

Date Submitted:

Dates of Revision:

School Performance Plan 2021-2022



School Name: STEMM 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
Scheree Martin	Principal
Jill Russ	Teacher on Special Assignment
Timothy Flynn	Social Studies teacher
Mary Catherine Puffer	ELA teacher
Catherine Imboden	Math teacher

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

The Okaloosa STEMM Academy School Performance Plan is a fluid document. The process for the 2021-2022 SPP began in May with an internal review of last year’s SPP with the school’s department chairs. In order to get input from the entire faculty, department level working groups met to provide input, support, and assistance in developing grade- or subject-area specific portions of the SPP. Led by members of the Leadership Team, the Math, Social Studies, ELA, Science, and CTE departments analyzed school and district goals in order to develop an appropriate plan of action to address STEMM’s focus areas. Each department reviewed the school’s data, district initiatives, and state initiatives with a special focus on learning gaps created by the pandemic. Efforts were also made to ensure STEMM’s vision and mission are evident in the School Performance Plan. The draft SPP was presented to the STEMM faculty in August, edits were made based on stakeholder input, and the final plan was submitted to the SAC in September for approval.

School Profile

The Okaloosa Science, Technology, Engineering, Mathematics, and Medical (STEMM) Academy was established in 2012 as part of the Okaloosa STEMM Center. The STEMM Academy is an innovative middle school that provides a free and public education to sixth- through eighth-grade students in Okaloosa County with a curriculum focused on academic rigor and acceleration. In addition to the STEMM Academy, the Okaloosa STEMM Center includes the Center for STEMM Innovation (CSI) teacher training center, and a central location for PreK students with disabilities. The families, faculty, staff, and administration at STEMM emphasize student academic achievement as our primary mission and are committed to continuous school improvement. Adhering to the rigorous national accrediting standards established by AdvancED, STEMM has been accredited by AdvancED every year. STEMM has consistently earned an "A" rating from the Florida Department of Education's School Recognition Program.

The Okaloosa STEMM Academy is a multi-faceted academy for students interested in pursuing STEMM careers. The curriculum has been specifically designed to enable students to transition to high school having completed numerous high school courses including Algebra I Honors, Geometry I Honors, Physical Science Honors, Fundamentals of Web Design, and Earth Space Science Honors. STEMM follows a block schedule with 100-minute classes that facilitate performance-based and laboratory instruction. The classroom settings are enhanced by high tech equipment and resources, many of which were contributed by military, community, private, business, or non-profit organizations. All of our middle school students take at least one CTE elective course each year. Over 56% of STEMM's students have earned one or more ICT and Microsoft industry certifications, including Web Design Essentials, Computing Essentials, Programming and Logic Essentials, and Introduction to Programming Using HTML5 and CSS. STEMM also offers many unique opportunities for other interests such a Drone Team, First Lego League, First Tech Challenge, Student Council, Student 2 Student, Philosophy Club, Anime Club, and Social Club.

In its ten years of serving our community with excellence in academics, STEMM has grown from an initial enrollment of 88 students to its current enrollment of 302. Students are selected based on demonstration of exceptional promise in science and math (e.g., scoring in the upper quintile on standardized math and reading assessments) as well as personal attributes associated with an independent learner: perseverance, motivation, and a desire to excel. Transportation is provided for students from all corners of the county, relying on hub pick-ups to maximize enrollment opportunities but minimize the cost. The students attending the STEMM Academy are of varied backgrounds and come from a variety of communities from across Okaloosa County. Student enrollment consists of 70% Caucasian, 4% Asian, 3% African American, 8% Hispanic, and 10% Multi-Ethnic/Multiracial. Representing other subgroups, 28% of students qualify for free/reduced lunch, 20% of students are gifted and 4% hold a non-gifted ESE eligibility (e.g., OHI, S&L, Autism).

Parent and Community Awareness

STEMM Academy			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?	11		9%	9%	55%	27%
Do you plan to return your child to full-time brick & mortar classes next fall?	11			27%	73%	
My child's school emphasizes academic performance as the number one priority.	78		1%	3%	24%	72%
Our principal is an effective leader who meets the needs of our students.	78	3%	6%	13%	19%	59%
As a parent, I am made aware of the curriculum program for my child's grade level or course.	78		12%	9%	33%	46%
The school uses a variety of methods for parent communication.	78		8%	6%	31%	55%
Parent input is valued at my child's school.	78	3%	13%	19%	31%	35%
Clear expectations of conduct and behavior are communicated to my child.	78		3%	4%	31%	63%
I receive positive phone calls, emails, or notes about my child from the school.	78	12%	23%	23%	18%	24%
My child's school maintains a safe environment.	78			6%	18%	76%
My child's school treats everyone fairly, regardless of race, economic status, or other relationships.	78		3%	10%	22%	65%
School funds are used to support the school in a financially responsible manner.	77	1%	3%	18%	30%	48%
The guidance department at my child's school provides for the educational success of my student.	78	1%	9%	21%	26%	44%
I am satisfied that my child's teachers do a good job educating my child.	78	1%	5%	9%	29%	55%
My child's school is well maintained.	77	3%	4%	13%	45%	35%
The health services provided at my child's school support his/her wellness.	77		3%	17%	42%	39%

Parent and Community Awareness

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

Overall, the results from the Parent and Community Awareness Survey indicate that parents and community stakeholders are pleased with the education that the STEMM Academy provides for their students and feel that the STEMM Academy has developed a culture that respects all students and their families, places a high priority on student achievement, and fosters a safe learning environment. The data show that 72% of our stakeholders strongly agree that STEMM “emphasizes academic performance as the number one priority” and 76% strongly agree that the “school maintains a safe environment.” Other areas of strength include that “clear expectations of conduct and behavior are communicated to my child” and that the “school treats everyone fairly, regardless of race, economic status, or other relationships.”

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

The results from the Parent and Community Awareness Survey indicate that STEMM must continue to improve its communication with families, focusing on positive phone calls, emails, or notes about their child. The data show that just 24% of stakeholders strongly agree that they “receive positive phone calls, emails, or notes” from the school. To increase positive communications, STEMM is developing a PBIS program with an emphasis on recognizing students for positive behaviors and communicating those recognitions to parents.

Another area with an opportunity for improvement is parent input. Just over a third of respondents strongly agreed that their “input is valued” at STEMM. To provide parents with more opportunities for input, STEMM will institute a quarterly “Principal’s Coffee” event where parents can interact in an informal setting. In addition, we have reached out to many of our incoming 6th grade parents to personally invite them to the SAC and PTO meetings, and we will further reach out to our 7th and 8th grade parents.

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

STEMM uses many avenues to communicate with parents and other community stakeholders. We rely on an updated school web page, monthly newsletters, mass emails, and social media outlets including Facebook and Twitter to communicate dates, events, successes, and other school information. We are increasing our social media presence in an effort to reach more parents and stakeholders, with an emphasis on student successes. Teachers use Remind, Google Classroom, and email to communicate lessons, quizzes, and homework. In addition to the Parent Portal, teachers also communicate to parents through conferences and phone calls, with an emphasis on regularly making positive contacts. STEMM has an annual orientation event called HIVE for all new students and parents to get them acclimated to their new school. In addition, an annual Open House event brings in all parents and students to tour the school and meet the teachers. A videotaped version of the event is hosted on the school website. During the enrollment period, STEMM holds several “Becoming A Stinger” showcase events that provide prospective parents and students

School Action Plan

ESSA Subgroup: Strategies & Programs to Support the Objectives

ESSA Subgroup Focus
Subgroup: Black Students
School Focus
What is the cause(s) for this subgroup being an area of focus? Based on the ESSA data, the Black subgroup is not performing as high (85%) as their white peers (92%). In both ELA and Math, as compared to their white peers, STEMM's Black students have historically made less learning gains as evidenced by FSA results. Although there were no FSA scores for the previous school year, the spring 2021 iReady data also revealed this trend. For Black students, there is no evidence to support other factors such as attendance or discipline contributing to this trend.
What are we doing to target this subgroup? The focus will be implementing best practices in educational equity in order to close the achievement gap between the Black subgroup and other groups.
Targeted School-based Professional Development: During faculty meetings and school-based PLCs, teachers will read and discuss sections of the report, "Best Practices in Educational Equity" from Hanover Research.
Action Steps for Implementation with a Strong Focus on Addressing Potential Learning Loss
Classroom Implementation Action Steps (Teachers and Students): Teachers will work in school-based PLCs to create lessons that incorporate strategies that support educational equity. Teachers will model problem solving, provide visual aids, and use graphic organizers. Students will actively participate in problem-solving, using visual aids, and using graphic organizers. Teachers will incorporate recognizing and integrating multiple perspectives into daily instruction, will seek and acknowledge multiple perspectives during class reading and discussions, and will promote culturally diverse literature and examples. Students will recognize and integrate multiple perspectives and will read culturally diverse literature. Teachers will accommodate diverse learning styles and implement cooperative learning structures. Students will use various learning styles and participate in cooperative learning structures. Teachers will set high expectations for all students. Students will engage in self-talk that will help students meet high expectations. Teachers will provide specific feedback. Students will adjust classroom performance based on specific feedback provided by teachers.
School Implementation Action Steps (Administration, Teachers, and Students): Administration and teachers will communicate regularly to engage all families.

Administration and teachers will create a welcoming environment embracing diversity.
 Students will promote a welcoming environment for all students through the Student 2 Student (S2S) Ambassador’s program.
 Administration and teachers will promote all students developing a positive self-image.
 Administration will communicate high expectations for all teachers and students.
 Administration will provide equitable access to advanced courses.

Progress Monitoring			
Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Integrating multiple perspectives	Observations	Ongoing	Admin and teachers
Implementing cooperative learning structures	Observations	Ongoing	Admin and teachers

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	Intgr of Knowl	Language	Writing	Write: Purp/Org	Write: Evidence	Write: Convent.
				% of Score	% of Score	% of Score	% of Score	% of Score	% of Score	% of Score	% of Score	% Proficient	# Total Population % Proficient	# Total Population % Proficient	# Total Population % Proficient	# Total Population % Proficient	# Total Population % Proficient	# Total Population % Proficient	# Total Population % Proficient	# Total Population % Proficient	# Total Population % Proficient	# Total Population % Proficient	# Total Population % Proficient	# Total Population % Proficient	# Total Population % Proficient	# Total Population % Proficient	# Total Population % Proficient	# Total Population % Proficient	# Total Population % Proficient	# Total Population % Proficient	# Total Population % Proficient
2018	Stemm	6	86						8	31	60	100	52 100	34 100	5 100	3 100	5 100		8 100	65 100			17 100	78	78	64	93	79	76	73	99
2019	Stemm	6	88						5	45	50	100	49 100	39 100	5 100	6 100	7 100		3 100	67 100	1 100		12 100	81	82	66	89	83	79	78	99
2021	STEMM	6	89						13	43	44	100	49 100	40 100	4 100	6 100	11 100		8 100	60 100	4 100		14 100	74	86	71	87	71	66	65	96
2018	District	6	2,421	1	4	11	12	13	22	25	12	59	1211 54	1210 64	64 73	300 40	194 50	6 33	244 53	1613 64	406 18	43 7	1224 48	52	60	42	79	61	56	53	87
2019	District	6	2,424	2	3	9	10	12	25	27	11	63	1203 58	1221 68	67 76	258 46	254 52	10 60	221 64	1614 67	348 23	63 3	1125 51	60	65	46	83	64	59	58	86
2021	District	6	2,295	3	4	10	11	13	24	25	11	60	1127 55	1168 65	53 70	234 39	283 46	7 43	237 59	1481 66	390 24	84 13	968 45	53	66	48	73	61	54	53	89
2018	Stemm	7	63						14	38	48	100	40 100	23 100	2 100	2 100	7 100	1 100	6 100	45 100			16 100	71	75	69	87	74	68	67	99
2019	Stemm	7	75					3	7	40	51	97	45 98	30 97	5 100	4 100	4 100		6 100	56 96	1 100		14 100	71	82	74	84	79	75	75	97
2021	STEMM	7	62					6	16	42	35	94	31 97	31 90	3 100	1 100	4 100	1 100	7 86	46 93	1 100		9 100	78	77	70	82	68	61	58	100
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	Stemm	8	80						8	23	70	100	44 100	36 100	5 100	4 100	3 100		5 100	63 100	3 100		16 100	77	89	77	96	92	91	88	99
2019	Stemm	8	51						6	31	63	100	33 100	18 100	2 100	2 100	4 100	1 100	6 100	36 100			10 100	80	93	86	89	87	84	83	100
2021	STEMM	8	48						13	38	50	100	24 100	24 100	3 100	3 100	3 100		2 100	37 100	1 100		6 100	82	86	72	92	77	72	72	97
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 90%.
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 90%.
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 90%

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:

Focus: In order to increase students' proficiency in the identification of key ideas and details, we will implement the Model for Teaching Challenging Texts with first and second draft readings to deepen reading comprehension. Close reading along with analysis of work aligned to Achievement Level Descriptors will enhance student learning of the standards and address the complexity of the Item Specification.

To address any potential learning loss due to the pandemic, teachers will focus instruction on writing strategies, text-synthesis to support student writing, grammar, and vocabulary.

Goal: By the end of the year, we expect students to be able to read and analyze increasingly complex text while incorporating components of close reading strategies; this allows students to respond to multiple texts in, specifically through writing and purposeful discussion.

Targeted School-based Professional Development:

*The targeted school-based professional development will focus on the effective integration of current FSA curriculum standards with new B.E.S.T. standards and incorporation of the use of Achievement Level Descriptors to develop lessons, assignments, and learning station activities leading to a rigorous culminating task.

*Use iReady data to identify gaps with MSO students to drive small and large group instruction.

*Collaborate to plan and create close reading lessons aligned to the standards and item specifications:

*Department will meet regularly to discuss Visible Learning for Literacy and implement the "high impact effect size" strategies.

*Collaborate on developing lessons that focus on text marking/notetaking.

*Collaborate on strategies to provide authentic opportunities for Student Talk (ie. Socratic Seminar, Pop-Up Debate, Collaborative Learning Groups)

*Collaborate on implementing Literary Analysis tasks (ie. Writing through Reading)

*Collaborate on utilizing multiple sources and genres (ie. Complex Text)

*Collaborate to compose Text-Dependent Questions (TDQs) aligned to the Task Demands of the Item Specifications and FSA Achievement Level Descriptors (ALDs); guide students to answer higher level Depth of Knowledge (DOK) questions with culminating activities and/or formative assessments of various complexity aligned directly to standards.

*Design formative assessments modeled after the FSA Item Specifications and incorporate the higher levels of ALDs for specific standards.

*Plan opportunities for Interactive Whole Group instructions and Cooperative Learning Groups

*Based on teacher need & interest as evidenced in discussions with teachers to assess skills, differentiated professional development will be offered.

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

Classroom Implementation Action Steps (Teachers and Students):

• Teachers will align instruction to Achievement Level Descriptors (ALDs) in order to reach the rigorous level of the standards and provide a grade level target in student-centered language

Task demands:

- Teachers will post a clear statement of the lesson goals and expectations and articulate the focus of the lesson.
- The students will demonstrate knowledge through literary analysis, peer editing, and self-assessments.
- Teachers will set classroom norms for Student Talk opportunities.
- Students will adhere to protocols for Student Talk. (Ie. Socratic Seminar, Pop-Up Debate, Collaborative Learning Groups)
- Teachers will create opportunities for purposeful Student Talk through teacher created Text Dependent Questions (TDQs) at various levels of complexity including Webb's Depth of Knowledge (DOK) levels 3-4.
- Students will utilize purposeful Student Talk to respond to standard based questions to prepare for writing tasks or whole group discussions.
- Teachers will review prior knowledge and underlying concepts before introducing new material.
- Teachers will connect new learning with prior learning.
- Teachers will use resources such as *MyPerspectives*, iReady, NewsELA, KellyGallagher, and CommonLit to supplement curriculum.

- Teachers will create close reading lessons (scaffolding as needed) utilizing:
 - Multiple (two or more), complex, thematically paired texts and a multimedia component (when appropriate)
 - Different genres within a text set (informational text, memoirs, poetry, literary texts, and novels)
 - Student exemplars
- Students will text mark/note-take with teacher guidance in preparation for culminating task (TDQs, Student Talk, Cornell Notes, essay planning and writing).
- Students will annotate for important information, text meaning/key ideas, and ideas and questions.
- Students will engage in Purposeful Student Talk opportunities (using protocols and norms) in preparation for a culminating task (i.e., literary analysis, summative test, informational and argumentative essays)
- Teachers will guide collaborative groups through the practice of skills, standards, and procedures.
- Teachers will utilize appropriate wait time to allow students the opportunity to grapple with complex concepts before prompting.
- Teachers will explain group expectations and monitor collaborative groups.
- Teachers will create complex, standards-based culminating tasks including essay writing using multiple text and genres, extended responses in summative tests, performance tasks, student talk, and projects.
- Teachers will utilize the sample questions from the item specifications and Achievement Level Descriptors regularly in order to assess student progress to meet the full scope of the state standards.
- Teachers will provide opportunities during interactive whole group instruction for students to work in cooperative groups to respond to TDQs and analyze multiple sources.
- Students will independently apply close reading components:
 - Note-taking/text-marking and Student Talk (with appropriate protocols)
 - Answering Text-Dependent Questions at all four phases and at a higher DOK
 - Analysis of multiple complex texts
 - Complete Writing Through Reading tasks based on TDQs at the higher-level DOK.
- Teachers will provide opportunities for Student Talk to enhance student understanding of the higher-level DOK questions.
- Teachers will receive and give appropriate feedback.
- Teachers will post clear expectations of completed work or provide them in a rubric.
- Teachers will consult a rubric or other expectation clarification for complete work.

Addressing Potential Learning Loss:

- Diagnostic assessments for grammar using iReady data or teacher-created assessments.
- Direct instruction on organization of essays, creating thesis/claim statements, use of transitions, academic vocabulary.
- Direct instruction on synthesizing texts and responding to text dependent questions.

- Integration of grammar and vocabulary instruction, in the form of scaffolding and spiraling.

Progress Monitoring			
Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Standards-based teacher created/modified TDQs written at higher level DOKs	Formal and informal evaluations, walkthroughs, lesson plans, department meetings	Daily	Administration, Department Chair, Teachers
Use of Achievement Level Descriptors in developing rigorous lessons/assignments	Formal and informal evaluations, walkthroughs, lesson plans, department meetings	Weekly	Administration, Department Chair, Teachers
Everyday Instructional Reading lessons which include TDQs, text marking, note-taking, Writing through Reading, and leading to a Culminating Task	Formal and informal evaluations, walkthroughs, lesson plans, department meetings	Weekly	Administration, Department Chair, Teachers
Utilizing Complex Texts and multiple resources which are aligned to Standards and Item Specifications	Formal and informal evaluations, walkthroughs, lesson plans, department meetings	Weekly	Administration, Department Chair, Teachers
Purposeful Student Talk	Formal and informal evaluations, walkthroughs, lesson plans, department meetings	Daily	Administration, Department Chair, Teachers
Cooperative Groups during Interactive Whole Group Instruction for the purpose of authentic discussion, text analysis, text response, and writing groups	Formal and informal evaluations, walkthroughs, lesson plans, department meetings	Weekly	Administration, Department Chair, Teachers

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

School Action Plan
ELA: Strategies & Programs to Support the Objectives

Central Focus: Text-based Writing
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School Focus

Targeted School-based Focus:

Integration of Text Dependent Questions (TDQs) to facilitate student engagement preparing students for writing tasks
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Targeted School-based Professional Development:
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Collaborate on the use of TDQs to facilitate student engagement that prepares students for writing tasks:

- Examine the text and identify the key ideas that the author wants learners to take away from the text. These key ideas become the basis for the review, enhancement, and creation of TDQs.
- Examine the types of questions asked and their purpose in developing deeper textual connections.
- The article Engaging the Adolescent Learner (Fisher and Frey, 2012) suggests six categories of TDQs which should be coherently sequenced:
 - General Understandings-Gist
 - Key Details
 - Vocabulary and Text Structure
 - Author's Purpose
 - Inferences
 - Opinions, Arguments, and Intertextual Connections

Teachers will collaborate to carefully craft TDQs, enrich the texts and develop new materials requiring text evidence.

By collaboratively developing quality TDQs to assist learners at all levels of language proficiency, learners gain confidence in their abilities to understand, discuss, and write about complex ideas.

Collaborate on the use of Student Talk as a method to facilitate synthesis in writing.

- Academic discourse is employed to develop critical thinking, listen to others' ideas, and interact using academic vocabulary.
- Peer-to-peer discussion to whole-class discussion and can take on many forms, including preparation for writing.
- Student talk may lead to a culminating writing activity or be the culminating activity.
- Exit tickets or Reflections of the day's discussion in a form of a paragraph or in response to a question.

Collaborate on the integration of writing strategies (i.e., Schaffer method, syntax, unpack the prompt, elaborative techniques) into reading instruction to promote synthesis across the sources.

Students regularly evaluate writing and its elaborative strength.

Provide students with explicit instruction on how to vet sources for credibility.

Cross-curricular units of study and writing with Social Studies and Science departments

Writing Plan

Unpacking the Prompt

Instruction:

- All teachers will use a common process to unpack the prompt:
 - **Circle** Topic

- **Underline** Purpose and Audience, when applicable
 - *Note:* If no audience is specified in the prompt, it is understood the audience is a “knowledgeable person”
- **Box** the Mode (Argumentative, Informational)
- **Highlight** verbs (explain, argue, inform)
- **List** any academic/domain specific words (if present)
- Teacher models the process for unpacking the prompt using the FSA Writing Sampler Sets and/or Okaloosa Writing Exemplars

Student Outcomes:

- Students will practice unpacking the prompt. Student essays will be used as a tool for instruction.

Instruction to Synthesize Ideas from Multiple Sources

Instruction:

- Teacher will provide explicit instruction on synthesizing sources.
- Teacher will model the progression of analysis required moving from one text to multiple sources. This includes explicit instruction on:
 - Text type (i.e., letter, newspaper article, blog, etc.)
 - Text and non-text stimulus (i.e., cartoons, pictures, charts/graphics, etc.)
 - How multiple texts are related (i.e., content, theme, pro/con, etc.)
- Teacher will provide opportunities for students to increase reading stamina through instruction, differentiated small groups, and Everyday Instructional Reading tasks.

Everyday Instructional Reading Connections:

- Teacher will create text dependent questions (with an emphasis on Phase 2 and 3) requiring students to analyze multiple sources.

Student Outcomes:

- Students will develop the stamina required to read, text mark, and analyze up to three texts.
- Students will apply analytical thinking skills to make connections across texts.
- Given a text-based writing task, students will be able to answer the questions, “Why were these texts put together for this prompt? How are these texts related?”

Planning for the Essay

Instruction:

- Teacher and students will unpack the Purpose, Focus, and Organization (PFO) category of the FSA Writing Rubrics (argumentative, informational) by conducting a close reading of each score point:
 - Highlight key terms in each section.
 - As a class, define and analyze each highlighted key term.
 - *Example: “fully sustained”- What does this mean?*
 - Identify and discuss the elements of each score point.
 - *Example: How is a “3” in PFO different from a “4” in PFO?*
 - Teacher will create close reading tasks requiring students to:
 - Unpack a prompt.
 - Create a purposeful text marking pertaining to the prompt.
 - Analyze a text to determine text structure.
 - Complete appropriate graphic organizer (corresponding to text structure)
 - Use of multiple formats of graphic organizers to allow for differentiation.

Student Outcomes:

- Students will list attributes to describe each score point of the FSA Writing Rubrics for PFO.
- Students will learn how to systematically unpack a prompt/writing task.
- Students will complete Everyday Instructional Reading tasks.
- Students will meaningfully annotate texts.

Determining and Citing Relevant Evidence

Instruction:

- Teacher and students will unpack the Evidence and Elaboration (EE) category of the FSA Writing Rubrics (argumentative, informational)
 - Highlight key terms in each section.
 - Define and analyze each highlighted key term.
 - *Example: “relevant evidence integrated smoothly and thoroughly”- What does this mean?*
 - Identify and discuss the elements of each score point.
 - *Example: How is a “3” in EE different from a “4” in EE?*
- Teacher will provide explicit instruction in determining relevant vs. irrelevant evidence from the student's own text marking.

- Teacher will provide explicit instruction on not over relying on one source when selecting relevant evidence and integration of sources.
- Teacher will provide explicit instruction on the three types of evidence. A writer must give credit to the author when quoting, paraphrasing, and summarizing.
 - Quoting: Text that is taken word for word from the source material.
 - Paraphrasing: Condensing a passage from the source material and putting it into your own words.
 - Summarizing: Putting the main idea(s) and main point(s) into your own words. Summaries are broad overviews of the source material.
 - *Note: A student paper that is entirely summary, will result in a score point of 2 in Evidence and Elaboration.*
 - Teacher will provide explicit instruction on how to determine which of the three types of evidence will be most effective, based on their text marking and purpose.

Student Outcomes:

- Students will list attributes to describe each score point of the FSA Writing Rubrics for EE.
- Students will evaluate their text markings to determine relevant vs. irrelevant evidence.
- Students will effectively use all three types of evidence in both their essay writing and close reading tasks.

Elaboration

Instruction:

- Teacher will define the term elaboration:
 - Elaborating is adding details/evidence and explaining connections. This is the way a writer makes connections between ideas for the reader for further their understanding. Even though the connections may be obvious to you (the writer), your essay needs to understand your ideas without you being there to explain them.
 - Teacher will provide explicit instruction on the effective use of elaborative techniques:
 - Connections to Self/World/Text if specific and brief (not first choice)
 - Explaining Cause and Effect (or “If... then...”)
 - Making a Comparison or Contrast Using Definitions
 - Make a Figurative Comparison (Metaphor or Analogy)
 - Teacher will use FSA Writing Sampler Sets and Okaloosa Writing Exemplars to show examples of effective and ineffective elaboration.

Student Outcomes:

- Using the FSA Writing Rubric, students will self-assess their use of elaboration in writing and revise writing as needed.

- Students will effectively use the elaborative techniques in their essay writing. Use of peer edit opportunities for revisions to increase student understanding.

Transitions

Instruction:

- Teacher will define the term transition:
 - Transitions are the words and phrases that serve as a bridge from one idea to the next or one sentence to the next (internal transitions), or one paragraph to the next (external transitions). Transitions are like the glue that holds a writer's ideas together so the reader will not get lost in the reading.
 - Teacher will use FSA Writing Sampler Sets and Okaloosa Writing Exemplars to model effective use of transitional words and phrases.
 - Teacher and students will utilize shared and interactive writing to create writing using transitional words and phrases.

Student Outcomes:

- Using the FSA Writing Rubrics, students will evaluate and revise usage of transitions in writing (FSA Writing Sampler Sets and Okaloosa Writing Exemplars).
- Students will routinely use transitions in their essay writing.
- Students will highlight any repeated transitions in their writing and the writing of their peers.
- Using the FSA Writing Rubric, students will self-assess their use of transitions in writing and revise writing as needed.

Content Specific (from the sources) Vocabulary

Instruction:

- Teacher will provide explicit instruction on referring to the source(s) to identify content specific vocabulary.
- Teacher will provide explicit instruction on how to use context clues to determine the meaning of unknown content specific vocabulary.
- Teacher will provide explicit instruction on how and when to use content specific vocabulary from source material to enhance writing.
- Teacher will use FSA Writing Sampler Sets and Okaloosa Writing Exemplars to demonstrate effective use of content specific vocabulary.

Student Outcomes:

- Students will identify content specific vocabulary in their writing.
- Cooperative groups will collaborate to add relevant content specific vocabulary to a piece of writing.

- Students will routinely be provided opportunities to utilize content specific vocabulary from sources in essay writing.

Additional Information

- Components of essay writing can be taught and practiced in isolation; however, students should routinely be provided opportunities to write complete essays.
- In order to develop stamina, students will routinely write a text-based essay to a given prompt. Students should be aware of the estimated time they should take on the FSA writing assessment for each component of essay writing:
 - Unpacking the prompt: 5 minutes
 - Reading/text marking: 35 minutes
 - Planning: 20 minutes
 - Writing the essay: 50 minutes
 - Revising/Editing: 10 minutes

Progress Monitoring			
Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Collegial discussion to calibrate, share essays, and discuss best practices to improve elaboration and student conferences.	Department Chair notes, lesson plans	monthly	Department chair, Administration, teacher
Discuss Student data monthly	Department Chair notes, lesson plans	monthly	Department chair, Administration, teacher
Cross-curricular units of study	Lesson plans	monthly	Department chair, Administration, teacher

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

School Action Plan
ELA: Strategies & Programs to Support the Objectives

ELA Students Below Grade Level

School Focus

Targeted School-based Focus:

Targeted School-based Professional Development:

Action Steps for Remediation

Intervention Action Steps (Teachers and Students):

Progress Monitoring

Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor

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	# 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	Stemm	Civics	66	0	0	11	24	65	100	42	100	24	100	2	100	2	100	8	100	1	100	7	100	46	100					16	100	79	84	78	74
2019	Stemm	Civics	77	0	1	6	29	64	99	46	100	31	97	6	100	4	100	4	100			6	100	57	98	1	100			14	100	80	86	81	79
2021	STEMM	Civics	62	0	0	15	35	50	100	31	100	31	100	3	100	1	100	4	100	1	100	7	100	46	100	1	100			9	100	77	82	78	71
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 95%.

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:

- Engage in historical thinking and analysis of social studies content through Components of an EIR (Everyday Instructional Reading) that focuses on Standards-based instruction and Text-Dependent Questions through:
 - Text marking that is related to the TDQ, which helps students with their initial comprehension of texts.
 - Annotations that allow students to monitor and track their thinking about the TDQs, leading to analysis of texts.
 - Engaging in purposeful Student Talk so that students lead the discussion and the teacher acts as a facilitator.
 - Multiple documents as a part of instruction for analysis of primary and secondary sources
 - Incorporating and synthesizing Social Studies Resources: such as the DBQ Project, FJCC, National Archives, Stanford History Education Group (SHEG), LDC, Khan Academy, etc.

Targeted School-based Professional Development:

- Collaborate on implementation of central focused PD.
- Based on teacher need & interest as evidenced in discussions with teachers to assess skills, differentiated professional development will be offered
- Collaboratively creating standards based TDQs
- Collaborating on Purposeful Student Talk through Socratic Seminars based on previous Professional Development
- Collaborating on Text marking/note taking
- Collaborating on utilizing multiple sources (e.g., primary and secondary sources through the utilization of the DBQ Project)
- Horizontal alignment with ELA department on scoring DBQ essays using FSA Rubric. For example: Social Studies teacher focus on application of historical concepts and ELA on conventions.
- Vertical alignment across all grade-levels by emphasis of a common theme: Debate and Diplomacy

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, and the Question Stem Flip Chart to develop lessons at various levels of complexity (including DOK levels 3-4) to assist students in mastering the Social Studies Standards.
- Teachers will set classroom norms for small group talk and tasks to promote purposeful Student Talk.
- Students will adhere to protocols for small group talk and tasks.
- Teachers will create opportunities for purposeful Student Talk through teacher initiatives at various levels of complexity including Webb's DOK levels 3-4. Student talk can be incorporated via small group discussions or larger debates and/or Socratic Seminars.
- Students will utilize student talk strategies (ex. body voting, talk moves, silent discussions, Socratic Seminars, sentence frames, etc.) to respond to standards-based questions to prepare for writing tasks or whole group discussions.
- Example: Mini-Qs require discussion of the text via group or small group as a means of pre-writing.
- Can be done via Socratic Seminars or other student talk activities.
- Students will analyze multiple sources (primary/secondary sources, internet, articles, video, etc.) to answer questions of varying levels of complexity including DOK levels 3-4 constructed from standards to make intertextual connections.
- Examples include the DBQ Project and other sources used while studying topics in the field of study.
- Teachers will model effective note-taking strategies and close-reading techniques based on the source and students will replicate
- Teachers will create standard based Culminating Tasks requiring textual evidence.
- Students will respond to the task using textual evidence.

- Students will respond in writing to short response, multi-paragraph essays, and/or projects in order to show analysis of text, which can be from multiple sources such as text or outside sources such as the Library of Congress, and National Archives.
- Analysis of multiple sources will be evidenced through text marking/note taking, purposeful Student Talk, textual evidence/citation.
- To track student loss and gains, teachers will use writing through sources such as the DBQ Project to analyze student weaknesses and growth.
- This includes feedback to students to enhance their writing prowess
- To facilitate continuity and change, teachers and students will make connections between historical, governmental, and civic concepts of yesterday with today.
- Teachers will use a variety of tools to teach effectively, which can include: political cartoons, maps, graphs, charts, etc...
- Teachers will model source/text analysis strategies for understanding historical concepts and/or themes (see National History Day projects below)
- This can include the usages of acronyms tied to historical study, such as the usage of G.R.A.P.E.S. (Geography, Religion, the Arts, Politics, Economics, and Social Structure) in World History or others specific to the fields of Civics and U.S. History
- Teachers will convey the reason for a lesson by communicating and displaying the essential question/standards in a language the students can understand
- Civics teachers will utilize various Civics Resources for lessons, remediation, and review
- Examples: FJCC, Civics 360, iCivics, Civics in Real Life
- Students will complete a capstone history project in conjunction with National History Day as an expansion to collaborative lessons being taught in other disciplines, such as English and Language Arts.
- Attached to the theme of Debate and Diplomacy. Impart the importance of ELA in History when evaluating the annual theme.
- Necessary to research primary sources and secondary sources in order to develop skills to build an argument to answer a topic chosen from the theme. Research sites can include places like the Library of Congress, National Archives, the FJCC, and more.
- These sources are investigated by the student using skills, such as from the Mini-Q Project or other classes such as Research, on how to conduct proper research.
- Construct a project that is either an exhibit, website, documentary, performance, or paper that answers the theme. Each different presentation model has specific parameters in length and complexity.
- Can work cooperatively in a group of up to five students (reinforcing student talk) or separately.
- Can work with students from other grade levels to facilitate mentoring roles.
- Teachers will implement document-based questions that lead to a culminating project with fidelity (at least once a semester), this can be a Mini-Q or another teacher-created initiative.

- In collaboration with the ELA department, students will complete a written essay as a culminating task (once a semester) based on a collection of primary and secondary source documents. This can be combined with the semester-based project DBQ Project. Emphasis on horizontal alignment to ensure that all essay writing is done with purpose and focus.
- Students will work through the state-mandated five hours of mental health instruction each year through completing the Suite360 modules, as per Okaloosa County School District decision.

Progress Monitoring			
Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Standards-based teacher created/modified TDQs written at higher level DOKs	Formal and informal evaluations, walkthroughs, lesson plans, department meetings	daily	Administration, Department Chair, Teacher
Everyday instructional reading lessons tied to utilizing primary and secondary sources in everyday Historical learning	Formal and informal evaluations, walkthroughs, lesson plans, department meetings	weekly	Administration, Department Chair, Teacher
Collaborative essay with the ELA department that utilizes primary and secondary sources such as the DBQ Project	Formal and informal evaluations, walkthroughs, lesson plans, department meetings	Once per semester	Administration, Department Chair, Teacher
Student talk tied to a culminating project based on primary and secondary source documents (for example: Socratic Seminars)	Formal and informal evaluations, walkthroughs, lesson plans, department meetings	Once per year	Administration, Department Chair, Teacher
Completion of a National History Day project that uses primary and secondary sources and is horizontally (ELA) and vertically aligned that culminates in a school-wide Fair	Formal and informal evaluations, walkthroughs, lesson plans, department meetings	To be completed early February	Administration, NHD County Coordinator, Department Chair, Teacher

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

School Action Plan

Math

District Goal:	Students shall demonstrate math proficiency at or above the expected grade level.
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Objectives:	
The percentage of all curriculum students who will make learning gains in math as defined by the State of Florida on the Florida Standards Assessment Test will be at least 95%.	
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 95%.	
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 95%	

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., iReady 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:

- Implementing District-based Professional Development training of Backward Design Process to create targeted and differentiated instruction, both whole group and small group.
- Purposeful spiraling based on analysis of assessment data from both classroom and state assessments.
- Utilizing and integrating math resources, such as textbooks, Math Nation, IXL, Khan Academy, CPALMS, etc., into classroom & home use.
- Creating common assessments/assessment items collaboratively with district teachers teaching same courses, mirroring the Item Specification's format with item's cognitive and complexity levels based upon the ALD's. Students self-assess performance level based on ALD's.
- Identify and target possible learning losses due to pandemic.

Targeted School-based Professional Development:

- Math Department will collaborate monthly. Since all STEMM math teachers teach different courses, collaboration will involve identification of FL standards which are a continuum of common skills across the courses/grade levels that are increasing in rigor and depth with the development of lessons/activities which can be built upon each year.
- Math Teachers will collaborate with the Science teachers and students, particularly during the period of time in which students are working on Science Projects, in order for students to have another resource by which they can be successful analyzing and displaying data collected for their experiments.
- Collaborate on the use of Interactive Math Notebooks across all grade levels.
- Based on teacher need & interest as evidenced in discussions with teachers to assess skills, differentiated professional development will be offered

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

Classroom Implementation Action Steps (Teachers and Students):

- To support the central message, teachers will use resources such as the textbook, IXL, Math Nation, Khan Academy, and technology to support the math content.
- To support the central message of using math resources such as the textbook, IXL, Math Nation, Khan Academy, and technology to support the math content, STUDENTS will
 - access available resources to supplement and improve their understanding of concepts and problem-solving skills as well as for review
 - utilize the available resources to maintain a current pacing should they have absence(s) from class
 - participate in a flipped classroom lessons utilizing online math resources
- To support the central message of using the ALDs and Item Specifications to create rigorous questions mirroring the FSA item types, TEACHERS will
 - develop lessons using the Backward Design model and apply differentiated strategies such as project-based applications, based on the ALD levels, to support students at their performance levels
 - redesign current assessments and/or develop assessments that parallel FSA item types (multi-select, GRID, free response, etc.) as much as possible
 - redesign current assessments and/or develop assessments with FSA style questions that also parallel percentages of FSA assessments (10-20% ALD 2; 60-80% ALD 3 and 10-20% ALD 4/5)
 - incorporate, within the lessons, student awareness of the ALDs (post on board, include in notes, etc.)
 - model the various ALD levels within a concept or benchmark
- To support the central message of using the ALDs and Item Specifications, STUDENTS will
 - self-assess progress using the ALDs for particular lessons, concepts, etc.

- engage in differentiated and/or spiraled activities to deepen their understanding of concepts and skills as well as developing perseverance skills while working at the different ALD levels.
- To support the use of assessment data (e.g., FSA, iReady, formative assessments) to drive whole group instruction, differentiated activities, and spiraling tasks, TEACHERS will
 - provide meaningful ongoing feedback to students regarding their learning
 - provide additional opportunities to learn, practice (spiraling), revise and demonstrate their knowledge and skills
 - utilize the most current assessment to determine learning gaps of students and to incorporate purposeful spiraling within subsequent whole/small group lessons
- To support the use of assessment data (e.g., FSA, iReady, formative assessments), STUDENTS will
 - self-assess their mistakes on assessments and take measures to improve such as revision of items missed, consultation with teacher, use peer tutors etc.
- To identify and address possible learning loss, TEACHERS will:
- Utilize the district developed Bridge to 7th Grade Advanced and Bridge to Algebra 1 packets with students.
- Pretest critical concepts from previous math course to determine instructional gaps.
- Spiral critical concepts from previous math course necessary for success in each math class by using bell ringers, small groups, etc.

Progress Monitoring			
Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Use math resources to support the math content. (IXL, Math Nation, Khan Academy, interactive notebooks and technology)	Lesson plans Formal and informal observations	daily/weekly	Teacher Administration
Use the ALDs and Item Specifications to create rigorous lessons and assessments, including authentic problem solving	Lesson plans Formal and informal observations	daily/weekly	Teacher Administration
Use assessment data to drive instruction, differentiated activities, and spiraling tasks	Lesson plans Formal and informal observations	ongoing	Teacher Administration

Bridge to 7th Grade Advanced and Bridge to Algebra 1 packets	Lesson plans Formal and informal observations	Beginning of the school year	Administration -email prior to summer & make packets available on STEMM website; Classroom teacher
Pretest skills from previous math course	Lesson plans Formal and informal observations	As needed	Teacher Administration
Spiral concepts from previous math course	Lesson plans Formal and informal observations	ongoing	Teacher Administration

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 receive additional support during advisory period.

Targeted School-based Professional Development:
Teacher collaborations on scaffolding and spiraling to support students in the lowest performing quartile.

Action Steps for Remediation

Intervention Action Steps (Teachers and Students):

- utilize the DOE established Course Standards, Item Specifications and Achievement Level Descriptions
- incorporate best practices learned from their district provided professional development.
- utilize a variety of instructional resources in order to create opportunities for students to work with small groups.
- provide students the opportunity to respond to FSA-style questioning both in large and small group.
- provide ongoing feedback to students regarding their learning and provide additional opportunities to learn, practice (spiraling), revise and demonstrate their knowledge and skills in the targeted areas.
- design purposeful spiraling activities to strengthen a student’s ability master the targeted strands by analyzing the most current student data (iReady, FSA, classroom assessments, etc.)

Progress Monitoring

Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
FSA standards and grade specific item specifications: design spiral review items/activities based on Item Specifications and ALDs for the targeted weak areas	Lesson plans, Walk Through, Teacher PD Groups, Department Meetings, Teacher Created Assessments	ongoing	Administration and teachers

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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	Stemm	8	80	0	0	14	29	58	100	44	100	36	100	5	100	4	100	3	100		5	100	63	100	2	100		16	100	89	86	90	87		
2019	Stemm	8	51	0	2	4	24	71	98	33	97	18	100	2	100	2	100	4	100	1	100	6	83	36	100			10	100	87	92	94	88		
2021	STEMM	8	51	0	2	24	29	45	98	26	96	25	100	3	100	5	100	3	100		2	100	38	97	1	100		7	100	88	84	82	89		
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 90%.

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:

- Using the 5E (Engage, Explore, Explain, Elaborate, and Evaluate) instructional model with an emphasis on hands-on, inquiry-based lessons to enrich and differentiate instruction and support students' Science Fair research.
- Using NGSSS standards and test item specifications to plan various forms of instruction such as inquiry-based learning opportunities, whole group instruction, cooperative learning groups, and stations that include spiraling of course content.
- Using assessment data to identify potential learning loss and content area gaps due to the pandemic.
- Using a LMS (Google Classroom or Canvas) to deliver course content, assignments, remediation, and acceleration.

Targeted School-based Professional Development:

- Teachers will be provided with a copy of the *STEM Student Research Handbook* by NSTA and will work with a PLC to develop lessons to coach students through the experimental research process leading to successful completion of a science fair project.
- Science PLC will use NGSSS course standards, test item specifications, and the *STEM Student Research Handbook* to develop a pacing calendar and plan of implementation for inquiry-based learning opportunities, whole group instruction, and stations that include spiraling of course content.
- Science PLC will develop a pacing calendar that includes regular use of Study Island lessons and Gizmos virtual labs to support instruction.
- Teachers will be provided with professional development on the use of the 5E (Engage, Explore, Explain, Elaborate, and Evaluate) Model of Instruction.
- Teachers will be provided with professional development on the best practices for use of Study Island, Gizmos, and Google Classroom.

- Teachers may visit other science classes across the district to observe best practices.
- Based on teacher need & interest as evidenced in discussions with teachers to assess skills, differentiated professional development will be offered

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

Classroom Implementation Action Steps (Teachers and Students):

- Teachers will utilize district developed science pacing guides for planning and developing standards-based lessons.
- Students will be able to identify objectives, success criteria and standards for weekly lessons.
- Teachers will post objectives and success criteria daily to identify standards being studied and to help guide instruction.
- Students will be able to identify objectives, success criteria and standards for weekly lessons.
- Teachers will create lessons that incorporate at least 3 of the 5 E's (Engage, Explain, Elaborate and Evaluate).
- Students will interact and be actively engaged in lessons that incorporate the 5 E's.
- Teachers will arrange the classroom space to promote a positive hands-on, collaborative learning environment and incorporate lab spaces to increase lab activities in 6th, 7th, and 8th grade science classes.
- Students will utilize student talk strategies to participate in inquiry-based lessons and student-led discussions in collaborative small groups.
- Students will complete a science fair experimental research project using strategies from the *STEM Student Research Handbook*.
- Teachers will use a LMS (Google Classroom or Canvas) to organize information and resources for quick and easy access, and to deliver course content, assignments, remediation, and acceleration that includes digital resources such as Study Island lessons and Gizmos virtual lab activities.
- Teachers will post video lessons, offer tutoring time, and organize modules for clear expectations.
- Students will access and engage with course content through a LMS (Google Classroom or Canvas) and other digital resources such as Study Island and Gizmos.
- Students will develop and utilize a digital portfolio as a resource.
- Teachers will analyze Study Island assessment data, quarterly assessment data, and other formative and summative assessment data (bell ringers, homework, review games, exit tickets, pre/posttests, Google Quizzes, etc.) to drive instructional next steps, to create similar ability or mixed ability groups, and to determine concepts for spiral review.
- Teachers will create spiraling activities (i.e. Spiral Small Groups/Station, bell ringers, formative and summative assessment, PBL work) based on multiple sources of assessment data including Study Island reports.
- Students will participate in spiraling activities using purposeful student talk, peer-to-peer interaction, and collaboration.
- Teachers will develop and deliver lessons that include graphs, charts, and data for students to analyze.
- Students will communicate, analyze data, apply technology, and problem solve.

- To address potential learning loss and content area gaps, teachers will pretest critical concepts from previous science course to determine instructional gaps.
- Teachers will develop and use engaging pre-assessments such as Study Island lessons, Gizmos, and phenomenon videos to assess background knowledge.
- Teachers will spiral activities to cover concepts from previous science classes for success in each science class via small groups, bell ringers, Study Island lessons from lower grade levels, etc.
- Teachers will use formative assessment data to group students with similar abilities and with mixed abilities for differentiated collaborative learning activities.
- Teachers will develop tests and quizzes using items from the Certica test bank.
- Teachers will assign Study Island lessons.
- Students will engage with Study Island at least 30 minutes per week, interacting with standards related to the current unit and spiraled standards from previous grade levels and units, with a goal of at least 70% correct in two or fewer tries on course-specific content lessons.

Progress Monitoring			
Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
5E and inquiry-based lessons	Lesson plans, walk-through observations	weekly	Administration and teachers
Science fair research projects	Lesson plans, walk-through observations	During first semester	Administration and teachers
LMS to deliver course content	Lesson plans, walk-through observations	weekly	Administration and teachers
Use of assessment data to differentiate and spiral content	Lesson plans, walk-through observations	monthly	Administration and teachers
Use of Study Island, Gizmos, and other digital tools	Digital reports	monthly	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.)

The raison d'être for the STEMM Academy is to provide a challenging curriculum that will "inspire students to be intellectually curious, critical thinkers, and creative problem-solvers so they may become the next generation of Science, Technology, Engineering, Mathematics, and Medical (STEMM) leaders." As a result, students are offered advanced coursework and a plethora of electives in several CTE/STEMM fields to develop and spark their interests in a variety of careers. Elective offerings are adjusted and updated based on student course requests and interest as well as emerging industry trends. Students engage in CTE/STEMM activities through elective coursework, core coursework, First Lego League (FLL) club, First Tech Challenge (FTC) club, Drone Team Challenge, mentorships, guest speakers, and field learning experiences. Administration, teachers, and staff actively seek out opportunities to strengthen partnerships with stakeholders to support STEMM. Administration and teachers proactively seek out grants to support the development and growth of our CTE/STEMM offerings.

All STEMM students are required to take one CTE course each year. Elective course offerings are modified based on current trends in career opportunities and community resources. Students have numerous opportunities to take industry certification exams. Currently, over 58% of STEMM's students have earned one or more ICT and Microsoft industry certifications, including Web Design Essentials, Computing Essentials, Programming and Logic Essentials, and Introduction to Programming Using HTML5 and CSS. Over 75% of our 8th-graders have earned one or more certifications.

CTE instructors update and adjust offered certification exams based on student skill levels to keep abreast of current industry trends and student needs. STEMM currently offers courses in three tracks:

- STEM Explorations Progression courses (track added based on student and stakeholder interest)
 - Exploration of Technical Design
 - Exploration of Maritime Technology
 - Exploration of Aerospace Technology
- Technology Exploration Progression courses
 - Introduction to Technology
 - Exploring Technology
 - Exploration of Robotics
- Coding For Web Progression courses
 - Coding Fundamentals
 - Fundamentals of Web and Software Development

- Foundations of Web Design

The core CTE classes teach incoming STEMM students the IT basics in the first two weeks after student laptops have been distributed. IT skills training is expanded upon as the school year progresses, and as the students progress through the grade levels. The IT basics for sixth graders includes Google Classroom, Windows tools, and basic computer skills in file management.



Accreditation Page

Accreditation Standards

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

Standard 1.3

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

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

...leadership to enable the institution to realize its stated objectives, the ability to engage and involve stakeholders in meaningful and productive ways, and the capacity to implement strategies that improve learner and educator performance.

The Okaloosa STEMM Academy engages in the process and review of the school's purpose on a regular schedule. The School Performance Plan (SPP) was developed and reviewed by all departments focusing on student learning and success. The SPP clearly focuses on providing a challenging and rigorous curriculum. A systematic process is in place to analyze data and make adjustments for continuous improvement. Professional development goals for the school are focused on Data Driven Decision Making and our areas of need and strength and strategies to utilize for success.

Our faculty and staff share a commitment to values and beliefs evidenced by a clear Vision and Mission Statement focused on student learning. Our faculty is committed to providing our students with a quality education with a STEM focus which includes a commitment to instructional practices that include student engagement, a focus on depth of understanding and the application of knowledge and skills. The Vision and Mission Statements are communicated to all stakeholder groups. Both statements are at the beginning of our student and teacher handbooks after the district statements as well as placed on our school webpage.

In order to sustain our areas of strength we will continue to focus on data driven decision making throughout the curriculum to drive instruction. We will continue to share our vision and mission statement with all stakeholders. SAC has input on and reviews the SPP at the end of the year. Communication plan and artifacts show two-way communication to staff and stakeholders. Student Council representatives and student members of the PTO provide input. OSA will continue to seek feedback from all stakeholders through the use of climate surveys and through regular School Advisory Council and PTO meetings. The school leadership will provide ongoing training to school council members on their roles and responsibilities in an effort to expand their involvement in shared decision making.

Systematic review of iReady, MAP, FSA, EOC, and other formative and summative test data occur on a regular basis during department meetings. The assessment data is used to plan and create instructional lessons, differentiated activities, and spiraling tasks aligned to the standards and to bridge any identified learning gaps using researched based tools to plan, create and communicate engaging lessons, assessments, and remediation support.

Continual monitoring of students' academic progress and proficiency occurs throughout the year. The number of students receiving academic support through a study hall period is tracked annually by quarter.



Accreditation Page

Accreditation Standards

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

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

Standard 2.7

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

Using data from multiple assessments of student learning and an examination of professional practice, school personnel systematically monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment and alignment with the school's goals for achievement and instruction and statement of purpose. Teachers use assessment data (e.g., iReady data, FSA, formative assessments, etc) to drive, plan, and create instructional lessons, differentiated activities, and spiraling tasks to meet individual learner's needs. Resources such as IXL, Math Nation, Ready Toolbox, Study Island, and Khan Academy are used to support course standards as well as bolster content gaps. All courses incorporate the use of an LMS (Google Classroom, Microsoft Teams, etc) in the classroom to increase student interaction and communication of course content, assignments, and remediation.

Teachers are investigating the B.E.S.T Standards Vertical Progression will receive professional development training to ensure successful transition from current state standards to B.E.S.T Standards. The Curriculum Guide is reviewed and updated annually. Course offerings are adjusted based on student needs, prior coursework, and interests.

Teachers monitor and adjust instruction based on assessment data from a variety of sources. Their lesson plans aligned to curriculum and to District scope and sequence documents to ensure quality and fidelity of instructional practices. Teachers use data to drive, plan, and create differentiated lessons and to bolster content gaps. There is a systematic, collaborative process in place to ensure that vertical and horizontal alignment as well as alignment with the school's purpose are maintained and enhanced in curriculum, instruction, and assessment. Fidelity of instruction is monitored through informal walkthroughs and formal observations by the administration, as well as through department level professional learning communities where teachers plan collaboratively. Educators collaborate interdepartmentally to support student needs by analyzing data and creating a support plan across curriculum. Systematic review of iReady, MAP, FSA, EOC, and other formative and summative test data occur on a regular basis during department meetings. The assessment data is used to plan and create instructional lessons, differentiated activities, and spiraling tasks aligned to the standards and to bridge any identified learning gaps using researched based tools to plan, create and communicate engaging lessons, assessments, and remediation support.

Our instruction is data-driven and highly differentiated. Teachers collect and utilize data daily to drive instruction.