

Date Submitted:

Dates of Revision:

School Performance Plan 2021-2022



School Name: Pryor Middle School

Legend

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

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
Brooke Barron	Principal
Dana Mayer	Assistant Principal
Elease McDonald	ELA Department Head
Michael Lightbourne	Math Department Head
Brittany Tate	Science Department Head
Travis Rovillo	Social Studies Department Head
Pia Chedraui	ESE Department Head
Heather Soltis	ELA Instructional Coach

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

The development of the SPP is cyclical with the 2021-22 SPP evolving from the 2020-21SPP. Implementation of the current SPP is reviewed and our course adjusted yearlong dependent upon data. The OCSD Curriculum and Instruction team meets with teachers, instructional coaches, and administrators for feedback used to refine focus areas and district-wide PD. Once decided upon, these focus areas are explored with school leaders during Spring principals' meetings. Our principal shares this information with faculty and staff, starting with the leadership team composed of department heads, grade level chairs, Administration, and Student Services. Administration convened the core department heads early summer 2021 to determine overall effectiveness of implementation. Given the absence of 2020 FSA and EOC data due to COVID, SPP development focused on available data to refine and update specific action plans. Departments reviewed, revised, and submitted their segment of the draft SPP. During pre-planning, the draft SPP is shared with new and returning staff. The draft SPP is submitted to OCSD Curriculum for feedback and recommendations. Administration and faculty work with the SAC to make final revisions. The SPP is submitted to the SAC and OCSD Board for approval.

School Profile

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

Currently 751 students are enrolled in grades 6-8 at W. C. Pryor Middle School. Of these students, 37.4% are White, 1.9% are Asian, 14.1% are African American, 34% are Hispanic, and 12.5% are multi-racial. English language learners make up 13.2% of Pryor's student body, and 23.4% are enrolled in exceptional education programs, including speech and/or language impairment, other health impairment, occupational therapy, intellectual disability, specific learning disabled, and gifted.

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

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

Parent and Community Awareness

Pryor Middle			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?	3				100%	
Do you plan to return your child to full-time brick & mortar classes next fall?	3		33%	33%	33%	
My child's school emphasizes academic performance as the number one priority.	23			13%	22%	65%
Our principal is an effective leader who meets the needs of our students.	23	4%	4%	9%	35%	48%
As a parent, I am made aware of the curriculum program for my child's grade level or course.	23	4%	4%	9%	43%	39%
The school uses a variety of methods for parent communication.	23	4%	9%	17%	26%	43%
Parent input is valued at my child's school.	23	4%		17%	35%	43%
Clear expectations of conduct and behavior are communicated to my child.	23			9%	39%	52%
I receive positive phone calls, emails, or notes about my child from the school.	23	4%	22%	13%	22%	39%
My child's school maintains a safe environment.	23		4%	9%	52%	35%
My child's school treats everyone fairly, regardless of race, economic status, or other relationships.	23	4%	9%	9%	26%	52%
School funds are used to support the school in a financially responsible manner.	23	4%		26%	30%	39%
The guidance department at my child's school provides for the educational success of my student.	23	9%	4%	9%	35%	43%
I am satisfied that my child's teachers do a good job educating my child.	23		4%	4%	48%	43%
My child's school is well maintained.	23	4%		22%	48%	26%
The health services provided at my child's school support his/her wellness.	23	4%		22%	61%	13%

Parent and Community Awareness

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

The most positive responses from the 2021 Parent Satisfaction Survey are the following:

1. Clear expectations of conduct and behavior are communicated to my child.
2. I am satisfied that my child's teachers do a good job educating my child.
3. My child's school maintains a safe environment.
4. My child's school emphasizes academic performance as the number one priority.

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

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

1. I receive positive phone calls, emails, or notes about my child from the school.
2. The school uses a variety of methods for parent communication

Pryor Administration will work with the school leadership team and the School Advisory Council to develop a plan to increase effectiveness of communication efforts in place and examine new initiatives to implement for the 2022 school year. Teachers will document positive phone calls, emails and postcards in the communication log. Teachers will document a minimum of 2 positive communications per week. All teachers will have a Canvas homepage and assignment page by the end of September 2021.

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

Pryor employs a wide range of communication tools. Opportunities for in person meetings include School Advisory Council, orientation, open house, registration fair, literacy nights, ELL Parent Nights, school tours, parent-teacher conferences, Individual Education Plans, 504 Plans, LEPs, and MTSS. Pryor sends home with students and by mail: forms and letters, hard copy midterm progress reports, newsletters, invitations, Good News postcards, and student planner/handbook. Pryor uses ConnectEd to send mass callouts to targeted groups of faculty and parents for reminders of important events and to call attention to urgent matters. Pryor maintains a website, www.okaloosaschools.com/pryor/home, Facebook, Instagram, and Twitter with current information on programs, faculty and staff, activities, and sports. Each teacher is expected to provide a virtual portal to their classroom. Teachers use individual webpages, Google Classroom, and Remind. Beginning in September 2021, all teachers will have a home page and an assignment page in Canvas so that students have one consistent way of communicating with their teachers if they are quarantined.

School Action Plan

ESSA Subgroup: Strategies & Programs to Support the Objectives

ESSA Subgroup Focus

Subgroup: Students With Disabilities

School Focus

What is the cause(s) for this subgroup being an area of focus?

The Federal Percent of Points Index for students with disabilities for the 2018-19 school year was 45. Though this is higher than 40% cutoff, it was the lowest scoring subgroup for Pryor Middle School and a compelling opportunity for improvement.
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What are we doing to target this subgroup?

We are allocating additional resources and professional development to address the needs of these students:

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| <ul style="list-style-type: none">• 3 Resource Teachers• 4 Sections of Learning Strategies in the Master Schedule• Providing ESE teachers time for professional development• Providing training for General Education teachers-providing accommodations in the classroom, progress monitoring ESE student performance, using the Progress Monitoring/Consultation Log• Ensure lowest possible caseload for each ESE case manager.• Providing a teacher/staff mentor to students in the ESSA sub-group through Pryor's "My Team" mentoring program. Staff members work with students to boost academic performance, attendance, and behavior through regular meetings, including school wide scheduled "My Team" events.• Provide professional development for teachers for a co-teaching model in preparation for co-teaching in the 2023 school year. |
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Targeted School-based Professional Development:
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| <ul style="list-style-type: none">• ESE Caseload Managers: How to Write an IEP, PEER IEP at the beginning of the year and follow up training as needed/requested.• ESE VE Teachers: Curriculum Training, Access Points Online Resources, Behavior Data Collection Methods, CORE's Assessing Reading: Multiple Measures, QBS Safety Care.• General Education Teachers: Providing Accommodations in the Classroom, Progress Monitoring ESE Student Performance, Using the Progress Monitoring/Consultation Log• Monthly training with the staffing specialist.• ESE, ELL, and PMP training ongoing throughout the year• Canvas training for all teachers |
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Action Steps for Implementation with a Strong Focus on Addressing Potential Learning Loss

Classroom Implementation Action Steps (Teachers and Students):

- General Education and VE teachers will ensure all accommodations are met as outlined in each student's IEP.
- SWD will work to increase self-awareness and self-advocacy as it relates to their individual exceptionality by:
 - Researching their own learning disability
 - Researching colleges and careers and how to address disabilities therein
 - Reviewing a copy of their own IEP
 - Inviting general education classroom teachers to IEP meetings
 - Setting weekly goals to work toward meeting their IEP goal
 - Tracking weekly progress towards IEP goals.
 - Learning about their accommodations and how to use them
 - Exploring how they best learn by completing a learning style inventory and using results to help access and study content.
- SWD will learn strategies to aid in strengthening executive functioning skills:
 - Planning
 - Organization
 - Time Management
 - Task Initiation
 - Perseverance
 - Attention
 - Metacognition
 - Flexibility
 - Self-Control
 - Working Memory
- SWD will participate in bi-monthly data chats with their caseload manager, Learning Strategies teacher, and/or homeroom teacher where they will review grades and set goals connected to their IEP goal.
- Resource teachers will provide targeted assistance to individual students in general education classes through push-in and pull-out support, learning strategies, and homeroom.
- General Education and VE teachers will follow each student's IEP by ensuring all accommodations are met, monitoring progress weekly, and consulting with the caseload manager and parent/guardian as needed.
- VE teachers will utilize Pro-Ed materials to assist in the implementation of the Access Points Curriculum in all subjects.
- All teachers will have access to technology (Chromebooks or iPads) in all general education core classes as well as VE and Learning Strategies classes.
- Teachers will implement PBIS targeting positive student behaviors, setting goals, and providing incentives.

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

- Administration will ensure the lowest possible IEP caseload for each ESE-certified teacher.
- Department Head will ensure all teachers are provided with copies of their assigned SWD students' IEPs.
- Administration will provide time, substitutes, and materials for teachers to participate in PD.

- Three sections of Learning Strategies will be built into the master schedule to serve needs of SWD according to their IEP.
- Three resource teachers will be assigned the following responsibilities:
 - Follow a schedule to push in and assist in identified classes to work with students and model strategies for teachers.
 - Follow a schedule to pull out students and work one-on-one and small group assisting with coursework and testing.
 - Push in to observe and collect data for students with behavior concerns
 - Provide training and assistance with implementation of Zones of Regulation
 - Follow a schedule to push-in to a variety of classrooms to model strategies and assist teachers for ESE students with academic and/or behavior concerns
 - Homeroom will be assigned to resource teachers targeting highest need students with academic struggles to function as a daily touchpoint to keep track of assignments and grades and with behavior concerns to function as a daily touchpoint and address social/personal issues
- Canvas will be used by all teachers. Teachers will have a home page and an assignment page to assist students who miss class due to quarantine.
- Educreations Pro is provided school wide to assist students who need additional access to information-assists students who miss days and/or need reteaching, uploads PowerPoints, PDFs, and lecture notes for students to review and study.
- IXL is purchased to provide additional support for ESE students in meeting their academic goals written into their IEPs. Support is received in their learning strategies class with small group instruction.
- Administration will identify a list of SWD in the lowest quartile and facilitate pairing of mentors with mentees.
- Administration will plan mentoring activities for mentors, mentees, and families throughout the year.
- Individual data chats with teachers and administration after each iReady assessment has been administered.

Progress Monitoring			
Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Caseload Management	Master Caseload Assignment	Monthly	IEP Department Head, Administration
Following IEP in Gen Ed Classroom	Walkthroughs, Data Chats, ESE Consult Log	Monthly	Administration, Grade Level Chairs, ESE Department Head, Caseload Managers
Learning Strategies	Walkthroughs, Department Meeting minutes	Monthly	Administration, Department Head

Resource Teachers	Resource Teacher Schedule, Walkthroughs	Monthly	Administration
Data Chats		Quarterly	Administration
Small Group Instruction	Walkthroughs	Monthly	Administration, Department Head

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	Pryor	6	217	3	9	18	17	10	24	15	4	43	98	38	119	48	10	40	38	29	49	41	1	100	20	45	99	49	54	9	19	5	161	40	43	54	34	74	53	48	46	78
2019	Pryor	6	238	10	3	13	12	13	25	19	5	49	126	46	112	53	5	60	35	43	74	34	2	50	33	61	89	60	38	18	31	3	176	45	50	57	40	76	58	53	52	80
2021	Pryor	6	232	8	6	12	18	17	20	14	5	39	115	36	117	42	2	100	33	33	87	28	1	100	25	56	84	45	54	22	32	3	156	35	44	56	40	65	55	50	49	81
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	Pryor	7	193	7	4	19	13	14	24	14	5	44	88	27	105	57	5	80	32	44	53	23	3	0	17	29	83	59	26	8	24	13	142	39	46	48	45	62	58	52	50	87
2019	Pryor	7	220	6	4	14	14	15	21	19	6	46	97	39	123	51	9	67	37	27	63	37	1	100	19	53	91	56	45	18	24	4	151	42	46	58	45	60	60	55	52	86
2021	Pryor	7	227	7	10	18	12	13	19	15	7	40	99	27	128	50	8	50	22	36	80	31		32	28	85	53	39	8	28	0	140	37	45	53	44	59	56	49	49	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	Pryor	8	199	7	4	9	13	15	30	20	4	53	96	48	103	58	4	100	39	44	46	33		26	62	84	64	21	29	20	0	133	46	53	64	52	82	66	61	59	89	
2019	Pryor	8	216	7	7	14	12	13	26	14	7	48	101	36	115	58	4	75	43	42	59	25	1	0	19	37	90	67	30	20	26	0	152	43	50	65	58	66	60	57	54	80
2021	Pryor	8	224	9	4	16	10	13	26	15	8	49	109	39	115	57	6	50	31	35	66	30	2	50	28	64	91	62	26	12	28	4	135	40	54	56	43	74	59	55	55	76
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 55%.	
The percentage of students in the lowest 25% who will make learning gains in reading as defined by the State of Florida on the Florida Standards Assessment Test will be at least 55 %.	
The percentage of Level 4 and 5 students who will make learning gains in reading on the Florida Standards Assessment Test will be at least 43 % for 6 th grade, 73% for 7 th grade, and 65% for 8 th grade.	

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:

Students will compensate for learning loss through purposeful interaction with text at an appropriate level of rigor and differentiation based on student data.

Targeted School-based Professional Development:

- Teachers will participate in professional development on integrating new standards during department meetings, weekly collaborative planning, and working with the reading coach during common planning weekly.
- All ELA teachers will work with the ELA Instructional Coach to identify focus areas for individual professional growth. The ELA Instructional Coach will provide assistance through collegial conversations, collaborative planning, modeling, debriefing, and reflection.
- Administration will approve additional release time when deemed necessary to provide support to teachers in need. (i.e. Writing Calibration and iReady training as needed)
- Teachers will participate in a district B.E.S.T standards training within the 2021-22 school year.
- Teachers will participate in three iReady training day during pre-planning, in the fall, and in the winter.

- Bi-monthly PLCs (beginning in October) scheduled into the calendar which focus on topics such as technology implementation, differentiation, strategies for struggling readers, etc.
- ESE, ELL, and PMP training ongoing throughout the year
- Teachers will participate in weekly common planning with their department. Teachers will meet on Tuesdays in the Department Head's class and fill out the Common Planning form to include the standard, a brief summary, and how the standard will be assessed. Other departments will be able to see the document and help reinforce concepts across various curriculum areas.
- District instructional coach will work with new hires once a week.
- Canvas will be used by all teachers. Teachers will have a home page and an assignment page to assist students who miss class due to quarantine.
- Lynn Kozak provided targeted bridge professional development and meets with ELA teachers quarterly to provide continued support.

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

Classroom Implementation Action Steps (Teachers and Students):

Grade-Level Instructional Focus Areas:

- Students will utilize agendas daily to track assignments and use them as a communication tool for families.
- Teachers will implement bridging the LAFS with the B.E.S.T. standards to prepare students for full implementation of the new standards for the 2022-23 school year.
- Teachers will utilize resources such as Collections and CommonLit to supplement MyPerspectives in order to address the LAFS standards.
- Teachers and students will use data chats to set and monitor individual and group goals using iReady diagnostic data as well as FSA to determine how to differentiate.
- Teachers will use the ELA Standards, pacing guides, Item Specifications, Achievement Level Descriptors (ALDs), data (e.g., iReady, FSA, formative) and provided resources (i.e., Collections, Close Readers, NewsELA, Common Lit, Nearpod, Flocabulary, iReady Toolbox, Membean etc.) to develop engaging and differentiated lessons.
- Teachers will purposefully spiral strands in bellringers, stations, and teacher-led small groups throughout the year.
- Within grade levels, teachers will utilize SAVVAS assessments or collaboratively create common assessments with FSA style questions using item specs and Achievement Level Descriptors as needed per the district bridge document.
- Teachers will model vocabulary and comprehension strategies such as text-marking and annotating to facilitate a deeper synthesis of text and objective mastery.
- Teachers will create opportunities for purposeful student talk in small groups, cooperative groups, and whole group instruction.

- The teacher will additionally provide opportunities for students to create their own TDQs at varying DOK levels. (20, 60, 20)
- Teachers will provide writing through reading tasks to support the writing component of learning.
- Teachers will model purposeful notetaking and will scaffold instruction beginning with guided notetaking.
- Students who are not in Intensive Reading will receive 45 minutes of iReady instruction throughout the week and small group instruction based on data from iReady reports.
- Teachers will implement PBIS targeting positive student behaviors, setting goals, and providing incentives.
- Purchasing three interpretation systems that will be used to communicate with students and families to increase student engagement and parent involvement.
- Teachers will implement a gradual release model by shifting from teacher modeling to student application of concepts.

IReady

- **Tier 1:** Teachers will use iReady and other assessment data to differentiate individual and small group students' needs with stations, teacher led small group, and spiraling focus areas. Teachers will use the iReady Toolbox for targeted instruction. Teachers and students will use data chats to set and monitor individual and group goals using iReady diagnostic data to determine how/what to differentiate.
- **Tier 2:** In addition to tier 1 expectations above, Students not placed in IR will participate in online personalized instruction, monitored by the teacher, as a remediation tool for 45 minutes per week.
- **Tier 3:** (see level 1 and 2 focus below)

Progress Monitoring			
Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Use of Sources to Teach the Standards: (Ex. Bridge document, pacing guides, SAVVAS, Collections, Common Lit, and iReady)	Department Meetings, Common Planning, Observations/Walkthroughs	Monthly, Weekly	Department Head, Administration
Backward Design created through common planning	Department Meetings, Common Planning, Observations/Walkthroughs	Monthly, Weekly	Department Head, Administration
FSA Style Assessments (When not able to use SAVVAS assessments)	Department Meetings, Common Planning, Observations/Walkthroughs	Monthly, Weekly	Department Head, Administration

Use of iReady data and resources	Observations/Walkthroughs	Monthly, Weekly	Department Head, Administration
Common Planning	Common Planning document in TEAMS	Weekly	Department Head, Administration
Teacher led small groups	Walkthroughs, common planning, department meetings	Monthly	Administration, Department Head, Instructional Coach

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

School Action Plan

ELA: Strategies & Programs to Support the Objectives

Central Focus: Text-based Writing

School Focus

Targeted School-based Focus:

Students will develop and strengthen use of evidence and elaboration aligned to the FSA Writing Rubric.

Targeted School-based Professional Development:

- **Book Study:** *The Writing Revolution*
- Calibration Day: With district experts, teachers will calibrate and score essays using the FSA writing rubrics.

Writing Plan

Teacher Common Practice/Strategies

- Annotation
- Text Marking
- Self /Peer Edit Essay Marking (coloring)
 - Pink: Claim/thesis/argument
 - Orange: Body Topics
 - Yellow: Cite
 - Green: Evidence
 - Blue: Elaboration
 - Purple: Restate of claim in conclusion
- Planning graphic organizer
- Introduction/conclusion components
- Elaborative techniques
- Citing
- Interactive student notebook resources

Increase Student Knowledge and Use of Rubrics

- Teachers and students will define and analyze key terms in the rubric.
- Students will create student-friendly terms when analyzing the rubric to compare scores (ex. 2 to 3, 3 to 4) and understand what elements of their writing needs to be addressed to improve.
- Students will analyze the FSA writing exemplars and evaluate against the rubric.

Purposeful Text Marking and Annotations Specific to a Prompt

- Teachers will model how to locate and mark relevant evidence in the text set.
- Teachers will model and discuss relevant vs. Non-relevant evidence.
- Teachers will use common annotation/ color coding strategies for text marking and analyzing the text set.
- Using TDQs are varying DOK levels to drive text marking.

Planning for the Essay

- Teacher will model and instruct students how to plan for the essay using a common graphic organizer.
- Teacher will discuss and model concise planning strategies with students for plan effectiveness and time saving.
- Students will determine thesis, evaluate evidence to use from sources to support their position, and organize ideas onto a planning page.

Citing Evidence

- Teacher will provide explicit instruction on multiple ways to quote evidence (quotations, ellipses, paraphrasing, and summarizing) and how to determine which of the three types will be most effective.
- Teachers will instruct students with multiple ways to cite (I.e., parenthetical citation, “The text stated...” “While reading through source 2...” “The author John Doe mentioned...”
- Teachers will instruct students on using multiple sources and correctly citing text evidence from multiple sources.

Writing an Introduction

- Teacher will provide explicit instruction on the 2 components of an introduction: Hooking the reader and restating the prompt/stating an argument.
- Teacher will use FSA Writing Exemplars to identify attributes of an introduction.
- Students will practice writing introductions using the two components of an introduction.
- Using introductions from state FSA writing exemplars, students will revise and strengthen a low scoring introduction.
- Using the FSA Writing Rubric and ALDs, students will self-assess their introductions as well as peer edit and revise writing.

Writing a Conclusion

- Teacher will provide explicit instruction on the 4 components of a conclusion:
 1. Transition: Skillful transitional phrase
 2. Restate: claim/argument/controlling idea (using prompt key wording)
 3. Synthesis: The element of a conclusion that brings together the points of an essay in a new and interesting way to make a generalization or to draw a conclusion.
 4. Extension: A memorable thought or idea that extends beyond the essay and pushes the reader into the real world.
- Students will analyze FSA Writing Sampler Sets to identify effective and ineffective conclusions.
- Students will practice writing conclusions based on their introductions.

- Using the FSA Writing Rubric, students will self-assess their conclusions, peer edit, and revise writing.

Elaboration

- The teacher will provide explicit instruction on the effective use of the six elaborative techniques:
 1. Connections to Self/World/Text
 2. Explaining Cause and Effect (or “If... then...”)
 3. Making a Comparison or Contrast
 4. Using Definitions
 5. Using a Real-life Example
 6. Make a Figurative Comparison (Metaphor or Analogy)
- Teacher will use FSA Writing Sampler Sets to show examples of effective elaboration.
- Students will evaluate and revise student writing containing weak elaboration.
- Using the FSA Writing Rubric, students will self-assess their elaboration, peer edit, and revise writing.
- Teachers will model how to use content specific vocabulary when elaborating.

Transitions

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

Assessment Expectations

- Students will complete a timed cold essay to be entered in the gradebook for all 4 quarters. (7th and 8th will practice typing their assessments)
- Teachers will score essays on a sliding scale for quarters 1 and 2. Quarters 3 and 4 will be subjective on the provided rubric.

Progress Monitoring			
Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Calibrating to Rubric	Student Writing Samples, Meeting Agenda/Notes, Walkthroughs	Monthly	Instructional Coach, Department Head, Administration

Increasing Student Knowledge/Use of FSA Rubric	Walkthroughs, Student Work Samples	Monthly	Instructional Coach, Department Head, Administration
Components of the Essay (Annotating Text Marking Self /Peer Edit Essay Marking, planning, graphic organizer, Introduction/conclusion components, Elaborative techniques, Citing, Interactive student notebook resources)	Student work samples, Anchor Charts, Department Meeting Minutes, Common Planning, Pryor PD	Weekly	Instructional Coach, Department Head, Administration
Quarterly Pryor Writes	Gradebook	Quarterly	Instructional Coach, Department Head, Administration
Interactive Notebooks	Walkthroughs, common planning.	Throughout the year	Instructional Coach, Department Head, 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

ELA Students Below Grade Level

School Focus

Targeted School-based Focus:

Students performing below grade level will make learning gains via:

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

Targeted School-based Professional Development:

- Engaging and appropriately rigorous learning activities based on student data to include FSA Writing Calibration for ELA teachers; Cleartouch Technology training.
- iReady PD for all teachers during pre-planning, in the fall, and in the winter to include data interpretation and training on reports.
- Standards/ALD study during department meetings and weekly common planning throughout the year.
- Bi-monthly PLCs
- ESE, ELL, and PMP training ongoing throughout the year
- Canvas training for all teachers

Action Steps for Remediation

Intervention Action Steps (Teachers and Students):

- 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, small group instruction) to differentiate instruction
- Incorporate appropriate components of i-Ready for Tier 3 students within the Intensive Reading classroom (e.g., small group, Diagnostic data, Teacher Toolbox, Scaffolding Tools, iReady workbooks, and Online Personalized Instruction) to individualize instruction
- Teachers should use the diagnostic reports, specifically the Scaffolding for Instruction report and the Instructional Grouping report, to guide instruction for all students.
- All teachers may use lessons from the i-Ready Toolbox for targeted instruction. Intensive and regular teachers will communicate to ensure lessons are not duplicated with students in common planning.

- Digital platforms will be used to provide differentiation. iReady, NewsELA, Coach Digital, Collections Close Readers, Membean, Flocabulary, Educreations, Achieve3000, and Nearpod may be used for grade level standard work, spiraling, and remedial support.
- Small Groups based on student data will be led by the teacher and/or classroom assistant at a minimum of three times per week. Small groups will be used to meet specific needs targeting foundational reading skills, fluency, and vocabulary. Students scoring a level RED in the phonics domain will use iReady phonics for reading and small group instruction. Teachers will monitor student progress using the iReady program.
- Teachers will homogenously group students according to similar instructional readiness based on iReady data. Differentiated station activities will be assigned to each group based on iReady and other data for skills and concepts to remediate, purposefully spiral, and reinforce grade level skills.
- ESE Resource Teacher, Classroom Assistants, and Interpreters will push into classrooms to provide support for targeted student groups.
- Students will track their progress using iReady and set goals with their teacher.
- Teachers will implement PBIS targeting positive student behaviors, setting goals, and providing incentives.
- Teachers will meet with My Team students routinely to check in, monitor progress, and provide mentorship.
- i-Ready Close Reads should only be utilized in Intensive Reading classes and will be used a minimum of once quarterly.
- Tools for Scaffolding Instruction is an i-Ready resource that is to be used solely in IR.
- Tier 2 and Tier 3 MTSS students not placed in IR will receive 45 minutes of i-Ready's Online Personalized Instruction per week and consult Instructional Coaches for further clarification.
- All students in IR will complete 45 minutes of iReady personalized instruction per week. (only to be completed in the stand-alone IR class)
- Teachers will be assigned a class set of Chromebooks to implement web-based instruction and practice during whole group instruction, teacher led small groups, and stations.
- ELL students will use the Edmentum program in their Intensive Reading classes.

Progress Monitoring			
Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Whole Group	Walkthroughs, Common Planning, Department Meetings	Monthly	Administration, Department Head, Instructional Coach
Stations	Walkthroughs, Common Planning, Department Meetings	Monthly	Administration, Department Head, Instructional Coach

Differentiation through teacher led small group	Walkthroughs, Common Planning, Department Meetings	Monthly	Administration, Department Head, Instructional Coach
Cooperative Learning Groups	Walkthroughs, Common Planning, Department Meetings	Monthly	Administration, Department Head, Instructional Coach
Balanced Literacy/EIR Components	Walkthroughs, Common Planning, Department Meetings	Monthly	Administration, Department Head, Instructional Coach
Coach Digital, CommonLit, NewsELA, Membean, Flocabulary, Language Live (ELLs)	Usage Reports, Progress Reports	Monthly	Administration, Department Head, Instructional Coach
IReady Close Reads	Walkthroughs, Common Planning, Department Meetings	Quarterly	Administration, Department Head, Instructional Coach
IReady Digital Platform (45 minutes, pass rates at appropriate levels, appropriate domains in their individualized path)	Usage Reports	Weekly	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

Addressing Potential Learning Loss

School Focus
Targeted School-based Focus: Teachers will identify potential learning loss through diagnostic data and work throughout the year to fill instructional gaps.
Action Steps for Implementation
Classroom Implementation Action Steps (Teachers and Students): <ul style="list-style-type: none">• Teachers will utilize iReady to determine potential learning loss.• Analyze data for class-wide domain gaps and construct tier 1, whole group lessons based on that data.• Teachers will meet with small groups to spiral, reinforce, or frontload based on data.• Use of interactive notebooks to serve as reference points for students to reinforce learning.• Use of bellringers to spiral instruction.• Teachers will use the vertical alignment document to familiarize themselves with the previous year's standards as well as the standards resource booklets on the OCSD curriculum website.• Teachers will implement PBIS targeting positive student behaviors, setting goals, and providing incentives.
Regular <ul style="list-style-type: none">• Closely monitor all students for lack of growth or proficiency. Teachers will move students to tier 2 as needed for intervention.• Differentiated stations to include spiraling of foundational skills to retain proficiency/mastery.
Advanced <ul style="list-style-type: none">• With a wide range of proficiency in these classes, small groups will be essential in closing learning gaps with attention to both remediation and enrichment.• Differentiated stations to include both remediation and enrichment.
Regular (Tier 2) iReady <ul style="list-style-type: none">• Teachers will meet with these students in targeted small groups at least two times per week.

- If not in IR, these students will complete 45 minutes of iReady weekly.
- Teachers will use on-grade level lessons from the i-Ready Toolbox for targeted instruction.
- Teachers will communicate with IR teachers to ensure lessons are not duplicated with the Tier 2 students.
- Teachers will use iReady Scaffolding for Instruction Report and Instructional Grouping Report to purposefully group students.

IR (Tier 3) iReady

- i-Ready Close Reads will be utilized.
- Tools for Scaffolding Instruction is an i-Ready resource that is to be used solely in IR.
- Tier 2 and Tier 3 MTSS students not placed in IR can receive 45 minutes of i-Ready's Online Personalized Instruction per week and consult Instructional Coaches for further clarification.
- All students in IR will complete 45 minutes of iReady personalized instruction per week. (only to be completed in the stand alone IR class)
- Students will utilize the iReady workbooks weekly.

Progress Monitoring			
Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Utilization of data to drive instruction/remediation.	Data reports, observation, and data chats.	Continually	Administration, Department Head
Digital Tools	Usage reports, observation	Monthly	Administration
Bellringers	Observation	Monthly	Administration
Language Live for ELLs	Observation	Monthly	Administration
iReady Workbooks	Gradebook	Weekly	Administration, Department Head
iReady Digital Platform (45 minutes, pass rates at appropriate levels, appropriate domains in their individualized path)	Usage Reports	Weekly	Administration
Differentiation through teacher led small group	Walkthroughs, Common Planning, Department Meetings	Monthly	Administration, Department Head, Instructional Coach

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 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)											
2018	Pryor	Civics	200	16	21	22	24	18	64	89	55	111	70	5	100	34	59	55	44	2	100	17	41	87	79	27	26	27	22	142	61	53	55	54	53
2019	Pryor	Civics	210	10	17	36	17	20	73	92	73	118	73	9	67	38	68	54	72	1	100	18	67	90	77	42	55	15	33	141	64	57	64	53	50
2021	Pryor	Civics	229	21	24	28	14	12	54	105	54	124	54	9	56	24	38	82	39			29	62	85	71	38	29	31	10	144	49	54	51	48	45
2018	District	Civics	2,307	8	13	26	25	28	79	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	78	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	69	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*

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 75%.

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 using 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:

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

Targeted School-based Professional Development:

- Navigating and using the Social Studies Resource Manual and Pacing Guide.
- Working with instructional coach, Lynn Kozak to refine implementation of the FJCC Civics curriculum.
- ESE, ELL, and PMP training ongoing throughout the year
- Teachers will participate in weekly common planning with their department. Teachers will meet on Tuesdays in the Department Head's class and fill out the Common Planning form to include the standard, a summary, and how the standard will be assessed. Other departments will be able to see the document and help reinforce concepts across various curriculum areas.
- District instructional coach will work with new hires once a week.

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

Classroom Implementation Action Steps (Teachers and Students):

- Teachers will use course Standards (including Florida Standards for Literacy in the Content Areas), Item Specifications, the district Pacing Guide, and the Question Stem Resource book to develop lessons and teacher created TDQ's at appropriate levels of complexity according to student needs.

- Teachers will differentiate instruction for learning stations and teacher-led small group based on student data obtained through daily formative assessments during instruction and post assessment for reteaching to assist students in mastering the Social Studies Standards.
- Students will analyze and synthesize thinking in response to TDQs that progress from one to multiple sources and are aligned with standards and the culminating activity.
- Teachers will collaborate with ELA teachers to model text-marking, annotation, and using graphic organizers to respond to TDQs in a uniform manner.
- Teachers will require students to text mark, annotate, or use a graphic organizer to prepare responses to appropriately rigorous TDQs.
- Students will respond to TDQs in writing (short response, extended response, essay, DBQ) and student talk (elbow partner, cooperative learning group, whole group).
- Sources to be used for text sets will include primary/secondary sources, maps, charts, National Archives, FJCC, and SHEG.
- Teachers will implement the DBQ Project (DBQ and Mini Q) material at least once per quarter and collaborate with the ELA department to use a common language to help students with their reading and writing.
- Teachers will incorporate differentiated learning stations aligned with standards and the corresponding culminating activities.
- ELA and Social Studies teachers will meet monthly during Grade Level meetings to align resources and content to support comprehension and analysis of primary and secondary sources.
- Teachers will implement PBIS targeting positive student behaviors, setting goals, and providing incentives.

CIVICS CLASSROOM

- Civics teachers will follow the FJCC Civics pacing calendar with fidelity.
- Civics teachers will model how to break down EOC benchmark questions and FLVS EOC practice exam questions.
- Civics teachers will use standards-specific daily bellringers and spiral review station activities with emphasis on weakest strands from 2021 EOC-Government Policy and Political Procedures and Organization and Function of Government.
- Civics students will respond to questions and the FLVS EOC practice exam questions by analyzing each response, determining the correct answer, and explaining why that answer is correct.
- Civics teachers will implement strategies to aid in memorizing the FJCC Guide to the Constitution for MS Civics in stations and whole group direct instruction.
- Grade level meetings will be used to align text sets in ELA/IR with corresponding Civics topics.
- ELA and IR teachers will have students read and analyze texts aligned with Civics content.
- Civics teachers will use FloridaCitizens.org, iCivics, and Civics 360 as a station rotation for ELL and ESE students.

- Civics teachers will complete one DBQ per semester based on the Civics content to target strengthening student performance on the Organization and Functions of Government Civics EOC strand.
- Civics teachers will be assigned a class set of iPads to implement web-based instruction and practice during whole group instruction, teacher led small groups, and station activities.

Progress Monitoring			
Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Standards-based Instruction	Walkthroughs	Monthly	Administration
Differentiated Learning Stations	Walkthroughs	Monthly	Administration
Using Resources Standards, Item Specs, FJCC Pacing Guide, Benchmark Question Practice, Question Stems	Walkthroughs, Department Meeting Minutes	Monthly	Administration, Department Head
Multiple Sources for text sets, TDQs	Walkthroughs, Department Meeting Minutes	Monthly	Administration, Grade Level Chairs, Social Studies and ELA Department Heads, Instructional Coach
Writing in Content Area – Short/extended response, essay	Walkthroughs, Department Meeting Minutes	Monthly	Administration, Department Head
Collaboration with ELA teachers	Walkthroughs, Department Meeting Minutes	Monthly	Administration, Department Heads, Grade Level Chairs
DBQ	Walkthroughs, Department Meeting Minutes	Quarterly	Administration, Department Head
Common Planning	Common Planning document in TEAMS	Weekly	Department Head, Administration
Differentiation through teacher led small group	Walkthroughs, Common Planning, Monthly	Monthly	Administration, Department Head

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

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	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.Sm,Tr,Trig (Geo)	Opp&Alg / Base10 (3) Opp&Alg (4) Expr &quat (6-8)	Functions (8) Functs&Modl (A1) Circ,Meas,Props&Equat (Geo)													
2018	Pryor	6	193	2	4	19	13	13	37	10	1	49	85	46	108	51	9	56	37	41	47	45	1	100	19	42	80	55	52	27	18	22	148	48	56	41	59	37	43				
2019	Pryor	6	198	9	6	10	12	16	31	14	3	48	102	47	96	49	2	0	31	42	69	35	1	0	23	74	72	57	39	26	33	6	152	48	52	49	45	30	45				
2021	Pryor	6	211	6	7	21	15	14	25	9	2	36	105	37	106	36	2	0	33	39	81	31	1	0	21	52	73	38	50	26	34	6	142	37	38	46	40	25	43				
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	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	1,301	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	1,204	54	367	19	86	19	859	35	47	52	44	29	48				
2018	Pryor	7	209	4	5	12	8	14	25	23	10	58	94	52	115	63	5	80	33	67	53	38	3	0	17	47	98	68	28	18	23	22	150	55	53	41	56	43	41				
2019	Pryor	7	242	4	7	14	9	10	31	21	5	57	111	59	131	55	11	55	43	53	68	43	2	100	28	64	90	66	45	36	23	13	168	52	52	41	48	36	30				
2021	Pryor	7	217	6	8	18	9	16	30	10	1	42	97	43	120	41	6	50	19	32	80	25			31	42	81	60	41	29	29	0	138	39	38	39	46	22	29				
2018	District	7	2,331	1	3	8	6	9	30	26	18	73	1,184	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	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	1,651	79	387	40	50	14	1,183	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	1,414	70	354	32	67	15	850	50	50	51	58	36	38				
2018	Pryor	8	150	3	4	12	11	7	41	18	4	63	68	53	82	71	1	100	29	55	40	48			23	74	57	72	19	47	24	25	116	61			59	35	45	39			
2019	Pryor	8	151	3	7	12	8	13	28	20	9	58	72	50	79	65	2	100	27	59	49	39	1	0	13	54	59	73	28	29	25	16	107	54			50	47	44	41			
2021	Pryor	8	127	5	13	17	14	17	28	7		35	67	37	60	32	3	0	18	28	50	30	1	0	11	64	44	39	22	32	27	15	84	29					38	32	36	27	
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	Pryor	Alg	58			5	2	3	33	36	21	90	34	91	24	88	3	100	10	70	10	90			4	100	31	94	3	67			24	83					41	51		53	
2019	Pryor	Alg	79			1	5	39	41	14		94	33	97	46	91	2	100	15	93	11	91			4	100	47	94	3	67	1	100	46	93					39	59		47	
2021	Pryor	Alg	102			6	3	5	46	25	16	86	44	80	58	91	3	100	12	58	21	86			13	69	53	96	5	60			51	82					39	52		52	
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					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	1,554	82	250	43	47	21	935	66					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	1,545	72	260	38	61	11	714	55					34	43		45	
2019	Pryor	Geo	5						20	80		100	4	100	1	100	1	100							1	100	3	100						2	100					64	84		74
2021	Pryor	Geo	28			7	46	36	11			93	13	100	15	87	2	100	4	100	3	100	1	0	8	88	10	100					15	93					52	61		46	
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					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	1,305	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	1,422	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 63%.	
The percentage of students in the lowest 25% who will make learning gains in math as defined by the State of Florida on the Florida Standards Assessment Test will be at least 63%.	
The percentage of Level 4 and 5 students who will make learning gains in math on the Florida Standards Assessment Test will be at least 63%.	

School Action Plan

Math: Strategies & Programs to Support the Objectives

Central Focus: Math Focus

To address potential learning loss by accelerating student achievement using 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, IXL data, 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, and iReady workbooks 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:

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

Targeted School-based Professional Development:

- ESE, ELL, and PMP training ongoing throughout the year
- Professional development as needed for technology-based resources to include Math Nation, Envision, Khan Academy, IXL, iReady Toolbox, Coach Digital, Educreations, teacher iPads, and Cleartouch Boards.
- New teachers will work with district's Secondary Math Specialist during common planning to enhance abilities to provide rigorous standards-based instruction with backward design using ALDs and item specs to create FSA type assessments.
- With district provided math PD and resources, create differentiated stations and activities using technology-driven math content support, spiraling activities, and FSA-like question type stations.
- iReady training on administration of assessment and interpreting reports to use data for differentiating assignments in the classroom.
- IXL training for administration of assessment and differentiating assignments in the classroom.
- Individual data chats with teachers and administrators after each iReady assessment.
- Teachers will take part in weekly common planning with their department. Teachers will meet on Tuesdays in the Department Head's class and fill out the common planning form to include the standard, a summary, and how the standard will be assessed. Other departments will be able to see the document and help reinforce concepts across various curriculum areas.
- The district's Secondary Math Specialist will lead a monthly PD (September, October and November) for all Math teachers, that will focus on "Back to Basics." This PD will include:
 - Using Item Specs to develop quality assessment items based on the standards and Achievement Level Descriptors (ALDs)
 - Developing an engaging activity to incorporate into classroom instruction which mirrors the created assessment items
 - Collaboratively plan how Math Nation (and their resources) can be incorporated into classroom instruction
 - Identify instructional Best Practices to prepare students for developed assessment items

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

- Teachers will plan and design activities following the backward design model.
- Teachers of like courses will collaboratively create and administer common assessments with FSA-like questions using the Item Specs and ALDs.

- Teachers will use Course Standards, Item Specs, ALDs, and technology resources to develop engaging and differentiated lessons including whole group, cooperative learning stations, technology enhanced stations, cooperative learning opportunities, and high-level questioning.
- Teachers will use the following resources: Envision print textbook and digital textbook resources for grade level instruction and practice, Coach Digital and MathNation for FSA-like problem-solving practice, C-Palms for standards-based lesson planning and formative assessments, iReady and iReady Toolbox (whole class and small group instruction), iReady Workbooks, Khan Academy and iXL (all classes at all levels for remediation, spiraling, and extension), Math Nation (8th grade Pre-Algebra, Algebra Honors, and Geometry), and OCSD Curriculum and professional development resources to cover the complexity of each standard taught.
- Teachers will use FSA, iReady, IXL, classroom formative and summative assessments, specifically the iReady Prerequisite Report and Instructional Grouping Report, to target individual students' needs with stations, small group activities, and spiraling focus areas.
- Teachers will create FSA-like assessments that will be comprised of a minimum of 60% ALD level 3, at least 10% ALD Level 4, and no more than 20% ALD Level 2. Item types will mirror FSA item types and will be created using Item Specs and ALD's.
- Teachers will plan rigorous activities (real world scenarios, text-based problem solving) conducive to meaningful math talk during whole group, cooperative small group, partners, and station activities.
- Teachers will conduct teacher-led small group instruction guided by all levels of students' needs.
- Teachers will set goals and monitor student progress with students.
- Teachers will be assigned a class set of iPads to implement web-based instruction and practice during whole group practice, teacher-led small group, and/or station activities.
- Canvas will be utilized to provide supplemental instruction and resources for students and families to access at school and at home.
- Students who are not in Intensive Math will receive 45 minutes of iReady instruction throughout the week and small group instruction based on data from iReady reports.
- Teachers will implement PBIS targeting positive student behaviors, setting goals, and providing incentives.

Progress Monitoring			
Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Using ALDs, data from FSA, iReady, and classroom assessments to inform instruction including differentiation	data chats, department meeting agenda and notes ongoing	Ongoing	Teacher, department head, administration
Backward design standards-based lessons	walk-throughs, posted learning	Weekly	Department head, administration

			Targets, posted expected ALD level questions, common planning		
FSA-like assessments			Agenda and notes from meetings, common planning, and walk- throughs	Monthly	Department head, administration
Purposeful Spiraling			Standards Checklist, Assessments, Station Activities	Monthly	Department head, administration
Resources (CPALMS, Coach Digital, IXL, iReady and iReady Toolbox, Khan Academy, Math Nation, OSCD Curriculum and Instruction Online Resources, Envision print and digital textbook)			Walkthrough Gradebook	Weekly	Administration
Data Chats				Quarterly	Administration
Common Planning			Common Planning document in TEAMS	Weekly	Department Head, Administration
IReady Digital Platform (45 minutes, pass rates at appropriate levels, appropriate domains in their individualized path)	Usage Reports	Weekly	Administration		
Differentiation through teacher led small group	Walkthroughs, Common Planning, Department Meetings	Monthly	Administration, Department Head, Instructional Coach		

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:

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

Targeted School-based Professional Development:

- iReady training, three times per year, for Math teachers during pre-planning, fall, and winter
- District's Secondary Math Specialist will work with teachers to plan and implement differentiated assignments and stations.
- District's Secondary Math Specialist will assist teachers with technology implementation of Envision digital textbook and iReady platform.
- District's Secondary Math Specialist will continue to provide support in Backward Design and FSA-like assessment creation using Item Specs and ALDs.
- ESE, ELL, 504, and PMP training throughout the year.
- iReady data report training.
- Teachers will participate in weekly common planning with their department. Teachers will meet on Tuesdays in the Department Head's class and fill out the Common Planning form to include the standard, a brief summary, and how the standard will be assessed. Other departments will be able to see the document and help reinforce concepts across various curriculum areas.
- The district's Secondary Math Specialist will lead a monthly PD (September, October, and November) for all Math teachers that will focus on "Back to Basics." This PD will include:
 - Using Item Specs to develop quality assessment items based on the standards and Achievement Level Descriptors (ALDs)
 - Developing an engaging activity to incorporate into classroom instruction which mirrors the created assessment items
 - Collaboratively plan how Math Nation (and their resources) can be incorporated into classroom instruction
 - Identify instructional Best Practices to prepare students for developed assessment items

Action Steps for Remediation

Intervention Action Steps (Teachers and Students):

- Level 1 and low level 2 students will receive intensive math instruction during Intensive Math.
 - Whole group direct instruction will be used to introduce new standards and skills needed for standard mastery. Teachers will explain, model, work examples with the group, and monitor comprehension and ability through formative assessment.

- Teachers will homogenously group students according to similar instructional readiness based on iReady data using the Class Breakdown by the Prerequisite report and the Instructional Grouping report. Differentiated station activities will be assigned to each group based on the iReady reports for skills and concepts to remediate, purposefully spiral, and reinforce grade level skills.
- Digital platforms will be used to provide differentiation as a learning station activity. Imagine Math, Khan Academy, IXL, Prodigy, and Coach Digital may be used for grade level standard work, spiraling, and remedial support.
- Cooperative learning groups of 4-5 students will be heterogeneously grouped to work together to solve real-world math problems utilizing student talk strategies. Students will be held accountable individually and as a group.
- Small Groups based on student data will be led by the teacher and/or classroom assistant. Small groups will be used to meet specific needs and may function as a tier 3 intervention.
- IM teachers will review student data (FSA, iReady, IXL) and use the information for differentiated activities to support and gradually increase rigor of math content.
- Use of manipulatives will be used regularly in math classrooms to enhance understanding of the standards.
- Teachers will utilize PBIS and tangible rewards as incentives.
- Students will show their work when problem-solving.
- Students will track grades and set goals with their math and PIERS teachers.
- Teachers will have students use planners to track assignments, due dates, and grades as a time management and school-home communication tool.
- IM students will be invited to participate in POC extended school day remediation.
- Teachers will implement PBIS targeting positive student behaviors, setting goals, and providing incentives.

Progress Monitoring			
Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Digital Platforms used by Teachers: iReady, Khan Academy, IXL, Prodigy	Usage Logs, progress reports, lesson plans	Weekly, Monthly	Teacher, Administrator
Balanced Instruction between learning gaps and grade level standards	Walk-throughs, lesson plans	Weekly, Monthly	Administration
Additional Help-POC Extended School Day Remediation	Attendance Logs	Bi-weekly	Administration

Planners	Walkthroughs, PIERS	Weekly	Administration
Station Activities, Small Group	Walkthroughs	Weekly	Administration
iReady	Usage Reports	Monthly	Department Head
Common Planning	Common Planning document in TEAMS	Weekly	Department Head, Administration
Differentiation through teacher led small group	Walkthroughs, Common Planning, Department Meetings	Monthly	Administration, Department Head, Instructional Coach

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	% 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	Nature (MS)	Molecular (BIO)	Earth/Space (MS)	Classification (BIO)	Physical (MS)	Organisms (BIO)	Life (MS)	
2018	Pryor	8	204	21	25	20	18	17	54	101	54	103	54	4	100	39	46	50	30		26	50	85	72	22	27	23	4	138	46	66	62	69	65								
2019	Pryor	8	213	23	27	26	15	8	49	99	45	114	53	5	80	42	50	57	26	1	0	18	39	90	64	28	21	25	4	150	49	61	66	66	60							
2021	Pryor	8	221	24	23	22	19	12	53	108	55	113	51	6	50	31	52	65	31	2	100	28	57	89	67	26	23	29	7	134	47	62	64	64	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 57%.

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:

Teachers will use assessment data (quarterly assessments and Study Island) to plan standards-based instructional lessons using the 5E Model. Spiraling will be addressed throughout the year using Interactive Science Notebooks and Study Island. Teachers will also accelerate student interaction by using Canvas and Remind in their classrooms.

Targeted School-based Professional Development:

- Planning collaboratively to produce standards-based lessons and assessments with a focus on small group work and stations.
- Understanding and interpreting Study Island data to drive instruction with spiraling activities.
- Understanding and interpreting quarterly assessment data to drive instruction with spiraling activities.
- Using item specifications to create spiraled formative and summative assessment questions.
- Learning how to plan and implement 5E model lessons.
- Spiraling and implementing Interactive Science Notebooks in the classroom.
- Efficiently using technology such as Twig, Nearpod, Gizmos, Cleartouch Interactive boards in the classroom
- Individual data chats with administration following quarterly assessments.
- Teachers will participate in weekly common planning with their department. Teachers will meet on Tuesdays in the Department Head's class and fill out the Common Planning form to include the standard, a brief summary, and how the standard will be assessed. Other departments will be able to see the document and help reinforce concepts across various curriculum areas.
- District's Secondary Science Specialist will work with new hires once a week.

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

Classroom Implementation Action Steps (Teachers and Students):

- Teachers will use resources such as Gizmos, Generation Genius, VocabSupport, Page Keeley probes, cPalms tutorials, NEWSLEA, Nearpod, HMH adopted textbook online materials, Flocabulary, and Twig Education to create engaging standards-based activities.
- Teachers will use Interactive Science Notebooks to encourage text-based questions and SSA-level assessments.
- Teachers will administer the quarterly assessments three times throughout the school year. Using the quarterly assessment data, teachers will create differentiated station instruction.
- Teachers will administer common district-created, quarterly assessments at the end of each nine-weeks monitor student progress, identify strengths and weaknesses, and tailor instruction to meet students' needs.
- Teachers will implement at least 3 of the 5 E Model during each unit of study.
- Teachers will utilize LMS (Canvas, Remind) to accelerate student engagement and communication.
- Teachers will common plan to analyze formative and summative assessments, Study Island and quarterly assessment data to create targeted standards-based activities.
- Teachers will provide rigorous, complex questions requiring students to read and interpret data on pictures, charts, and graphs during explicit instruction, individual and cooperative learning practice, and on all assessments. Teachers will pull upon NMSEI training for this type of instruction.
- Teachers will encourage ELL students to use Science English/Spanish word-to-word translation glossary for all assignments, tests, and labs. Teachers will also provide appropriate ELL materials for students.
- Teachers will utilize the district provided pacing guide and implement the Study Island lessons that correlate to the appropriate lessons.
- Teachers will implement PBIS targeting positive student behaviors, setting goals, and providing incentives.

Spiraling/Potential Loss of Learning

- Teachers will integrate Interactive Science Notebooks in their classroom so that material can be spiraled throughout the year and throughout grade levels. Interactive notebooks will follow students to their next grade level of science of use in spiraling stations.
- Teachers will use Study Island at least once per week for 30 minutes or 3 times per month to spiral previously taught standards and to address potential learning loss. Sixth grade will spiral Earth/Space Science standards. Seventh grade will spiral Earth/Space and Life Science standards. Eighth grade will spiral Earth/Space, Life, and Physical science standards.
- Teachers will integrate a spiral station during station work. Spiral stations can use previous grade-level Interactive Notebooks, Cpalms Tutorials and text-based articles to enhance previous concepts covered.
- As noted in the updated pacing guide, four weeks of spiraling review will occur prior to the 8th grade SSA. During these four weeks, all Science teachers will assist 8th grade teachers with spiraling activities.

Progress Monitoring			
Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Data-Driven Instruction to create differentiated learning stations	Walkthroughs, quarterly assessment data, Quarterly Assessment Data Department meetings, Common Planning	Weekly, monthly	Administration, Department Head, Classroom teachers
Backwards design to create 5E Model implementation in units of study	Walkthroughs, Department Meetings, Common Planning	Weekly, monthly	Administration, Department Head
Use of Resources such as Twig, Nearpod, Gizmos, Cleartouch Interactive Boards	Walkthroughs, Department Meetings, Common Planning, Gradebook, Standards checklist	Daily, Weekly, monthly	Administration, Department Head, Science Curriculum Specialist
Use of Interactive Science Notebooks to enhance text-based reasoning and spiraling	Walkthroughs, Department Planning, Gradebook	Daily, Weekly	Administration, Department Head, Classroom teachers
Common Planning to analyze quarterly assessment data and create differentiated instruction	Data-reports turned into Department Chair, Gradebook, Common Planning	Weekly, monthly	Administration, Department Head, Classroom teachers
Learning Management Systems to accelerate student engagement.	Department meetings, Remind App, Department Meetings	Weekly, monthly	Administration
Purposeful spiraling (Study Islands, ISN) with a focus on potential learning loss.	Department meetings, walkthroughs, Common planning, Usage logs, Standards Checklist	Monthly	Administration, Department Head
Common Planning	Common Planning document in TEAMS	Weekly	Department Head, Administration
District Pacing Guide	Department meetings, walkthroughs	Weekly	Department Head, Administration

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.)

- Pryor has a variety of STEMM related clubs for students to choose from on Club Day. These include Robotics, Coding, Horticulture and Engineering.
- Pryor has a Robotics Team.
- Pryor has a Lego League.
- Pryor offers the following STEMM courses: Intro to Technology, Coding Fundamentals, Exploring Technology, Fundamentals of Software and Web Development, Web Design, 3D Printing and Manufacturing, Architecture and Construction- Levels 1, 2, 3.
- Students can earn a variety of industry certifications.
- SAILS homerooms include Crime Scene Investigation and Robotics.
- Algebra and Geometry are offered for high school credit.

Title I Schools

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

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

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

Supplemental counseling/school-based mental health programs:

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

Specialized instructional support services:

- Students who score below proficient on FSA Reading are scheduled into an Intensive Reading class, in addition to a grade-level ELA class to focus on strengthening deficiencies.
- Students who score below proficient on FSA Math (and are not already in an Intensive Reading class) are scheduled into an Intensive Math class, in addition to the grade level math course, to focus on strengthening deficiencies.
- All students who score below proficiency in Math or ELA are encouraged to participate in an extended school day, POC tutoring, up to four days per week for additional practice with a certified teacher.
- Snack and bus transportation are provided for attendees.

Mentoring services:

- My Team-Pryor staff members select a student or students to be an additional on-campus mentor. They build rapport and check in regularly to see how the student is doing with academics, behavior, and attendance.
- My Team luncheons occur six times per year. The luncheons provide the teacher mentors and the student mentees a chance to meet in a relaxed setting, eat a complimentary special meal, and discuss any issues or concerns the student might be experiencing.

- Community mentors who have completed the OCS D screening process are assigned to students in need of support and meet with them regularly.
- GLOW (Girls Leading Our World), a division of the United Way, meet monthly after school with interested girls to teach them about topics such as hygiene, self-confidence, interview skills etc. The mentors involved in GLOW are adult women serving in a variety of occupations throughout our community.

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

- Monthly Club Day-Every student participates in a special interest club to develop social skills, socio-emotional learning, promote fitness, increase health awareness, and foster appreciation of the arts in addition to increasing attendance. Clubs are diverse and include, but are not limited to archery, yoga, mindfulness and relaxation, skating, ping pong, corn hole, art, anime, cooking, gardening, and chess.
- Prioritizing and time management-All students are issued a locker (due to COVID-2nd semester only) and a student planner at no charge. Teachers help students track assignments, due dates, test dates in the planner as well as communicate with families about student progress. Organizational skills, time management, study skills, executive functioning are all addressed in the Learning Strategies course.
- Positive Behavior Intervention System-" REAL" Pirates at Pryor are Respectful, Excellent, Accountable, and Leaders. Students earn points that are assigned by Pryor staff for exhibiting traits of a REAL Pirate. The points are collected in each homeroom and totaled to earn incentive rewards. Students can earn rewards individually and collectively as a class or grade level team.
- Incorporate social-emotional learning focus throughout the school day including daily announcements, PIERS homeroom activities, monthly grade level assemblies using counselor and teacher-created materials and purchased programs, such as YouUplift virtual kindness wall, and Project Wisdom.

Additional resources to increase student achievement:

- Use scholarly articles, research, and best practices available through membership to professional organizations, such as ASCD, NASSP, FASA to strengthen instructional effectiveness.
- Frequent communication to families via postcards, newsletters, and mailouts.
- Administration and counselors will visit all 5th grade students during registration to welcome them to Pryor and give them the opportunity to ask questions concerning curriculum and correct course placement. During this visit, students will receive a Curriculum Guide, registration sheets and a Pryor uniform shirt.
- Equip each classroom with a library of paired English and Spanish texts.
- Provide supplies for career technical education classes to advance students' opportunities to apply skills learned in construction and technology courses in real world scenarios to prep for career readiness.

- Provide supplies to support the Arts with the addition of an Art and a piano keyboarding class.
- Increase technology available to students each year with a goal of 1:1 by 2024.
- Incorporate a variety of multi-media resources (including iReady, Achieve3000, Cleartouch Interactive Boards, Flocabulary, Educreations)to engage students.
- Books for enrichment added to the Media Center, with a focus on diversity and to assist with fluency and comprehension.
- Classroom libraries for ELA teachers with a focus on diversity.
- Professional library for teachers including educational articles, magazines and books to assist with pedagogy.
- Purchasing three interpretation systems that will be used to communicate with students and families to increase student engagement and parent involvement.
- Requirement of additional ink, paper, copying:
 - Increase availability of hard copy text to provide to individual students for text marking and annotation.
 - Increase availability of hard copy text translated versions for ELL students for text marking and annotation.



Accreditation Page

Accreditation Standards

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

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.

Pryor ensures access for all students to rigorous and challenging curriculum by using performance data (FSA, quarterly assessments, EOCs, and course grades) to determine best course placement, assignment of instructional allocations, and development of master schedule. All students will participate in appropriately challenging, rigorous coursework through differentiated lessons within each course. Lessons will be a combination of whole group, collaborative group, station work, digital platforms using technology, or teacher-led small group. Students will participate in everyday instructional reading components in all content areas. Writing will be implemented across all content areas. Diverse educational needs will be addressed through the MTSS process, which begins at the classroom level, progresses to grade level Child Find meetings where Tier 2 support is defined, implemented and tracked. Based on student response to intervention, next steps may include escalation to Tier 3 or continuation of identified interventions. Technology will be integrated in learning by educators and students through the use of Chromebooks, iPads, Smartboards and Cleartouch Interactive Boards while accessing digital platforms such as Google Classroom, iReady, IXL, Canvas, Study Island, Membean, CommonLit, NewsELA, Flocabulary, No Red Ink, Nearpod, DuoLingo, FJCC, iCivics, SP2, HBI Educational Suite, Geometrics and CIW. Student progress will be communicated with stakeholders through faculty/staff meetings, department meetings, SAC meetings, the Pryor website and Facebook. Student progress will be communicated to parents through the PAWS online gradebook, Canvas, hard copy mid-term progress reports, iReady reports, quarterly assessment reports, teacher phone calls, report cards and award ceremonies.



Accreditation Page

Accreditation Standards

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

Domain 2: Learning Capacity

The impact of teaching and learning on student achievement and success is the primary expectation of every institution. An effective learning culture is characterized by positive and productive teacher/learner relationships, high expectations and standards, a challenging and engaging curriculum, quality instruction and comprehensive support that enable all learners to be successful, and assessment practices (formative and summative) that monitor and measure learner progress and achievement. Moreover, a quality institution evaluates the impact of its learning culture, including all programs and support services, and adjusts accordingly.

Standard 2.7

Instruction is monitored and adjusted to meet individual learners' needs and the institution's learning expectations.

- Student Services and Administration ensures students are appropriately placed into courses and monitors pupil progression
- ESE Department and Case Managers manage individual case loads through partnerships with classroom teachers, students and parents to ensure progress toward meeting identified goals.
- MTSS process is in place to identify academic, behavioral and attendance concerns and address student needs through interventions.
- Department and grade-level meetings are conducted monthly to address SPP focus area action plans, pacing guides, teaching strategies and student progress.
- Professional Learning Communities focus on various topics such as student engagement, Technology, ELL strategies, ESE accommodations, Socio-Emotional Lessons, and Equity.
- iReady, quarterly assessments, and Study Island data is used to purposefully group students according to areas of need.
- Administration conducts individual quarterly data chats with teachers after each quarterly formative assessment to set goals, discuss progress and to explore strategies for success.
- School-wide expectation of using small groups, stations and teacher-led groups on a weekly basis.
- Curriculum includes the Arts (Band, Chorus, Piano Keyboarding, Art).
- Curriculum includes vocational program which includes an industry certification (Construction).
- Curriculum includes a variety of CTE courses, which give the opportunity for industry certification.
- Curriculum includes courses for physical well being (PE, Weightlifting).
- Administration and Student Services work to ensure all students' extrinsic needs are met by securing community partners to provide eye exams, eyeglasses, bikes, clothing, books, toiletries and school uniforms for students in need.