

Date Submitted:

Dates of Revision:

School Performance Plan 2021-2022



School Name: Shoal River 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

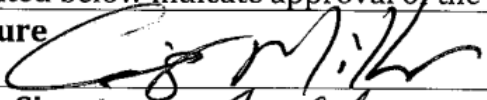
SAC Information

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
Mr. Miller, Dr. Seals, and Ms. Geering	Shoal River Admin
Initial Creation of the SPP: Ms. Bollhalter (SS), Ms. Jones (Sci), Ms. Holt (Math), Ms. Salter (ELA) and Ms. Perez (ESE) – with input from teachers in the department SY 2020-2021	2020-2021 Department Chairs
Finalization and Implementation of the SPP: Mr. Cosson (SS), Ms. Jones (Sci), Ms. Grant (Math), Ms. Salter (ELA) and Ms. Perez (ESE) – with input from teachers in the department SY 2021-2022	2021-2022 Department Chairs
Rob Maddens – Parent and Community Awareness	Social Studies Teacher
Tulsa Moore	Shoal River Literacy Coach
Ms. Allen and Ms. Oetman	Shoal River CHOICE and CTE Teachers

Stakeholder Involvement: Describe the process taken to create the School Performance Plan.
<p>May and June 2021 – the SPP focus areas and template was sent out to department chairs to begin meetings to gather input</p> <p>June 2021 – All departments submitted a first draft of the document to be reviewed and adjusted as needed</p> <p>August 2021- Teachers were given copies of draft SPP for input and feedback</p>

School Profile

Shoal River Middle School provides a free and public education to students in Crestview, Florida enrolled in grades sixth through eighth. Students at SRMS are taught based upon their individual needs and interests and without discrimination based on race or ethnicity. The administration collaborates with the faculty, guidance department and all stakeholders to ensure the success of every student. Teachers provide data-driven, differentiated instruction in accordance with Florida Standards and Course Descriptions. The guidance department promotes character education, student achievement and research-based interventions through the MTSS process in an effort to help students reach goals and maximize their potential. The guidance department also collaborates with the entire faculty and all stakeholders to ensure the success of every student. In addition, the school counselors perform diagnostic testing to facilitate appropriate placement for college and career readiness. Our course offerings include regular and advanced core course work, Physical Education, Weightlifting, Family and Consumer Science, Introduction to Computers, Robotics, 3D Printing, STEMM Technology and S.S.T.R.I.D.E. We are proud of our performing arts initiatives including our Dance Team, Band, (Music) Keyboarding, Chorus, and Art classes. We also provide the following high school credit courses: Algebra I Honors, Geometry Honors, Physical Science Honors, Introduction to Information Technology, and Web Design I. Additionally, Shoal River is part of the Okaloosa CHOICE program with classes in Computers, Culinary Arts, and Robotics. Industry Certification is offered in the Information Technology, 3D Printing and Stem Technology. Shoal River Middle School offers a wide variety of extracurricular activities including, but not limited to, football, volleyball, cross country, soccer, basketball, golf, tennis, baseball, softball, track, flag football, cheerleading, Academic Team, Math Team, Fellowship of Christian Athletes, Multicultural Council, Military Families Club, Yearbook, SWAT, First Lego League, Hope Squad, and Drone Team.

Parent and Community Awareness

Shoal River 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?	4				50%	50%
Do you plan to return your child to full-time brick & mortar classes next fall?	4			100%		
My child's school emphasizes academic performance as the number one priority.	24	4%	8%	8%	71%	8%
Our principal is an effective leader who meets the needs of our students.	24	4%	13%	25%	33%	25%
As a parent, I am made aware of the curriculum program for my child's grade level or course.	24	8%	29%	13%	29%	21%
The school uses a variety of methods for parent communication.	24	4%	21%	17%	42%	17%
Parent input is valued at my child's school.	24	8%	8%	50%	25%	8%
Clear expectations of conduct and behavior are communicated to my child.	24	4%	4%	13%	46%	33%
I receive positive phone calls, emails, or notes about my child from the school.	24	21%	17%	21%	17%	25%
My child's school maintains a safe environment.	24	4%	4%	25%	46%	21%
My child's school treats everyone fairly, regardless of race, economic status, or other relationships.	23	9%	4%	17%	43%	26%
School funds are used to support the school in a financially responsible manner.	24	8%	13%	29%	29%	21%
The guidance department at my child's school provides for the educational success of my student.	24	13%	17%	17%	42%	13%
I am satisfied that my child's teachers do a good job educating my child.	24	4%		33%	38%	25%
My child's school is well maintained.	24			25%	42%	33%
The health services provided at my child's school support his/her wellness.	24	4%		25%	54%	17%

Parent and Community Awareness

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

While the sample size was small, parents of students in the online program who responded did so with universally positive responses. Most parents (79%), believed that the school emphasizes academics as the number one priority. 17% of parents did not feel that the principal was a good leader, however, in the year of this survey, there were many limitations on the principal's availability to be visible and present due to ever changing responsibilities, required absences, and filling in when others were required to be absent. Only 16% of parents felt that their input was not valued at the school, and only 8% had a negative view about behavior expectations in the school; 8% also felt the school did not maintain a safe environment. 8% of the survey group is only two surveys, it is very likely that these are the same two surveys that provided the 8% negative scores.

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

The item with the highest dissatisfaction was that of being made aware of the curriculum program for their child's grade level or course. 37% of surveyors were dissatisfied or very dissatisfied by this. The best way to improve this is likely through increasing specific communication with parents regarding curriculum. There may also be a benefit to professional development on how to present education data to a person inexperienced with it.

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

In addition to the school webpage, Shoal River Middle School communicates with the community in a variety of ways. If necessary, we have a call out program that calls a scripted message to all parents. We also request contact information from parents each year, to make sure that phone numbers, email, and physical addresses are up to date. The school also maintains a Facebook page with regular updates, utilizes the iOCSD app, and creates a school newsletter published monthly.

School Action Plan

ESSA Subgroup: Strategies & Programs to Support the Objectives

ESSA Subgroup Focus
Subgroup: SWD
School Focus
What is the cause(s) for this subgroup being an area of focus? SWD, identified as an ESSA Subgroup below 41%, was selected as our subgroup because it provides our school with an opportunity to study, implement, and develop best practices for teaching not only the SWD group, but also every student in our school.
What are we doing to target this subgroup? Shoal River will be using collaboration among the ESE, Intensive and Core teachers, and the Instructional Coaches to analyze data, study best practices, and to select and provide explicit instruction in order to increase achievement for the SWD students in Math and ELA. This group of educators will use research based, high-effect size strategies and the Gradual Release Model to teach, monitor and practice the use of the strategies during whole group and small group instruction. ESE teachers will effectively utilize the ESE “push in” model to provide support to SWD in general education classrooms with their non-disabled peers.
Targeted School-based Professional Development: SWD - MATH - ESE and Math teachers, in collaboration with the ESE and Math Instructional Coaches, will work to: <ul style="list-style-type: none">• identify and implement high-effect size strategies that help students strengthen foundational math skills such as place value, fractions, and decimals, along with positive and negative integers. <i>These strategies should include the CUBES strategy, the Solve a Simpler Problem Strategy, and the Draw a Picture or Make a Model strategy.</i>• create lessons and participate in lesson studies that teach ESE students to use the strategies through the Gradual Release Model.• plan and implement the “push in” model for all grade levels to help the lower 25th percentile of ESE students increase their math fluency of foundational skills. This model will be built upon the successes of the previous year’s implementation and will include adjustments to needed areas such as scheduling, co-planning and teaching, small group protocols, etc.• The ESE team and classroom teachers will collaborate to determine the best use of the i-Ready and IXL programs in the ESE program for instruction and remediation. SWD – ELA - ESE and ELA and IR teachers, in collaboration with the ESE and ELA Instructional Coaches, will work to:

- identify high-effect size strategies to help students strengthen their comprehension skills of grade-level text. *These strategies should include the Chunking the Text Strategy, the Summarizing Strategy and the use of Graphic and Semantic Organizers.*
- identify and implement best practices for working with students to expand their vocabulary and general knowledge in order to aid in comprehension of grade-level text. *These best practices should include Grayer models, paired text, short video clips, and content building writing activities from the book The Writing Revolution.*
- create lessons and participate in lesson studies that teach students to use these strategies through the Gradual Release Model.
- Students have been scheduled strategically to implement the “push in” model for all grade levels to help the lower 25th percentile of ESE students increase foundational skills. This model will be built upon the successes of the previous year’s implementation and will include adjustments to needed areas such as scheduling, co-planning and teaching, small group protocols, etc.
- the ESE team and classroom teachers will collaborate to determine the best use of the i-Ready program in the ESE program for instruction and remediation.

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

1. Classroom Implementation Action Steps (Teachers and Students):

ESE teachers will create a schedule for daily classes and for the ‘year at a glance’ pacing that facilitates the teaching of the strategies and incorporates best practices into Learning Strategies classes and into “push in” Core classes.

ESE Students will follow the daily schedules in the classes, participate in lessons to learn about the strategies, and apply them to class work in all of their appropriate classes.

2. Teachers will use the identified strategies and best practices in their Gradual Release lessons and reflect upon their use and effectiveness in ESE, Department and Grade Level meetings monthly.

Students will use the strategies in their lessons and reflect upon their own learning, advocate for their learning by participating in small group and one-on-one assistance during “push in” and Learning Strategies classes.

3. Teachers will follow the plan for using the i-Ready program for teaching and remediation with the ESE students. Students on the Individualized Learning Path lessons will have their work monitored so that lessons with yellow or red flags will lead to small group or one-on-one re-teaching by the Core or ESE teacher.

Students will complete i-Ready lessons as appropriate on paper or computerized and will advocate for themselves when presented

with confusing concepts by reaching out for help from the Core or ESE teacher.

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

1. Identified teachers will get a copy of the book *Explicit Teaching and The Writing Revolution* in order to participate in the book study. A plan will be created for the book study with the identified teachers.

2. A plan for meeting and training will be determined for the teachers and Instructional Coaches to identify strategies and best practices and to begin the implementation process. This plan should include training dates and lesson studies goals and objectives.

3. Time will be used during post-planning in June 2022 to debrief on the “push-in” model and create tentative plans for the 2022-2023 school year. The plan will be revisited in August 2022 with ESE and appropriate Core teachers and Administration.

4. The Literacy Coach will meet with the ESE department to determine the plan for the use of i-Ready in the ESE program. This plan will follow the guidelines set forth by the county i-Ready team.

5. The ESE Team will meet monthly to discuss needs, concerns, receive training, and plan together.

Progress Monitoring			
Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Implementation of identified best practices and teaching strategies	Walk-throughs and Lesson Plans	Every two or three weeks during ESE meetings	ESE Department, Identified Core Teachers, Administration

Daily, weekly and yearly schedule for teaching of strategies	Walk-throughs and Lesson Plans	Every two or three weeks during ESE meetings	ESE Department, Identified Core Teachers, Administration
Use of i-Ready/IXL resources with follow-up by the ESE teacher	Walk-throughs and Lesson Plans	Every two or three weeks during ESE meetings	ESE Department, Identified Core Teachers, Administration
Creating, following and adjusting the plan for the “push in” model in Core classes	Walk-throughs and Lesson Plans	Every two or three weeks during ESE meetings	ESE Department, Identified Core Teachers, Administration
Monthly ESE Dept. Meetings	Attendance sheet	Monthly	Administration

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

School Action Plan
ELA: Reading & Writing

District Goal:	Students shall demonstrate reading proficiency at or above the expected grade level.
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Objectives:
The percentage of all curriculum students who will make learning gains in reading as defined by the State of Florida on the Florida Standards Assessment Test will be at least 70 %.
The percentage of students in the lowest 25% who will make learning gains in reading as defined by the State of Florida on the Florida Standards Assessment Test will be at least 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 70 %

School Action Plan

ELA: Strategies & Programs to Support the Objectives

Central Focus: ELA Focus

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

- Utilize the *myPerspectives* textbook as a resource to plan targeted Tier I (whole group) instruction based on i-Ready data that incorporates text-dependent questions leading to a culminating task
- Develop standards-based lessons that bridge LAFS and B.E.S.T. Standards using data (e.g., FSA, formative, classroom assessments), the Item Specifications, and *myPerspectives* Standards document
- Incorporate appropriate components of i-Ready for identified Tier 2 students within the ELA classroom (e.g., Diagnostic data, Teacher Toolbox, and Online Personalized Instruction) to differentiate instruction
- Incorporate appropriate components of i-Ready for Tier 3 students within the Intensive Reading classroom (e.g., Diagnostic data, Teacher Toolbox, Scaffolding Tools, and Online Personalized Instruction) to individualize instruction
- Strategically utilize the B.E.S.T. Standards Vertical Progression to ensure a successful transition from LAFS to B.E.S.T. Standards

School Focus

Targeted School-based Focus:

Teachers in Regular and Advanced ELA classes will use data to develop instructional units that utilize item specifications and benchmarks and ALDs as well as grade level rigorous text to differentiate, goal set, and drive high efficacy instruction. In addition, teachers will work to bridge the B.E.S.T. state standards with LAFS in their instructional design and delivery when utilizing the *myPerspectives* textbooks.

Targeted School-based Professional Development:

1. Instructional coaches and curriculum specialists will provide teacher training as needed on using the gradual release model to align instructional delivery to include an instructional text, practice text, and summative text for skills delivery, practice, and mastery. This training will include the selection of appropriate text from the *myPerspectives* text, Collections, CommonLit and other resources.
2. Teachers, instructional coaches and curriculum specialists will work together to study the LAFS ALDs and the best ways to use them for instruction, creating tasks and questions to lead students to higher levels of achievement, and in student data chats. This training will also include using the ALDs to guide instructors when planning differentiated instruction for students in regular and advanced classes.
3. Instructional Coaches will lead professional development training discussing how the *myPerspectives* Tasks align with the LAFS Standards in preparation for the Florida Standards Assessment test and how to use those tasks and alignment as a part of instruction. This will include the use of the county created Bridge documents.
4. Teachers will work in groups with the instructional coach and curriculum specialists to create and/or implement lessons based on best practices that match the standards/concepts and skills to differentiate components to help move students up the Florida Standards

Assessment levels. These groups can include regular and advanced teachers and teachers with large portions of Intensive Reading students in their ELA classes.

5. Teachers will be provided the opportunity to visit other classrooms and collaborate with other teachers (in and out of SRMS) based upon funding opportunities, to watch and enhance their teaching of differentiated lessons including reflection and lesson development time. This will also include a focus on using the new *myPerspectives* textbook while preparing students for the LAFS test.

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

Classroom Implementation Action Steps (Teachers and Students):

1. When possible, administration will provide time for ELA teachers to visit classes that are effectively differentiating instruction based upon ALDs and bridging the gap between the *myPerspectives* textbooks and the LAFS standards.
2. When possible, administration will provide time for ELA teachers with large populations of Intensive Reading students time to plan with the Intensive Reading teachers, the Literacy Coach and other teachers with this same population.
3. Teachers in Advanced ELA classes will use the ALDs to move their students up the ALD ladder. This includes teacher questions and activities based on the ALDs to dig deeper into the text and standards. This can also include student friendly ALDs for the students to use to check their own understanding.
4. Teachers in Regular and Advanced ELA classes will use the ALDs to move their students through the ALDs to gain a better understanding of the standards and how they apply to the selected text. The ALDs can also be used in conjunction with the prerequisite skills listed in the iReady program and Diagnostic Reports to help close the gaps for Level 1-2-3 students and help move them up the ALD ladder.
5. Teachers will:
 - use iReady diagnostic assessments to target and to identify skills and concepts which need remediation and select lessons for small groups of students to reinforce areas which show evidence of learning loss.
 - create differentiated lessons based on the available FSA and diagnostic iReady data that are designed to increase student achievement.
 - ELA teachers will use the iReady Workbooks as needed for remediation.

Students will:

- actively participate in lessons and be made aware of the objective of the lesson and ways to demonstrate progress or mastery.

---actively participate in lessons, which will include analyzing ALDs and using them as a guide for self-reflection of their work and identify how to make improvements. This can include the use of student friendly ALD rubrics.

---actively participate in i-Ready computer instruction when it is used as part of the MTSS process for remediation, this includes using appropriate accountability tasks when completing the lessons and discussing skills and concepts with the teacher or aide for assistance when needed

6. ELA teachers will use the gradual release model (I Do, You Do, We Do) and explicit teaching to increase student mastery of the L.A.F.S. standards. ELA teachers will attend county training provided to teach the underpinnings of focus standards, such as RL.1.3 and RL.2.5, and implement these in their classes.
7. ELA teachers will continue to use the best practices that have been part of the county routines for addressing the text and getting deeper into the reading and writing standards: Think Alouds, Guided Reading, Student Talk, Text-Dependent Questions, Text Marking, Purposeful Annotations, Note-Taking, embedded Grammar in EIRs and Writing, working Across Multiple Texts and Writing through Reading.
8. ELA students who have been placed on Progress Monitoring Plans from the previous school year will continue to receive Tier 2 support to assist them in making learning gains as evidenced through classroom assessments, and growth demonstrated on iReady. Tier 3 support will be provided in the Intensive and Regular Reading classes.

Progress Monitoring			
Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Data Driven Lesson Plans Supported by Documentation of Student Data and Ongoing Assessments	Formal and Informal Observations Lesson Plans Department Meetings {Teacher Collaboration with ELA Department and IR teachers}	Implementation of Data Driven Lesson Plans should be utilized at least bi-weekly and assessment from all students should be used weekly to determine the direction of instruction	Administration, Literacy Coach, Individual Classroom Teachers
ALD Breakdown and use in LAFS lessons for differentiation at all levels; ALDs used in advanced ELA classes to move students up the ALD ladder	Formal and Informal Observations Lesson Plans Samples of Student Work	ALD synthesis should be ongoing for all students as they increase their academic knowledge as the standards are bridged	Administration, Literacy Coach, Individual Classroom Teachers

FSA Style Questions - Use of FSA Style questions from outside sources or those created by the teacher to match the current text used in lessons	Observations Lesson Plans Student Work Samples Collaborative and Co-Planning/or Co-Teaching	At least twice per quarter for major assessments	Administration, Literacy Coach, Individual Classroom Teachers
Plan of Care Tutoring	Remediation-Focused Lesson Plans	Weekly for Students who Qualify for Remediation	Administration, Literacy Coach, Individual Classroom Teachers
ELA Bridge Documents	Formal and Informal Observations Lesson Plans Samples of Student Work	Weekly	Administration, Literacy Coach, Individual Classroom 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

School Focus

Targeted School-based Focus: Evidence and Elaboration: ELA Teachers will work with students on identifying appropriate evidence and elaboration in text read in class and in exemplar text from past FSA Writes Assessments. ELA Teachers will also teach students strategies for selecting the best evidence to support their thesis/claim and for writing elaboration.

Targeted School-based Professional Development:

1. Grades 6-7-8 ELA teachers will all review the FSA Writing Rubrics for both Argumentative and Informational Styles of Writing and work in collaboration with other teachers and the Instructional Coach to clarify any questions they have about the rubrics. This collaboration will include lesson planning, modeling of lessons by the instructional coach, calibration training, and best practices for teaching students the skills needed to be successful on the FSA Writes test.
2. New ELA teachers that did not receive the initial FSA Writes training will work with the Instructional Coach and the county released exemplar sets on analyzing the rubric and calibrating scoring after the first school-wide writes test.
3. New ELA teachers will be provided with time to observe mentor teachers in lessons on unpacking the prompt, developing thesis statements, and elaborative techniques.

Writing Plan

1. Teachers will implement classroom wide strategies (RAFT, POET) to breakdown the prompt, increasing understanding of essay target, allowing for analysis and synthesis of reading passages.
2. Teachers will utilize sentence and paragraph frames to support reading analysis and writing growth.
3. Teachers will use strategies such as SPRITE, SPEC, and elaborative techniques to promote synthesis of writing passages.

4. Teachers will model specific styles and examples of planning which students can use to help them with the pre-writing process.
5. Teachers may provide opportunities for students to share and analyze their peer's writing and practice scoring essays according to the FSA Rubric.
6. Administration will provide writing score breakdowns from the most recent Spring FSA Assessment Text-Based Writing Scores for teachers prior to the start of the 2021-2022 school year.
7. Shoal River will have two school-wide Writes in November and January. The November Writes will be Informative, and the January Writes will be Argumentative. ELA Teachers will be given one day TDE to assess these essays and plan for instruction based upon the results. If possible, students in 7th and 8th grades will type their essays to mimic the actual FSA Writes test. New ELA teachers will receive calibration training.
8. ELA teachers will participate in The Writing Revolution book study to get ideas and strategies for writing instruction to prepare their students for the FSA Writes test. Teachers will be provided with a copy of the book and the book study will be available for points on Frontline or not and can be done informally. ELA teachers will share student artifacts in department meetings related to TWR ideas and lessons. The Literacy Coach will facilitate the book study.

MONTH BY MONTH WRITING PLAN FOR SHOAL RIVER MIDDLE SCHOOL

AUGUST/SEPTEMBER:

- Teachers will utilize formative assessments to determine student mastery of writing an introduction. Small, targeted writing groups will be established based on formative assessment results for remediation/acceleration purposes.
- Students will be able to determine the type of essay based upon the thesis/claim.
- Students will be able to list what is the same and what is different between the two types of essays.
- Using the FSA Writing Rubric, students will self-assess their conclusions in writing and revise writing as needed.
- Teacher models the process for unpacking the prompt using the FSA Writing Sampler Sets and/or Okaloosa Writing Exemplars
- Teacher will use FSA Writing Sample Sets and/or Okaloosa Writing Exemplars to model how unpacking the prompt determines purposeful text marking.
- Teacher will provide explicit instruction on why multiple sources might be required to respond to a given prompt as well as why sources might be paired together.

- Teacher will model progression of analysis required moving from one text to multiple sources.
- Teacher and students will unpack the Purpose, Focus, and Organization (PFO) category of the FSA Writing Rubrics (argumentative, informational)
- Teacher will provide explicit instruction in determining relevant vs. irrelevant evidence from student's own text marking.
- Students will practice unpacking the prompt in Everyday Instructional Reading tasks
- Students will write a possible prompt for a given mode of writing. Student prompts will be used as a tool for instruction
- Students will apply analytical thinking skills to make connections across texts.
- 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 evaluate their text markings to determine relevant vs. irrelevant evidence.

OCTOBER/NOVEMBER/DECEMBER:

- Teacher will use graphic organizers and strategies to model how to plan an essay.
- Teacher will model how to create a strong topic sentence that supports the thesis or claim.
- Teacher will use exemplars as examples of body paragraphs.
- Teacher will use FSA Writing Sampler Sets and Okaloosa Writing Exemplars to identify attributes of an introduction.
- Teacher and students will utilize shared and interactive writing to collaboratively write introductions.
- Teacher will instruct students on writing a good conclusion which revisits the thesis statement, synthesizes the main points of the essay, and extends beyond the essay.
- Teacher will provide explicit instruction on:
- Thesis Statement: Usually the first sentence of a conclusion revisits the controlling idea of an essay, but is phrased differently from the original thesis found in the introduction
- Synthesis: The element of a conclusion that brings together the points of an essay in a new and interesting way to make a generalization or to draw a conclusion.
- Teacher and students will utilize shared and interactive writing to collaboratively write conclusions.
- Students will practice writing introductions.
- Using introductions from the FSA Writing Sampler Sets and Okaloosa Writing Exemplars, students will rewrite a low scoring introduction.
- Students will practice writing conclusions based on their introductions.
- Students will practice writing strong topic sentences that support the thesis or claim.
- Students will practice writing body paragraphs that use relevant and varied evidence to support the topic sentence and thesis/claim.

- 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 to further their understanding.
- Teacher will provide explicit instruction on the effective use of the six elaborative techniques:
- Connections to Self/World/Text
- Explaining Cause and Effect (or “If... then...”)
- Making a Comparison or Contrast
- Using Definitions
- Using a Real Life Example
- Make a Figurative Comparison (Metaphor or Analogy)
- 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.
- 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 both in their essay writing and Everyday Instructional Reading tasks.
- 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 both their essay writing and Everyday Instructional Reading tasks.
- Teacher will provide explicit instruction on writing and developing claims in essays.
- Using the FSA Writing Rubric, students will self-assess their introductions in writing and revise writing as needed.

JANUARY/FEBRUARY/MARCH:

- Data driven writing instruction/reteach
- 2nd Shoal River Writes – School Wide Argumentative
- Teachers will use data to create differentiated writing groups/assignments in their classrooms
- Students will continue to improve their writing.
- Students will create their own writing goals through self-assessment.
- Final push based upon weak areas in data
- Students will develop the stamina required to read, text mark, and analyze up to four texts.

APRIL/MAY:

- Authentic writing for a variety of purposes across content
- Students will write for a variety of purposes.

THROUGHOUT THE YEAR:

- Teachers will implement classroom wide strategies such as RAFT, POET, and Hand to breakdown the prompt, increasing understanding of essay target, allowing for analysis and synthesis of reading passages.
- Teachers will utilize sentence and paragraph frames to encourage reading analysis and writing growth.
- Teachers will use strategies such as SPRITE, SPEC, and elaborative techniques to promote synthesis of writing passages.
- Writer's Workshop
- Conferencing
- Analyzing ALDs
- Use of FSA writing Rubrics
- Annotating
- TDQs
- 80/20 rule
- Student led scoring
- Writing aloud
- Shared Writing
- Guided Writing
- SPRITE
- Exemplars
- Peer Editing
- Warrant Workout
- MLA citations
- Timing Practice
- Content Specific Vocabulary

Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Shoal River Writes- School Wide	Administration will provide 1 day of TDE to teachers for assessing; ELA teachers will discuss patterns and lessons based on this data in department meetings	November – Informative January - Argumentative	Administration Teachers Literary Coach
Writing Professional Development	Literary Coach will Provide Training for New ELA Teachers on the FSA Writes rubric and assessment	As needed for ELA Teachers and through Annual Professional Development Book Study	Literary Coach
The Writing Revolution Book Study – ongoing throughout the year	Through discussions in ELA department meetings and via student artifacts of TRR activities and strategies	Monthly check-ins with the ELA department on use of activities and strategies from the book	Literacy Coach Department Chair Administration

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

School Action Plan

ELA: Strategies & Programs to Support the Objectives

ELA Students Below Grade Level

School Focus

Targeted School-based Focus:

ELA and IR Teachers will use the iReady data and in class formative assessments to determine instructional gaps in grade levels, classes, and in individual students. These gaps will be addressed through small group instruction, as well as one on one with students whose diagnostic results have indicated that they are reading independently at either one or more grades below their current grade.

Targeted School-based Professional Development:

Professional Development will focus heavily on the district's initiative to use lessons derived from the newly adopted textbook, *myPerspectives*, as well as to provide further training in how to best utilize iReady resources from the teacher toolkit in the classroom. This training will also include best practices for using the iReady computer program with appropriate students in the ELA and IR class.

Action Steps for Remediation

Intervention Action Steps (Teachers and Students):

1. Teachers will look at the Okaloosa County pacing guides for 2021-2022 and the LAFS standards covered to determine standards that may not have been fully covered the previous year. Teachers will then collaborate to determine the best way to close this gap. This will include the use of the iReady Individualized Path Lessons on the computer, Tools for Scaffolding Comprehension Lessons and Phonics for Reading for students in the IR classes.
2. ELA and IR teachers will meet to discuss patterns they see in the iReady data and common gap areas to determine the best way to address these standards while following pacing guides. Once student gaps are identified, their individual iReady reports will be analyzed by classroom teachers and the instructional coach will determine plans for remediation.
3. IR teachers will use the iReady program and current FSA data to address the needs of the students who are determined to be below grade level. This will include the teaching of the most highly effective reading strategies of summarizing the text and the student generation of authentic questions about the text. It will also include extensive reading of text to decrease the general knowledge grade level gap on non-fiction text of the struggling readers.

4. ELA and IR teachers will continue to use the best practices that have been part of the county routines for addressing the text and getting deeper into the reading and writing standards: Think Alouds, Guided Reading, Student Talk, Text-Dependent Questions, Text Marking, Purposeful Annotations, Note-Taking, embedded Grammar in EIRs and Writing, working Across Multiple Texts and Writing through Reading.
5. IR teachers will identify students who have lower Lexile levels, phonics deficiencies, and word attack skills. The IR teacher and Instructional Coach will work together to identify gaps more narrowly. Once these areas are identified, the instructional coach and IR teacher will use iReady and other Supplemental Resources to design lessons to meet these specific needs. This plan will include the Phonics for Reading books and lessons recommended in the iReady Diagnostic.
6. ELA teachers will promote Plan of Care tutoring and invite all students who meet the diagnostic requirements for remediation.
7. IR teachers will receive training in how to utilize the iReady components (Teacher Toolbox, Personalized Path, Tools for Scaffolding Instruction, iReady Close Reads). The Close Reads training will include a whole group lesson for the 1st quarter and a scaffolded Close Read lesson for the 2nd quarter. The Close Reads for the 3rd and 4th quarter will depend upon the level of the students and the skills identified in the Close Reads.
8. All ELA teachers will utilize the district provided Bridge Documents in instruction.

Progress Monitoring			
Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Collaboration time between IR and ELA teachers who have level 1 and 2 students	Meeting Agendas, team member participation	Each Nine Weeks (Quarter)	All Team Members, Department Heads, IR Teachers, Instructional Coach, and Administrators
Data Chats, Assessment Reviews	Scheduled Data Chat Appointments with Individual Teachers, as well as with the Department as a Whole	Each Nine Weeks (Quarter)	All Team Members, Department Heads, IR Teachers, Instructional Coach, and Administrators

Collaborative Planning Between IR and ELA to increase alignment to Instruction	Monthly Department Meetings	Monthly, Quarterly, and at Semester	All Team Members, Department Heads, IR Teachers, Instructional Coach, and Administrators
Participation in/implementation of iReady Professional Development	Attendance sheet, lesson plans,	Quarterly	Teachers, Instructional Coach, Administrators
iReady Close Reads in IR classes	iReady Reports and Grades	Quarterly	IR teachers, admin, Instructional Coach
iReady monitoring for fidelity of implementation	Data, Walkthroughs, data chats	Weekly	All Team Members, ELA Teachers, Instructional Coach, and Administrators

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)	Intl. Peace (HS)	Org. and Func. Of Gov't (MS)			
2018	Shoal River	Civics	254	6	18	28	25	22	76	114	70	140	81	5	60	52	69	19	79	1	0	31	68	146	81	35	51	3	33	116	67	59	60	59	58
2019	Shoal River	Civics	316	5	17	28	27	24	78	152	78	164	79	13	92	59	76	21	76	1	100	44	82	178	77	56	48	2	50	153	75	63	70	56	55
2021	Shoal River	Civics	312	15	24	28	15	18	61	176	63	136	57	9	67	71	49	27	48	1	0	46	80	158	62	64	28	4	0	131	50	58	56	51	51
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 70%.
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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:

Social Studies teachers will create and implement lessons focused on the content area standards and concepts and that will include strategies to address learning loss, promote inquiry and engagement, and strengthen comprehension and deep understanding.

Targeted School-based Professional Development:

1. Professional Development provided by county and school based Instructional Coaches on the Civics standards and FJCC materials to include the Item Specifications, Lesson Planning, pacing and EOC preparation.
2. Professional Development as needed for teachers new to Social Studies on inquiry-based strategies and engagement including DBQ lessons, SHEG lessons, literacy strategies to enable students to access complex text.
3. Professional Development provided by county on implementation of Suite360 program and Character Education.
4. Social Studies teachers will have the opportunity to participate in book studies and lesson studies focused on addressing learning loss in the Social Studies classroom. These studies will focus on content area learning and will include topics such as decreasing the knowledge gap, The Writing Revolution to write about content material and concepts, and analyzing sources to gain understanding during DBQs.

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 utilize the county provided pacing guides for their course. They will stay on track with the pacing guide as much as possible to allow for collaboration with other Social Studies teachers on standards, lessons, and DBQ units. By staying on the pacing guide, Social Studies teachers will be able to collaborate with ELA teachers of the same grade level to create cross-curricular units. Also, this will allow for ESE and Learning Strategies teachers to provide targeted assistance to social studies students.
2. Students will be aware of the standards, objectives, and success criteria for lesson being taught. Formative assessments will be used throughout the lessons to check for understanding of the content.
3. Civics teachers will utilize the standards and Test Item Specifications to develop quality assessment items based upon benchmark clarifications.
 - utilize FJCC for lessons, planning, pacing, and resources
 - utilize Charlie Flanagan professional development (National Archives)
 - utilize various resources including but not limited to Civics360.org and iCivics.org
 - utilize the formative assessments from FJCC to check for understanding to drive spiraling activities
4. Social Studies teachers will vary presentation of materials to reach the wide variety of learners in their class by utilizing various types of instruction including guided instruction, collaborative tasks, small groups, independent tasks, and teacher modeling. Teachers will include various materials and activities including hands on, visual including content related fine arts, DBQs, and writing to reach a variety of learning styles.
 - 4a. World History and US History teachers will use engaging classroom activities that support English Language Learners as well as students with general reading deficiencies. Teachers will meet with the Instructional Coach, IR and ESE teachers to determine the best practices for working with Level 1 and Level 2 students.
5. Social Studies teachers will use ELA comprehension strategies to help students on various levels access the text before digging deeper. Specifically:
 - summary writing that is explicitly taught and reinforced throughout the year to help with key ideas and details;
 - comprehension fix up strategies that are explicitly taught and reinforced to help students who struggle with complex texts;
 - vocabulary instruction that is embedded in the text and that includes word attack skills such as context clues, prefixes, suffixes, and roots.
6. Students will use comprehension activities to develop their reading skills and stamina to gain deeper meaning from the text presented in the classroom, develop annotating skills, and develop critical thinking skill along with exploring multiple perspectives using primary and secondary sources.
7. Social Studies teachers will utilize TDQ posters in the classroom when creating standard based lessons. Teachers will model how to use the TDQ posters to assist the students with annotations that lead to deeper comprehension of the text.

- 7a. Students will follow student talk protocols and conversation stems to ensure purposeful, accountable student talk driven by the TDQs that ensure a deeper interpretation of the text.
8. World History and U.S. History teachers will utilize the textbook for collaborative lesson planning.
- 8a. Students (English Language Learners) will use the online textbook to help translate the text in order to gain a better understanding of the content. ELL students will use the English language with appropriate support provided by the teacher during collaborative discussions and content writing.
9. Social Studies teachers will post and utilize Stanford History Education Group (SHEG) posters and utilize the strategies throughout the year to help students annotate, evaluate, and analyze various complex texts.
- 9a. Students will use appropriate strategies to analyze historical documents, charts, graphs, etc. including SHEG strategies. These will be modeled by the teacher using explicit instruction.
10. Social Studies teachers will use DBQs, comprehension lessons, and the inclusion of FSA style paragraph writing to improve student writing, support ELA strategies, and demonstrate content/standard knowledge.
- 10a. Students will complete writing responses in complete sentence and with appropriate grammar for their grade level.
11. Social Studies teacher will utilize the county provided pacing calendar for completion of the Suite 360 Program through their classes.

Progress Monitoring			
Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Pacing Guide	Monthly	Lesson Plans	Department Chair, Administration
Best Practices (with focus on annotating) to support the standards	On-going	Lesson Plans, Walk-throughs, observations	Teacher, Administration
TDQs/DBQs	On-going	Lesson Plans, Walk-throughs, observations	Teacher, Administration
DBQs (World History & U.S. History)	1 Full DBQ per semester 1 alternate product DBQ per semester	Lesson Plans, Walk-throughs, observations and student work samples	Teacher, Administration

Check for Understand Writing in Civics Classes	3 per quarter	Lesson Plans, Walk-throughs, observations and student work samples	Teacher, Administration

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	# 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,RT,Trig (Geo)	Opp&Alg / Base10 (3) Opp&Alg (4) Expr&Equat (6-8)	Functions (8) Functs&Modl (A1) Circ,Meas,PropsEquat (Geo)										
2018	Shoal River	6	236	2	6	25	17	17	23	8	0	32	115	29	121	35	7	57	42	14	15	27	1	0	33	27	138	38	51	4	2	0	137	25	55	37	48	31	41	
2019	Shoal River	6	247	1	3	10	12	23	33	15	2	51	114	51	133	50	5	100	52	35	16	44	2	0	28	57	144	55	44	30			133	38	59	57	41	29	50	
2021	Shoal River	6	244	5	9	21	14	14	30	7	1	37	123	32	121	43	7	14	49	16	16	50	3	33	45	44	124	43	56	20	6	33	135	29	37	46	35	23	42	
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	1094	50	65	51	63	44	54	
2019	District	6	1,981	2	3	9	10	14	30	25	8	62	960	61	1,021	63	46	80	231	43	216	51	8	38	179	62	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	Shoal River	7	290	1	1	10	10	11	39	23	4	67	135	67	155	66	7	71	56	46	18	44	1	0	38	71	170	75	33	27	3	33	144	56	58	39	60	39	39	
2019	Shoal River	7	313	1	5	9	9	12	31	24	9	64	155	66	158	61	12	83	58	45	18	67	3	33	45	67	177	68	56	23	1	0	156	55	56	47	52	43	34	
2021	Shoal River	7	253	4	5	15	12	13	35	12	4	51	131	53	122	50	10	70	57	26	20	55	1	0	34	68	131	56	59	22	4	0	121	45	44	43	51	28	31	
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	Shoal River	8	214	1	4	11	17	14	34	11	8	54	109	51	105	56	3	33	53	34	11	73	3	33	30	57	114	61	45	27	2	50	117	40			58	37	42	37
2019	Shoal River	8	183	2	2	9	11	17	30	17	10	58	89	55	94	61	4	50	38	50	16	56	1	0	20	30	104	67	30	30	2	50	91	56			50	46	45	45
2021	Shoal River	8	215	4	7	20	18	15	26	8	2	36	111	42	104	30	3	67	47	34	15	33	1	0	26	46	123	35	37	16	2	0	87	28			42	30	40	28
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	Shoal River	Alg	66				2		29	30	39	98	31	100	35	97	7	100	9	89	4	100			5	100	41	100	1	100			22	100			43	56		56
2019	Shoal River	Alg	79				3		42	32	24	97	31	97	48	98	5	100	11	100	2	100			11	100	50	96					23	91			45	61		51
2021	Shoal River	Alg	128		1	5	5	5	42	27	16	85	66	85	62	85	6	100	18	61	12	83			20	95	72	88	7	57			39	87			40	50		51
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	Shoal River	Geo	20						20	25	55	100	10	100	10	100	1	100	2	100					2	100	15	100					3	100			62	67		51
2019	Shoal River	Geo	14						7	36	57	100	6	100	8	100	1	100	1	100					2	100	9	100	1	100			2	100			52	69		61
2021	Shoal River	Geo	23				4		30	22	43	96	12	100	11	91	2	100	1	100					2	100	18	94					5	80			64	67		61
2018	District	Geo	2,243	2	5	14	7	8	29	15	20	64	1,097	63	1,146	65	74	78	260	38	188	49	7	71	186	60	1,528	70	205	29	38	18	860	49			39	44		31
2019	District	Geo	1,936	2	3	11	6	6	32	19	22	73	955	73	981	73	72	86	224	52	145	59	8	63	182	66	1,305	78	189	42	24	21	624	61			32	47		38
2021	District	Geo	2,095	4	6	15	7	8	30	17	13	60	1,026	63	1,069	57	77	71	228	33	183	50	12	67	173	54	1,422	65	203	23	36	22	605	45			38	47		37

School Action Plan *Math*

District Goal:	Students shall demonstrate math proficiency at or above the expected grade level.
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Objectives:	
The percentage of all curriculum students who will make learning gains in math as defined by the State of Florida on the Florida Standards Assessment Test will be at least 70%.	
The percentage of students in the lowest 25% who will make learning gains in math as defined by the State of Florida on the Florida Standards Assessment Test will be at least 70 %.	
The percentage of Level 4 and 5 students who will make learning gains in math on the Florida Standards Assessment Test will be at least 70 %	

School Action Plan

Math: Strategies & Programs to Support the Objectives

Central Focus: Math Focus

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

- Use assessment data (e.g., i-Ready data, FSA, formative, quarterly assessments) to drive, plan, and create 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:

Using ALDs, Item Specs., and assessment data (I-Ready, FSA, classroom assessments) to incorporate differentiated strategies such as stations, small groups, and/or cooperative learning opportunities in classroom instruction. To address learning loss, math teachers will use small group instruction focused on fact fluency rational number operations and computational skills (Level 2 ALDs). Math teachers will also spiral above skills during bell-ringers and/or stations.

Targeted School-based Professional Development:

Teachers will collaborate on differentiated strategies using resources including, but not limited to: textbook, I-Ready program, I-Ready Teacher Toolbox, Math Nation, iXL, CPALMS, ALDs, Item Specs., etc. (grade level and course specific).

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

Classroom Implementation Action Steps (Teachers and Students):

1. Teachers will provide practice for students to develop fluency in math procedural skills such as fraction and decimal computation and one and two-step equations as well as new skills.
 - a. Students will use Independent Practice time to develop fluency in skills as well as practice new material.
2. Teachers will use differentiated strategies such as cooperative learning groups / small groups / stations to meet the variety of instructional needs in the classroom. Groups and stations to include activities such as spiraling, re-teaching, error analysis, fluency, and enrichment.

- a. Students will participate in differentiated strategies such as cooperative learning groups/small groups/stations to develop fluency, mastery or enrichment of mathematical knowledge.
 - b. Students will use programs such as iReady, iXL, and/or Algebra Nation to increase fluency in math skills identified.
 - c. Students will engage in spiraled lessons to increase retention of previously learned material in each math strand and to re-teach material that data shows has not been mastered by the students.
3. Math teachers will create assessments using ALDs and Item Specifications and iReady data parallel FSA style questions i.e., drag & drop, multi-select, free response, multiple choice, fill in the cell.
 - a. Students will participate in practice of Digital Item Types through the use of iReady, Math Nation and/or iXL to increase student comfort for computer-based testing.
 4. Teachers will use I-Ready's Instructional Grouping Reports, Prerequisite Report, Tools for Scaffolding Instruction, and Personalized Online Instruction in classes as needed for small group intervention.
 5. The I-Ready Teacher Toolbox resources will be used during small groups and/or stations as well as formative assessments.
 6. I-Ready workbooks will be utilized as needed for remediation.
 7. The IXL program will be used for targeted on grade-level standards that are assigned to support the current topic of instruction, to spiral grade-level standards to keep skills current, and to target below-level standards to address learning loss.
 8. Formative assessments will include problems with all types of rational numbers. Student fluency with these numbers will drive types of below grade-level standard spiraling.
 9. On grade-level standard assessments shall contain a form of below grade-level content. The ability to access grade-level standards will drive below grade-level spiraling needs.

Progress Monitoring

Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor?
IReady Reports (Instructional Grouping, Prerequisite, Personalized Online Instruction, Tools for Scaffolding Instruction) will be utilized for differentiation	Formal and Informal Observations Lesson Plans Collaborative Planning	Monthly (ongoing)	Administration Department Chair
iReady, iXL or Math Nation (for 6th, 7th and 8th grade math - regular and advanced	Formal and Informal Observations Lesson Plans Collaborative Planning	Monthly (ongoing)	Administration Department Chair
Math Nation (Algebra 1 Honors and Geometry	Formal and Informal Observations Lesson Plans Collaborative Planning	Monthly (ongoing)	Administration Department Chair
Spiraling	Formal and Informal Observations Lesson Plans Collaborative Planning	Weekly	Administration Department Chair
FSA Style Assessments	Formal and Informal Observations Lesson Plans Collaborative Planning	Quarterly	Administration Department Chair

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:

By the end of the year, we expect our Level 1 and 2 students to make learning gains by increasing their proficiency by at least one step. Teachers will utilize the i-Ready program and data for Tier 2 and 3 interventions including teacher assigned strands lessons and small group interventions.

Targeted School-based Professional Development:

1. District professional development days will be presented so that teachers can collaborate by designing and sharing ideas for lesson plans and small group activities, as well as formative and summative assessments.
2. Teachers will engage in collaborative planning with grade level teachers to help incorporate and implement differentiated strategies to meet the needs of students for purposeful remediation.

Action Steps for Remediation

Intervention Action Steps (Teachers and Students):

1. Teachers of Level 1 and 2 students will review student FSA and iReady data for small group and/or whole group instruction. Students will be grouped based on student's deficiency within the six math domains or strands as provided through FSA and iReady results.
2. Teachers will identify students' strengths and areas in need of improvement to help build a strong math foundation through remedial whole and/or small group lessons with support from classroom assistants as is available.
3. Teachers will review FSA, iReady data consistently to guide remedial teacher-led small group lessons, or independent practice.
4. Teachers will align standards, item specs and ALDs to all remedial lessons (whole group, small group, stations, etc.) Students will know the objective and success criteria for each differentiated lesson, small group and/or station exercise to increase understanding within foundational math skills and standards.
5. Students will complete at least 45 minutes of iReady lessons per week with the help of the teacher and an educational aide when possible. Classrooms should have a 1:1 ratio of students to chrome books or laptops available for use as needed.

Progress Monitoring

Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor?
iReady	Lesson Plans and data reports	Weekly	Administration/ Department Chair/ Teacher
Teachers will collaborate with grade level teachers.	Department meeting notes and Lesson plans	Monthly	Administration/ Department Chair/ Teacher
Level 1 and Level 2 teachers will provide differentiated strategies.	Lesson plans, formal and summative assessments as well as collaborative planning.	Ongoing	Administration Department Chair/ Teacher

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	Shoal River	8	277	13	28	25	19	15	59	141	60	136	57	10	80	60	38	13	62	3	67	35	54	156	66	45	22	2	0	137	47	65	66	71	70
2019	Shoal River	8	246	8	28	25	22	17	65	114	58	132	70	8	75	47	49	17	53	1	0	28	75	145	69	32	44	2	50	108	50	68	74	76	70
2021	Shoal River	8	283	17	29	25	14	14	53	134	60	149	48	8	100	55	44	19	47	1	0	34	53	166	55	38	24	2	0	112	44	65	66	64	68
2018	District	8	2,182	11	24	25	18	22	65	1,096	64	1,086	66	68	76	256	42	180	49	11	91	190	60	1477	71	260	29	45	4	953	49	70	68	75	72
2019	District	8	2,233	9	24	26	21	20	67	1,101	67	1,132	68	64	68	254	48	192	55	7	57	197	63	1519	72	277	33	44	11	909	52	69	75	76	70
2021	District	8	2,221	15	24	25	18	17	60	1,092	64	1,129	57	67	76	219	42	240	45	9	56	191	62	1495	65	275	27	68	7	771	47	68	68	68	70

School Action Plan *Science*

District Goal:	Students shall demonstrate science proficiency at or above the expected grade level.
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Objectives:
The percentage of 8 th grade students who will be proficient in science as defined by the State of Florida on the Statewide Science Assessment (SSA) will be at least 70 %.

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:

By the end of the year, we expect our students to be able to complete grade level assignments based on science standards and item specifications by implementing strategies learned in the classroom through constant practice of the application and 5E process.

Targeted School-based Professional Development:

Science teachers will use professional development days to: study and plan tests that have a specific percentage of level two questions per grade level: work vertically to build student confidence in their test taking abilities through a common format for Science Starters or Bell Ringers: and plan 5E lessons (Engage, Explore, Explain, Elaborate, and Evaluate) that include an explicit instruction component for the Standards: and utilize the district provided pacing guides. They will also use these days to familiarize themselves with the Canvas platform and work on creating their classroom pages.

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

Classroom Implementation Action Steps (Teachers and Students):

1. Teachers will utilize district developed science pacing guides for planning and developing standards-based lessons.
 - a. Students will be able to identify objectives, success criteria and standards for weekly lessons.
 - b. Students will practice content vocabulary listed in the district pacing guide.
2. Teachers will post objectives and success criteria daily to identify standards being studied and to help guide instruction.
 - a. Students will be able to identify objectives, success criteria and standards for weekly lessons.
3. Teachers will create lessons that incorporate at least 3 of the 5 E's (Engage, Explore, Explain, Elaborate and Evaluate).
 - a. Students will interact and be actively engaged in lessons that incorporate the 5 E's.
 - b. Students will learn norms for cooperative learning groups, small group instruction and student to student interactions.
 - c. Students will actively participate in differentiated learning strategies such as: whole group, cooperative learning groups, and

stations to demonstrate mastery on assigned tasks.

4. Teachers will use assessment data (e.g., SSA, Study Island, formative assessments) to drive the whole group instruction, differentiated activities, and spiraling tasks that place a strong focus on student-to-student interactions.
 - a. Students will learn norms for cooperative learning groups, small group instruction and student to student interactions.
 - b. Students will actively participate in learning strategies such as: whole group, cooperative learning groups, comprehension skills, and vocabulary development, interact with the text by rereading, drawing and sketching along with stations to demonstrate mastery on assigned tasks.
5. Teachers will utilize science flip charts, item specs and other resources to develop appropriate assignments or questions for Science Starters, assessments and/or activities.
 - a. Students will use processing and application skills when working on standards-based material.
6. Seventh and eighth grade teachers will utilize Study Island twice a month.
 - a. Students will follow the pacing guide provided for the 2021-2022 school year.
 - b. Students will use Study Island as a method of reviewing before tests.
7. Teachers will provide a minimum of two Science Starter questions, a week, that focus on the application process needed to correctly answer level two questions.
 - a. Students will use notes given and knowledge gained to complete the Science Starter guide for each question asked.
 - b. Students will employ the format used in the Science Starter guide to help them on test questions.
8. Teachers will vary the amount of level two questions per grade level for tests. Sixth grade tests will have a minimum of 25%, seventh grade tests will have a minimum of 50% and eighth grade tests will have a minimum of 80% of level two questions.
 - a. Students will apply background knowledge taught to help them prepare for the level two questions presented during tests.
 - b. Students will practice the skills needed to improve test scores over time.
9. Teachers will use both formative tests from the classroom, and DoDEA quarterly tests, to review test taking strategies.
 - a. Students will use the steps for the application process to determine correct answers to the review questions.
10. Teachers will use questions from previous DoDEA tests for spiraling content of the previous year.
 - a. Students will use the application process to determine correct answers to the spiraling/review questions.
11. After they receive training, teachers will incorporate the Canvas platform into the classroom.
 - a. Students will use the Canvas platform to access assignments for their classroom.

12. 8th grade teachers will create an individualized plan for each of their students to review Study Island lessons that were less than 70% in the review time before the state exam. This plan will target needed areas of instruction for each student and allow for small group instruction and interventions.

- a. Students will complete lessons on Study Island to apply their knowledge of the science standards. Students will be remediated during review time before the state test when they receive less than 70% on their first try assessment.

Progress Monitoring			
Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor?
Common Science Starter Sheet	Lesson Plans, Walkthroughs	Monthly	Administration, Department Chair
5E lessons	Lesson Plans, Walkthroughs	Monthly	Administration, Department Chair
Standards-based lessons	Lesson Plans, Walkthroughs	Monthly	Administration, Department Chair
Assessments to guide future instruction	Lesson Plans, Walkthroughs	Monthly	Administration, Department Chair
Study Island	Reports	Twice monthly	Administration, Classroom Teacher
District Pacing Guides	Lesson Plans, Walkthroughs	Weekly	Administration, Classroom Teacher

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

School Action Plan

CTE/STEMM: Strategies & Programs to Support the Objective

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

CTE Coding Fundamentals allows students to

- explore specialized computer coding software
- learn programming languages
- learn application techniques for information systems operating systems and programming
- Students have an opportunity to earn a digital tool certificate through UCertify on Web Design essentials

CTE Web & Software Development allows students to

- Gain proficiency navigating the Internet and the Intranet
- Learn and master HTML and CSS commands
- Explore Web page design by learning to use specialized web design software and languages.
- Students have an opportunity to earn an Industry certification

CTE Web Design allows students to

- Learn advanced concepts and applications with HTML5 and CSS3 and JavaScript
- Earn a high school credit for this course
- Students have an opportunity to earn an Industry certification



Accreditation Page

Accreditation Standards

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

Domain 1: Leadership Capacity

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

Standard 1.3

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

School leadership maintains an active relationship with our School Advisory Council in order to set goals and objectives featured in the School Performance Plan. High standards are set and maintained. School Performance Plan is reviewed through department meetings, School Leadership Team meetings, and School Advisory Council. School Performance Plan is shared on the school website. Leadership also collaborates with teachers to review diagnostic results and set goals for student improvement based on the iReady diagnostic tests. Teachers work with Instructional Coaches to create and implement strategies for use in the classroom.



Accreditation Page

Accreditation Standards

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

Domain 2: Learning Capacity

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

Standard 2.7

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

In addition to the School District's mission and values statements, Shoal River has developed their own Shoal River Expectations. We adapt instruction and strategies to meet the individual needs of our students. After iReady diagnostic, teacher reviews student data and makes adjustment to the instructional path for the student. Personalized Instruction Summary report is reviewed for necessary adjustments and small group instruction is based on the iReady data. iReady data and formative assessments will be used to monitor student progress and change instructional practices where needed. Progress Monitoring Plan will be written to identify the needs of a student and to offer support services where needed.