	Administration, teachers

Data Chats	Lesson Plans, walkthroughs observations	Monthly	Administration, teachers
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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**  
*CTE/STEMM: Strategies & Programs to Support the Objective*

<b>Describe how students are involved in CTE/STEMM activities at your school (e.g., clubs, programs, school initiatives, etc.)</b>
Davidson offers a variety of CTE/STEMM courses which include Robotics, Coding, Web Design, and SSTRIDE. These classes are available to students based on interest with one exception. Our health occupations program, SSTRIDE, requires an application and interview process in accordance with its sponsor, The Florida State University. Our CTE courses offer the following certifications; MTA Technology Associate HTML5 App Development Fundamentals, MTA Introduction to Programming Using HTML and CSS, Digital Tools Coding Fundamentals, Digital Tools Computer Essentials, Digital Tools Game Design, and Digital Tools Programming and Logic. After school, DMS also hosts two different robotics programs.



## Accreditation Page

### Accreditation Standards

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

#### Standard 1.3

The institution engages in a continuous process of improvement, including measurable results of improvement.

...are an institution's progress toward its stated objectives is an indicator of institutional effectiveness. An institution's leadership capacity includes the ability to define purpose and direction, the effectiveness of governance and leadership to enable the institution to realize its stated objectives, the ability to engage and involve stakeholders in meaningful and productive ways, and the capacity to implement strategies that improve learner and educator performance.

The Administration spends time during the summer analyzing and disaggregating student data to ensure students are registered for the most appropriate levels of coursework (remedial, regular, or advanced). Students bordering FSA Level 3 or higher will be placed in more rigorous courses to promote learning gains and challenging curriculum. Teachers use the Florida Standards and Achievement Level Descriptors to ensure instruction is promoting the growth of every student. Davidson also offers various courses for high school credit (Algebra I Honors, Geometry Honors, Spanish I).

The Multi-Tiered System of Supports (MTSS) team will work with teachers to provide Tier II and Tier III interventions for struggling students. Data will be collected regarding the impact of each intervention and the team will determine the next level of support. When necessary, the school psychologist will complete prescribed assessments to assist the team in developing interventions. For students with Autism Spectrum Disorder or Varying Exceptionalities, our teachers work with specialists to design a support system that best meets the needs of those students.

Every classroom teacher is given a collection of devices (Chromebooks or iPads) for student use during station/independent work time and to promote the integration of technology into classroom learning.

Student progress is communicated with parents through mid-quarter progress reports and quarterly report cards. In addition, parents have access to the Parent Portal to view assessment data, grades, and attendance. The School Advisory Council (SAC) reviews student data as well as the School Performance Plan. Parent-Teacher conferences are held at the request of the parent or teacher to discuss the progress of student learning.



## Accreditation Page

### Accreditation Standards

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

g on student achievement and success is the primary  
n effective learning culture is characterized by positive  
relationships, high expectations and standards, a  
um, quality instruction and comprehensive support  
that enable all learners to be successful, and assessment practices (formative and  
summative) that monitor and measure learner progress and achievement. Moreover, a  
quality institution evaluates the impact of its learning culture, including all programs and  
support services, and adjusts accordingly.

#### Standard 2.7

Instruction is monitored and adjusted to m  
institution's learning expectations.

Training for teachers is provided by the district level before each semester starts. At the school level, professional development occurs as part of each teacher's IPDP, during department and faculty meetings, as well as other content specific trainings. Instructional practices are adjusted after formative and summative assessment data is reviewed. Additionally, small group instruction and spiraling are based on student performance as desegregated from digital learning platform and classroom data.