

Date Submitted:

Dates of Revision:

School Performance Plan 2021-2022



School Name: Meigs 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.

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
Melissa Bowell	Principal
Sarah Kennedy, Joey Chancellor	Assistant Principals
Erika Hill (S. Brayshaw, D. Deckert, C. Moody, C. Frederic)	ELA Department Chair
Hannah Smith (H. Burkes, J. Legg, B. Jamieson, D. Thetford, T. Ratcliffe)	Math Department Chair
Tia Mitchell	IR Teacher
Jennifer Legg & Hannah Burkes	IM Teachers
Kim Tincher (B. Dodd, T. Tisza, K. Cresse, D. Cardreon)	Social Studies Department Chair
Jared Hill (S. Hay, T. Ratcliffe, K. Moore, L. Singleton)	Science Department Chair
Justin Reid and Neely Calhoun	CTE Teachers

Stakeholder Involvement: Describe the process taken to create the School Performance Plan.
<p>Late Spring: Department heads met with department to evaluate effectiveness of 2021 SPP and determine which strategies were most effective.</p> <p>Summer: Department Chairs met with administration to share feedback and edit SPP document as necessary. District focus areas were reviewed to ensure school plan is aligned to district plan.</p> <p>Late Summer: Department Chairs met with departments to review changes and further develop instructional strategies are effective for learning gains for SY 2021-2022</p> <p>Preplanning: Administration met with departments to review the classroom implementation plan initiatives for 2021-2022SY instruction. Professional development needs were identified, based on data and initiatives, and scheduled.</p> <p>Administration and departments developed the Instructional Gap plan to ensure the standards missed during the COVID-19 pandemic are taught.</p> <p>Administration met with ESE department and other department chairs to develop ESSA plan for SWD.</p> <p>Administrative team met with district office to review and revise before presenting it to SAC.</p>

School Profile

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Parent and Community Awareness

Meigs 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?	22	5%	32%	23%	23%	18%
Do you plan to return your child to full-time brick & mortar classes next fall?	22		32%	23%	45%	
My child's school emphasizes academic performance as the number one priority.	105	2%	1%	3%	55%	39%
Our principal is an effective leader who meets the needs of our students.	105	1%	2%	11%	50%	36%
As a parent, I am made aware of the curriculum program for my child's grade level or course.	105	6%	7%	19%	41%	28%
The school uses a variety of methods for parent communication.	106	4%	8%	9%	44%	35%
Parent input is valued at my child's school.	105	6%	3%	25%	41%	26%
Clear expectations of conduct and behavior are communicated to my child.	105		3%	6%	47%	45%
I receive positive phone calls, emails, or notes about my child from the school.	105	12%	20%	21%	27%	20%
My child's school maintains a safe environment.	105	1%	9%	10%	50%	30%
My child's school treats everyone fairly, regardless of race, economic status, or other relationships.	105	4%	4%	22%	40%	30%
School funds are used to support the school in a financially responsible manner.	104	3%	5%	38%	33%	21%
The guidance department at my child's school provides for the educational success of my student.	105	4%	3%	23%	39%	31%
I am satisfied that my child's teachers do a good job educating my child.	106		5%	10%	56%	29%
My child's school is well maintained.	105	5%	6%	11%	56%	22%
The health services provided at my child's school support his/her wellness.	105		5%	25%	47%	24%

Parent and Community Awareness

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

Looking at the data, 55% of parents responded that Meigs Middle School emphasizes academic performance as the number one priority of the school. Considering that academic performance is a top priority, it is clear most respondents agreed. Another positive aspect of the data regards was twofold in the way we communicate upfront about expectations of student behavior and that our school treats everyone fairly, regardless of race, economic status, or other relationships. As we are in our third year as a Positive Behavioral Intervention System (PBIS) School, this data continues to point us in the right direction as far as student behavior is concerned. Finally, it should be noted that 85% of parents responded that they are satisfied with the job that their child's teachers are doing in educating children.

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

The facilities are a major opportunity for improvement in the school, as evidenced by our most recent climate survey. While parents feel that their children are in a safe learning environment, it is clear that the cleanliness and general appearance of the school is a disappointing factor. To that end, the administrative, custodial, and maintenance crew spent hours painting, waxing, bleaching, and pressure washing to get the school cleaner and more ready for students' return. Additionally, flooring was replaced in the media center, and the two worst classrooms. Outside poles and railings, which were rusted and flaking off were also sanded and painted. Every single door was also sanded and painted. Though a lot of time and resources have gone into cleaning Meigs' facilities, it is clear this will be an ongoing venture.

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

Meigs employs a wide range of communication tools. Opportunities for in person meetings include School Advisory Council, orientation, open house, registration fair, school tours, parent-teacher conferences, Individual Education Plans, 504 Plans, LEPs, and MTSS. Meigs uses Blackboard ConnectEd to send mass callouts to targeted groups of faculty and parents for reminders of important events and to call attention to urgent matters. Additionally, Meigs maintains a website, Facebook, and a Wildcat Weekly parent email with current information on programs, faculty and staff, activities, and sports. Each teacher is expected to provide a virtual portal to their classroom. Teachers use individual webpages, Google Classroom, Remind, and Canvas.

School Action Plan

ESSA Subgroup: Strategies & Programs to Support the Objectives

ESSA Subgroup Focus
Subgroup: ESE and ELL Students
School Focus
What is the cause(s) for this subgroup being an area of focus? In both ELA and Math, as compared to the general education population, Meigs' ESE and ELL students have historically made fewer learning gains as evidenced by FSA results.
What are we doing to target this subgroup? Mainstreamed ESE students who are not making learning gains have been scheduled with teachers whose strengths are growing struggling learners. Caseloads have been reduced to allow case managers more time to focus on monitoring the progress of each student. Two additional ESE Resource teachers will push in to general education classrooms to provide additional academic support and will pull students who are not mastering grade-level content to identify their specific need. The ESE resource teachers will also consult with general education teachers bimonthly to offer support with individual/small group remediation, as well as teaching strategies. Students served in a self-contained behavior-focused classroom and CBS classroom will be grouped to promote a safe learning environment in which both behavioral, social, and academic needs can better be met. Students will rotate between four ESE teachers for core subjects as dictated by their IEP. In areas of strength, students will be mainstreamed to a general education classroom with a paraprofessional, when necessary. A calming room will be available to provide more opportunity for movement when students need a break or a quiet place for students to re-focus or de-escalate as needed.
Targeted School-based Professional Development: <ul style="list-style-type: none">• ESE Coaching for Behavior-Focused and CBS teachers• Monthly consultation with Resource Teachers to address specific needs• ELL training on WIDA Can Do Statements and strategies for instruction
Action Steps for Implementation with a Strong Focus on Addressing Potential Learning Loss
Classroom Implementation Action Steps (Teachers and Students): General Education Teachers of ESE students will: <ul style="list-style-type: none">• Incorporate multisensory lessons for the various types of learners (visual, kinesthetic, auditory)• Repeat and review new information/skills more frequently

- Provide frequent opportunities for practicing skills taught
- Provide classroom accommodations with fidelity
- Teach students to self-advocate for services and accommodations

ESE Teachers of self-contained students will:

- Develop a level system for behavior
- Meet with IEP teams to adjust BIPs as needed
- Create a class schedule to include frequent brain breaks
- Consult with general education teachers to ensure pacing of grade-level standards
- Utilize iReady Instructional Curriculum for differentiated instruction in reading and math
- Teach SEL curriculum utilizing Sanford Harmony, PRIDE lessons, and Character Strong curriculum

General Education Teachers of ELL students will:

- Understand and use the WIDA Can Do Statements
- Routinely utilize the LEP plan in helping students in instruction

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

- Administration and ESE team will educate teachers on various disabilities – what it looks like in the classrooms and how they can help
 - Case Managers will fill out IEP Snapshots for general education teachers
- ESE Resource Teachers will monitor student grades
- ESE Resource Teachers will provide small group instruction and reinforcement as indicated by student performance
- ESE Resource Teachers will provide accommodations that are not able to be met in general education classroom (regarding of questions, small groups, etc.)
- General education teachers will consult with ESE Resource Teachers to discuss student struggles

Progress Monitoring			
Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Monitor student progress	Grades, Level System, Discipline Data	Monthly	Case Managers, Administration
Monitor Accommodations	Formal/Informal Observations	Monthly	Administration

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

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.											
2018	Meigs	6	175	1	2	14	12	14	23	25	8	57	95	58	80	55	2	100	27	33	9	22	19	47	118	65	25	24	3	0	114	53	51	60	39	80	59	53	51	86		
2019	Meigs	6	192	3	3	10	12	11	30	24	7	61	95	52	97	70	6	50	15	47	25	60	28	68	118	62	33	12	6	0	102	58	59	64	44	84	59	55	52	80		
2021	Meigs	6	197		4	11	13	15	22	27	9	58	98	56	99	61	4	75	12	75	25	40	1	0	24	46	131	63	37	14	8	38	92	46	51	64	49	75	64	56	55	96
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	Meigs	7	178	1	4	12	17	12	28	15	11	54	95	49	83	59	5	80	26	35	12	67	1	100	18	44	116	57	27	11	3	0	101	44	51	53	49	67	63	58	55	90
2019	Meigs	7	176	3	2	17	12	12	24	23	6	54	93	55	83	53	4	100	22	32	16	19	18	56	116	61	29	21	7	0	108	44	49	59	48	65	62	58	56	84		
2021	Meigs	7	191	1	5	17	10	14	23	19	10	53	95	42	96	64	6	83	15	53	23	30	20	45	127	57	47	15	6	0	81	35	53	59	47	67	60	54	53	86		
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	Meigs	8	172	2	2	11	9	16	31	20	9	60	88	53	84	67	4	25	21	57	15	47	1	100	16	44	115	65	21	24	7	0	82	48	56	67	57	85	70	64	63	92
2019	Meigs	8	182	1	2	8	12	14	31	22	11	64	100	59	82	70	4	75	24	46	12	75	1	100	16	69	125	65	28	29	81	53	56	73	67	70	72	68	65	92		
2021	Meigs	8	191	3	5	12	11	12	32	16	9	58	93	51	98	64	7	57	17	53	24	50	25	68	118	58	31	23	7	14	81	51	56	62	45	74	64	59	58	86		
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

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 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

Central Focus: ELA 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.

- Utilize the *myPerspectives* 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
- 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 *myPerspectives* Standards document
- Incorporate appropriate components of i-Ready for identified Tier 2 students within the ELA classroom (e.g., Diagnostic data, Teacher Toolbox, and Online Personalized Instruction) to differentiate instruction
- Incorporate appropriate components of i-Ready for Tier 3 students within the Intensive Reading classroom (e.g., Diagnostic data, Teacher Toolbox, Scaffolding Tools, and Online Personalized Instruction) to individualize instruction
- Strategically utilize the B.E.S.T. Standards Vertical Progression to ensure a successful transition from LAFS to B.E.S.T. Standards

School Focus

Targeted School-based Focus:

- Common planning for standards-based lesson design that incorporates the Gradual Release of Responsibility Model and incorporates the Bridge Documents and Resource Guides to help create and focus lessons.
- Data chats among teachers and with students (iReady, FSA, formative, summative) to drive interactive whole group instruction and differentiated instructional routines.
- Standards-focused Department Meetings monthly to deconstruct the standards using the Achievement Level Descriptors

Targeted School-based Professional Development:

A. Effective Professional Learning Community Practices (PLC)

- Utilization of collaboration time to meet as a department and discuss implementation of standards and learning progressions.
 - Department will meet weekly (informal check of standards and learning progressions)
 - Department will meet monthly (formal check of general SPP implementation and professional expectations)
- Collaboratively analyze data and plan instruction and assessments accordingly

B. I-Ready Training

- Administering assessment and reading reports
- Using data to administer small groups with Tier 2 and 3 students
- Implementation of iReady workbooks

C. Targeted Standards-Based Department Meetings

- Weekly Department check in's utilizing standards checks and SPP goals
- Focus on breaking apart standards with bridge documents
- Monitored by M. Bowell
- Additional focus on Integration of Knowledge & Ideas (weakest strands)

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

Classroom Implementation Action Steps (Teachers and Students):

Beginning with the specific skills needed to master a standard, teachers will utilize the Gradual Release of Responsibility model and incorporate various models of instruction to engage students with complex texts.

This instruction will include the following teacher steps:

A. Standards-Based Lesson Design

- a. Identification of specific skills within each standard to map the learning progression
- b. Incorporate writing through reading by embedding extended response opportunities throughout instruction of reading units

B. Various Modes of Instructional Delivery

- a. Whole group instruction, which includes explicit teaching, teacher modeling, teacher-led discussion, and student-led discussion.
- b. Purposeful iteration with texts that include the following components: EIRs, Close Reads, multiple sources, TDQs in the corresponding correct DOK %, text-marking, annotation, purposeful student talk, writing through reading, and a focused culminating task
- c. Differentiate and scaffold instruction by:

- i. Increased modeling
- ii. Frontloading topics
- iii. Incorporating graphic organizers
- iv. Varying lexile levels and text pairings
- v. Utilizing anchor charts for visual reminders
- vi. Teaching academic vocabulary in student-friendly language

C. Gradual Release of Responsibility

- a. Phase I: Model skills students need to successfully complete tasks and incorporate metacognitive process (“I Do”)
- b. Phase II: Practice the skill with students (“We Do”)
- c. Phase III: Monitor students while they practice skills in Collaborative Learning Groups (“Y’all Do”)
- d. Phase IV: Monitor students practicing skills independently (“You Do”)

D. Language Skills Focus

- a. Begin year with in-depth review of grade-level grammar and language skills
- b. Spiral grammar throughout the year with bell ringers and frequent writing opportunities

E. ESE Student Instruction

- a. Incorporate multisensory lessons for the various types of learners (visual, auditory, kinesthetic, etc.)
- b. Repeat and review new skills and information more frequently
- c. Provide frequent opportunities for practicing skills taught
- d. Provide classroom accommodations with fidelity (Snap Shot)
- e. Teach students to self-advocate
- f. Utilize resource room, when appropriate or have resource teacher push in
- g. Provide visible directions during class activities to enhance student engagement and focus

F. ELL Student Instruction

- a. Utilize the WIDA “Can Do” statements for instruction
- b. Routinely use instructional accommodations from the students’ ELL Plan

Students will:

A. Work with identified skills and target standards in standards-based lessons

- Tier 2 non-IR students will routinely work on targeted skills with lessons from the iReady Teacher Toolbox, Personalized Online Instruction.

B. Engage actively in various modes of instruction to include interactive whole group instruction, small group instruction, independent learning, and collaborative groups

C. Understand and utilize the Gradual Release of Responsibility Model

- be active participants in Phase I instruction where the teacher models skills needed
- Practice the skill during the “we do” phase
- Work collaboratively in the “y’all do” phase
- Practice the skill independently in the “I do” phase

D. Work with grade-level language standards in spiraled bell ringers all year long

Progress Monitoring			
Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Standards-Based Lesson Design	Formal/Informal Observations	Monthly	Department Chair, Administration
Gradual Release of Responsibility	Formal/Informal Observations	Monthly	Administration
ESE Student Instruction	Formal/Informal Observations	Monthly	Administration
ELL Student Instruction	Formal/Informal Observations	Monthly	ESE Teachers, ELA Teachers
Tier 2 and Tier 3 Academic Interventions	IReady Diagnostic	3x per year	ELA Teachers, Administration

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

School Action Plan

ELA: Strategies & Programs to Support the Objectives

Central Focus: Text-based Writing

School Focus

Targeted School-based Focus:

- Evidence and Elaboration

Targeted School-based Professional Development:

- A. Department Calibration using the baseline and midline writing assessments
- B. After school planning time to collaborate and develop instructional plans to include the following:
 - a. Strategies for helping students understand the rubric
 - b. Strategies for helping students purposefully text-mark and annotate for strong evidence and elaboration
 - c. Strategies for helping students with elaborative techniques
 - d. Strategies for helping students determine the most appropriate evidence to support their point

Writing Plan

- A. In differentiating writing instruction based on student needs, teachers will explicitly teach and model the following:**
 - a. How to use the writing rubric and exemplar essays to practice scoring and to improve their understanding of the written expression
 - b. How to determine and effective use of evidence and elaboration within a sample essay for students to evaluate and, if appropriate, replicate
- B. Students will define and analyze key terms in the rubric and the elements of each score point. The strategies contained within the rubric include the following:**
 - a. Unpacking the prompt to determine mode and focus
 - b. Strategies for purposeful text-marking and annotation based on the prompt
 - i. Creation and utilization of a text-marking key to enhance efficiency and accuracy during text-marking and annotating
 - c. Use of various graphic organizers to plan writing
 - d. Expectations and organization of body paragraphs
 - e. Expectations for an Introduction and a Conclusion
- C. Meigs Writes**
 - a. Baseline: September
 - i. Department calibration using baseline essays

- b. Midline: December

D. Planning to Write (Teachers will Explicitly Model)

- a. Unpack the prompt using a variety of techniques
- b. Read, text-mark, and annotate using student created key for text marking
- c. Use text marking and annotations to aid in planning and compilation of writing
- d. Use graphic organizers to plan the essay
- e. Manage time

E. Purposeful Text Marking (Teachers will model specific text marking techniques)

- a. Students should evaluate the prompt and text structure before deciding on text marking strategies
- b. Students will learn how to evaluate evidence for relevance and select the strongest evidence to support their topic/stance
- c. When text marking, students will annotate possible connections and elaboration they can use to add on to that text evidence in order to support their topic/stance

F. Planning for the Essay

- a. Various sample graphic organizers will be provided for essay planning
- b. Students will utilize text markings/annotations to complete essay planning

G. Building to Multiple Sources

- a. Teacher will model how to synthesize new ideas among multiple texts and across text types
- b. Teacher will create TDQs requiring students to analyze multiple sources through purposeful text marking and annotation
- c. Students will determine the purpose of sources, the relationship among them, and develop appropriate strategies for addressing the prompt
- d. Students will build relationships among multiple sources on a common topic

H. Writing an introduction

- a. **Teachers will provide explicit instruction on components of an introduction to include the following:**
 - i. Writing a strong hook
 - ii. Writing a claim or controlling idea
 - 1. Differentiate by encouraging students to write a three-part thesis statement
 - iii. Orienting the reader to the topic using background knowledge and authentic connections
- b. **Students will practice self, peer, and sample editing of introductions and provide specific feedback.**

I. Writing a conclusion

- a. **Teachers will provide explicit instruction on components of a conclusion to include the following:**
 - i. Reminding the audience of the strong hook
 - ii. Reminding the audience of the controlling idea/claim
 - iii. Reminding the audience of the main points made throughout the essay

iv. Providing a universality for the essay through establishing a big picture developed through synthesis

b. Students will practice self, peer, and sample set editing of conclusions and provide specific feedback

J. Citing Relevant Evidence

a. The Evidence and Elaboration (EE) category of the FSA Writing Rubrics will be unpacked by identifying and analyzing key elements of each score point

b. Teachers will provide feedback and model determining strong, relevant, irrelevant, and insufficient evidence from student's own text marking as well as exemplar essays

c. Teachers will provide explicit instructions on three modes of providing evidence:

i. Quotations: Text that is taken word-for-word from the source and must appear in quotation marks and be cited

ii. Paraphrasing: A passage from the source material that has been put into the student's own words

iii. Summarizing: A broad overview of the information provided in the source

d. Students will utilize purposeful student talk to share, justify, and evaluate the relevance of text-evidence

e. Students will practice pulling and evaluating evidence from sample exemplars

K. Elaboration

a. Teachers will instruct students on the components of a body paragraph:

i. Topic Sentence

ii. Evidence

iii. Elaboration

iv. Transitions

v. Big picture (proof of synthesis)

b. Teachers will provide mnemonic devices to help with the formation of body paragraphs (TDESUEC, RACE, ACE, etc.)

c. Teachers will provide explicit instruction on effective use of elaborative techniques:

i. Connections to self/world/text

ii. Using definitions

iii. Using a real-life example

iv. Explaining cause and effect

v. Making comparison or contrast

vi. Using figurative language

d. Students will analyze exemplar essays to identify elaborative techniques and evaluate their effectiveness

L. Transitions

a. Teachers will provide a list of transition words that vary in complexity in order to encourage and expect elevation in sophistication of writing

b. Teachers will explicitly instruct on internal and external transitions

- c. Students will identify transition words, phrases, and sentences in exemplar writing sets and appropriate use of transitions in writing
- d. Students will practice using higher level/complex transitional strategies and evaluate their effectiveness

M. Content-Specific Vocabulary

- a. Teachers will provide explicit instruction on strategies to identify and integrate prompt-specific vocabulary to be used in the essay writing
- b. Students will identify use of prompt-specific vocabulary in exemplar writing sets as a model and then use the vocabulary within the essay to enhance their argument and support their ideas

Progress Monitoring			
Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Calibration of Writing & Scoring	Student Samples	1 st and 2 nd Quarter	Administration, Department Chair
Incorporation of Writing through Reading	Formal/Informal Observations, Assessments	Monthly	Administration, ELA teachers

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

School Action Plan

ELA: Strategies & Programs to Support the Objectives

ELA Students Below Grade Level

School Focus

Targeted School-based Focus:

- Use student data from iReady to identify student weaknesses and plan small group instruction.
- Utilize various instructional models (interactive whole group, purposeful small group instruction, and cooperative learning groups) to teach the skills and grade-level standards.
- Routinely incorporate components of Everyday Instructional Reading in the IR classroom

Targeted School-based Professional Development:

- IReady Training for teacher and assistant
- Inter-department IR and ELA meetings to intentionally plan use of the iReady workbooks
- Accommodations: Assisting Students with Disabilities (ESE and ELL students)

Action Steps for Remediation

Intervention Action Steps (Teachers and Students):

Teacher will:

- Use I-Ready data to inform instruction
- Use explicit instruction by incorporating the “I Do, We Do, Y’all Do, You Do” model
- Coordinate with ELA teachers to utilize resources and lessons from the teacher toolbox for enrichment and remediation, depending on student data from Personalized Instruction.
- Utilize data from Personalized Instruction to determine if 1:1 or small group instruction is needed
- Scaffold as needed
- Use instructional grouping report to assist in small group formation and instruction
- Uses student data trackers and student data chats to motivate and encourage students to make progress, and to provide incentives and rewards.
- Incorporates components of a close read/EIR (multiple sources, TDQs, purposeful text marking and annotating, note taking, and student talk) tied to a culminating task routinely in the IR classroom
- Administer one close read per quarter, using the “I Do, We Do, Y’all Do, You Do”

- First quarter, teacher will model the complete lesson (I Do)
- Second quarter, teacher should be able to complete the lesson using “We Do”
- Third quarter, students will be grouped and complete the close read in a group
- Fourth quarter, students will be able to complete the close read independently (with appropriate scaffolding and support)

Students will:

- Note take, organize information and monitor comprehension in Interactive Whole Group instruction
- Participate in flexible groups, purposefully text mark and annotate, engage in intentional student talk, make inferences and cite evidence, and answer TDQs at varying DOKs during Guided Practice
- Work in online personalized instruction, work collaboratively in flexible small groups, receive instruction and feedback in a teacher-led group, purposefully text mark and annotate, engage in productive student talk, refine answers to TDQs, receive feedback from peers, write through reading, and work on a culminating task in teacher-led small groups
- Work in online personalized instruction path, answer TDQs, demonstrate mastery of new learning, and work on a culminating task during independent practice.

ELL Students Will:

- Use Edmentum ELL Foundations for newcomers in the IR classroom

Progress Monitoring			
Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
I-Ready Diagnostics	Digital reports, data chats	Monthly	Administration, IR Teacher
Gradual Release Instruction	Informal & formal observations	Monthly	Administration
ELL Foundations	Reports & data chats	Monthly	Administration, IR teacher

Evaluation Following Mid-Year Data

Evaluation of Targeted School-based Focus & Implementation:

Refinement of Targeted School-based Focus:

SOCIAL STUDIES DATA

U.S. History EOC (2018-2021) Proficiency (%)				Achievement Levels						Gender		Ethnicity						Status			Strands														
				1	2	3	4	5	3,4,5	M	F	A	B	H	I	M	W	ESE	ELL	F/R	Percent Correct														
Year	School	Test	# Students Tested	% 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	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)	Intnl. Peace (HS)	Org. and Func. Of Gov't (MS)			
2018	Meigs	Civics	180	6	12	34	21	28	82	97	81	83	83	5	80	28	82	12	92	1	100	18	72	116	83	28	61	3	67	103	75	64	62	58	60
2019	Meigs	Civics	178	6	17	25	28	25	78	94	80	84	75	4	100	23	61	15	47			19	79	117	84	29	62	6	0	108	71	60	69	58	59
2021	Meigs	Civics	195	13	15	37	19	16	72	98	69	97	74	8	75	16	50	24	58			20	70	127	77	48	50	7	29	86	57	58	58	56	53
2019	District	Civics	2,487	8	14	25	25	28	78	1,233	78	1,254	78	70	91	313	65	200	71	7	71	244	76	1,653	81	390	51	42	24	1,134	69	61	69	60	58
2021	District	Civics	2,337	13	17	28	20	22	69	1,200	69	1,137	70	69	81	273	50	275	55	8	75	224	69	1,488	75	367	40	76	18	879	58	61	60	56	53

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

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.

- Utilize Test Item Specification to plan instruction informed by benchmark clarifications and content limits (7th Civics)
- Implement inquiry-based strategies to promote engagement
 - Create a culture of curiosity through the use of claims, evidence, and reasoning
 - Incorporate SHEG lessons (World History and United States History)
- Incorporate literacy strategies in the middle school classrooms
 - Explore multiple perspectives using primary and secondary sources
 - Include vocabulary and writing strategies to strengthen comprehension of content
 - Utilize web-based tools for building background knowledge

School Focus

Targeted School-based Focus:

- Standards-based lessons that allow for inquiry-based and student-driven interactions with complex texts to include maps, charts, graphs, pictures, etc.

Targeted School-based Professional Development:

- Common Planning for lesson design and to routinely problem-solve learning loss
- SHEG Professional Development
- Vertical alignment and teaming with Choctaw Pre-IB and IB
- Gradual Release of Responsibility- “I Do, We Do, You Do”
 - Modeling strategies to include the metacognitive process of “I Do”
 - Facilitation of “We Do”
 - Monitoring and feedback of “You Do”

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

Classroom Implementation Action Steps (Teachers and Students):

Beginning with the standards and routinely utilizing inquiry-based instruction, teachers will use various modes of instruction and a wide array of standards to engage students with complex texts. This will include:

A. Standards-based lesson design

- a. Civis teachers will utilize OCSD Task Cards when designing lessons

- i. FJCC Resource as primary curriculum
 - ii. Benchmark Clarifications
 - iii. Content limitations
 - iv. Utilize example questions of varying DOK's as formative assessment
 - v. Recognizing the learning loss of our students, an emphasis on pre-teaching Tier 3 vocabulary to help fill in gaps of instruction
- b. US and World History teachers will utilize multiple resources: SHEG, HIPP strategy, textbook, National Archives, Mini Qs

B. Common Planning and Instructionally Focused Department Meetings

- a. Social studies buddy course teachers will collaborate on lessons during common planning
- b. Social studies buddy course teachers will problem solve learning loss and increase collaboration during common planning
- c. Department Meetings and common planning will include strategies learned in the summer SHEG training as well as the summer vertical alignment with Choctaw's Social Studies Department

C. Various Modes of Instructional Delivery

- a. Whole group instruction that includes explicit teaching, teacher modeling, teacher-led discussion, and student-led discussions
- b. Lessons will include:
 - i. Teacher led review/remediation
 - ii. Purposeful student talk through:
 - 1. Text marking and annotations from the Text Dependent Question (TDQ)
 - 2. Analysis of maps, charts, and graphics
 - 3. Analysis of primary and secondary sources
 - 4. Consideration of source credibility
 - 5. Historical Thinking Strategies to scaffold the process of analyzing resources and concepts via SHEG
 - 6. Routine incorporation of multiple sources
 - 7. Purposeful interaction with texts through text markings/annotations from text dependent questions
- c. Instructional Rounds with teachers (at Meigs and Choctaw) to increase collaboration and alignment

D. Gradual Release of Responsibility

- a. Teacher modeling of skills students need to be successful to complete tasks and incorporate the metacognitive process
- b. Practicing the skill with students
- c. Monitoring students as they practice the skill independently

E. ESE Student Instruction

- a. Incorporate multisensory lessons for the various types of learners (visual, kinesthetic, auditory)
- b. Repeat and review new information more frequently
- c. Provide frequent opportunities for practicing skills taught

- d. Provide classroom accommodations with fidelity
- e. ESE Teacher or ESE Classroom Assistant will push-in to assist ESE students in the general education classroom
- f. Teach students to self-advocate

F. ELL Student Instruction

- a. Utilize the WIDA “Can Do” statements for instruction
- b. Routinely use instructional accommodations from the students’ ELL Plan

Progress Monitoring			
Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Standards-based lessons	Formal & Informal Observations, Student work	Monthly	Administration
Various modes of instructional delivery	Formal & Informal Observations, Student work	Monthly	Administration
Gradual Release of Responsibility	Reviewing Lesson Plans	Weekly- Common Planning	Teachers (course buddies)
ESE Student Instruction	Grades Review	Monthly	ESE Teachers
ELL Student Instruction	Grades Review	Monthly	Teachers

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

MATH DATA

Year	School	Grade	# Students Tested	% Proficient	% 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	# 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)	MeasData / 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,SmI,RT,Tr,Trig (Geo)	Opp&Alg / Base10 (3) Opp&Alg (4) Expr&Equat (6-8)	Functions (8) Functs&Modl (A1) Circ,Meas,Propsequat (Geo)			
2018	Meigs	6	146	5	10	14	32	32	7	71	77	66	69	75	2	100	25	72	9	67	16	69	94	70	25	40	3	0	100	67	65	51	74	49	59						
2019	Meigs	6	160	2	9	6	14	44	22	4	69	82	70	78	69	6	67	15	53	22	64	24	75	93	72	33	36	6	50	94	64	62	62	57	34	55					
2021	Meigs	6	169	3	8	17	12	20	25	14	1	40	82	43	87	37	2	50	12	25	22	27	1	0	21	24	111	47	33	12	8	25	82	32	43	47	45	45			
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	1347	65	395	29	43	19	1094	50	65	51	63	44	54		
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	1301	67	339	31	67	16	979	50	63	61	51	37	56		
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	1204	54	367	19	86	19	859	35	47	52	44	29	48		
2018	Meigs	7	189	1	4	8	5	10	26	28	20	73	107	74	82	72	4	75	29	52	11	64	1	100	19	68	125	79	28	29	3	0	111	61	63	47	62	50	51		
2019	Meigs	7	182	1	3	7	7	10	28	27	17	73	89	75	93	70	4	100	20	55	19	47			20	65	119	80	30	47	7	14	108	66	63	50	56	48	40		
2021	Meigs	7	180	2	8	13	12	13	27	18	8	52	91	48	89	56	9	67	11	9	24	42			19	53	117	57	44	16	6	17	80	28	45	46	53	29	36		
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	1590	78	296	36	57	32	1113	62	62	48	62	48	49		
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	1651	79	387	40	50	14	1183	62	62	53	58	49	41		
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	1414	70	354	32	67	15	850	50	50	51	58	36	38		
2018	Meigs	8	91	2	2	12	14	15	40	9	5	54	53	45	38	66	3	33	15	67	11	36			7	29	55	58	18	39	7	0	52	44			56	37	40	34	
2019	Meigs	8	96	1	11	18	18	18	41	10	1	52	55	58	41	44	1	100	18	28	9	89			8	50	60	53	27	30			54	46			50	39	38	39	
2021	Meigs	8	109	6	11	19	18	16	28	3		30	57	33	52	27	6	83	15	20	14	7			13	38	61	31	29	28	7	29	54	28			34	32	35	25	
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			62	41	48	42	
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			53	49	48	46	
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			45	38	42	33	
2018	Meigs	Alg	84	5	2	5	52	25	11			88	32	94	52	85	2	100	6	100	5	80	1	100	9	78	61	89	2	100			28	86			37	42		44	
2019	Meigs	Alg	93	1	4	1	2	49	32	10		91	55	93	38	89	2	100	8	75	2	100	1	100	9	89	71	93	1	100			32	84			38	53		42	
2021	Meigs	Alg	98	2	4	13	7	50	18	5		73	46	72	52	75	1	100	6	67	10	60			14	71	67	76	3	100			32	81			30	44		42	
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	1553	82	241	49	34	21	930	68			37	46		47	
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	1554	82	250	43	47	21	935	65			39	54		43	
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	1545	72	260	38	61	11	714	55			34	43		45	
2018	Meigs	Geo	17			6	6	29	59			94	10	100	7	86									2	50	15	100	1	100			7	86			66	69		61	
2019	Meigs	Geo	15				20	40	40			100	4	100	11	100	1	100			1	100			1	100	12	100					2	100			47	66		51	
2021	Meigs	Geo	20			5	40	25	30			95	8	88	12	100					1	100			2	100	17	94					3	100			56	60		59	
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	1528	70	205	29	38	18	860	49			39	44		31	
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	1305	78	189	42	24	21	624	61			32	47		38	
2021	District	Geo	2,095	4	6	15	7	8	30	17	13	60	1,026	63	1,069	57	77	71	228	33	183	50	12	67	173	54	1422	65	203	23	36	22	605	45			38	47		37	

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 75 %.	
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 90 %	

School Action Plan

Math: Strategies & Programs to Support the Objectives

Central Focus: Math Focus

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

- Use assessment data (e.g., i-Ready data, FSA, formative, quarterly assessments) to drive, plan, and create instructional lessons, differentiated activities, and spiraling tasks
- Use math resources such as IXL, Math Nation, Ready Teacher Toolbox 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

School Focus

Targeted School-based Focus:

- Implement standards-based lessons that allow for clear learning progressions, differentiated instruction, purposeful spiraling, and meaningful formative assessments for students, with Canvas/Google Classroom as the primary method to facilitate instruction when students are out
- Utilize iReady resources (ex. Teacher Toolbox) to drive Tier 2 and Tier 3 instructional supports for students in general level math classes.
- Use digital resources to enrich the design of standards-based lessons and spiraling needs to include: iXL, Pearson Digital textbook, Math Nation.
- Common planning days (1 per 9 weeks) to help course buddy teachers plan, analyze, and adjust instruction for all students.
- Targeted ESE Student instruction

Targeted School-based Professional Development:

- Common Planning Days and Instructional Focused Department Meetings
 - Meet weekly for weekly department check ins to discuss, problem-solve, and share lessons
 - Work collaboratively to develop common lessons and spiraling activities
 - Establish clear goals to continue to develop strength in mathematics and cultivate skills in reasoning and problem solving
- Backwards Design and ALD Training
 - The District math specialist will provide three school based trainings for grade level teachers that focus on 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.

- IXL and IReady Training
 - Focus on foundations to best implement iXL in the middle school classroom
 - Utilize targeted analytics to scaffold personalized instruction in each math classroom
- Canvas Training
 - Utilize a grade-level Canvas expert to help problem-solve and best employ Canvas as a tool for filling instructional gaps

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

Classroom Implementation Action Steps (Teachers and Students):

- **Design Standards-based lessons utilizing the Backwards Design Model**
 - Apply the Item Specifications and the ALDs to truly know what students have to do at each level
 - Create assessments that mirror the FSA Item Specs
 - Utilize the “I can/Students will...” statements incorporated in each unit
 - Designing questions using the assessment limits and item types for student familiarity
 - Adhere closely to the DOK % with appropriate rigor
 - Plan Instruction and Classroom Activities that include:
 - Bell ringers that focus on spiraling the needs of students based on iReady, iXL, and other formative assessments
 - Lessons created on standards-based skills that help students develop fluency and conceptual understanding
 - Activities that are student-centered and differentiated
- **Digital and Supplemental Resources**
 - Integrate the teacher toolbox, iReady Math books, Math Nation, and iXL to create remediation and enrichment activities for every single math student
 - Advanced and general level math classes will use iXL to further differentiate and personalize student learning
- **Various Modes of Instructional Delivery**
 - Interactive whole group instruction that includes explicit teaching, teacher modeling, guided practice, cooperative learning groups, and independent practice
 - Cooperative Learning Groups/Stations
 - Spiral review of standards
 - Teacher led review of standards

- Use of manipulatives
- Inquiry-based learning opportunities
- **ESE Student Instruction**
 - Incorporate multisensory lessons for the various types of learners (visual, kinesthetic, auditory)
 - Repeat and review new information more frequently
 - Provide frequent opportunities for practicing skills taught
 - Provide classroom accommodations with fidelity
 - Provide IEP Snapshot for true understanding of each ESE student’s needs and accommodations
 - Teach students to self-advocate

Progress Monitoring			
Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Standards-based lessons Utilizing Backwards Design and ALDs	Formal/Informal Observations, Common Planning Notes, Lesson Plans	Weekly/Monthly	Administration, Department Chair
Common Planning/Department Meetings	Meeting Minutes, Formal Observations, Lesson Plans, Common Assessments	Weekly	Administration, Department Chair
Canvas	Home	Monthly	Administration
ESE Student Instruction	Formal/Informal Observations, Grade Checks	Monthly	Administration, ESE Case Managers

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:

- Utilize iReady data and the various components of iReady to drive instruction in the Intensive Math classroom
- Use technology to differentiate instruction in the Intensive Math classroom

Targeted School-based Professional Development:

- iReady Training
- IXL Trainings

Action Steps for Remediation

Intervention Action Steps (Teachers and Students):

Teacher Will:

- Utilize the diagnostic reports from iReady to create differentiated small group instruction and individualized instruction
- Use the Prerequisite Skills Report to help isolate the essential grade-level skill for the upcoming lesson
- Employ various instructional methods of teaching in the Intensive Math classroom
 - Short, interactive whole group instruction
 - Purposeful small group instruction
 - Cooperative Learning groups
- Utilize a technology station weekly (iXL) to help support student remediation and fill learning gaps
- Use Canvas as the platform for quarantined and absent students
 - Track mastery of standards through quarterly assessments and teacher-created assessments
 - House all weekly agendas, notes (blank and complete), homework, assignments, and resources for all students

Students Will:

- Take part in gradual release model of instruction via:
 - 15-20 minute lesson modeled in various ways to meet the learning style of all students
 - Small group instruction as IM teacher facilitates and supports
 - Individual practice to show what they know

- Cooperative learning groups that have students problem solve various ALD style questions

Progress Monitoring			
Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Various components of iReady	Formal/Informal Observations, Computer Monitoring	Monthly	Department Chair, Administration
Various Modes of Instruction	Formal/Informal Observations	Weekly	Administration
Use of iXL to differentiate instruction	Formal/Informal Observations, iXL reports and monitoring	Monthly	Department Chair, Administration
Canvas	Home Page/Agendas	Monthly	Department Chair, Administration

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

SCIENCE DATA

FCAT Science 2018-2021 Proficiency (%)				Achievement Levels						Gender				Ethnicity						Status			Strands																			
Year	School	Grade	# Students Tested	1		2		3		4		5		3,4,5		M		F		A		B		H		I		M		W		ESE		ELL		F/R		Percent Correct				
				% of Score	% of Score	% of Score	% of Score	% of Score	% of Score	% 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	Nature (MS)	Molecular (BIO)	Earth/Space (MS)	Classification (BIO)	Physical (MS)	Organisms (BIO)	Life (MS)		
2018	Meigs	8	172	12	31	27	16	13	56	88	50	84	63	4	50	21	48	15	40	1	100	16	50	115	61	21	29	7	0	82	46	65	65	71	69							
2019	Meigs	8	179	6	25	30	21	18	69	97	69	82	70	4	75	24	42	12	75	1	100	15	67	123	74	27	37		79	57	69	74	76	73								
2021	Meigs	8	192	18	27	28	17	11	56	95	55	97	57	7	57	18	33	24	38			25	72	118	59	33	21	7	14	82	48	65	64	65	66							
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*

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 %.
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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:

1. Common planning for standards-based lesson planning that incorporates 5 E's (Engage, Explore, Explain, Elaborate, Evaluate) for purposeful interaction with complex science texts.
2. Creating and routinely incorporating targeted spiraling activities for review of previous year's standards.

Targeted School-based Professional Development:

- Common planning, where teachers will plan and create standards-based lessons based on the 5 E's of instruction.
- Study Island training.
- Canvas training with a school-based Canvas leader.
- Weekly department check-ins: collegial conversations on content and district-created pacing guides

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

Classroom Implementation Action Steps (Teachers and Students):

Teachers Will:

- **Collaborate with course buddy teacher to create standards-based units that are aligned with the pacing guide.**
 - Incorporate at least 3 of the 5 E's in order to maximize effectiveness.
 - Utilize bell ringers that focus on the interpretation and analysis of multiple data sources (texts, pictures, charts, graphs).
 - Include assessments that mirror SSA Item Specifications with appropriate rigor (10-20% DOK 1, 60-80% DOK 2, and 10-20% DOK 3).
- **Incorporate various modes of instructional delivery**

- Whole group instruction that includes explicit teaching, modeling, demonstration, teacher led discussion, and student-led discussions.
- Instructional modes that include a variety of:
 - Cooperative learning groups/ stations
 - Spiral review of standards
 - Analysis of data, charts, graphs, and video clips
 - Evaluation of word relationships
 - Teacher-led review/remediation
- **Provide purposeful interaction with texts**
 - Data interpretation: be able to create and analyze charts and/or graphs.
 - Background research
 - Compare results to similar/ previous research
 - Evaluate validity of results
 - Complex question deconstruction (e.g. CUBE strategy) taught and modeled to assist students in defining what the question is asking.
 - Purposeful text marking and annotating multiple and complex texts.
 - Tasks designed using rigorous TDQ's (Text dependent questions).
 - Practice critical reading through TDQ's and vocabulary strategies.
- **Routinely analyze student data (form quarterly assessments & Study Island) to drive the following in the classroom:**
 - Student grouping
 - Differentiation of targeted standards-based spiraling activities, stations, TDQ's, and small groups.
- **Use Study Island to spiral previously taught standards.**
 - i. Sixth grade will spiral Earth/ Space science standards.
 - ii. Seventh grade will spiral Earth/ Space and Life science standards.
 - iii. Eighth grade will spiral Earth/ Space, Life, and Physical science standards.

Students Will:

- Engage, explore, explain, elaborate, and evaluate scientific texts and concepts through a variety of instructional modes.
- Purposefully interact within their collaborative groups.
- Use Study Island as outlined in pacing guides.
- Complete Study Island sessions outlined in each grade-level pacing guide.
 - Interact with the lesson provided by Study Island.
 - Meet goals

- General Ed: Achieve 70% or higher in 2 or less tries
- Advanced: Meet 80% or higher in 2 or less tries

Classroom Implementation Action Steps (Teachers and Students):

1. Purposeful spiraling of standards throughout the year.
 - 7th grade teachers will focus on 6th grade standards.
 - 8th grade teachers will focus on 6th and 7th grade standards.
 - Bellringers will focus on spiraling standards.
 - Study Island assignments will focus on missed standards and areas of weakness.

Progress Monitoring			
Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Common Planning for Creation of Standards-Based Lessons	Formal/Informal Observations	Monthly	Administration
Study Island	Computer Usage Reports	Monthly	Administration, Department Chair
Quarterly Diagnostic	Digital Reports	Quarterly	Teachers & Curriculum Specialist
LMS	Home Page/Agenda	Monthly	Administration & Department Chair
Intentional Spiraling and District Pacing Guides	Formal/Informal Observations	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

CTE/STEMM: Strategies & Programs to Support the Objective

Describe how students are involved in CTE/STEMM activities at your school (e.g., clubs, programs, school initiatives, etc.)

CTE Students are involved at our campus in varying capacities.

- Upper-level students maintain web pages students. They maintain personal pages to share amongst each other to grow their understanding with one another, and specific students work with pages directly shared with to the campus through QR codes to update them with activities going on at our campus.
- Meigs Institute of Technology uses these pages to keep the entire campus (students and staff) abreast with current fundraising endeavors, club/sporting events, school-wide initiatives like digital literacies or State testing tutoring opportunities, and they also serve as a morale booster through positive inspirational quotes woven throughout the sites.
- CTE students serve as classroom experts throughout the school on Google Classroom, Google Drive, Microsoft Teams, and ClassLink. Sometimes they are able to help troubleshoot and assist teachers with their technologies on campus such as hardware configuration such as printers, projectors and other peripheral devices.
- Lastly, we recognize certified students in the spring sports pep rally, but now they have moved it to the Appreciation night to decrease social gatherings.



Accreditation Page

Accreditation Standards

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

Domain 1: Leadership Capacity

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

Standard 1.3

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

Meigs Middle School recognizes that student achievement begins with teacher effectiveness and that professional development is the cornerstone of all effective institutions. Each department at Meigs has weekly professional development in department meetings/PLCs, called "check in's". These check-ins are facilitated by the department chairs and are meant to reinforce district pacing guides, standard breakdown and creation of standards-based lessons. Additionally, we have secured the ongoing training of both our ELA Instructional Coach and the Math Specialist for help with backwards design and creating lessons that adhere to standards and the Backwards Design Protocols. Additional evidence of continuous improvement and training is with the Social Studies Department taking part in trainings with our feeder high school to better prepare students for life beyond Meigs. Finally, our Science Department also receives monthly help from the district Science Specialist.

Beyond the intentional trainings, our faculty meetings and grade-level meetings focus on School Performance Plan initiatives as well as a robust MTSS process to ensure no student slips through the cracks and all students are achieving to the best of their abilities. To that end, teachers also engage in routine data chats with their students to provide them with the vital feedback necessary to make academic gains.



Accreditation Page

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

<p>Domain 2: Learning Capacity The impact of teaching and learning on student achievement and success is the primary expectation of every institution. An effective learning culture is characterized by positive and productive teacher/learner relationships, high expectations and standards, a challenging and engaging curriculum, quality instruction and comprehensive support that enable all learners to be successful, and assessment practices (formative and summative) that monitor and measure learner progress and achievement. Moreover, a quality institution evaluates the impact of its learning culture, including all programs and support services, and adjusts accordingly.</p>	<p>Standard 2.7 Instruction is monitored and adjusted to meet individual learners' needs and the institution's learning expectations.</p>
<p>Meigs believes that all students deserve equity in access. All students and teachers at Meigs believe that students are entitled All Meigs stakeholders engage in routine data chats and discussions pertaining to the instructional and academic environment. Teachers, parents, students, and even community stakeholders have a say in what expectations look like at Meigs. We truly believe that every single child at Meigs will jump as high as we set the bar for them. Teachers take part in routine data chats in department meetings and use diagnostic and anecdotal evidence to refine instructional goals.</p>	