

Date Submitted:

Dates of Revision:

School Performance Plan 2020-2021



School Name: Ruckel Middle School

Legend

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

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
Paul Whiddon	Principal
Mark Smith	AP Safety Coordinator
Belinda Small	AP Curriculum Coordinator
Laura Long	Guidance Counselor and MTSS Coordinator
Jamie Perry	Guidance Counselor
Hayley Hallmark	Social Studies Chair
Allison Marello	ELA Chair
Pat Martin	Science Chair
Susie Watson	Math Chair
Lisa Nall	Team Leader
Penny Parmer	Team Leader
Deb Eller	ESE
	SAC Chair

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

The Ruckel Middle School 2020 – 2021 School Performance Plan is a fluid document. The creation of the 2020 – 2021 SPP is begun with the vetting of the 2019–2020 SPP document. Because of the pandemic that faced the world and nation last spring, a school closure occurred and the state testing was suspended. We have created this document based on what we learned about our students from past test scores and the time we spent with them. Fortunately, this document is reviewed throughout the school year based on both student and teacher data that is examined throughout the year. Based on formative assessments and diagnostic data, the SPP is monitored to ensure it is being followed and designed strategies are having a positive effect. The results of all available data are discussed and validated during both department and grade level meetings. Instructional walk-throughs are conducted by the administration to ensure that the SPP designed strategies are being employed by the teacher in the classroom. Delivery and success of these strategies are discussed in administrative/teacher meetings. Both cause and effect data are highlighted and discussed during School Advisory meetings with input from the School Advisory Council. During the spring, the formation of the 2021-22 SPP is discussed in both faculty and department meetings. The design of the new model is developed based on collected data and goals, objectives and focuses set by the Okaloosa County School District. The MTSS team and the safety team also examine components that need to be in the document. After the arrival of the FSA scores in the summer, a date is set for the SPP team to meet and begin the process of reshaping the document.

School Profile

C. W. Ruckel Middle School was established in 1956. We will enter our 64th year of serving our community with excellence in academics, athletics, and the arts. Ruckel's administration, faculty, staff, students, parents, and community are committed to continuous school improvement. For the 2020 – 2021 school year, C. W. Ruckel Middle School will serve approximately 1200 students. Many of our students belong to military families. This allows Ruckel to have a Military Life Counselor which help our students transition into our school. Ruckel has 54 highly effective teachers, two guidance counselors, a mental health counselor, and a school resource officer. 18.7% of Ruckel's students are minorities and 21.3 of our students are economically disadvantaged.

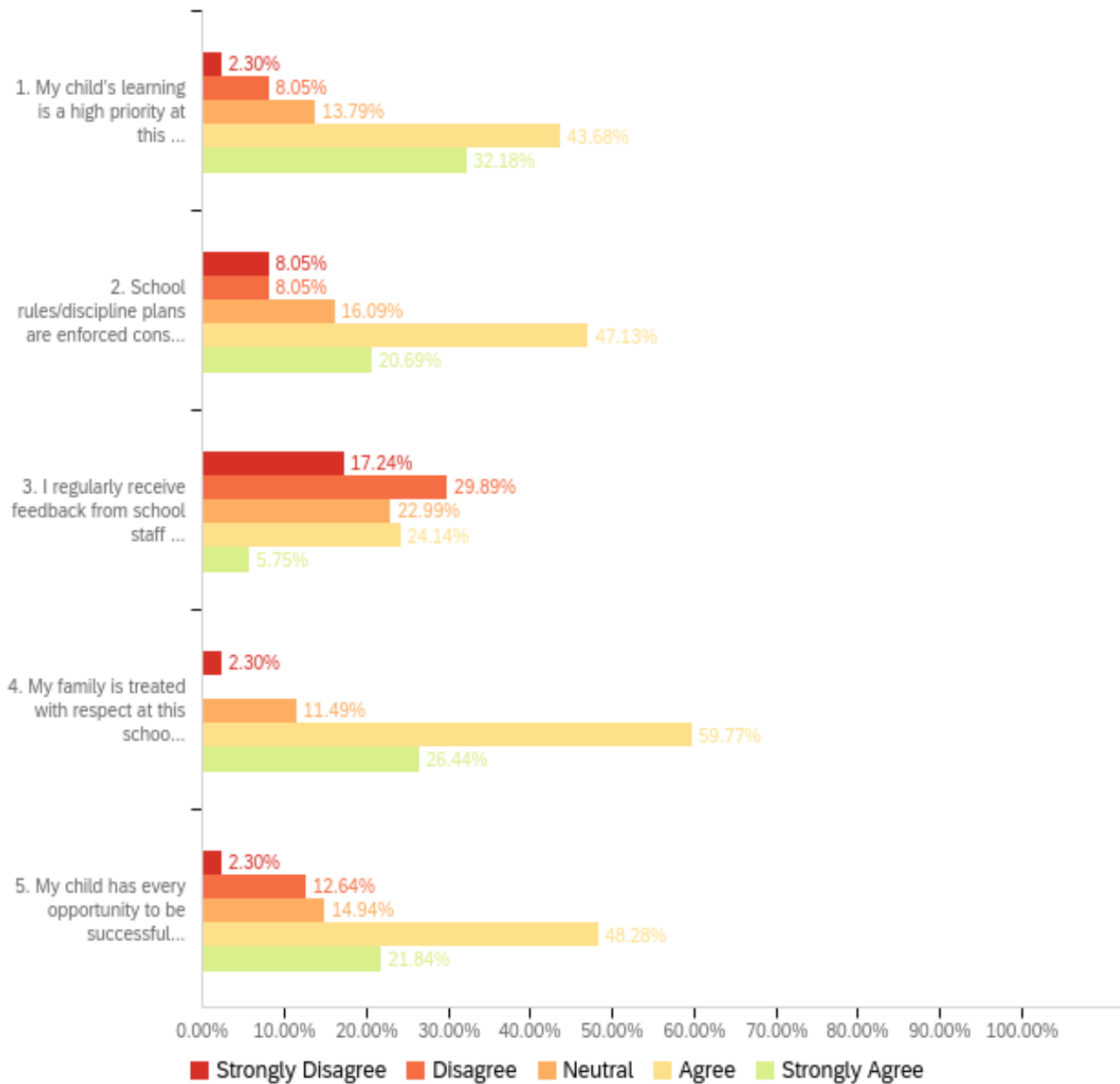
In 2018 – 2019, Ruckel was awarded its 19th consecutive "A" for a school grade. Ruckel offers a diverse curriculum of high school credit, advanced, and remedial classes. Gifted classes are at all three grade levels. Ruckel's technology classes lead the OCSD certification pass rate with state examination given in IT, web design, and STEM. Ruckel also offers co - curricular classes in band and chorus, and Ruckel art students lead the district in awards for 2019. At CHOICE Technology Institute, almost half of our students take a challenging technology course. Over 90 % of Intro to IT students earned Microsoft industrial certifications for 2019. 100% of the Web Design students earned Internet Web Professional Industrial certifications. We will be teaching 5 sections of STEM for 2019-20 and we have 2 sections of Italian.

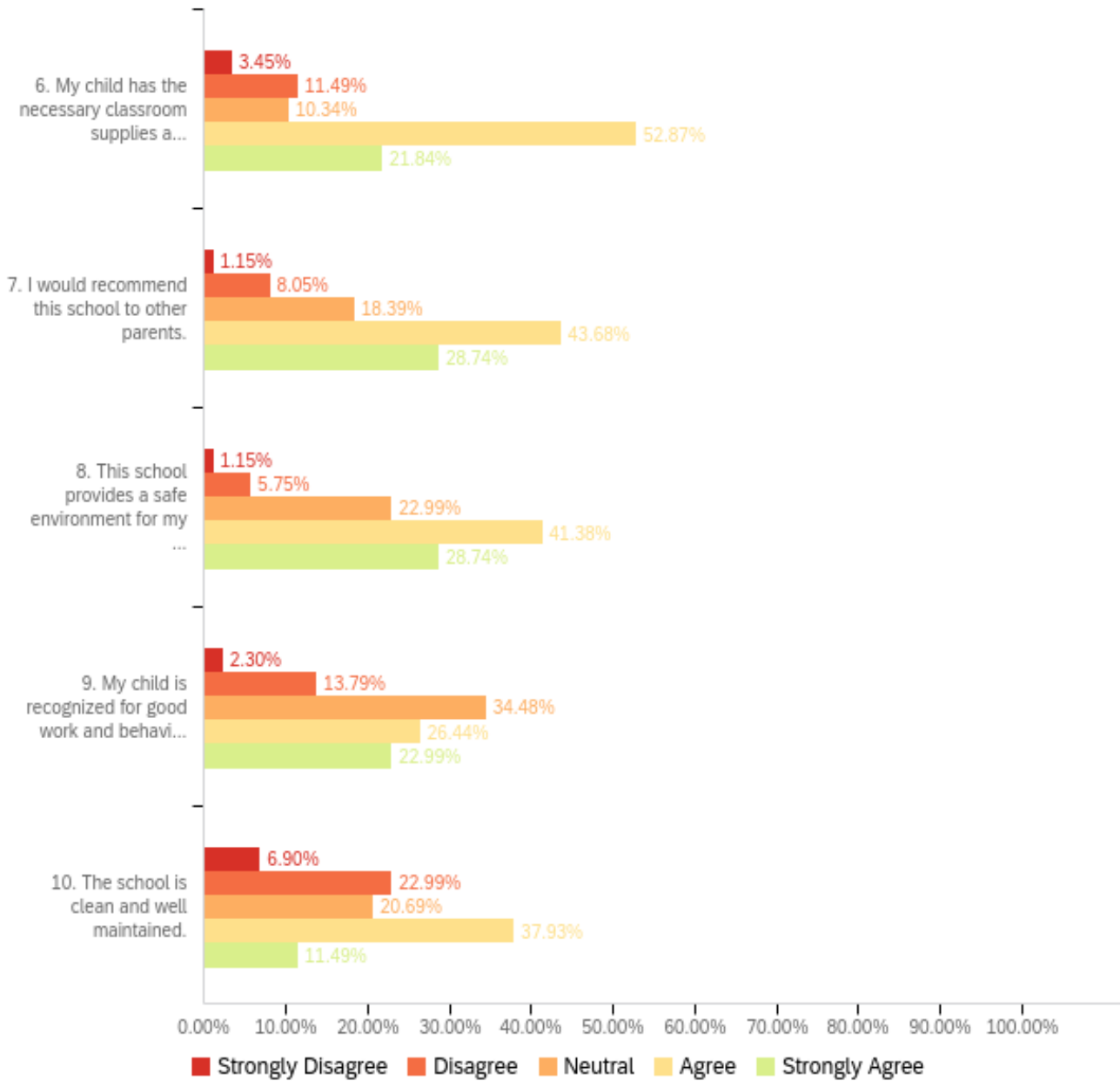
Because the pandemic interrupted spring sports, we only competed in fall and winter for a championship and we won 4 of 8 possible district championships this past year. RMS band and chorus excelled at district and state levels and earned more All-State positions than any other middle school. Art and Digital Art students earned many ribbons at the county art show. We have both a Varsity and JV academic team and both are very competitive in the District meet. Both cheerleading and dance teams earned many state and national awards. Clubs at Ruckel include: Builder's Club, Odyssey of the Mind, Chess Club, Yearbook, Speech and Debate, Computer Coding Club, J2S2, NJHS and Math Counts.

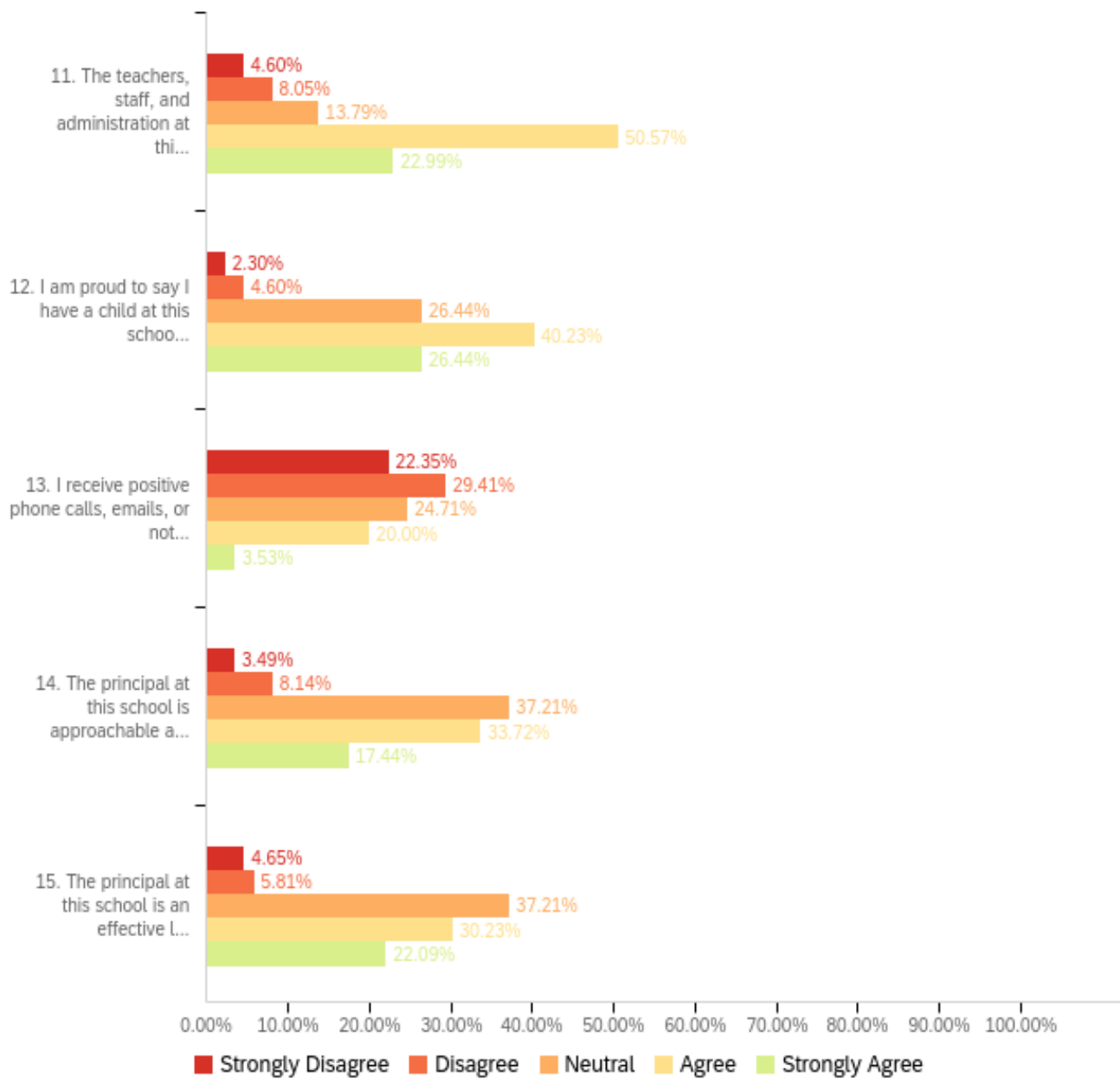
Parent and Community Awareness

Our most recent parent and community survey was conducted by “The Studer Group” out of Pensacola. Perhaps due to the pandemic we did not have our customary numbers of participants that took the survey. This survey included 87 participants which is about 7% of our student population. 17 items were surveyed and Ruckel’s mean score on a 1-5 scale was (3.59). Ruckel’s highest rated item (4.08) was “My family is treated with respect at this school.” Second was “My child’s learning is a high priority at this school”. Tied for third were the items, “I would recommend this school to other parents”, and “This school provides a safe environment for my child to learn”. Our lowest item statement at (2.53) was “I receive positive phone calls, emails, or notes about my child from school.” 2nd lowest item was “I regularly receive feedback from school staff on how well my child is learning.” “The school is clean and well maintained was the third lowest at (3.24). The item that received the highest strongly agree tallies was “My child’s learning is a high priority at this school.” The item that received the highest amount of strongly disagrees was “I receive positive phone calls, emails, or notes about my child from school.”

Summary of Results for Parent Satisfaction Survey







Parent and Community Awareness

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

The data taken from this survey indicates that parents and community feel that Ruckel Middle School has developed a culture that respects all students and their families, places a high priority on the student learning and achievement and fosters a safe learning environment.

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

The data taken from this survey indicates that Ruckel Middle School could improve in the areas of communication and feedback. Particularly about the students learning and positive feedback about the student. Parents also felt that school cleanliness and school maintenance could improve.

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

Ruckel uses many avenues to communicate with parents and community. We rely on updated web page, and a weekly email to parents in which all teachers and staff can communicate dates, events, and successes. Teachers use such apps as Remind and Edmodo to communicate lessons, quizzes and homework. Another form of media used to communicate as of recent is the text message system called School App. School App reaches parents' phone with quick views of upcoming dates and information as submitted by faculty and/or administration. Families can access the School App and/or the broader OCSD App. Ruckel has an electronic marquee updated daily. We also utilize Blackboard Connect as a call out system for messaging parents. Administration uses "Remind" for in-house communications. Normally, Ruckel has an orientation for all grade level before school starts each year in which parents and students learn all things "Ruckel." Due to the pandemic, a limited access tour was conducted. Ruckel holds a "Ram Rally" that brings in all upcoming 6th graders and gets them acclimated to school. This year, 1st period teachers toured 6th grade students. Typically, Open House is held within the first 3 weeks of school where parents follow student schedules and meet teachers. Plans will resume when safe.

School Action Plan

ESSA Subgroup: Strategies & Programs to Support the Objectives

ESSA Subgroup Focus
Subgroup: ESE
School Focus
What is the cause(s) for this subgroup being an area of focus? Ruckel's ESE population is below 50% in proficiency and learning gains, and is our highest subgroup population for attendance and discipline
What are we doing to target this subgroup? Ruckel has five sections of Learning Strategies classes that are taught by a certified ESE instructor. Students receive academic support as well as self-regulatory skills to help them become increasingly more autonomous. We will monitor the ESE subgroup through grade level data chats. We collaborate on emerging strengths/ weaknesses of strategies being used with students and discuss what can be done to have greater positive impact on learning. Administration will visit each of the grade level meeting and help teachers define strategies that will help these students with their learning gains. The ESE instructional coach will be invited to attend and assist teachers whether live or by Zoom. Specific strands in which individual students are weak in Reading and Math skills will be spiraled for those students. If these students also have high discipline referrals and high truancy records, then the MTSS process is started. During this process, teachers, guidance counselors, staffing specialists, the ESE coach, behavioral specialists, psychologist, and administration put into place Tier Two and Tier Three support strategies that will help students with discipline, attendance and learning gains. The Ruckel community is committed to following the individual educational plan for our students. In fact, we implemented a new and even more efficient than last year's model of delivery for every teacher to know all Present Levels of Performance and Learning Goals before the first day of school. We also made hard copies for all online teachers. Monthly reporting updates to assigned case managers. Interims are initiated if a change of support is suspected. The staffing specialist will meet and communicate updates and train our ESE staff at scheduled monthly meetings. We offer extra time and assistance to students before or after school help whether in a teacher's classroom or on Tuesday and Thursday's during Success Center. We re-assigned our STP monitor to be an ESE classroom aide 3 days a week; we presently do not have a full resource aide. We are happy to have on board an ESE instructional coach this year for teacher and student support.

Targeted School-based Professional Development:

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

Action Steps for Implementation**Classroom Implementation Action Steps (Teachers and Students):**

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

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

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

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

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 75%.	
The percentage of students in the lowest 25% who will make learning gains in reading as defined by the State of Florida on the Florida Standards Assessment Test will be at least 70%.	
The percentage of Level 4 and 5 students who will make learning gains in reading on the Florida Standards Assessment Test will be at least 80 %	

School Action Plan

ELA: Strategies & Programs to Support the Objectives

Central Focus: ELA Focus

Keeping the end in mind, use the ELA Standards, Item Specifications, Achievement Level Descriptors (ALDs), and data (e.g., MAP, FSA, formative) to design engaging lessons:

- Use ELA resources such as *Florida Collections*, Edgenuity, and Common Lit to plan instructional lessons/units
- Develop FSA style questions and assessments to accompany instructional lessons/units
- Use data (e.g., MAP, FSA, formative) to drive whole group instruction and cooperative groups

School Focus

Targeted School-based Focus:

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

Targeted School-based Professional Development:

- I. District Professional Development Offerings
 - a. Teachers will have 3 sessions provided for professional development. Session 1 provides new teacher orientation and returning teacher Orientation including discussion on the district's Covid-19 prevention plan. Session 2 provides all teachers a refresher on how to use Edgenuity if we should have to go online again and individual grade level break-out sessions with PD instructors. Session 3 provided instruction on implementing the i-Ready tests.
- II. Language Arts On-Site Professional Development:
 - a. Our Language Arts department will meet at the conclusion of PD to discuss and collaborate on the ideas that have been gathered and will be implemented in our classrooms.
 - b. Monthly department meetings will be held to promote collegial conversations and disseminate necessary information to the whole group.
 - c. Teachers will be able to visit each other's classrooms to observe lessons in progress.

Action Steps for Implementation

Classroom Implementation Action Steps (Teachers and Students):

- I. To implement the instruction of Understanding, Answering, and Generating Text Dependent Questions:
 - a. Teachers will instruct students on identifying and writing their own Text Dependent Questions (TDQ's) at varying levels of Depth of

Knowledge (DOK). Modeling, guiding, and independent practice for explicit instruction will be used. The expectation is that students will be able to apply these skills independently to their EIR (Everyday Instructional Reading) by the beginning of the 2nd 9 weeks or sooner.

- b. Teachers will instruct students on text-marking and annotation and allow guided and independent practice in demonstrating for students the importance of this skill in developing critical thinking skills and generating/answering text-dependent questions.
- c. 6th and 7th grade teachers' instruction will directly focus on the use of varying levels of multiple sources in assisting students with understanding Integration of Knowledge plus Key Ideas and Details. 8th grade teachers' instruction will use varying levels of multiple sources to focus on Key Ideas and Details. The goal for all grade levels is understanding the relationships between multiple texts and being able to synthesize multiple sources by the year's end. These sources will come from a variety of areas to include but not be limited to Florida Collections, selected novels, Common Lit, Newsela, Kelly Gallagher Article of the Week, and Triumph Learning/Coach Performance.
- d. Teachers will implement strategies utilizing graphic organizers such as but not limited to SPEC, SPRITE, SAY/HOW/MEAN/MATTER, Four Corners, TP-CASTT, SIFT, SoapSt (one) to equip their students for critically reading sources.
- e. From the instruction of TDQ's, students will engage in student talk in many forms such as but not be limited to Think/Pair/Share, Expert Panel, Socratic Seminars, Pop-up debates, etc. Questions will be provided by the teacher but also generated by the students based on what is learned during the discussion.

II. To achieve learning gains in the regular level classes (specifically students scoring in the lower 2's and high 3's on FSA and all ESE students):

- a. Teachers will implement standard-based instruction through mini lessons, modeling, read-aloud, etc. using high interest texts at or above grade level.
- b. Teachers will integrate academic word study to continue to expand the students' current academic vocabulary.
- c. Teachers will include grammar lessons from programs such as No Red Ink, Daily Grammar Practice, grammar worksheets, etc. as a means of bolstering the students' grammar background.
- d. Teachers will identify gaps in skills/knowledge through the use of MAP testing data analysis and design small group and individual instruction for students struggling with similar concepts.
- e. Teachers will scaffold lessons to promote growth in ALD student achievement level charts.
- f. Teachers will arrange students in cooperative learning groups and may provide station practice for the purpose of exchanging thoughts through student talk, instilling peer support, and promoting overall enhancement in student achievement.

IV. Students will use time in Critical Thinking class to work on their i-Ready personalized pathway.

Progress Monitoring			
Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Everyday Instruction Reading/TDQ's	Lesson plans/formal and informal assessments Walk - through	Daily/weekly	Teacher/Administrators
Student talk	Lesson plans/formal and informal assessments Walk - through	Daily/weekly	Teacher/Administrators
Cooperative learning groups	Lesson plans/formal and informal assessments Walk - through	Quarterly	Teacher/Administrators
Text-marking/annotation	Lesson plan Walk - through/formal and informal assessments	Daily/weekly	Teacher/Administrators
i-Ready	Diagnostic testing results/growth	Fall, Winter, Spring	Teacher/Administrators
Edgenuity	Software program/reports	Bi-weekly	Online teachers/Administrator

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

School Action Plan

ELA: Strategies & Programs to Support the Objectives

Central Focus: Text-based Writing

School Focus

Targeted School-based Focus:
Evidence and Elaboration

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

Writing Plan

attach

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

Ruckel Middle School Writing Plan 2020-21

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

I. First look

- a. We provide a baseline essay using a single prompt for all students in August to gauge the progress of our students before providing them with instruction.
- b. We collaborate on results from these essays in department meetings, common planning, and collegial conversations.

II. Previous year's scores

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

III. Annotation/Text Marking/Elaboration

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

IV. Review of single paragraph writing

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

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

i. Introduction body paragraphs (LAT)

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

ii. Chunk Body Paragraphs (inserting transitions)

1. Topic Sentence/Reason
2. Evidence #1
3. Commentary/Elaboration
4. Evidence #2
5. Commentary/Elaboration
6. Summary Sentence

iii. Conclusion Paragraph (inserting transitions)

1. Restating the thesis statement
2. Revisiting the overall topics/reasons
3. Bringing the essay to a close with a call to action if then statement (returning to the universal idea)

V. Planning for Essay Writing

a. Unpacking the prompt

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

b. Analyzing the sources

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

- ii. Once their evidence is marked, they return to their planning sheet and build a thesis statement providing evidence for each topic/reason.

c. Essay writing

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

d. Essay Scoring

- i. Student essays are scored using the FSA writing rubrics by the teacher and later in the school year in group peer scoring sessions (ultimate score is provided by the teacher).
- ii. Essays are returned to the students with a brief review of the rubric and a discussion of the prompt used.
- iii. Color coded/annotated student exemplars of varying scores from this writing session are collected and will be shown to the students (students are also allowed to color code their own essays) so that they may understand why they scored what they scored and how to improve if necessary.

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

School Action Plan

ELA: Strategies & Programs to Support the Objectives

ELA Levels 1 and 2 Focus

School Focus

Targeted School-based Focus:

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

Targeted School-based Professional Development:

- I. District Professional Offerings:
- a. Intensive Reading training session for I-Ready (August 2019)
 - b. Three district professional trainings:
 - Session 1: Returning teacher orientation
 - Session 2: Grade Level PD
 - Session 3: I-Ready training
- II. Language Arts/Intensive Reading On-Site PD:
- a. Monthly meeting with Language Department on assessing I-Ready data and lesson planning.

Action Steps for Remediation

Intervention/Title I Implementation Action Steps (Teachers and Students):

1. Determine strengths and weaknesses of students through the I-Ready diagnostic test (September).
2. Provide customized remediation of weakness via the I-Ready Personalized Instruction program and small group instruction in class.
3. Provide systematic instruction in vocabulary skills, particularly in word parts, using context clues and interpreting figurative language.
4. Provide instruction in strategies for achieving and improving reading comprehension. (Visualizing, using background knowledge, asking questions, making inferences, determining main ideas, tracking thinking, using fix-up strategies, using graphic organizers & text annotation.)
5. Provide practice in critical analysis of middle grade texts. (Supporting ideas with evidence, making connections, comparing/contrasting, analyzing character motivations and author's purpose, etc.).

6. Provide practice in writing in response to reading.
7. Provide instruction in strategies for producing effective writing (ex. RACE strategy.)
8. Encourage and motivate student achievement through recognition, rewards, competitions, games and uses of technology.
9. Motivate students through selection of high interest class novels and other texts, explanation of the practicality and usefulness of literacy skills and modeled enthusiasm.

In Intensive classes, the students will:

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

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

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

School Action Plan

ELA: Strategies & Programs to Support the Objectives

Pandemic ELA Instructional Gaps Focus

School Focus

Targeted School-based Focus:

Teachers will determine learning gaps through the use of I-Ready testing.

Action Steps for Implementation

Classroom Implementation Action Steps (Teachers and Students):

Teachers will:

- a. Work together to identify students in their ELA classes who are also in Intensive Reading.
- b. Provide a diagnostic I-Ready test in September to determine any reading gaps as early as possible.
- c. Attend I-Ready data assessment training immediately following the diagnostic test to learn how to use this data in creating lesson plans to meet the needs of their students.
- d. Assess their students again in January and in May with follow up data discussions/implementation in lesson planning.
- e. Utilize District ESE Coach Katie O'Meara in lesson planning and small group enrichment to assist our struggling students.

Students will:

- a. Take the I-Ready test in September, January, and May so that their teachers may track their progress.

Progress Monitoring

Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
I-Ready Diagnostic Test	Data received from testing.	September	Teacher/administrator
I-Ready Diagnostic Test	Data received from testing.	January	Teacher/administrator
I-Ready End of the Year Test	Data received from testing.	May	Teacher/administrator

Evaluation Following Mid-Year Data

Evaluation of Targeted School-based Focus & Implementation:

Refinement of Targeted School-based Focus:

School Action Plan *Social Studies*

District Goal:	Students shall demonstrate social studies proficiency at or above the expected grade level.
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Objectives:
Civics The percentage of all curriculum students who will be proficient in Civics as defined by the State of Florida on the Florida Civics End-of-Course Exams will be at least 90%.

School Action Plan

Social Studies: Strategies & Programs to Support the Objectives

Central Focus: Social Studies Focus

Keeping the end in mind, create lessons based upon content standards

- Use the benchmark clarifications and content limits to inform lesson design where appropriate
 - Use Test Item Specifications to develop quality assessment items based upon benchmark clarifications and content limits (Civics and 11th United States History)
- Use resources effectively in classroom instruction and planning
 - Use textbooks, ancillary materials, FJCC, and SHEG, along with a thorough analysis of pre-selected FSA standards, for collaborative lesson planning (World History and 8th United States)
- Use engaging strategies and instructional Best Practices in lesson delivery and planning
 - Explore engaging classroom activities that support English Language Learners as well as students with general reading deficiencies for use in collaborative lesson planning (World History and 8th United States)
- Introduce instructional Best Practices and routines for lesson planning (New Social Studies Teachers)

School Focus

Targeted School-based Focus:

Use multiple sources at varying DOK levels throughout the year.

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

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

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

Targeted School-based Professional Development:

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

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

Online teachers will receive training on Edgenuity to facilitate *myschool Online*.

Action Steps for Implementation

Classroom Implementation Action Steps (Teachers and Students):

1. Social Studies teachers will teach and use STUDENT TALK activities driven by teacher and student-created TDQ's to be used purposefully.
2. All Social Studies teachers will integrate map, chart, and graph skills into their subjects. These lessons will emphasize the standards and will

include varying DOK TDQ's.

3. Social Studies teachers will scaffold lessons through various lessons and techniques to work toward standards based high level DOK TDG's using multiple sources.
4. Social Studies will use a variety of activities such as labs, stations, interactive notes, and simulations along with the textbook and any ancillary materials to engage students in the lessons.
5. Social Studies teachers will use differentiation and student groupings with purposeful student talk to enhance instruction.
6. Civics teachers will spend more time on the areas of need according to formative and summative assessments.
7. Social Studies teachers will use rigorous and engaging culminating tasks based on the standards to solidify retention.
8. Civics teachers will utilize the Civics Pacing guide, Civics 360, FJCC, iCivics, and program resources to help students learn the standards.
9. World History teachers will utilize the new pacing guide that helps shift to a better alignment of curriculum to prepare students for Civics.

Progress Monitoring			
Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Classroom implementation of engaging lessons leading to high level DOK TDQs	Lesson plans	Weekly	Teacher/Admin
District Full Day PD	Lesson plans	District Schedule	Admin
Culminating Tasks	Walkthroughs/observations	Semester	Admin
Edgenuity	Software program records/Online teacher meetings	Bi-weekly	Online Admin and teachers

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 89 %.	
The percentage of students in the lowest 25% who will make learning gains in math as defined by the State of Florida on the Florida Standards Assessment Test will be at least 75 %.	
The percentage of Level 4 and 5 students who will make learning gains in math on the Florida Standards Assessment Test will be at least 90 %	

School Action Plan

Math: Strategies & Programs to Support the Objectives

Central Focus: Math Focus

Use Achievement Level Descriptors (ALDs) and Item Specifications to design interactive, engaging lessons with a strong focus on student-to-student interaction

- Use math resources such as the textbook, Math Nation, Khan Academy, and technology to support the math content
- Use the ALDs and Item Specifications to create rigorous questions mirroring the FSA item types
- Use assessment data (e.g., FSA, MAP, formative assessments) to drive whole group instruction, differentiated activities, and spiraling tasks

School Focus

Targeted School-based Focus:

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

Targeted School-based Professional Development:

School-based PD will concentrate on differentiated strategies and cooperative learning opportunities, as well as incorporating technology in the classroom. With new teachers in our department, we will continue to review and further emphasize using ALDs and Item Specifications for lesson and assessment development.

Teachers will receive training in the PMP- writing process and school provided leave time to write PMPs for our students.

County PD has been sent out and teachers have selected the areas that most pertain to their needs in their classrooms with the goal of sharing with the entire department.

Teachers will participate in collegial conversation to discover new and exciting strategies to motivate and engage our students, sharing what works. Because we have many teachers that teach 6 periods, the use of PLCs is the method that we will use to create a learning community that utilizes common planning strategies.

Veteran teachers will help new teachers incorporate researched based practices. Innovative ideas with technology and outside resources are shared across all grade levels and math genre.

Teachers will have a whole day of PD to collaborate and share strategies that bring about increased learning and student engagement in lower level and ESE students

Edgenuity Training for online teachers.

Action Steps for Implementation

Classroom Implementation Action Steps (Teachers and Students):

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

Progress Monitoring			
Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Differentiation Strategies	Teacher Notes	Department Meetings	Teacher, Admin
School-wide PD	Record of Attendance	Set by OCSD	
Formative/Summative Assessments	Teacher Notes	As appropriate for instructional needs	Teacher, Admin
Using ALDs an Item Specs	Teacher Notes, Walk Through	Weekly	Teacher, Admin
Instructional Changes based on data	Department Meetings	Monthly	Teacher, Admin
Edgenuity	Software reports, Teacher Meetings	Bi-Monthly	Online Admin, teacher

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 Levels 1 and 2 Focus

School Focus

Targeted School-based Focus:

Intensive Math classes are not available at Ruckel this year. Class sizes in regular classes have been reduced and were created such that each math class would contain similar numbers of lower-level learners. This will allow teachers a more conducive environment to target instruction for the level 1 and 2 students in their classes. This will allow more opportunities for peer mentoring, differentiation, and purposeful spiraling of necessary content. In addition, we now have 3 sections of Critical Thinking this year where we have targeted our students on the cusp of proficiency to support them in their classes.

Targeted School-based Professional Development:

District led PD on effective use of i-Ready and Math Curriculum via Zoom.

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

Action Steps for Remediation

Intervention/Title I Implementation Action Steps (Teachers and Students):

1. Teachers will continue to increase learning gains and the percentage of proficient students by creating a differentiated learning environment using technology, manipulatives, mixed-ability groups, peer tutoring, teacher-led small group instruction, and cooperative learning opportunities to supplement teacher-delivered whole class instruction. Student talk and meaningful math talk will be encouraged.
2. ALDs and Item Specifications will be utilized to design lessons and assessments through the Backward Design Process.
3. Formative and Summative assessment data from multiple sources, as well as student self-assessment, will be utilized to provide teachers with information to determine appropriate strategies and when/how to differentiate for our students.
4. Teachers will utilize Coach FSA workbooks, FSA practice workbook with text, as well as Brain Pop and other on-line resources to provide additional support for concepts taught in the classroom.

5. Teachers will conduct data chats with students through individual conferencing. They will do this on a bi-weekly/monthly basis.
6. Math Teachers may provide before/after school tutoring and encourage students to attend.
7. All teachers will work with level 1 and 2 students during instruction to assist these students with their areas of weakness.
8. Level 1 and 2 students will be supported in areas of weakness using online resources via Class Link. The math department has 3 mobile Chromebook carts for classroom use.
9. Teachers will use small group instruction to reteach as needed. Different levels of scaffolding support, assignments, and/or assessments may be provided.
10. Students and teachers reflect on classroom activities, lessons learned, and assessment results. How can we get better?
11. Students will participate in differentiated strategies activities such as designed small groups, collaborative learning groups, station work and scaffold lessons.
12. Students will utilize ALDs to understand at what level they are performing a standard and what is needed for to them to stretch to a higher level.
13. Students will utilize the item specs in order to understand the standards and how that standard will be tested.
14. Students will participate in spiraling activities that spiral backwards and forward to standard(s) that will be tested.
15. Students will perform concept checks weekly in order to analyze mistakes in their performance.

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

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

School Action Plan

Math: Strategies & Programs to Support the Objectives

Pandemic Math Instructional Gaps Focus

School Focus

Targeted School-based Focus:

Provide time and space for students to learn and/or strengthen the math concepts/standards taught in the latter part of the academic year when the school closure occurred.

Action Steps for Implementation

Classroom Implementation Action Steps (Teachers and Students):

1. Reflect and communicate findings from teacher perspective survey and discussion email threads from one course and/or grade level teacher to the next teacher who will be tasked with planning to overcome the gaps.
2. Design deliberate bell ringers that provide learning opportunities for exposure and practice in gap areas.
3. Provide remedial opportunities for identified students during Critical Thinking classes and Learning Strategies using i-Ready instructional technology.
4. Administer, analyze, and plan instruction based on the i-Ready Diagnostic given three times a year.
5. Engage for mastery in all learning activities designated by teachers to be gap standards.

Progress Monitoring

Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Vertical Alignment Teaming	Observation, Department Meeting Notes, i- Ready Report Analysis	Quarterly	Teachers, Administration
Lesson design	Observation, lesson plans	Monthly	Teachers, Administration
I-Ready	Reports, Department Meetings	Quarterly, possibly monthly	Teachers, Administration

Evaluation Following Mid-Year Data

Evaluation of Targeted School-based Focus & Implementation:

Refinement of Targeted School-based Focus:

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 87 %.

School Action Plan

Science: Strategies & Programs to Support the Objectives

Central Focus: Science Focus

Keeping the end in mind, use Standards and Item Specifications to design interactive and engaging 5E Science lessons

- Engaging whole group, cooperative group, and station learning opportunities with an emphasis on student-to-student interactions
- Use assessment data (e.g., MAP, SSA, Study Island, formative assessments) to drive the whole instruction, differentiated activities, and spiraling tasks that place a strong focus on student-to-student interactions

School Focus

Targeted School-based Focus:

Create and incorporate TDQ's to increase comprehension and design cooperative activities to increase student engagement.

Targeted School-based Professional Development:

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

Action Steps for Implementation

Classroom Implementation Action Steps (Teachers and Students):

1. At least 3 components of the 5 E Instructional Model increase proficiency with science standards.
2. Science teacher will continue to spiral Nature of Science.
3. Science teachers will incorporate Nature of Science (ex. Data sets, graphs, predictions, analysis, trends) into lessons/assessments to continue spiraling.
4. Science teachers may utilize bell ringer and/or exit passes, based on data to spiral instruction, reinforce vocabulary, practice higher DOK's, and assess prior knowledge.
5. 8th grade science teachers will utilize item specifications in development of lessons and assessments.
6. By the end of the year, 8th grade students will have completed lessons on Study Island.

Progress Monitoring			
Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
5 E Instructional Model	Weekly	Walk Through, Lesson Plans	Administration/ Department Chairs
Reading Strategies	Weekly	Walk Through, Lesson Plans	Administration/ Department Chairs
Spiraling	Weekly	Walk Through, Lesson Plans	Administration/ Department Chairs
Study Island	Throughout year as year progresses	Walk Through, Lesson Plans	Teacher/Administration/ Department Chairs
Standard based instruction	Weekly	Walk Through, Lesson Plans	Teacher/Administration/ Department Chairs

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

School Action Plan

Science: Strategies & Programs to Support the Objectives

Pandemic Science Instructional Gaps Focus

School Focus

Targeted School-based Focus:

Provide time and space for students to learn science standards taught in the latter part of the academic year to include, but not limited to, weak areas identified by regular analysis of Study Island.

Action Steps for Implementation

Classroom Implementation Action Steps (Teachers and Students):

1. 6th grade teachers will present gap areas to 7th grade teachers and 7th grade teachers will present gap areas to 8th grade teachers.
2. Teachers will deliberately design lessons and/or regular bell ringers based on data from teacher perspectives and student performance scores.
3. Receiving grade level teachers and students will utilize Study Island and/or Gizmo to cover the gap standards.

Progress Monitoring

Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Vertical Alignment Teaming	Observation, Lesson Plans, Department Meeting Notes	Monthly	Teachers, Administration
Study Island	Report generation, Department communication chain and meetings	Fall, Winter, Spring	Teachers, Administration

Evaluation Following Mid-Year Data

Evaluation of Targeted School-based Focus & Implementation:

Refinement of Targeted School-based Focus:



Accreditation Page

Accreditation Standards

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

Strategic Plan Focus Area: Improving and Advancing Student Achievement

- Ensure access for all students to rigorous and challenging curriculum
- Address diverse educational needs through a coordinated support system
- Integrate technology in learning by both educators and students
- Use a variety of methods to communicate student progress with parents and stakeholders

Cognia Performance Standards related to this Focus Area

Leadership Capacity Domain

- 1.1 The system commits to a purpose statement that defines beliefs about teaching and learning, including expectations for learners.
- 1.2 Stakeholders collectively demonstrate actions to ensure the achievement of the system’s purpose and desired outcomes for learners.
- 1.3 The system engages in a continuous improvement process that produces evidence, including measurable results of improving student learning and professional practice.

Learning Capacity Domain

- 2.1 Learners have equitable opportunities to develop skills and achieve the content and learning priorities established by the system.
- 2.5 Educators implement a curriculum that is based on high expectations and prepares learners for their next levels.

Resource Capacity Domain

- 3.2 The system’s professional learning structure and expectations promote collaboration and collegiality to improve learner performance and organizational effectiveness.

The Florida Department of Education State Standards are the driving force shaping our teachers instruction. Due to school closure during the pandemic, further investigation of academic gaps is occurring and monitoring plans implemented on a deliberate schedule. Teacher will utilize the new i-Ready diagnostic, teacher tools, and personalized pathways to help remedy identified opportunities to grow students capacity to learn all expected standards set by the state and provide enrichment to those students who exceed the standards. Training support has been provided by Curriculum and Associates. The expectation to inform parents about measurable results beyond progress reports, includes personal communication with students in data talks and i-Ready reports for families to view current academic strengths, weaknesses and growth targets multiple time a year. We currently hold SAC meetings via Zoom to inform our other stakeholders about student, teacher and school progress.

Teacher conferences and IEP meeting offerings have been expanded to include virtual, phone, and in-person options to include as many stakeholders as possible.

We provide three platforms for learning in this ever-changing environment. Families were given the choice of the on campus experience, full-time myschool Online experience, and a hybrid experience with special consideration for ESE services. An intentional redesign of curriculum pacing has occurred to better serve students who enter and exit various platforms for learning.

Technology has been integrated into the daily online experience and we have provided equipment to all students in need. Hardware lost during the pandemic as been replaced with an added number of devices. The Edgenuity program is utilized for online students with district guidelines being followed for a more personal connection with online students to include but not limited to verbal contact and teacher-led instructional lessons. Parents are informed through weekly progress reports via email. Ongoing communication and feedback with district and home school keeps teachers learning and adjusting to support students emerging needs.

Additionally, brick and mortar teachers will teach lessons from Edgenuity within the campus to familiarize students with the program should a student need to access curriculum from home.

Another technological tool, new to our ESE teachers, is the UDL system for learning online. Teachers received training to implement and will proceed with this supplemental technology. New iPads have been purchased to enrich the experience for these classrooms.

Monthly scheduled teacher data chats allows teachers to examine and plan lessons through collaborative mind-sets that have been a long tradition of excellence at Ruckel. New tools have encouraged this collaboration such as Microsoft Teams for online teacher collaboration, group emails and text messaging as well. These tools allow for refinement of plans based on new information and results as the year progresses.



Accreditation Page

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

Strategic Plan Focus Area: Learning and Working in a Safe and Productive Environment	Cognia Performance Standards related to this Focus Area
<ul style="list-style-type: none"> • Provide adequate and appropriate facilities • Provide a culture conducive to learning and working • Maintain a safe learning and working environment 	<p>Leadership Capacity Domain</p> <p>1.4 The governing authority establishes and ensures adherence to policies that are design to support system effectiveness.</p> <p>1.7 Leaders implement operational processes and procedures to ensure organizational effectiveness in support of teaching and learning.</p> <p>Learning Capacity Domain</p> <p>2.2 The learning culture promotes creativity, innovation, and collaborative problem-solving.</p> <p>2.3 The learning culture develops learners’ attitudes, beliefs, and skills needed for success.</p> <p>2.9 The system implements processes to identify and address the specialized needs of learners.</p> <p>2.12 The system implements a process to continuously assess its programs and organizational conditions to improve student learning.</p> <p>Resource Capacity Domain</p> <p>3.7 The system demonstrates strategic resource management that includes long-range planning and use of resources in support of the system’s purpose and direction.</p> <p>3.8 The system allocates human, material, and fiscal resources in alignment with the system’s identified needs and priorities to improve student performance and organizational effectiveness.</p>

Ruckel, though one of the oldest school building in the district, is committed to student safety and has offered new innovative solutions to help create a safer environment during the world crisis. Some of our top favorite safety moves include, but are not limited to the following:

- Creating lunchroom seating charts
- Adding outdoor pavilion lunch seating
- Reducing the number of students in any one eating area
- Implementing block scheduling to reduce student traffic
- Eliminating locker hall traffic
- Employing use of student backpack for all personal items
- New front office design and construction impacting more distance and personal space
- Eliminating visitor check ins
- Using traffic flow signs
- Establishing new iron gating surrounding campus
- Installing water bottle refill stations and eliminating water fountains
- Supplying individual student barriers for every student

Offering Zoom meeting options

Re-arranging student arrival time and procedures

Staggered fire drills to protect distancing guidelines

Splitting dismissal procedures to various rooms to allow more distance

Promoting school board policy regarding mask wearing

Supplying all students with face coverings first day of school

Applying disinfectant to surfaces between lunches and class changes

A separate sick room space has been created and procedures for contact tracing are being followed as prescribed by the district.

We continue to have a full-time School Resource Officer and have built new office space positioning him at the front of the school for better visibility and access to parents if needed.

We also have an active Threat Assessment Team who meets monthly or more. This year, an additional software program has been added to document circumstances and action steps to protect our school, faculty, and students.