

Date Submitted:

Dates of Revision:

School Performance Plan 2021-2022



School Name: Ruckel 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 \$1,480.25 will primarily be used for: Teacher supply needs.

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
Paul Whiddon	Principal
Mark Smith	AP Safety Coordinator
Kayla Nutt	AP Curriculum Coordinator
Susie Watson	Math Chair
Allison Marelo	ELA Chair
Sharleen Nunez	Science Chair
Penny Parmer	Social Studies Chair
Christine Kirila	Teacher
Ronette Johnson	SAC Representative
Debbie Eller	ESE

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

School Profile

C. W. Ruckel Middle School was established in 1956. We will enter our 65th year of serving our community with excellence in academics, athletics, and the arts. Ruckel's administration, faculty, staff, students, parents, and community are committed to continuous school improvement. For the 2021– 2022 school year, C. W. Ruckel Middle School will serve approximately 1200 students. Many of our students belong to military families. This allows Ruckel to have a Military Life Counselor which helps our students transition into our school. Ruckel has 54 highly effective teachers, two guidance counselors, a mental health counselor, and a school resource officer. 18.7% of Ruckel's students are minorities and 21.3 of our students are economically disadvantaged.

In 2018 – 2019, Ruckel was awarded its 19th consecutive "A" for a school grade. Ruckel offers a diverse curriculum of high school credit, advanced, and remedial classes. Gifted classes are at all three grade levels. Ruckel's technology classes lead the OCSD certification pass rate with state examination given in IT, web design, and STEM. Ruckel also offers co - curricular classes in band and chorus, and Ruckel art students lead the district in awards for 2019. At CHOICE Technology Institute, almost half of our students take a challenging technology course. Over 90 % of Intro to IT students earned Microsoft industrial certifications for 2019. 100% of the Web Design students earned Internet Web Professional Industrial certifications. We will be teaching 5 sections of STEM for 2020-2021 and we have 2 sections of Italian.

In 2020-2021, Ruckel students and staff excelled in many areas both district and state levels.

- a. First virtual Veterans' Day Celebration.
- b. 8 students made All State Chorus and 51 went to Solo and Ensemble.
- c. 3 students made All State Band and 19 went to Solo and Ensemble, 17 making Superiors.
- d. Mr. Anderson won Outstanding Teacher of the Year for STEM.
- e. 12 sports teams won county championships with 9 of them being undefeated. 2 teams were county runner ups.
- f. Our Academic Team attended the virtual Knowledge Masters competition.
- g. An art student won Art of the Capital Best in Show.
- h. 45 students showed art at the Okaloosa art show.
- i. 89 students received Web Design related certifications.
- j. Dance team came in 1st in Hiphop and 2nd in Jazz at the National competition.
- k. Cheer team came 1st in Traditional and 2nd in Game Day at the National competition.
- l. \$1500 was raised for Children in Crisis, 199 members of NJHS collected goods for Sharing and Caring, and Multicultural Club raised \$563 for Alaqua.
- m. Yearbook has record sales.
- n. Over 200 books were collected from Amazon donations for the Media Center
- o. We had record numbers of Core Value nominees and winners.

Parent and Community Awareness

Ruckel Middle			No	Not Sure	Yes	
		Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
Question	Responses	Very Dissatisfied	Dissatisfied	Neither satisfied nor dissatisfied	Satisfied	Very Satisfied
As a parent, how satisfied were you with the mySchool Online program this year?	8		38%		63%	
Do you plan to return your child to full-time brick & mortar classes next fall?	8		13%		88%	
My child's school emphasizes academic performance as the number one priority.	127	1%	7%	10%	55%	27%
Our principal is an effective leader who meets the needs of our students.	127	3%	12%	21%	42%	22%
As a parent, I am made aware of the curriculum program for my child's grade level or course.	127	4%	23%	22%	42%	9%
The school uses a variety of methods for parent communication.	127	4%	8%	10%	54%	24%
Parent input is valued at my child's school.	127	7%	17%	39%	29%	8%
Clear expectations of conduct and behavior are communicated to my child.	126	3%	5%	17%	48%	27%
I receive positive phone calls, emails, or notes about my child from the school.	127	19%	37%	17%	21%	6%
My child's school maintains a safe environment.	127	5%	16%	17%	43%	19%
My child's school treats everyone fairly, regardless of race, economic status, or other relationships.	127	7%	3%	29%	42%	19%
School funds are used to support the school in a financially responsible manner.	127	3%	2%	54%	28%	13%
The guidance department at my child's school provides for the educational success of my student.	127	2%	6%	38%	36%	18%
I am satisfied that my child's teachers do a good job educating my child.	127	3%	12%	11%	51%	23%
My child's school is well maintained.	127	4%	16%	28%	39%	14%
The health services provided at my child's school support his/her wellness.	127	1%	1%	37%	34%	28%

Parent and Community Awareness

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

Based on the data in the climate survey, Ruckel's greatest area of strength is in "My child's school emphasizes academic performance as the number one priority" with 82% of parents saying they are satisfied or very satisfied. Other areas of strength are in "The school uses a variety of methods for parent communication" with 78% of parents saying they are satisfied or very satisfied, and "Clear expectations of conduct and behavior are communicated to my child" with 75% of parents saying they are satisfied or very satisfied.

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

Based on the data in the climate survey, Ruckel's great area of need for improvement is "I receive positive phone calls, emails, or notes about my child from the school" with 56% of parents saying they are dissatisfied or very dissatisfied. Other areas of need for improvement are in "As a parent, I am made aware of the curriculum program for my child's grade level or course" with 27% of parents saying they are dissatisfied or very dissatisfied, and "Parent input is valued at my child's school" with 24% of parents saying they are dissatisfied or very dissatisfied.

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

Ruckel uses many avenues to communicate with parents and community. We rely on an updated web page, and a weekly email to parents in which all teachers and staff can communicate dates, events, and successes. Teachers use such apps as Remind, Google Classroom, Canvas, and Edmodo to communicate lessons, quizzes and homework. Another form of media used to communicate as of recent is the text message system called School App. School App reaches parents' phone with quick views of upcoming dates and information as submitted by faculty and/or administration. Families can access the School App and/or the broader OCS D App. Ruckel has an electronic marquee updated daily. We also utilize Blackboard Connect as a call out system for messaging parents. Administration uses "Remind" for in-house communications. Normally, Ruckel has an orientation for all grade level before school starts each year in which parents and students learn all things "Ruckel." Due to the pandemic, a limited access tour was conducted. Ruckel typically holds a "Ram Rally" that brings in all upcoming 6th graders and gets them acclimated to school, but we were unable to do that this year. We were able to have a Readiness Day before stricter protocols were put in place where parents and students were able to tour the school and

School Action Plan

ESSA Subgroup: Strategies & Programs to Support the Objectives

ESSA Subgroup Focus

Subgroup: ESE

School Focus

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

Ruckel's ESE population is below 50% in proficiency and learning gains, and is our highest subgroup population for attendance and discipline
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What are we doing to target this subgroup?

Ruckel has five sections of Learning Strategies classes that are taught by a certified ESE instructor. Students receive academic support as well as self-regulatory skills to help them become increasingly more autonomous.
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We will monitor the ESE subgroup through grade level data chats. We collaborate on emerging strengths/ weaknesses of strategies being used with students and discuss what can be done to have a greater positive impact on learning.
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Administration will visit each of the grade level meetings and help teachers define strategies that will help these students with their learning gains. The ESE instructional coach will be invited to attend and assist teachers whether live or by Zoom.
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Specific strands in which individual students are weak in Reading and Math skills will be spiraled for those students. If these students also have high discipline referrals and high truancy records, then the MTSS process is started. During this process, teachers, guidance counselors, staffing specialists, the ESE coach, behavioral specialists, psychologist, and administration put into place Tier Two and Tier Three support strategies that will help students with discipline, attendance and learning gains.
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The Ruckel community is committed to following the individual educational plan for our students. In fact, we implemented a new and even more efficient way than last year's model of delivery for every teacher to know all Present Levels of Performance and Learning Goals before the first day of school. Monthly reporting updates to assigned case managers. Interims are initiated if a change of support is suspected.

The staffing specialist will meet and communicate updates and train our ESE staff at scheduled monthly meetings.
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We offer extra time and assistance to students before or after school help whether in a teacher's classroom or on Tuesday and Thursday's during Success Center.

Targeted School-based Professional Development:
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ESE teacher(s) will obtain district led PD for collaborating with other middle school ESE teachers and to increase awareness of transition IEPs. The Ruckel ESE department will place Professional Development mini-lessons on faculty meeting agenda as needed throughout the year. Monthly ESE department meetings will be a consistent source for professional growth among the ESE staff who will serve as resources for teachers.

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

Classroom Implementation Action Steps (Teachers and Students):

1. Teachers identify and offer the delivery of accommodations for students with an IEP.
2. Teachers communicate to team teachers, parents, and/or case managers if additional support ideas are warranted.
3. Teacher of Learning Strategies scaffolds help in small groups or individually to help students overcome various challenges.
4. Teachers of Learning Strategies also teach organizational and executive functioning skills.
5. Teachers monitor progress using multiple data points throughout the year (i.e., grades, MAP results, I-Ready, observation, and anecdotal notes.)
6. Students use strategies offered in his/her plan.
7. Students communicate difficulties when necessary to help the teacher provide support if possible.
8. Teachers will use the Gradual Release of Responsibility method for ESE students and those not making progress towards proficiency.

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

1. Administration opens five classes and academic teachers for Learning Strategies and three classes and teachers for Critical Thinking.
2. Administration assigns case managers for coordinating all meetings and communication collaboration.
3. Administration organizes resources for Success Center opportunities.
4. Administration prepares yearly calendar for grade level collaboration meetings.
6. Administration continues the use of walkie-talkies in ESE rooms.
7. Teachers may use Wilson Reading Program
8. Teachers can voluntarily open rooms for tutoring and/or can be hired to help in Success Center.
9. Students take advantage of opportunities for individual help.
10. Students attend IEP meetings when appropriate and begin (or continue) advocating for self as the student matures through middle school years.

Progress Monitoring

Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Small group/1-1 support	Lesson Plans, Walk-throughs, Observations	Monthly	Teachers/Admin.
Data Chats	Sign in/Observation/Minutes	Monthly	Teachers/Counselors/Admin. And Grade Level Chairs
Success Center and other tutoring	Calendar/Sign in sheets	Quarterly	Teachers
Student acceptance/use of testing strategies	Teacher created tool and/or notation on tests	Bi-weekly	Teacher/Case Manager (when not demonstrating proficiency)

ESE meetings with PD	Sign in sheet	Monthly	Staffing Specialist
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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	Ruckel	6	389	0	1	6	7	13	21	31	20	72	191	65	198	79	11	91	16	63	14	57	2	50	31	58	315	74	46	24		87	62	60	66	49	84	64	58	56	92	
2019	Ruckel	6	373		1	5	9	10	23	37	15	75	180	73	193	78	7	100	17	41	21	76	2	100	21	71	305	77	35	31		62	63	65	71	52	87	68	62	61	93	
2021	Ruckel	6	367	1	2	6	11	10	20	37	13	70	169	63	198	77	6	50	13	62	24	67	1	100	26	69	297	71	46	30	3	33	70	51	58	71	53	76	63	56	55	92
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	Ruckel	7	371		1	8	6	11	24	31	19	74	187	71	184	77	11	55	12	50	16	88		27	56	305	76	32	28	2	0	87	54	58	63	58	73	67	61	59	96	
2019	Ruckel	7	409	1	2	8	10	12	25	23	19	67	204	59	205	75	11	82	15	53	13	85	2	50	34	53	334	68	50	20		88	53	57	67	58	67	64	58	56	91	
2021	Ruckel	7	367	1	1	7	9	12	25	27	18	70	191	64	176	76	10	90	12	50	27	74	1	100	22	73	295	69	37	32	1	0	64	42	63	67	57	75	63	56	55	92
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	Ruckel	8	349			3	6	11	25	30	25	80	172	76	177	84	8	100	14	86	15	87	3	100	18	78	291	79	31	35		63	63	65	78	69	91	76	71	70	97	
2019	Ruckel	8	389	1		5	6	9	31	29	19	79	191	75	198	83	11	73	13	54	20	80	1	0	30	63	314	82	32	22		74	66	65	80	74	76	74	69	67	96	
2021	Ruckel	8	365	1	2	7	8	10	30	28	14	72	183	70	182	75	8	75	14	50	24	71	1	100	19	68	299	74	26	23	2	0	44	48	66	68	54	81	68	63	61	91
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.

- 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 75%.
 - 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 70%.
 - The percentage of Level 4 and 5 students who will make learning gains in reading on the Florida Standards Assessment Test will be at least 80%

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:

I. Instruction on Understanding, Answering, and Generating Text Dependent Questions (TDQ's) II. Learning Gains for all regular classes (most specifically students scoring high 2's and low 3's on FSA and all ESE students) through specified best practices.

Targeted School-based Professional Development:

I. District Professional Development Offerings

- a. Teachers will have monthly zoom sessions provided for professional development to assist teachers with bridging the old standards with the new BEST standards. New teachers are also being provided with training sessions and zoom meetings to present the district's expectations and provide assistance.

II. Language Arts On-Site Professional Development:

- a. Our Language Arts department will meet monthly to discuss and collaborate on the ideas that have been gathered and that will be implemented in our classrooms.
- b. Monthly department meetings will be held to promote collegial conversations and disseminate necessary information to the whole group.
- c. Teachers will be able to visit each other's classrooms to observe lessons in progress.

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

Classroom Implementation Action Steps (Teachers and Students):

- I. To implement the instruction of Understanding, Answering, and Generating Text Dependent Questions:
- a. Teachers will instruct students on identifying and writing their own Text Dependent Questions (TDQ's) at varying levels of Depth of Knowledge (DOK). Modeling, guiding, and independent practice for explicit instruction will be used. The expectation is that students will be able to apply these skills independently to their EIR (Everyday Instructional Reading) by the beginning of the 2nd 9 weeks or sooner.
 - b. Teachers will instruct students on text-marking and annotation and allow guided and independent practice in demonstrating for students the importance of this skill in developing critical thinking skills and generating/answering text-dependent questions.
 - c. 6th and 7th grade teachers' instruction will directly focus on the use of varying levels of multiple sources in assisting students with understanding Integration of Knowledge plus Key Ideas and Details. 8th grade teachers' instruction will use varying levels of multiple sources to focus on Key Ideas and Details. The goal for all grade levels is understanding the relationships between multiple texts and being able to synthesize multiple sources by the year's end. These sources will come from a variety of areas to include but not be limited to Florida Collections, My Perspectives, selected novels, Common Lit, Newsela, Kelly Gallagher Article of the Week, and Triumph Learning/Coach Performance.
 - d. Teachers will implement strategies utilizing graphic organizers such as but not limited to SPEC, SPRITE, SAY/HOW/MEAN/MATTER, Four Corners, TP-CASTT, SIFT, SoapSt (one) to equip their students for critically reading sources.
 - e. From the instruction of TDQ's, students will engage in student talk in many forms such as but not be limited to Think/Pair/Share, Expert Panel, Socratic Seminars, Pop-up debates, etc. Questions will be provided by the teacher but also generated by the students based on what is learned during the discussion.
- II. To achieve learning gains in the regular level classes (specifically students scoring in the lower 2's and high 3's on FSA and all ESE students):
- a. Teachers will implement standard-based instruction through mini lessons, modeling, read-aloud, etc. using high interest texts at or above grade level.
 - b. Teachers will integrate academic word study to continue to expand the students' current academic vocabulary.
 - c. Teachers will include grammar lessons from programs such as No Red Ink, Daily Grammar Practice, grammar worksheets, etc. as a means of bolstering the students' grammar background.
 - d. Teachers will identify gaps in skills/knowledge through the use of iReady testing data analysis and design small group and individual instruction for students struggling with similar concepts.
 - e. Teachers will scaffold lessons to promote growth in ALD student achievement level charts.
 - f. Teachers will arrange students in cooperative learning groups and may provide station practice for the purpose of exchanging thoughts through student talk, instilling peer support, and promoting overall enhancement in student achievement.
- IV. Students will use time in Critical Thinking class to work on their i-Ready personalized pathway.

Progress Monitoring

Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Everyday Instructions Reading/TDQ's	Lesson plans/formal and informal assessments Walk-through	Daily/weekly	Teachers/Administrators
Student talk	Lesson plans/formal and informal assessments Walk-through	Daily/weekly	Teachers/Administrators
Cooperative learning groups	Lesson plans/formal and informal assessments Walk-through	Quarterly	Teachers/Administrators
Text-marking annotation	Lesson plans/formal and informal assessments Walk-through	Daily/weekly	Teachers/Administrators
I-Ready	Diagnostic testing results/growth	Fall, Winter, Spring	Teachers/Administrators

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

School Action Plan

ELA: Strategies & Programs to Support the Objectives

Central Focus: Text-based Writing

School Focus

Targeted School-based Focus:
Evidence and Elaboration

Targeted School-based Professional Development:

- a. Teachers will collaborate during common planning times on best practices for the teaching of reading through writing
- b. Teachers will engage in collegial conversations to share and compare ideas on the teaching of elaboration.

Writing Plan

See below.

Progress Monitoring

Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
General written responses to TDQ's	Student responses	Monthly	Teacher
Elaboration, Sentence Variation/Style, and Language Facility using shorter writing etudes and specific revision exercises via TDQ's and extended responses in lieu of multiple full-length timed writings.	Student exemplars and non-exemplars	Quarterly	Teacher

Ruckel Middle School Writing Plan 2021-2022

This plan is designed to reflect the fact that writing at Ruckel is not solely based on essays but on writing through reading as well.

- I. **First look**
 - a. Teachers have the option to provide baseline essay using a single prompt for all students in August to gauge the progress of our students before providing them with instruction.
 - b. We can collaborate on results from these essays in department meetings, common planning, and collegial conversations.
- II. **Previous year's scores**

- a. We familiarize our students with their previous year’s FSA writing scores to make sure they know where they are and to help them set and understand their new goal for this year’s progress using the FSA rubric as a guide.

III. Annotation/Text Marking/Elaboration

- a. We begin teaching annotation and text marking right away in August because this is a skill that will not only be useful on FSA reading and writing but every day reading and writing.
- b. The FSA rubrics can be two of the first documents we use to teach students to annotate so that they are able to have these in hand broken down into notes (kid friendly language) to be used for the school year.
- c. Students will continue annotation practice throughout the year.
- d. This year elaboration will be introduced in the form of a graphic organizer displaying the many different types of elaboration. Once this is introduced, teachers will begin pointing out and having students mark examples of elaboration in any type of reading being done in the classroom so that students can recognize it for themselves and move towards using it in their own writing. Students will practice integrating varied word choice and specificity in elaborating to elevate style and originality.

IV. Review of single paragraph writing

- a. Students are next reviewed on single paragraph writing as they respond to text dependent questions through articles, short stories, novels, plays, journal prompts, etc. and what is involved in creating this type of response.
- b. From there, we provide guided and independent instruction on incorporating all three types of relevant evidence i.e. quoted, paraphrased, or summarized, how to extract and embed any quoted evidence (10 words or less), and finally how to properly cite the evidence using MLA. This practice is on-going throughout the school year as students respond to essay prompts, short stories, novels, plays, current events, etc.
- c. Students will be given opportunities to begin incorporating elaboration into their responses (journal responses, text dependent question responses, student talk response, EIR’s, daily bell work, etc.)
- d. After this, we review the parts of introduction paragraphs (students are instructed on the many types of available leads), chunk body paragraphs, and conclusion paragraphs. A transition review is provided where students are provided a useful list of transitions and an explanation of how the incorrect transition can negate one’s writing.

Student exemplars of these types of paragraphs are provided. Guided as well as independent practice also takes place. See the basic layout of each paragraph below:

i. Introduction body paragraphs (LAT)

- 1. Lead (universal idea)
- 2. Address the prompt
- 3. Provide a thesis statement geared toward the correct audience

ii. Chunk Body Paragraphs (inserting transitions)

- 1. Topic Sentence/Reason

2. Evidence #1
 3. Commentary/Elaboration
 4. Evidence #2
 5. Commentary/Elaboration
 6. Summary Sentence
- iii. **Conclusion Paragraph (inserting transitions)**
1. Restating the thesis statement
 2. Revisiting the overall topics/reasons
 3. Bringing the essay to a close with a call to action if then statement (returning to the universal idea)

V. Planning for Essay Writing

a. Unpacking the prompt

- i. We have many different acronyms used for the process (3RTAT, TAPS, RAFT, etc.). The goal is to identify the audience, type of essay, specific language, and an overall direction for writing the essay at hand.
- ii. Students are to then write out everything they know about this topic on their planning sheet using webs, lists, free writing, etc. honing in on the overall topics of discussion or overall reasons depending on the type of essay. Older students can even move towards the beginnings of a thesis statement at this point

b. Analyzing the sources

- i. *(Before students analyze sources, they will be taught to recognize distractors and determine credibility, reliability, and bias found in the sources they are given).* Students are next instructed to read each of the sources provided text-marking/annotating potential evidence that would work with their brainstorming list/web/free writing WHILE deciding whether each source is providing useful and reliable information. They are taught to be cognizant of the fact that some sources may or may not be useful to them. They are also made aware that they may need to change some of their brainstorming ideas if they can't find evidence to use to make their point or discuss their topics.
- ii. Once their evidence is marked, they return to their planning sheet and build a thesis statement providing evidence for each topic/reason.

c. Essay Writing

- i. Students by this point are equipped with what they need to know and are taught time management to be fully successful. They learn that being organized and having a plan cuts down on the loss of time and helps them to avoid losing focus on their topic.
- ii. Once they have completed their essay with all of the proper paragraphs, they are taught to proofread for any grammatical, structural, or parenthetical citation errors.

d. Essay Scoring

- i. Student essays are scored by the teacher using the FSA writing rubrics and later in the school year in group peer scoring sessions (ultimate score is provided by the teacher).

- ii. Essays are returned to the students with a brief review of the rubric and a discussion of the prompt used.
- iii. Color coded/annotated student exemplars of varying scores from this writing session are collected and will be shown to the students (students are also allowed to color code their own essays) so that they may understand why they scored what they scored and how to make improvements.

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:

- I. Curriculum based resources will be used to plan differentiated instruction to help students who are achieving below grade level in reading proficiency to strengthen their abilities to read and write grade level texts. Specific focus will be placed upon:
- a. Diagnosis of deficiencies using I-Ready testing.
 - b. Instruction in reading comprehension, writing fluency, and vocabulary study through the use of a variety of literary and informational texts. Resources will include but are not limited to: I-Ready Diagnostic test, I-Ready Personalized Instruction Program, Common Lit, Newsela, Scope Magazine, Intensive Reading lessons, high-interest young adult novels, and other texts selected by the teacher.
 - c. Increasing learning gains for Level I students.

Targeted School-based Professional Development:

- I. Curriculum based resources will be used to plan differentiated instruction to help students who are achieving below grade level in reading proficiency to strengthen their abilities to read and write grade level texts. Specific focus will be placed upon:
- a. Intensive Reading training session for I-Ready (August 2021)
 - b. Three district professional trainings:
 - Session 1: Returning teacher orientation
 - Session 2: Grade Level PD
 - Session 3: IReady training
- II. Language Arts/Intensive Reading On-Site PD:
- a. Monthly meeting with Language Department on assessing I-Ready data and lesson planning.

Action Steps for Remediation

Intervention Action Steps (Teachers and Students):

1. Determine strengths and weaknesses of students through the I-Ready diagnostic test (September)
2. Provide customized remediation of weakness via the I-Ready Personalized Instruction program and small group instruction in class.
3. Provide systematic instruction in vocabulary skills, particularly in word parts, using context clues and interpreting figurative language.

4. Provide instruction in strategies for achieving and improving reading comprehension. (Visualizing, using background knowledge, asking questions, making inferences, determining main ideas, tracking thinking, using fix-up strategies, using graphic organizers & text annotation.)
5. Provide practice in critical analysis of middle grades texts. (Supporting ideas with evidence, making connections, comparing/contrasting, analyzing character motivations and author's purpose, etc.).
6. Provide practice in writing in response to reading.
7. Provide instruction in strategies for producing effective writing (ex. RACE strategy).
8. Encourage and motivate student achievement through recognition, rewards, competitions, games, and uses of technology.
9. Motivate students through selection of high interest class novels and other texts, explanation of the practicality and usefulness of literacy skills and modeled enthusiasm.

In Intensive classes, the students will:

1. Complete I-Ready lessons weekly.
2. Participate in small group instruction.
3. Participate in individualized, small group and whole group activities.
4. Have opportunities to make choices in independent reading material.
5. Gain confidence and increase performance through the application of newly learned strategies and skills.
6. Set goals and monitor progress.

Progress Monitoring			
Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
I-Ready	Lesson plan/weekly informal assessments/monthly cold reads	Weekly/monthly	Teacher/administrator
Cooperative Groups	Lesson plans/informal observations	Weekly/monthly	Teacher/administrator

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

SOCIAL STUDIES DATA

U.S. History EOC (2018-2021) Proficiency (%)				Achievement Levels						Gender		Ethnicity						Status			Strands														
				1	2	3	4	5	3,4,5	M	F	A	B	H	I	M	W	ESE	ELL	F/R	Percent Correct														
Year	School	Test	# Students Tested	% of Score	% of Score	% of Score	% of Score	% of Score	% Proficient	# Total Population	% Proficient	# Total Population	% Proficient	# Total Population	% Proficient	# Total Population	% Proficient	# Total Population	% Proficient	# Total Population	% Proficient	# Total Population	% Proficient	# Total Population	% Proficient	Orig. and Purp. of Gov't (MS)	Late 19th-20th(HS)	Role and Resp. of Cit. (MS)	Global Military (HS)	Gov't Pol. And Proc. (MS)	Intnl. Peace (HS)	Org. and Func. Of Gov't (MS)			
2018	Ruckel	Civics	392	4	7	21	28	41	89	204	89	188	88	12	83	13	77	16	94	1	100	26	73	324	90	35	57	2	50	86	73	70	69	66	66
2019	Ruckel	Civics	436	5	10	22	26	38	85	214	85	222	86	11	100	15	80	13	85	3	33	38	79	356	86	51	51			91	79	66	73	65	64
2021	Ruckel	Civics	386	8	11	27	21	34	82	200	83	186	81	11	91	13	62	29	86	1	100	23	78	309	82	37	51			69	65	68	66	65	60
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 90%.

School Action Plan

Social Studies: Strategies & Programs to Support the Objectives

Central Focus: Social Studies Focus

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

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

School Focus

Targeted School-based Focus:

Use multiple sources at varying DOK levels throughout the year.

Use Test Item Specifications to develop lessons with varying DOK TDQ's, with a focus on Origins and Purpose of Law and Government Policies.

Use various strategies and activities to engage students in cooperative learning, analyzing complex TDQ's, and student talk.

Use instructional Best Practices with all students, focusing on level 2 students.

Targeted School-based Professional Development:

Professional Development on strategies that increase student engagement towards reluctant learners and U.S. History teachers will receive training in 360 and Big Ideas in Civics and History.

Collaborate with other teachers of same subject to improve strategies and instructional methods used in formulating high level DOK TDQ multiple source lessons for students.

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

Classroom Implementation Action Steps (Teachers and Students):

1. Social Studies teachers will teach and use STUDENT TALK activities driven by teacher and student-created TDQ's to be used purposefully.
2. All Social Studies teachers will integrate map, chart, and graph skills into their subjects. These lessons will emphasize the standards and will include varying DOK TDQ's.
3. Social Studies teachers will scaffold lessons through various lessons and techniques to work toward standards based high level DOK TDG's using multiple sources.
4. Social Studies will use a variety of activities such as labs, stations, interactive notes, and simulations along with the textbook and any ancillary materials to engage students in the lessons.

5. Social Studies teachers will use differentiation and student groupings with purposeful student talk to enhance instruction.
6. Civics teachers will spend more time on the areas of need according to formative and summative assessments.
7. Social Studies teachers will use rigorous and engaging culminating tasks based on the standards to solidify retention.
8. Civics teachers will utilize the Civics Pacing guide, Civics 360, FJCC, iCivics, and program resources to help students learn the standards.
9. World History teachers will utilize the new pacing guide that helps shift to a better alignment of curriculum to prepare students for Civics.

Progress Monitoring			
Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Classroom implementation of engaging lessons leading to high level DOK TDQs	Lesson plans	Weekly	Teacher/Admin
District Full Day PD	Lesson plans	District Schedule	Admin
Culminating Tasks	Walkthroughs/observations	Semester	Admin

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,RR,Trig (Geo)	Opp&Alg / Base10 (3)	Opp&Alg (4) Expr&Equat (6-8)	Functions (8) Funct&Modl (A1) Circ,Meas,PropsEquat (Geo)										
2018	Ruckel	6	369	0	4	5	8	25	38	20	83	185	76	184	90	8	100	16	69	13	62	2	100	30	63	300	86	46	54		87	75	75	64	78	57	65				
2019	Ruckel	6	332	0	5	7	8	27	39	14	80	154	79	178	80	7	100	16	50	20	85	1	100	18	67	270	81	34	53		59	69	72	71	61	48	65				
2021	Ruckel	6	328	1	2	8	8	10	34	28	9	71	154	69	174	72	6	83	12	83	22	64	1	100	26	65	261	71	44	20	3	67	65	55	61	64	48	40	61		
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	Ruckel	7	351	0	1	3	3	4	22	28	38	88	171	89	180	88	15	80	12	67	13	92		26	85	285	90	31	45	2	50	84	75	71	62	72	63	58			
2019	Ruckel	7	417	1	4	2	5	23	29	37	88	217	86	200	91	8	88	16	81	13	85	3	100	36	75	341	90	51	59		91	79	70	63	71	64	49				
2021	Ruckel	7	357	1	4	4	8	24	32	27	83	174	84	183	81	6	83	11	64	28	86		20	75	292	84	39	54	1	100	65	69	62	65	70	52	49				
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	Ruckel	8	214	0	2	3	7	27	21	41	88	108	89	106	88	4	100	8	75	12	92	1	100	12	67	177	90	30	63		51	75		76	58	63	58				
2019	Ruckel	8	245	0	1	4	6	7	26	25	31	82	127	86	118	79	8	75	11	55	9	89	1	0	22	68	194	86	29	48		59	59		65	59	60	58			
2021	Ruckel	8	159	2	3	11	7	7	34	28	9	71	76	72	83	70	3	100	9	56	13	62		9	56	125	74	21	43	2	0	32	63		53	51	50	43			
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	Ruckel	Alg	148						1	12	87	100	72	100	76	100	4	100	6	100	6	100	1	100	5	100	126	100	3	100		14	100		61	73		74			
2019	Ruckel	Alg	147				1	3	29	68	99	59	100	88	99	6	100	1	100	11	100			9	100	120	99	1	100				16	100		65	79		68		
2021	Ruckel	Alg	215	0	2		0	13	37	47	97	114	99	101	94	8	100	4	100	11	73	1	100	10	100	181	98	5	80				11	82		58	70		68		
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		
2018	Ruckel	Geo	27								100	100	15	100	12	100					1	100	1	100	2	100	23	100					2	100				84	85		81
2019	Ruckel	Geo	23								83	100	15	100	8	100					1	100				22	100	1	100							71	71		70		
2021	Ruckel	Geo	37				3	8	24	65	97	25	100	12	92	1	100	2	100	1	100	1	100	2	100	30	97					2	100			74	76		69		
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.

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 89 %.

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 75 %.

The percentage of Level 4 and 5 students who will make learning gains in math on the Florida Standards Assessment Test will be at least 90 %

School Action Plan

Math: Strategies & Programs to Support the Objectives

Central Focus: Math Focus

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

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

School Focus

Targeted School-based Focus: Teachers will continue to increase learning gains and overall student engagement and proficiency by creating a differentiated learning environment using technology, manipulatives, mixed-ability groups, peer tutoring, teacher led small group instruction and cooperative learning opportunities to supplement teacher delivered whole class instruction. ALDs and Item Specifications will be utilized to design lessons and assessments through the Backward Design Process. Formative and Summative Data will be used to assess student's strengths and weaknesses, which will enable teachers to develop plans for appropriate strategies for instruction, spiraling, and differentiation with the overall goal of student engagement to generate high quality learning.

Targeted School-based Professional Development: School-based PD will concentrate on differentiated strategies and cooperative learning opportunities, as well as incorporating technology in the classroom. With new teachers in our department, we will continue to review and further emphasize using ALDs and Item Specifications for lesson and assessment development. Teachers will receive training in the PMP- writing process and school provided leave time to write PMPs for our students. Teachers will participate in collegial conversation to discover new and exciting strategies to motivate and engage our students, sharing what works. Teachers will receive training on I-Ready tools, IXL, and Canvas to increase student engagement and performance. Because we have many teachers that teach 6 periods, the use of PLCs is the method that we will use to create a learning community that utilizes common planning strategies. Veteran teachers will help new teachers incorporate research based practices. Innovative ideas with technology and outside resources are shared across all grade levels and math genre. Teachers will have two whole days of school-wide PD to collaborate and share strategies that bring about increased learning and student engagement in lower level and ESE students. ESE Resource teacher and ESE teacher will lead a PD focused on integrating access points in each grade level's curriculum.

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

Classroom Implementation Action Steps (Teachers and Students):

1. Teachers will continue to increase learning gains and the percentage of proficient students by creating a differentiated learning environment using technology, manipulatives, mixed-ability groups, peer-tutoring, teacher-lead instructions, and cooperative learning opportunities to supplement teach-delivered whole class instruction.
2. ALD's and Item Specifications will be utilized to design lessons and assessments through the Backward Design Process. Formative and Summative assessment data will be utilized along with student self-assessment to provide teachers with information to determine appropriate strategies and when/how to differentiate for our students.
3. Teachers will utilize the data from various diagnostics and formative assessments given in the classroom such as: I-Ready, IXL, Math Nation, Concept Checks, Quizzes and Tests; in order to group/differentiate students to facilitate growth and student talk.
4. Students will learn math concepts and problem solve using student talk in various group settings with cooperative learning strategies.
5. Students will practice FSA-type questions on assignments and assessments in order to have a deeper understanding of FSA-type questions. IReady, Textbook, Math Nation, IXL, County Website, and Coach all have questions formatted in this manner. These types of questions will also be used to strengthen the students' ability to persevere and correctly solve higher order thinking questions.
6. Students will use online resources via ClassLink and Canvas to supplement and improve their understanding of concepts, skills, and problem-solving strategies.
7. Teachers will use Coach FSA workbooks and other available resources such as Math Nation, I-Ready, IXL, and the on-line textbook in the classroom to enhance the students' knowledge and build perseverance when working at appropriate levels of rigor.
8. Teachers will utilize common assessments for courses within the same course code, as appropriate. Teachers use common category percentages for grading in our math courses.
9. Teachers will use course standards, ALDS. And Item Specifications to write questions with varying levels of complexity to follow the county plan: 10-20-% ALD- Level 2, 60-80% ALD Level 3, and 10-20% ALD Levels 4 and 5 on assessments.
10. Instructional decisions will be based on analysis and interpretation of both cause-and-effect data to ensure applied strategies are working. Teachers will utilize this data to target students' individual needs.

Progress Monitoring			
Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Differentiation Strategies	Teacher Notes	Dept Meetings	Teacher, Admin
School-Wide PD	Record of Attendance	Set by OCSD	Teacher, Admin
Formative/Summative Assessments	Teacher Notes	As appropriate for instructional needs	Teacher, Admin
Using ALDs, Item Specs and IReady	Teacher Notes and Walk Throughs	Weekly	Teacher, Admin

Instructional changes based on data	Dept Meetings	Monthly	Teacher, Admin

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: Intensive Math classes are not available at Ruckel this year. Class sizes in Regular classes have been reduced and were created such that each math class would contain similar numbers of lower-level learners. This will allow teachers a more conducive environment to target instruction for the level 1 and 2 students in their classes. This will allow more opportunities for peer mentoring, differentiation, and purposeful spiraling of necessary content. In addition, we now have 3 sections of Critical Thinking where we have targeted our tier 2 and 3 students in order to support them in their classes. Supplemental materials from IReady will be utilized as well as students Personal Pathways to help close the necessary gaps.

Targeted School-based Professional Development:

District led PD on effective use of differentiated strategies for lower-level learners. Tier 2 and 3

District led PD on effective use of resources for self-assessment and differentiation.

District led or School led PD on effective use of Technology in the classroom.

Math Department meetings to talk to teachers who had high success with Learning Gains to share strategies.

Action Steps for Remediation

Intervention Action Steps (Teachers and Students):

1. Teachers will continue to increase learning gains and the percentage of proficient students by creating a differentiated learning environment using technology, manipulatives, mixed-ability groups, peer tutoring teacher-led instruction, and cooperative learning opportunities to supplement teacher-delivered whole class instruction. Student talk and meaningful math talk will be encouraged.
2. ALDs and Item Specifications will be utilized to design lessons and assessment through the Backward Design Process.
3. Data from IReady, IXL, Formative and Summative Assessments, as well as student self-assessment, will be utilized to provide teachers with information to determine appropriate strategies and when/how to differentiate for all students.
4. Teachers will utilize Coach FSA workbooks, FSA practice workbook with textbook, and IReady materials to provide additional support for concepts taught in the classroom.
5. Teachers will conduct data chats with students through individual conferencing.
6. Math teachers may provide before/after school tutoring and encourage students to attend.
7. All teachers will work with level 1 and 2 students during small group instruction to assist these students with their areas of weakness.
8. IReady resources will be utilized to help Tier 2 and 3 students.

9. Teachers will use small group instruction to reteach as needed. Different levels of scaffolding support, assignments, and or assessments may be provided.
10. Reflection from all parties will be done on a regular basis. Where am I/we? Where do I/we need to be? How can we get better to ensure I/we all get there?
11. Teachers will utilize the *I do, you do, we do* strategies with students.
12. Students will participate in differentiated strategies activities such as small group instruction, station work, multiple activities that allow/promote student talk.
13. Students will utilize ALDs to understand at what level they are performing a standard and what is needed for them to stretch to a higher level.
14. Students will participate in spiraling activities that spiral backwards and forward to standards that will be tested.
15. Students will perform concept checks weekly in order to analyze mistakes/understanding in their performance. These will help them to answer questions of where I am, where do I need to be and how do I get there.

Progress Monitoring			
Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Differentiation Strategies	Walk-Throughs	Daily, as needed	Teacher /Admin
Success Center	Sign In sheet	Weekly	Success Center Facilitator and Admin
Use of ALDs and Item Specs	Walk-Throughs, Teacher notes	Weekly	Teacher/Admin
Use of On-Line Resources	Teacher Notes/Reports	As needed	Teacher/Admin
Teacher-Student data chat	Teacher Notes	Weekly/As Needed	Teacher/Admin

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	% 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	Ruckel	8	351	2	13	24	20	41	85	173	86	178	84	8	88	14	93	15	87	3	100	18	78	293	85	31	48		65	71	81	77	85	82	
2019	Ruckel	8	389	3	15	21	26	35	82	191	83	198	81	11	64	11	64	20	80	1	0	30	63	316	85	32	34		74	61	76	82	85	78	
2021	Ruckel	8	364	8	16	26	22	28	76	183	81	181	70	8	88	12	58	24	75	1	100	19	74	300	76	26	38	2	0	42	48	74	76	76	76
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.
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 80 %.	

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:

Create and incorporate the 5E Instructional Model to increase comprehension and design cooperative activities to increase student engagement.

Targeted School-based Professional Development:

1. PLCs will be differentiated by grade level and content area to focus on strategies that support the standards.

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

Classroom Implementation Action Steps (Teachers and Students):

1. At least 3 components of the 5E Instructional Model will be used per Unit to increase proficiency with science standards.
2. Science teachers will continue to spiral Nature of Science.
3. Science teachers will incorporate Nature of Science (ex. Data sets, graphs, predictions, analysis, trends) into lessons/ assessments to continue spiraling.
4. Science teachers may utilize bell ringer and/or exit passes, based on data to spiral instruction, reinforce vocabulary, practice higher DOK's, and assess prior knowledge.
5. All science teachers will utilize item specifications in development of lessons and assessments, incorporating various technologies (ex. Study Island, BrainPop, Gizmos, Quizlet, Quizizz).
6. By the end of the year, 8th grade students will have completed lessons on Study Island.
7. Science teachers will use Study Island as a pretest, to review before Unit tests and/or to remediate after Unit tests.
8. Science teachers will use Reading and Math FSA and I-Ready scores to group students and create differentiated activities.
9. Science teachers will attend department PD for Study Island to increase efficiency, knowledge, and use of Study Island to help close the gap of potential learning loss.

10. Science teachers will create a home page on Canvas in order to combat learning loss of students under a stay-home directive. This will allow students to access assignments and curriculum they would be receiving if they were physically present in school.
11. Science teachers will utilize the Science Curriculum Pacing Guide to ensure standards are covered and will incorporate the listed suggestions of vocabulary, Study Island, and Gizmo lessons.
12. Science teachers will incorporate labs, hands-on activities, and manipulatives to reinforce lessons and standards.

Progress Monitoring			
Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
5E Instructional Model	Monthly	Walk Through, Lesson Plans	Administration/ Department Chairs
Spiraling	Weekly	Walk Through, Lesson Plans	Administration/ Department Chairs
Study Island	By Unit	Walk Through, Lesson Plans	Teacher/ Administration/ Department Chairs
Standard Based Instruction	Weekly	Walk Through, Lesson Plans	Teacher/ Administration/ Department Chairs
Canvas	Monthly	Walk Through, Lesson Plans	Teacher/ Administration/ Department Chairs
Curriculum Pacing Guide	Semi-monthly	Walk Through, Lesson Plans	Teacher/ Administration/ Department Chairs
Labs, Hands-on Activities, Manipulatives	Weekly	Walk Through, Lesson Plans	Teacher/ Administration/ Department Chairs

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.)

Ruckel Middle School offers a wide array of CTE/STEMM programs, activities and clubs. Students are introduced to basic computer skills in 6th grade through our wheel elective. 6th graders can also qualify into our STEMM classes. 7th and 8th graders that qualify can take STEMM classes as well. We built this program through a Pittco grant. We teach 5 sections of STEMM. CTE classes continue in the 7th and 8th grade with Coding Fundamentals, Fundamentals of Web Design and Software and High School credit Foundation of Web Design. For a total of 8 sections. Ruckel students take State tests and earn acceleration points from some of these classes. In the past we tested at over 90% pass rate. Last year we tested at 67%. We can test

Students also learn computer skills in the 5 sections of digital photography that we teach.

Ruckel also supports a Robotic team, a Drone team and an after-school coding club. The Robotic team and Drone team have competed in competitions in the past. Students also have access to the use of computer after school through our Success Center Program. All approximately 500 students are involved in CTE/STEMM classes and activities at Ruckel.



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| <p>Accreditation Standards</p> <ol style="list-style-type: none"> 1. Leadership Capacity 2. Learning Capacity 3. Resource Capacity |
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Accreditation Page

<p>Domain 1: Learning 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 state 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.</p>	<p>Standard 1.3 The institution engages in a continuous improvement process that produces evidence including measurable results of improving student learning and professional practice.</p>
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<p>Every year at Ruckel when we do State testing, we begin our process the day we receive that data. We start that process by calling in department chairs, grade level chairs, all administration, and invite any teacher that wants to attend. Last year because of Covid 19, we were unable to look at results from State testing and we relied on diagnostic testing that we had from MAP. We also had to Zoom any meetings that we held. We start by looking at our school score and determine if we came up short of our goals in any category and why those shortfalls occurred. We use this information to update our SPP and make new goals for the following year based on our areas of need for improvement.</p>
<p>Our SPP includes plans for professional development and strategies for improvement. Teachers are given specific tools and strategies to improve their teaching in specific areas where our scores were weak. We gave the MAP, and now the i-Ready assessment, multiple times throughout the year to continuously track improvement. Students that are on the cusp of passing the FSA, such as those that scored high 2s or low 3s on previous FSAs, are identified and plans of action are put into place for those students, such as using MTSS monitoring or engaging them in the PUSH program.</p>
<p>MAP or i-Ready tests were given multiple times throughout the year to regularly monitor student progress. Specific content areas are analyzed to see if they are improving overall. FSA results are also analyzed each year. These results are communicated to the students, their parents, and SAC. Data is analyzed in detail by administration, guidance counselors, and teachers to determine how students are progressing.</p>
<p>FSA results are compared from year to year. Teachers look at their own specific results and make their own goals for improvement from year to year. The SPP is updated and monitored each year to reflect these goals and determine new areas for improvement.</p>
<p>The goals in the SPP are communicated to all areas of the faculty and the leadership team works to make sure the plan is implemented. SAC approves the SPP each year and the parents, community members, and students on this committee are also made aware of improvements or changes.</p>

<p>Domain 2: Learning Capacity The impact of teaching and learning on student achievement and success is the primary expectation of every institution. An effective learning culture is characterized by positive and productive teacher/learner relationships, high expectations and standards, a challenging and engaging curriculum, quality instruction and comprehensive support that enable all learners to be successful, and assessment practices (formative and summative) that monitor and measure learner progress and achievement. Moreover, a quality institution evaluates the impact of its learning culture, including all programs and support services, and adjusts accordingly.</p>	<p>Standard 2.7 Instruction is monitored and adjusted to meet individual learners' needs and the institution's learning expectations.</p>
<p>Through grade level meetings, leadership team meetings, department meetings, as well as professional development, all educators are engaged in monitoring and adjusting learners' needs. Parent conferences also play a vital role in addressing students' needs. Educators implement PMPs for students who need additional support and are adjusted based on student performance.</p> <p>FSA data and i-Ready diagnostic results are used by educators to monitor and adjust instruction to meet learners' needs. Small groups are formed within classrooms based on this data, enriching the instruction.</p> <p>Grades, FSA data, i-Ready results, and formative assessments are used to identify improvements in student learning. Instruction is adjusted according to the data results.</p> <p>Over time, the data aids in any needed adjustments in student learning and instructional practices. The implementation of additional programs is decided by leadership should the data show the need.</p>	