OCSD Okaloosa County School District

All school advisory agendas, minutes, memberships, and guidelines of operations are housed 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 $0,
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

School
Performance Plan
20₁₅ - 20₁₆

School Name: Max Bruner Jr. Middle SChool

AICE	Advanced International Certificate of Education	MtSS	Multi-tiered System of Supports
AMO	Annual Measurable Objectives	NGSSS	Next Generation Sunshine State Standards
AP	Advanced Placement	NCLB	No Child Left Behind
DA	Differentiated Accountability	PERT	Postsecondary Education Readiness Test
DEA	Discovery Education Assessment	PMP	Progress Monitoring Plan
ED	Economically Disadvantaged	PMS	Progress Monitoring System
ELA	English Language Arts	POC	Plan of Care
ELL	English Language Learners	PPP	Pupil Progression Plan
EOC	End of Course Exam	PSAT	Preliminary Scholastic Aptitude Test
ESE	Exceptional Student Education	SAC	School Advisory Council
FAIR	Florida Assessment for Instruction in Reading	SAI	Supplemental Academic Instruction
FCAT	Florida Comprehensive Assessment Test	SAT 10	Stanford Achievement Test
F/R	Free & Reduced	SESAT	Stanford Early School Achievement Test
FS	Florida Standards	SINI	Schools in Need of Improvement
FSA	Florida Standards Assessment	SPP/SIP	School Performance Plan/School Improvement Plan
IB	International Baccalaureate	SWD	Students with Disabilities
IEP	Individualized Education Program	VE	Varying Exceptionalities
IPDP	Individualized Professional Development Plan		

Legend

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
Dr. Cynthia Hudson	Principal
Scott Nuss	Assistant Principal
Stephen Anderson	Assistant Principal
Kim Tryon	English Department Chair, Teacher
Dr. Duane Eliason	Math Department Chair, Teacher
Juliann Smith	Instructional Coach
David Sutton	Social Studies Department Chair, Teacher
Angelica Jackson	Science Department Chair, Teacher
Bill Gainey	7th Grade Department Chair, Teacher
Michelle Cook	Elective Department Chair, Teacher
Cathy Beaudion	Instructional Coach

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

The Max Bruner Jr. Middle School performance plan was created with all stakeholders involved. School Leadership Team Meetings, department meetings, individual conferences, and planning sessions were held prior to school closing for the summer along with SLT meetings and planning sessions held over the summer and during pre-planning week.

Step 1: The School Leadership Team, comprised of department and grade leaders met in May to discuss data, review last year's SPP. Step 2: The department leaders met prior to summer break to review the previous school year's SPP with their departments, reflect on the successes of the plan, identify areas Bruner needs to continue to concentrate, and write suggestions for improvement.Step 3: During the summer and pre-planning the School Leadership Team met to discuss department suggestions and revisions.Step 4: Instructional coaches and administration compiled revisions from the departments.Step 5: The SPP was sent back to a few departments for clarification and revision. Step 6: The OCSD TSA/specialists were utilized as resources as the goals and initiatives were revised to meet the needs of our students while focusing on the Central Message. Step 7: Instructional coaches, department heads, ESE teachers, and administration met to finalize the SPP.Step 8: A revised SPP was brought to district TSAs for final revision and input. Step 9: Editing made and submission.

School Profile

Max Bruner, Jr., Middle School, a comprehensive middle school is located in Fort Walton Beach, Florida. Approximately 768 students are enrolled in grades six through eight. The students of Bruner Middle School are ethnically and religiously diverse. The racial/ethnic groups represented at Bruner are Caucasion (51%), African-American (22%), Asian (4%), Hispanic (13%), and Multi-racial (11%). Bruner Middle School is a school full of economically fragile families and 59% of its students on free or reduced lunch. The largest single employer is the military; tourism is the second largest provider of jobs in the area; both strongly influence the mobility rate of our school. The Bruner Middle School staff consists of highly qualified teachers, many holding advanced degrees. Although the average teaching experience amongst our teachers is more than 10 years, teacher training is still of utmost importance. Professional Learning Communities that target teachers' professional development needs will continue to be implemented with a focus on high effect strategies that are researched based and proven to increase student achievement. Technology is an area of importance at Bruner. Bruner has five computer labs, a business lab, and a television broadcast studio. Teachers participate in professional development opportunities in areas such as ESE Policy/Procedures, researched based strategies such as Scales of Evidence, high effect strategies, the Close Reading Protocol, and new technology . Bruner has many teachers that use Mimeos, Elmos, and some are classified as Digital Educators. In 2014-15, students earned 150 industry certifications in the IT program. At the Future Business Leaders of America District Leadership Competition, Max Bruner Jr. Middle School had seven 1st place winners and fourteen overall 1st – 3rd place winners in Pensacola. The students are given extensive opportunities to develop their skills, talents, and abilities. We provide quality instruction for all students in each grade level. Our students participate in a wide variety of fine arts, athletic, as well as, social activities through clubs and team events. Max Bruner, Jr. Middle School was recognized by the state of Florida as an "A+" school (2013-2014). Our parents, students, teachers, and community jointly contribute to and support our efforts to maintain this status.

Community and Parent Awareness

Bruner Middle 0651	Strongly Agree		Slightly Agree		Slightly Disagree		Strongly Disagree		No Opinion		Total Responses	
	2015	2014	2015	2014	2015	2014	2015	2014	2015	2014	2015	2014
1. My child's school emphasizes academic performance as the number one priority.	51%	53%	20%	37%	12%	3%	5%	5%	12%	2%	41	59
2. Our principal is an effective leader who meets the needs of our students.	59%	60%	20%	29%	5%	2%	0%	5%	17%	3%	41	58
3. As a parent, I am made aware of the curriculum program for my child's grade level or course.	49%	48%	27%	28%	10%	14%	7%	9%	7%	2%	41	58
4. The school uses a variety of methods for parent communication.	32%	41%	34%	38%	15%	9%	7%	13%	12%	0%	41	56
5. Parent input is valued at my child's school.	44%	35%	24%	33%	20%	16%	2%	9%	10%	7%	41	57
6. Clear expectations of conduct and behavior are communicated to my child.	71%	63%	20%	23%	2%	5%	0%	7%	7%	2%	41	57
7. My child's school maintains a safe environment.	63%	57%	20%	24%	10%	7%	0%	10%	7%	2%	41	58
8. Homework is used to reinforce what is taught in the classroom.	44%	41%	29%	34%	17%	12%	5%	9%	5%	3%	41	58
9. My child's school treats everyone fairly, regardless of race, economic status, or other relationships.	46%	58%	22%	22%	20%	7%	2%	11%	10%	2%	41	55
10. School funds are used to support the school in a financially responsible manner.	45%	54%	18%	18%	8%	7%	3%	4%	28%	18%	40	56
11. As a parent, I feel welcome at my child's school.	66%	60%	17%	25%	7%	9%	2%	2%	7%	5%	41	57
12. The guidance department at my child's school provides for the educational success of my student.	50%	49%	25%	32%	8%	9%	3%	5%	15%	5%	40	57
13. I am satisfied that my child's teachers do a good job educating my child.	41%	41%	32%	40%	12%	9%	7%	9%	7%	2%	41	58
14. My child's school is well maintained.	59%	54%	22%	33%	5%	4%	2%	9%	12%	0%	41	57
15. The amount of time required for my child's homework assignments is appropriate.	49%	38%	17%	29%	20%	17%	10%	12%	5%	3%	41	58
16. The health services provided at my child's school support his/her wellness.	50%	56%	20%	25%	5%	2%	3%	9%	23%	9%	40	57
Total Survey Results	**51%**	**51%**	**23%**	**29%**	**11%**	**8%**	**4%**	**8%**	**11%**	**4%**		

Community and Parent Awareness

What does the data tell you regarding the positive aspects of your school?
Parents feel welcomed at Max Bruner Jr. Middle School. They feel their input is valued and their voices are heard. Expectations for student conduct, behavior and academic goals are communicated to each and every student at Bruner Middle School. Students learn in a safe, warm, and inviting learning enviornment that is well maintained and reflects high expectations of everyone. Students' homework is relevant, appropriate, and reflects learning that has taken place in class.

What does the data tell you regarding the opportunities for improvement in your school?
Although, the majority of the components in the strongly agree category increased from 2014 to 2015, two areas of concern require immediate attention, (1) My child's school treats everyone fairly, regardless of race, economic status, or other relationships and (2) School funds are used to support the school in a financially responsible manner. Better communiation regarding the finances and how monies are expended on students is vital to ensure the Bruner Community has a clear understanding of how school funds are expended to meet the needs of our students and parents.

Provide a description of the various forms of communication to your community and parents.
Max Bruner Jr. Middle School utilizes various forms of communication to maintain two communication between our school, parents, and the community. A quarterly newsletter, The Shield, is made available to parents and is placed on our school website. We also send important messages and reminders to parents via the ConnectED Blackboard messaging system. Teachers send home written communication in the form of newsletters, reminders, letters, as well as, communication via Outlook. Parent phone calls and conferences are an additional means of communication in which Max Bruner Jr. Middle School uses to keep our parents and community informed.

Historical School Grade Data

Middle School	School Year	Grade	Reading Proficiency	Adjusted Reading Proficiency	Math Proficiency	Adjusted Math Proficiency	Writing Proficiency	Adjusted Writing Proficiency	Science Proficiency	Reading Learning Gains	Math Learning Gains	Reading Learning Gains for Low 25%	Math Learning Gains for Low 25%	Middle School Acceleration Qualification	Middle School Acceleration Participation Points	Middle School Acceleration Performance Points	Total Points Earned (Including Adjusted Points)	Total Points Possible	Did this School Benefit from the One-Letter-Grade-Drop	Free or Reduced Lunch Rate	Minority Rate
Bruner	2013	B	62	62	59	59	50	50	60	69	65	69	60	YES	27	50	571	900	NA	58	49
District	2013		73	73	67	72	49	49	68	70	71	70	67		28	50	606	886		43	33
State	2013		57	58	56	56	54	55	47	65	66	65	63		35	46	554	896		64	60
Bruner	2014	A	63	63	60	60	61	61	55	69	73	71	78	YES	25	50	605		NA	59	48
District	2014	A	73	73	72	72	60	60	63	71	76	73	75	YES	30	48	641		NA	41	32
State	2014	B	58	58	56	56	56	56	50	67	68	67	65		39	45	571			64	61

Middle School	School Year	Achievement				Learning Gains				Acceleration Success	Overall Percentage	Grade	Free or Reduced Lunch Rate*	Minority Rate*
		% English/Language Arts (includes Writing)	% Mathematics	% Science	% Social Studies (Civics EOC)	% English/Language Arts (includes Writing)	% Mathematics	% English/Language Arts: Low 25%	% Mathematics: Low 25%	% of Students Passing High School EOC & Industry Certifications				
Bruner	2015													
District	2015													
State	2015													

*Percentages not Counted in Calculation

Note: State and District Averages are Calculated per School Type (Elementary, Middle, High, Combination)

School Action Plan
ELA: Reading & Writing

District AMO:	The percent of Okaloosa County students who will be proficient in reading as defined by the State of Florida on the Florida Standards Assessment Test will be at least %.	
District Goal:	**Students shall demonstrate reading proficiency at or above the expected grade level.**	
Reading Instructors/Recruitment (Secondary):	4 Teachers with reading certification/endorsement	0Teachers working towards reading certification/endorsement

Objectives:
AMO: The percentage of all curriculum students who will be proficient in reading as defined by the State of Florida on the Florida Standards Assessment Test will be at least 80 %.
AMO: The percentage of SWDs who will be proficient in reading on the Florida Standards Assessment Test will be at least 50 %
AMO: The percentage of ELL students who will be proficient in reading on the Florida Standards Assessment Test will be at least 50 %
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 80 %.
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 80 %.
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 %

DEA Data (By Grade)

ELA (Reading): Data

DEA ELA — PROFICIENCY (Based on Common Core Assessment)

Grade 6	# Students Tested	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4-5	% Proficient	M	F	A	B	H	I	M	W	ESE	ELL	F/R
2013 Post Test (C)	82	17%	55%	22%	6%	**28%**	27%	29%	0%	32%	14%		33%	29%	22%	0%	26%
2014 Post Test (C)	93	25%	33%	34%	8%	**42%**	41%	43%	50%	31%	44%	0%	57%	48%	22%	33%	37%
2015 Post Test (C)	84	20%	68%	12%	0%	12%	15%	9%	33%	7%	20%		0%	17%	3%	0%	13%
District 2015	1,236	7%	40%	40%	14%	53%	53%	55%	66%	34%	45%	17%	58%	58%	29%	19%	43%

DEA ELA — PROFICIENCY (Based on Common Core Assessment)

Grade 7	# Students Tested	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4-5	% Proficient	M	F	A	B	H	I	M	W	ESE	ELL	F/R
2013 Post Test (C)	90	3%	36%	53%	8%	**61%**	57%	68%	75%	52%	71%		75%	61%	33%	####	61%
2014 Post Test (C)	76	28%	33%	36%	4%	**39%**	29%	63%	0%	24%	56%		33%	47%	29%	0%	39%
2015 Post Test (C)	66	21%	61%	18%	0%	18%	15%	23%	0%	18%	9%		50%	18%	16%	0%	16%
District 2015	1,233	10%	39%	44%	7%	51%	48%	55%	48%	37%	38%	57%	53%	56%	28%	8%	39%

DEA ELA — PROFICIENCY (Based on Common Core Assessment)

Grade 8	# Students Tested	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4-5	% Proficient	M	F	A	B	H	I	M	W	ESE	ELL	F/R
2013 Post Test (C)	94	6%	37%	45%	12%	**56%**	52%	61%	57%	50%	58%		67%	59%	44%	42%	52%
2014 Post Test (C)	73	14%	55%	29%	3%	**32%**	26%	40%	33%	29%	60%		38%	28%	18%	0%	29%
2015 Post Test (C)	104	3%	42%	49%	6%	55%	50%	61%	80%	42%	38%		82%	57%	21%	0%	43%
District 2015	1,305	3%	27%	57%	12%	70%	67%	73%	84%	58%	53%	75%	73%	73%	38%	21%	58%

Grade 6

DEA ELA		All Students		Gender (%)		Ethnicity (%)						Status (%)		
		# Students Tested	Overall %	Male	Female	A	B	H	I	M	W	ESE	ELL	F/R
Literature	2103	82	59	58	60	38	60	50		54	61	62	33	60
	2014	93	53	51	57	50	52	51	20	51	58	49	43	50
	2015	84	54	51	57	67	51	53		56	55	42	46	54
	District	1,236	68	67	69	73	63	64	64	70	69	55	55	64
Language	2103	82	43	39	51	38	35	36		63	47	36	25	43
	2014	93	51	49	53	55	49	50	40	40	55	40	53	48
	2015	84	40	37	43	52	40	41		30	42	39	32	40
	District	1,236	53	52	54	62	44	48	43	52	55	44	37	49
Information	2103	82	49	46	55	30	50	37		57	50	47	20	47
	2014	93	56	56	56	63	51	53	17	60	61	48	47	52
	2015	84	51	52	49	60	50	45		53	51	42	33	50
	District	1,236	66	66	67	72	60	63	53	69	67	57	54	63
Writing	2103													
	2014													
	2015	84	49	48	49	45	47	49		53	50	44	34	49
	District	1,236	66	64	68	73	59	59	62	69	67	53	47	61

Grade 7

DEA ELA		All Students		Gender (%)		Ethnicity (%)						Status (%)		
		# Students Tested	Overall %	Male	Female	A	B	H	I	M	W	ESE	ELL	F/R
Literature	2103	90	46	48	43	38	43	43		50	49	36	0	48
	2014	76	33	33	33	50	21	44		33	38	29	50	33
	2015	66	44	42	47	57	40	38		47	47	37	44	44
	District	1,233	59	58	60	63	54	53	62	62	61	51	37	55
Language	2103	90	54	54	55	47	48	55		58	58	48	29	53
	2014	76	49	50	46	57	48	59		29	48	49	50	50
	2015	66	40	39	41	33	40	31		52	43	37	22	38
	District	1,233	50	48	53	55	46	44	65	51	52	41	27	45
Information	2103	90	53	51	54	50	50	57		58	52	50	75	52
	2014	76	58	55	65	40	52	69		47	61	51	40	58
	2015	66	53	54	52	48	54	40		67	56	51	28	51
	District	1,233	69	68	70	71	62	60	69	72	71	61	40	65
Writing	2103													
	2014													
	2015	66	55	52	61	52	58	49		63	54	47	41	53
	District	1,233	69	66	72	73	64	63	71	70	71	57	40	64

DEA ELA				Common Core STRANDS (Average score for each subgroup)									
Grade 8		All Students		Gender (%)		Ethnicity (%)						Status (%)		
		# Students Tested	Overall %	Male	Female	A	B	H	I	M	W	ESE	ELL	F/R
Literature	2103	94	56	54	58	67	55	56		61	54	50	53	54
	2014	73	57	54	61	67	56	56		60	57	48	40	55
	2015	**104**	**71**	**66**	**79**	**76**	**65**	**63**		**82**	**75**	**57**	**33**	**69**
	District	**1,305**	**75**	**73**	**77**	**78**	**70**	**71**	**75**	**80**	**76**	**66**	**49**	**71**
Language	2103	94	59	54	64	57	56	58		60	62	59	55	58
	2014	73	57	55	61	60	62	60		45	55	44	20	58
	2015	**104**	**61**	**58**	**64**	**58**	**60**	**49**		**61**	**63**	**44**	**38**	**57**
	District	**1,305**	**66**	**65**	**68**	**71**	**61**	**58**	**69**	**69**	**68**	**54**	**41**	**61**
Information	2103	94	45	43	48	62	43	42		56	44	37	53	44
	2014	73	43	39	50	33	50	60		29	39	35	0	45
	2015	**104**	**55**	**52**	**57**	**58**	**53**	**51**		**60**	**55**	**50**	**20**	**51**
	District	**1,305**	**61**	**61**	**61**	**63**	**56**	**55**	**75**	**62**	**63**	**51**	**39**	**56**
Writing	2103	94	49	50	48	43	38	42		67	59	44	50	46
	2014	73	48	49	47	33	50	40		25	55	47	0	52
	2015	**104**	**65**	**63**	**67**	**56**	**61**	**58**		**77**	**67**	**52**	**23**	**60**
	District	**1,305**	**72**	**70**	**74**	**76**	**67**	**64**	**70**	**76**	**73**	**58**	**46**	**67**

School Action Plan
ELA (Reading): Assessment Data Analysis

What does the analysis of your school data tell you about your school's academic strengths?
According to 2015 DEA data, 8th grade students increased their average scores by 14 points in the Common Core Strand of Literature, 4 points in Language, 12 points in Information, and 17 points in Writing. DEA data also reveals in the overall proficiency performance, students performing in Level 1 was reduced by 9% in grade 8, 7% in grade 7, and 5% in grade 6 which indicates the focus on Level 1 students was effective in moving students along the continum. The percentage of students scoring in the proficiency range in grade 8 increased by 23% from 2014 Post Test C to the 2015 Post Test C for 8th grade students.

What does the analysis tell you about your school's opportunities to improve?
DEA data reveals many opportunities for improvement for Reading instruction and achievment. At each grade level, the percent of students scoring at the overall proficiency level was below the district average. This indicates in the Intensive Reading courses, a more focused approach is needed. For the 6th grade group, a focus on the 68% that scored in level 2 must be addressed to move these students to level 3 as with the 61% in Level 2 for 7th graders must be pushed to Level 3 as well. Also, for each subgroup, especially the black, Hispanic, ESE, and ELL, a focused emphasis must be executed to motivate, captivate, inspire, and create opportunities for success for theses students to improve their performance and close the achievement.

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

ELA Focus 1
Focus: Pathway to Close and Critical Reading with an Emphasis on the Standards
Goal: By the end of the year, we expect our students to be able to… read, analyze, synthesize, and evaluate complex text through the close reading protocol.

Professional Development and Activities:

District:
 The central message provided (September, October, November/December, and January/February) will review and delve into the individual components of Close Reading with an emphasis on text marking/note-taking, and purposeful student talk aligned with Text Dependent Questions by focusing on the following:
     o First Read: What Does the Text Say?
         ▪ The first phase concerns the literal meaning of the text, especially as it applies to explicitly stated information, as well as the central ideas or themes.
     o Second Read: How Does the Text Work?
         ▪ The second phase involves the mechanics of the piece, especially as it applies to vocabulary, the structure of text, and the author's craft.
     o Third Read: What Does the Text Mean?
         ▪ The third phase involves the author's purpose and the inferences they can make based on their understanding of the text. Students also come to understand what a text means when they analyze multiple texts on the same theme or topic.
     o Culmination: What Does the Text Inspire You to Do?
         ▪ Text dependent questions will move students to transform their learning of the text into a product
         ▪ Writing through Reading- during the Close Read as well as the culminating activity (essays, RAFT, posters, etc.)
         ▪ Student talk can occur during the Close Read as well as the culminating activity
 How the components of Close Reading are applied to Everyday Instructional Reading, specifically text marking/note taking, student talk, and writing through reading.

School-based: 1. In May, ELA teachers received professional development on implementation of Pre-AP Strategies into their lesson plans.   2. During pre-planning all teachers will be trained on use of Scales of Evidence to support a focus on rigor embedded in the standard and FSA Item Specs.   3. .Early Morning Department Meetings for teachers will focus on Pre-AP Strategies, Everyday Instructional Reading, text marking, note taking, student talk, text-dependent questions that are aligned to the Florida Standards and FSA Item Specs.   4. On-going review, modification, and alignment of Scales of Evidence will continue in monthly faculty and department meetings.   5. PLC's will collaborate on developing FSA Part 2 type questioning based on Florida Standards and FSA Item Specs.

Action Steps for Implementation:

School Implementation Action Steps:

1. Instructional Coach will meet with teachers, district personnel, and administration to identify individual needs of teachers in refining the implementation of the Close Reading Protocol.

2. Administrators will provide time for planning for one hour during 1/2 day professional days. (9/08 & 09, 10/07 & 12, 11/02 & 03, and 01/11 & 12)

3. Teachers will collaborate during monthly department meetings to share Pre-AP strategies, Scales of Evidence support, and best practices on Everday Instructional Reading, and note taking.

4. Teachers will collaborate to develop lessons that incorporate the Close Reading Protocoal focusing on text marking, purposeful student talk, and text dependent questions designed to address FSA Part 2 questioning, Florida Standards and item specs.

Classroom Implementation Action Steps (Teachers and Students):

1.Teachers will develop common language using item specs .

2. Teachers will create Scales of Evidence based on Florida Standards and FSA Item Specs.

3. Teachers will create text dependent questions based on Florida Standards and FSA Item Specs.

4. Teachers will implement Pre-AP strategies into their lesson plans.

5. Teachers will instruct and model common text marking annotations as well as note taking techniques using mutliple resources.

6. Teachers will create assessments based on the Florida Standards and developed common language.

7. Students will utilize Scales of Evidence to set goals, monitor their progress, and receive authentic feedback from teachers.

8. As a part of the Close Reading Protocol, students will read complex text multiple times for specific purposes.

9. Students will use multiple sources to text mark or note take

10. Students will use common text marking annotations and note taking techniques while reading and writing.

11. Students will incorporate student talk as a part of the Close Reading Protocol and everyday instructional reading.

12. Students will write short and extended answers based on text based questions .

13. Students will writing through the reading as part of the Close Reading protocol.

14. Students will use note taking techniques, text marking, and strategies from Everyday Instructional Reading on assessments.

Progress Monitoring:			
Initiative	**How Often**	**How Will It Be Monitored**	**Who Is Responsible To Monitor**
Close Reading Protocol	Throughout the year - Weekly	Walk-throughs, observations, student work samples and assessments	Administrators/Instructional Coach
Scales of Evidence	At least one per nine weeks	Lesson plans, student work samples, walk throughs	Administrators
PLC's to collaborate on the development of Pre-AP strategies, common language, and FSA Questioning	At least once a month	PLC Agendas, work samples	Administrators/Instructional Coach

Evaluation:
Evaluation of Goal & Implementation (Completed at the Beginning of Second Semester):
Refinement of Goal (Completed at the Beginning of Second Semester):

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

ELA Focus 2
Focus: Writing: Argumentative & Informational
Goal: By the end of the year, we expect our students to be able to… use multiple sources of complex text citing evidence embedded in the text to support their claims/stance on opinion/argumentative and informational writing.

Professional Development and Activities:

District:

The central message provided (September, October, November/December, and January/February) will focus on individual components of effective writing, including the following:

- o   Unpacking the Prompt
    - ▪ How the task determines the purpose and audience
- o   Marking the Text
    - ▪ The purposeful text marking aligns with the task and purpose
- o   Planning for the Essay
    - ▪ Planning provides guidance and aids student's thesis/claim
- o   Writing the Essay
    - ▪ How are we scaffolding instruction as we build from one source to multiple sources?
    - ▪ How are we addressing introductions?
    - ▪ How are we addressing conclusions?
    - ▪ How are we addressing citing evidence?
    - ▪ How are we addressing elaboration?
    - ▪ How are we addressing transitions?
    - ▪ How are we addressing content specific (from the sources) vocabulary?

School-based:

1. During Pre-planning teachers will receive professional development on the construction and use of Scales of Evidence.

2. Early morning monthly Department meetings will focus on unpacking prompts, collaboration to develop and share sentence stems that are grade level specific, the HTSTCEYRR writing process.

3. Faculty meeings will support the use of Scales of Evidence during writing activities.

4. PLC's will be used to provide teachers with time to discuss common language, MLA for citing evidence, rubrics (scales of evidence), feedback, spiraling tools, and the close reading protocol to support strategies and steps in writing through reading.

Action Steps for Implementation:

School Implementation Action Steps:
1. Cross-Curricular planning will take place to plan, develop, execute, and evaluate, two all school Bruner Writes days. English/Language Arts, Science, and Social Studies will collaborate to develop FSA type grade specific writing prompts to be administered twice.
2. Scales of Evidence will be used to assess Bruner Writes FSA type assessment prompts for all students.
3. Purposeful planning of rigorous instruction based on FSA rubrics and the use of MLA for citing evidence during the writing through reading process.
4. ELA teachers will collaborate and plan for the use HTSTCEYRR writing technique, backward planning for essay writing, and the use of AAAWWUBBUS transition words.
5. ELA teachers will collaboratively create grade specific sentence stems which will be spiraled across grade levels.
6. ELA teachers will collaboratively plan for the essays with Science and Social Studies teachers.
7. ELA teachers will collaboratively plan to scaffold essay by grade level
8. ELA teachers will collaborate on developing the use of HTSTCEYRR writing technique along with reverse planning for writing an essay.

Classroom Implementation Action Steps (Teachers and Students):
1. Teachers will create Scales of Evidence to support rigor found in Florida Writing Standards.
2. Teachers will instruct and model for students on how to unpack a writing prompt.
3. Teachers will instruct and model common text marking annotations, as well as, note taking techniques using multiple resources.
4. Teachers will instruct and model how to utilize basic MLA techniques to cite evidence during the Writing through Reading process.
5. Teachers will model and provide various organizational tools for student use during the planning process for essays including graphic organizers, notes, and information identified from text marking.
6. Teachers will instruct and model AAAWWUBBUS words to ensure appropriate use of transitions in writing.
7. Teachers will instruct and model the use of HTSTCEYRR writing method to construct essays (hok, transitions, summary thesis, claiim, evidence, why/elaborate, and restate claim, restate thesis).
8. Teachers will provide common grade level specific sentence stems for introductions, elaborations, and transitions.
9. Teachers will instruct and model how to create a stance, argue claims, explain and support claims and counter argue claims.
10. Teachers will model how to move from using one source to multiple sources during the Writing through Reading process.
11. Teachers will facilitate data chats/writing conferences with students to provide feedack, analyze student writing, and evaluate student writing.
12. Students will use common annotation to text mark, as well as note taking.
13. Students will use a variety of graphic organizers, including the four-square graphic organizer, to plan for their essays.
14. Students will develop a thesis and support their conclusion using approriate transitions, elaborations, while citing evidence.
15. Students will use basic MLA techniques to cite evidence.
16. Students will use grade level specific sentence stems into their writing (spiraling of sentence stems)
17. Students will create a stance, argue claims, explain and support claims and counter argue claims.
18. Students will differentiate author's evidence versus students' conclusions.
19. Students will write through reading by responding to a variety of complex text while evaluating the validity of claims.
20. Students will utilize AAAWWUBBUS words to ensure approipriate use of transitions in writing.
21. Students will use the HTSTCEYRR writing method to construct essays. (hook, transition, summary, thesis, claim, evidence, why/elaborate, and restate claim, restate thesis)
22. Students will use backward planning of essays to correctly identify areas needing support or revision in their writing.

23. Students will participate in data chats/writing conferences with teachers to obtain set goals, monitor their progress, receive feedback, and improve their writing.	
24. Teachers and students will utilize reverse planning of essays to correctly identify areas needing support or revision.	
25. Students will use Scales of Evidence to set goals, monitor their progres, and receive feedback from their teacher.	
26. During homeroom/academic advisory, all students will be administered a timed, FSA type course specific writing prompt (Science or Social Studies).	

Progress Monitoring:

Initiative	How Often	How Will It Be Monitored	Who Is Responsible To Monitor
Bruner All School Writes	2 times a year	Student Samples, PLC agenda	Administrators/Instructional Coach
Writing Plan(grade specific sentence stems, use of MLA, common language/vocabulary, common annotation, elaborations, claims/counterc claims,	On-going	Lesson plans, walk-throughs, observations, student writing samples	Administrators/Instructional Coach

Evaluation:

Evaluation of Goal & Implementation (Completed at the Beginning of Second Semester):

Refinement of Goal (Completed at the Beginning of Second Semester):

School Action Plan

ELA: Strategies & Programs to Support the Objectives

ELA Focus 3 (Optional)
Focus:
Goal: By the end of the year, we expect our students to be able to…

Professional Development and Activities:
School-based:

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

Progress Monitoring:			
Initiative	**How Often**	**How Will It Be Monitored**	**Who Is Responsible To Monitor**

Evaluation:
Evaluation of Goal & Implementation (Completed at the Beginning of Second Semester):
Refinement of Goal (Completed at the Beginning of Second Semester):

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

ELA Levels 1 and 2 Focus
Focus: Intensive Reading (IR)
Goal: By the end of the year, we expect our students to be able to… read, analyze, and evaluate complex text

Professional Development and Activities:
School-based:
Department and Faculty meetings will focus on the close reading protocol (purpose, mutliple reads, text dependent questioning, annotation, student talk, and writing through reading.

Action Steps for Implementation:
School Implementation Action Steps:
1. Level 1 and Level 2 based on 2105 DEA results will be scheduled into Intensive Reading classes.
2. Intensive Reading teachers will collaborate with the Instructional Coach to focus on the implementation of Florida Standards and FSA Item Specs into their classroom protocol of Balanced Literacy.
3. Intensive Reading teachers will collaboratively develop and implement lesson plans which utilize Achieve 3000 articles which focus on topics from Science, Social Studies, and English/Language Arts classes.
4. Intensive Readings teachers will collaborate on incorporating balanced literacy components into their class through the use of stations.
5. Intensive Reading teachers will collaborate on incorporating student talk strategies into their lessons.
Classroom Implementation Action Steps (Teachers and Students):
1. Intensive Reading teachers will incorporate the use of Achieve 3000 into their daily lessons.
2. Intensive Reading teachers will incorporate the use of Balanced Literacy techniques/stations into the classroom protocol.
2. Teachers will model reading, analyzing, and evaluating complex text.
3. Students will read, analyze, and evaluate complex text using Achieve 3000.
4. Students will read, analze, and evaluate complex text using outside resources, classroom library, and technology .
5. Students will participate in student talk sessions. (think-pair-share, elbow partners, seasonal partners)
6. Students will participate in Balanced Literacy groups.

Progress Monitoring:			
Initiative	**How Often**	**How Will It Be Monitored**	**Who Is Responsible To Monitor**
DEA	3 times a year	DEA data	Administrators/Instructional Coach
Achieve 3000	on-going	student data/teacher reports, classroom observations, walk-throughs	Administrators
Close Reading Protocol	on-going	lesson plans, walk-throughs, observations, student work samples	Administrators

Evaluation:
Evaluation of Goal & Implementation (Completed at the Beginning of Second Semester):
Refinement of Goal (Completed at the Beginning of Second Semester):

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

ELA Subgroup Focus
Subgroup: ELL   **Focus:** Reading Comprehension and Critical Thinking
Goal: By the end of the year, we expect our students to be able to… read increasingly complex text in English

Professional Development and Activities:
School-based:

1. During pre-planning teachers will receive professional development on the new ELD (English Language Development) standards.

2. Department and Faculty meetings will focus on the close reading protocol (purpose, multiple reads, text dependent questioning, annotation, student talk, and writing through reading.

3. Faculty meetings will focus on the use of CPALMS and the incorporation of the ELD standards in teacher lesson plans.

4. Ensure access to Rosetta Stone for use by the interpreter.
5. Provide collaboration opportunities for content area teachers and ELL interpreter.

Action Steps for Implementation:

School Implementation Action Steps:

1. Teachers and ELL Interpreter will collaborate during PLC time to discuss the implementation of ELD standards, as well as, develop lesson plans to provide rigorous instruction based on ELD standards.

2. ELL Interpreter will ensure student access to Rosetta Stone for student use.

2. Interpreter will provide support to students during class time.

3. Interpreter will work collaboratively with teachers to support learning taking place in the classroom.

4. During PLC time, teachers will work collaboratively to develop scaffolded lessons.

Classroom Implementation Action Steps (Teachers and Students):

1. Teachers will incorporate ELD standards into their lesson plans.

2. Teachers will provide support to ELL students as they maneuver through the Close Reading protocol.

2. Teachers will scaffold concepts.

2. Students will use Rosetta Stone for language acquisition.

4. Students will use peer mentors for additional support.

5. Students will read increasingly complex text using the Close Reading protocol.

Progress Monitoring:			
Initiative	**How Often**	**How Will It Be Monitored**	**Who Is Responsible To Monitor**
Rosetta STone	daily	walk-throughs	Administrators
Use of ELD standards	daily	lesson plans, student work sample, walk-throughs, observations	Administrators
Close Reading Protocoal	weekly	lesson plans, student work sample, walk-throughs, observations	Administrators

Evaluation:

Evaluation of Goal & Implementation (Completed at the Beginning of Second Semester):

Refinement of Goal (Completed at the Beginning of Second Semester):

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

ELA SWD Focus
Focus: Increase reading comprehension
Goal: By the end of the year, we expect our students to be able to… read and comprehend increasingly complex text with scaffolding and support.

Professional Development and Activities:
School-based:
1. During pre-planning teachers will receive professional development on the development and use of Scales of Evidence.
2. Department and Faculty meetings will focus on the close reading protocol (purpose, mutliple reads, text dependent questioning, annotation, student talk, and writing through reading).

Action Steps for Implementation:
School Implementation Action Steps:
1. Provide time for ESE and core subject area teachers to collaborate on the Close Reading protocol and Scales of Eviedence to modify for SWD.
2. As outlined in the IEP, students may be scheduled into a Learning Strategies class for core subject support.
3. Teacher tutoring (before or after school).
4. SWD may utilize technology as a tool and/or may have peer partners to provide support
Classroom Implementation Action Steps (Teachers and Students):
1. Teachers will scaffold concepts for SWD (Close Reading Protocol, Writing through Reading)
2. Teachers will provide students with study guides, graphic organizers, and notes as indicated by their IEP to assist SWD.
3. Teachers will utilize assitive tools on classwork and assessments.
4. Students will use various organizational tools such as graphic organizers, notes, and study guides.
5. Students will receive feedback from teachers on their performance on the Close Reading protocol.
6. Students will have the opportunity to set their learning goals based.

Progress Monitoring:			
Initiative	**How Often**	**How Will It Be Monitored**	**Who Is Responsible To Monitor**
Close Reading Protocol	Ongoing	Accommodations based on IEP	Adminstrators/Staffing Specialist
Assistive Tools	Ongoing	Accommodations based on IEP	Staffing Specialist/ Administrators/ESE teachers
Schedule Modification	Ongoing	Accommodations based on IEP	Staffing Specialist/Administrators
Individualized Instruction	Ongoing	Accommodations based on IEP	Staffing Specialist/ Administrators/ESE teachers

Evaluation:
Evaluation of Goal & Implementation (Completed at the Beginning of Second Semester):
Refinement of Goal (Completed at the Beginning of Second Semester):

School Action Plan
Social Studies

District Goal:	Students shall demonstrate social studies proficiency at or above the expected grade level.

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 80 %.

Civics Proficiency (By School)
Social Studies: Data

		Achievement Levels					Proficient	Gender		Ethnicity						Status			Grade Level			Course			
School	**# Students Tested**	**1**	**2**	**3**	**4**	**5**		**M**	**F**	**A**	**B**	**H**	**I**	**M**	**W**	**ESE**	**ELL**	**F/R**	**6**	**7**	**8**	**Civics**	**Civics & CAR PL**	**Civics Adv.**	**Civics Adv. & CAR PL**
Bruner	232	12%	17%	33%	24%	15%	71%	71%	71%	64%	57%	58%		71%	80%	37%	11%	64%	0%	72%	100%	59%		95%	
DISTRICT	2,124	8%	14%	29%	25%	23%	77%	75%	79%	88%	58%	63%	100%	78%	81%	48%	25%	67%	20%	78%	53%	66%	18%	96%	91%
STATE		16%	19%	26%	20%	18%	64%																		

CIVICS EOC Proficiency 2015 (By School)

Civics EOC 2014-2015 STRAND: ORG AND PURP OF GOVT (By School)

	Year	Name	# Students Tested	Overall	Male	Female	A	B	H	I	M	W	ESE	ELL	F/R	Civics	Civics & CAR PL	Civics Adv.	Civics Adv. & CAR PL
19 PURP	2014	Bruner	256	52%	51%	52%	61%	44%	47%		56%	54%	39%	21%	46%	44%	33%	67%	
	2015	**Bruner**	232	53%	55%	51%	50%	47%	47%		60%	56%	36%	30%	51%	46%		68%	
	2015	DISTRICT	2,124	58%	59%	57%	66%	49%	50%	63%	59%	60%	44%	31%	51%	50%	33%	70%	71%
Role	2014	Bruner	256	54%	51%	56%	55%	45%	50%		63%	55%	46%	21%	51%	47%	42%	67%	
	2015	**Bruner**	232	57%	57%	58%	55%	48%	54%		60%	61%	41%	33%	55%	51%		70%	
	2015	DISTRICT	2,124	62%	61%	63%	67%	51%	54%	66%	63%	65%	48%	33%	56%	55%	33%	74%	68%
Govt	2014	Bruner	256	54%	53%	56%	60%	44%	47%		63%	57%	43%	17%	49%	48%	25%	66%	
	2015	**Bruner**	232	57%	58%	56%	49%	51%	49%		61%	61%	44%	32%	55%	50%		70%	
	2015	DISTRICT	2,124	61%	61%	60%	65%	52%	53%	71%	61%	63%	47%	34%	55%	53%	39%	72%	67%
Funct	2014	Bruner	256	51%	51%	50%	53%	43%	51%		58%	52%	38%	21%	46%	44%	17%	64%	
	2015	**Bruner**	232	51%	51%	51%	50%	47%	43%		54%	55%	38%	34%	50%	45%		63%	
	2015	DISTRICT	2,124	57%	57%	56%	61%	48%	49%	68%	57%	59%	43%	32%	50%	49%	33%	67%	67%

School Action Plan
Social Studies: Strategies & Programs to Support the Objectives

Social Studies Focus 1
Focus: Pathway to Close and Critical Reading with an Emphasis on the Standards
Goal: By the end of the year, we expect our students to be able to… close and critical read informational text, historical documents, primary/secondary sources, maps, infographs, etc.

Professional Development and Activities:
School-based: 1. During Pre-Planning all teacher will be trained on the creation and use of Scales of Evidence to support a focus on Florida Standards. 2. Early Morning Departmental Meetings for teachers will focus on components of the Close Reading protocol including text marking, student talk and text-dependent questions that are aligned to the Florida Standards. 3. On-going review, modification, and alignment of Scales of Evidence will continue in monthly faculty and department meetings. 4. During PLC subject specific teacher groups and the Instructional Coach will collaborate and develop ways to implement the Close Reading protocol, focusing on purpose, text dependent questioning, text marking, student talk, and writing through reading, Everyday Instructional Reading, and student talk.

Action Steps for Implementation:
School Implementation Action Steps:
1. Administrators will provide the time (1 hour on 1/2 day professional development days) for Social Studies to collaborate with the Instructional Coach on implementation of Scales of Evidence into their lessons. 2. Social Studies teachers will collaborate to develop Mini Q's (close reading protocol) daily and common vocabulary. 3. Social Studies teachers will continue to use and modify their lessons to effectively utilize the Close Reading Protocol. 4. Social Studies teachers will collaborate with the Instructional Coach to implement Everyday Reading strategies and student talk activities into their lesson plans. 5. Collaboration with Instructional Coach to ensure fidelity of pacing of standards
Classroom Implementation Action Steps (Teachers and Students):
1. Teachers will create/utilize Scales of Evidence base on Florida Standards 2. Teachers will incorporate the Close Reading Protocol and Everyday Instructional Reading into their instructional plans. 4. Teachers will include text-dependent questions into their lessons and discussions. 5. Teachers will teach academic common vocabulary 6. Teachers will teach and model how to unpack a Mini Q by using the Close Reading protocol. 7. Teachers will model various student talk strategies. 8. Students will use strategies from the Close Reading Protocol to master daily Mini Q's. 9. Students will incorporate student talk into their discussions, debates, etc. 10. Students will use Scales of Evidence to set goals, monitor progress, and provide feedback.

Implementation Monitoring:			
Initiative	**How Often**	**How Will It Be Monitored**	**Who Is Responsible To Monitor**
Scales of Evidence	Every 9 weeks	lesson plans, walk-throughs, observations, student work samples	Administrators
Text Dependent Questions	Ongoing	lesson plans, walk-throughs	Administrators
DBQ's	Ongoing	lesson plans, student work samples	Administrators

Evaluation:
Evaluation of Goal & Implementation (Completed at the Beginning of Second Semester):
Refinement of Goal (Completed at the Beginning of Second Semester):

School Action Plan
Social Studies: Strategies & Programs to Support the Objectives

Social Studies Focus 2
Focus: Writing Argumentative & Informational
Goal: By the end of the year, we expect our students to be able to… write an opinion/argumentative essay citing various sources using primary and secondary sources.

Professional Development and Activities:
School-based: 1. During Pre-Planning all teachers will be trained on the creation and use of Scales of Evidence. 2. Monthy Early Morning Department meetings will focus on collaboration to develop and share text dependent questions, student talk, note taking and text marking strategies and purposeful Close Reading and Everyday Instructional Reading . 2. Faculty meeings will support the use of Scales of Evidence during writing activities. 3. PLC's will be used to provide teachers with time to discuss common language/vocabulary, rubrics (scales of evidence), feedback, spiraling tools, and the close reading protocol.

Action Steps for Implementation:

School Implementation Action Steps:

1. Cross-Curricular planning will take place to plan, develop, execute, and evaluate, two all school Bruner Writes days. English/Language Arts and Social Studies will collaborate to develop FSA type grade specific writing prompts.

2. Scales of Evidence will be used to assess Bruner Writes FSA type assessment prompts for all students.

3. Teachers will develop common language/vocabulary for student use.

4. Writing Through Reading will be implemented as a par of school-wide writing through reading prompts, using multiple sources.

Classroom Implementation Action Steps (Teachers and Students):

1. Teachers will instruct and model how to appropriately answer short essay type questions and DBQ's .
2. Teachers will include text based questions into their lessons.
3. Teachers will instruct and model various note taking strategies.
4. Teachers will include DBQ's (short answer) into their lessons.
5. Teachers will use Scales of Evidence.
6. Students will use a variety of note taking techniques to help them to gather evidence for their writing.Students will respond to DBQ's and teachers will collaboratively review student responses quarterly.
7. Students will use various graphic organizers to develop an essay.
8. Students will Write through Read.
9. Students will make a claim/stance and argue the claim related to historical/informational text aligned with FSA/EOC and semester assessments including short response and multi-paragraph essays.
10. Students will use Scales of Evidence to set goals, monitor their progress, and receive teacher feedback to improve their argumentative or informational essay.

Implementation Monitoring:			
Initiative	**How Often**	**How Will It Be Monitored**	**Who Is Responsible To Monitor**
Scales of Evidence	At least once per nine weeks	lesson plans, student work samples	Administrators
DBQ's	quarterly	student work samples, lesson plans	Administrators
All School Bruner Writes	twice a year	student work samples	Administrators

Evaluation:
Evaluation of Goal & Implementation (Completed at the Beginning of Second Semester):
Refinement of Goal (Completed at the Beginning of Second Semester):

School Action Plan
Math

District AMO:	The percent of Okaloosa County students who will be proficient in math as defined by the State of Florida on the Florida Standards Assessment Test will be at least %.
District Goal:	Students shall demonstrate math proficiency at or above the expected grade level.

Objectives:
AMO: The percentage of all curriculum students who will be proficient in math as defined by the State of Florida on the Florida Standards Assessment Test will be at least 80 %.
AMO: The percentage of SWDs who will be proficient in math on the Florida Standards Assessment Test will be at least 50 %
AMO: The percentage of ELL students who will be proficient in math on the Florida Standards Assessment Test will be at least 75 %
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 80 %.
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 80 %.
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 80 %

DEA Math Proficiency (By Grade)

Math: Data

DEA Math — **PROFICIENCY (Based on Common Core Assessment)**

Grade 6	# Students Tested	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4-5	% Proficient	M	F	A	B	H	I	M	W	ESE	ELL	F/R
2015 Post Test (C)	95	5%	26%	67%	1%	68%	58%	75%	0%	63%	77%		55%	78%	36%	33%	63%
District 2015	1,211	3%	21%	69%	7%	76%	74%	78%	80%	68%	73%	40%	75%	79%	51%	43%	69%

DEA Math — **PROFICIENCY (Based on Common Core Assessment)**

Grade 7	# Students Tested	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4-5	% Proficient	M	F	A	B	H	I	M	W	ESE	ELL	F/R
2015 Post Test (C)	83	12%	55%	31%	1%	33%	33%	32%	100%	28%	29%		20%	35%	20%	17%	34%
District 2015	1,172	6%	35%	53%	6%	59%	61%	57%	97%	49%	45%	33%	58%	62%	34%	17%	51%

DEA Math — **PROFICIENCY (Based on Common Core Assessment)**

Grade 8	# Students Tested	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4-5	% Proficient	M	F	A	B	H	I	M	W	ESE	ELL	F/R
2015 Post Test (C)	70	7%	44%	44%	4%	49%	57%	39%	100%	38%	67%		50%	52%	44%	67%	52%
District 2015	990	8%	31%	51%	10%	61%	61%	61%	76%	50%	65%	80%	72%	61%	41%	42%	53%

DEA Math — Common Core STRANDS (Average score for each subgroup)

Grade 6

Strand		All Students		Gender (%)		Ethnicity (%)						Status (%)		
		# Students Tested	Overall %	Male	Female	A	B	H	I	M	W	ESE	ELL	F/R
Numbers	2015	95	64	61	65	62	62	63		66	65	46	71	61
	District	1,211	67	67	67	73	60	63	56	69	68	54	51	63
Expression	2015	95	61	59	63	40	61	61		53	66	50	47	62
	District	1,211	64	62	65	68	60	60	50	64	65	52	49	59
Geometry	2015	95	63	62	64	40	53	68		65	71	52	53	58
	District	1,211	71	71	72	72	59	72	68	72	73	57	57	68
Statistics	2015	95	45	45	46	9	44	49		44	48	31	44	45
	District	1,211	47	47	48	57	45	50	23	49	47	35	46	43

Grade 7

Strand		All Students		Gender (%)		Ethnicity (%)						Status (%)		
		# Students Tested	Overall %	Male	Female	A	B	H	I	M	W	ESE	ELL	F/R
Numbers	2015	83	58	56	61	80	56	54		44	64	48	50	56
	District	1,172	64	65	64	80	61	58	40	62	65	55	54	61
Expression	2015	83	41	37	46	50	41	38		43	40	36	28	40
	District	1,172	49	49	49	65	46	44	33	51	49	44	35	46
Geometry	2015	83	48	49	48	67	47	43		45	51	44	25	50
	District	1,172	57	57	57	69	51	50	46	57	58	48	32	53
Statistics	2015	83	45	45	44	40	39	45		47	50	42	38	45
	District	1,172	53	55	51	63	48	44	47	52	55	45	34	49

DEA Math			Common Core STRANDS (Average score for each subgroup)										
Grade 8	**All Students**		**Gender (%)**		**Ethnicity (%)**						**Status (%)**		
	# Students Tested	Overall %	Male	Female	A	B	H	I	M	W	ESE	ELL	F/R
Numbers 2015	70	65	66	63	75	60	63		71	67	56	50	67
District	990	72	72	72	82	71	70	70	78	71	62	54	68
Expression 2015	70	53	58	48	90	56	43		52	52	50	57	51
District	990	56	57	55	66	53	55	64	57	56	47	49	52
Geometry 2015	70	60	64	56	90	58	62		63	60	57	77	61
District	990	63	63	62	66	58	65	74	66	63	54	57	59
Statistics 2015	70	51	50	52	50	41	58		58	55	50	50	51
District	990	60	59	60	65	51	62	70	66	60	53	50	55

| School | # Students 2015 | Test Score | | | Strand 1 | Strand 2 | Strand 3 |
		*2013	*2014	2015	2015	2015	2015
FSA: Algebra 1 EOC		Pass %			Algebra & Modeling (%)	Functions & Modeling (%)	Statistics & The Number System (%)
Bruner	60	99	100	**97** -3			
DISTRICT	2,210	77	74	**81** +7			
STATE		64	66	**67** +1			

Pearson Algebra 1

School Action Plan
Math: Assessment Data Analysis

What does the analysis of your school data tell you about your school's academic strengths?
The students enrolled in Algebra 1 scored 16% above the district average and 30% above the state average of percent passing on the Algebra I EOC. Based on DEA scores, 6th grade ELL students performed above the district average in the Common Core Strand of numbers by 20 points. Likewise ELL students in the 7th grade performed above the district average in the strand of statistics; whereas, 8th grade ELL students performed above the district level in the strands of expression, geometry, and statistics. ESE students in the 8th grade performed above the distirct average score in the strands of expression, and geometry. Male students in the 8th grade performed at the district average or above in the strands of geometry and expression along with the asian and black subgroups. Our students on free/reduced lunched performed above the district average in the strand of geometry.

What does the analysis tell you about your school's opportunities to improve?
Opportunities to improve for the 6th and 7th grade groups include a focus on moving proficiency level 2 students to level 3 and moving the 67% level 3 students in 6th grade to level 4-5. Students that performed in level 1 and level 2 must be reduced to increase level 3 and level 4-5 performance , especially in the areas of expression, geometry and statistics. A focus on ensuring the rigor of the standards are met through the use of Scales of Evidence and other high effect strategies.

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

Math Focus 1
Focus: Strategies to Support Standards-based Instruction and Assessments
Goal: By the end of the year, we expect our students to be able to… set academic math goals and monitor their progress based on (MAFS) Mathematics Florida Standards while employing the use of Depth of Knowledge and Levels of Thinking.

Professional Development and Activities:

District:
The central message provided (September, October, November/December, and January/February) will focus on the standards and the grade specific FSA item specifications, with a detailed focus on:
• The standards with an emphasis on the Item Specs will drive our instructional focus
   • How does the mastery of the standard begin the instructional process?
   • How do we create multiple activities and strategies to drive instruction of a standard?
   • How are we designing formative and summative assessments with questions that are tied directly to assess knowledge of a standard?
   • How can we embed appropriate math practices, student talk, and spiraling to strengthen student ability to master a standard?

School-based: 1. Professional Development during pre-planning on Scales of Evidence based on Florida Standards will be provided. 2. Early Morning Department Meetings will focus on Scales of Evidence, Use of data, and spiraling activities (assessments). 3. Monthly faculty meetings will focus on the use of Cognitive Complexity (Depth of Knowledge) and Levels of Thinking (Bloom's Taxonomy) to support construction of Scales of Evidence (maintaining the rigor of the standard). 4. Math PLC will meet collaboratively to discuss and share examples/ideas on Scales of Evidence, the use of formative/summative assessments, student talk and purposeful spiraling. The math department will collaboratively construct Scales of Evidece per unit based on Mathematics Florida Standards

Action Steps for Implementation:

School Implementation Action Steps:

1. Principal will facilitate professional development on Scales of Evidence, Cognitive Complexity, and Levels of Thinking

2. Administrators will provide time for vertical teaming

3. Administrators will provide time for Professional Learning Communities for the creation of Scales of Evidence for standards based instruction and student talk.

4. Ensure all teachers have access to items specs electronically. (paper copy if requested)

5. Collegial conversations will inlcude collaborative planning with math coach and/or principal to adjust and improve implementation of the strategy and develop common language based on item specs.

6. The math department will collaboratively construct Scales of Evidence per unit based on Florida Standards while using the pacing guide which contains Web's Depth of Knowledge.

Classroom Implementation Action Steps (Teachers and Students):

1. Teachers will model and implement usage of Scales of Evidence for standards based instruction and assessment.

2. Teachers will integrate new Math Talk strategies into their lesson using conversation starters and sentence stems.

3. Teachers will create purposeful Student Talk sessions to encourage deeper levels of thinking.

4. Teachers will use common language developed through the use of Flordia Standards and item specs.

5. Students will create academic goals, monitor their progress, and receive teacher feedback using Scales of Evidence.

6. Students will participate in student talk/math talk opportunities.

7. Students will use common math language.

8. Students will solve math problems from previous learned lessons.

Progress Monitoring:			
Initiative	**How Often**	**How Will It Be Monitored**	**Who Is Responsible To Monitor**
Use of Scales of Evidence	Per Unit	PLC, Lesson Plans	Administrator
Use of Depth of Knowledge	Weekly	Lesson Plans, walk throughs	Administrator
Use of Levels of Thinking	Daily	Lesson Plans, walk throughs	Administrator
Student Talk	Weekly	Lesson Plans, walk throughs	Administrator
Math Coaching	weekly	coaching schedule	Administrators/Coach

Evaluation:
Evaluation of Goal & Implementation (Completed at the Beginning of Second Semester):
Refinement of Goal (Completed at the Beginning of Second Semester):

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

Math Focus 2
Focus: Purposeful Spiraling
Goal: By the end of the year, we expect our students to be able to…

Professional Development and Activities:

District:

The central message provided (September, October, November/December, and January/February) focus on analyzing data for purposeful spiraling. Using item specifications, with a specific focus on:

- What does spiraling look like?
- What are the different ways teachers are spiraling (Bell ringers, exit passes, etc.)
- How is spiraling being determined? (DEA, prior assessments, teacher knowledge, etc.)
- How is it occurring within assessments?
- How is it monitored by teachers?

School-based:

Goal: By the end of the year, we expect our students to be able to recall, apply, and synthesize previous learned standards.

PLC and department meetings will focus on spiraling activities and strategies.
During PLC, teachers will disaggregate data to identif.

1. Professional Development during pre-planning on Scales of Evidence based on Florida Standards will be provided.

2. Early Morning Department Meetings will focus on Scales of Evidence, Use of data, and spiraling activities (assessments).

3. Monthly faculty meetings will focus on the use of Cognitive Complexity (Depth of Knowledge) and Levels of Thinking (Bloom's Taxonomy) to support construction of Scales of Evidence (maintaining the rigor of the standard).

4. Math PLC will meet collaboratively to disaggregate data to idenify standards which students did perform well and ways to sprial to addressThe math department will collaboratively construct Scales of Evidece per unit based on Mathematics Florida Standards y standards which students did not perform well on and ways to spiral to address the deficit.
Teachers will be trained in the use of Scales of Evidence

Action Steps for Implementation:

School Implementation Action Steps:

1. Math PLC will meet collaboratively to disaggregate data to identify standards not mastered.
2. Math PLC will develop spiraling activities to addresss deficient areas.
3. Math teachers will collaborate to develop new spiraling activities that are research based.
2. Math teachers will collaborate to develop spiraling assessments that are embedded in new learning.
3. Teachers will disaggregate their students data (DEA, classroom assessments, quizzes, tests) to identify areas of weakness and develop a plan of action. (DATA CHATS)
4. Teachers will work collaboratively to develop scales of evidence as a means to spiral.

Classroom Implementation Action Steps (Teachers and Students):

1. Teachers will use Scales of Evidence for goal setting, monitoring of progress, and feedback.
2. Teachers will incorporate spiraling activities into their lessons.
3. Teachers will incorporate spiraled skills/concepts into classroom assessements (formative), assignments, quizzes, and tests. (DEA, classwork, quizzes, tests, and exams)
4. Students will participate in one or more of the following activities: spiraled opening, bellringer questions, spiraled questions on homework assignments and independent practice, and tests.
5. Students will reflect on areas of deficiency based on classwork, assignments, assessments, and Scales of Evidence
6. Students will set goals, monitor their own progress, and receive feedback from their teacher on deficient areas.

Progress Monitoring:			
Initiative	**How Often**	**How Will It Be Monitored**	**Who Is Responsible To Monitor**
Scales of Evidence	At least once a quarter (overarching standards)	lesson plans, student work samples, walk-throughs, observations	Administrators
Spiraled Activities (bellringers, exit slips, closers, openings)	Daily	walk-throughs, student work samples, lesson plans, observations	Administrators
Data Chats	Unit Completion/DEA	Agendas, Work products	Administrators

Evaluation:
Evaluation of Goal & Implementation (Completed at the Beginning of Second Semester):
Refinement of Goal (Completed at the Beginning of Second Semester):

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

Math Levels 1 and 2 Focus 1
Focus: Math Fluency
Goal: By the end of the year, we expect our students to be able to… demonstrate proficiency at or above the district average.

Professional Development and Activities:
School-based:
1. Early Morning Department release will be conducted for Intensive Math Teachers for professional development on use of pacing guide and Web's Depth of Knowledge.
2. PLC will provide ongoing professional development of the implementation of Think Thru Math into the Intensive Math Classes

Action Steps for Implementation:
School Implementation Action Steps:
1. Level 1 and low level 2 students are scheduled into Intensive Math classes based on 2015 DEA results.
2. Access to technology labs to log hours on the district provided math support program
3. Provide PLC for Intensive Math teachers to collaborate with Math I, II, and Pre-Algebra teachers
Classroom Implementation Action Steps (Teachers and Students):
1. Teachers will utilize the Think thru Math program.
2. Teachers will create math stations focused on identified areas of deficiency based on the Think thru Math program and DEA data.
3. Teachers will use Scales of Evidence.
4. Teachers will provide basic skills and grade level curriculum support will be provided through spiraling activities.
5. Teachers will incorporate the use of student talk as a tool to make learning purposeful so students can demonstrate mastery.
6. Students will set goals, monitor their progress, and will receive feedback on their progress on Think thru Math program and other aspects of the Intensive Math course.
7. Students will participate in math stations to improve their basic and criticial thinking skills.
8. Students will use student talk as a tool to make meaning out of skills and concepts.
9. Students will participate in spiraling activities including assessments (formative and summative).

Progress Monitoring:			
Initiative	**How Often**	**How Will It Be Monitored**	**Who Is Responsible To Monitor**
Think Thru Math	Weekly	Computer reports, student and class progress	Administrators/Department Chair/Instructional Coach
DEA Assessments	Ongoing	DEA individual student reports, DEA class reports	Administrators/Instructional Coach
Data Chats	Semester	DEA Data	Administrators/Instructional Coach

Evaluation:
Evaluation of Goal & Implementation (Completed at the Beginning of Second Semester):
Refinement of Goal (Completed at the Beginning of Second Semester):

School Action Plan

Math: Strategies & Programs to Support the Objectives

Math Levels Subgroup Focus	
Subgroup: 8th Grade Math (2015 7th Grade IM students)	**Focus:** Fluency
Goal: By the end of the year, we expect our students to be able to… manipulate and solve problems and improve a year's growth on DEA.	

Professional Development and Activities:
School-based:
1. All teachers will receive professional development on the creation and use of Scales of Evidence
2. Early Morning Department release will be conducted for Intensive Math Teachers for professional development on use of pacing guide and Web's Depth of Knowledge.
3. PLC will provide ongoing professional development of the implementation of Think Thru Math into the Intensive Math Classes
4. Ongoing professional development of the implementation of the Think thru Math program into the Intensive Math Classes

Action Steps for Implementation:

School Implementation Action Steps:

1. Level 1 and low level 2 students are scheduled into Intensive Math classes based on 2015 DEA results.

2. Access to technology labs to log hours on the district provided math support program

3. Provide PLC for Intensive Math teachers to collaborate with Math I, II, and Pre-Algebra teachers

Classroom Implementation Action Steps (Teachers and Students):

1. Teachers will utilize the Think thru Math program.

2. Teachers will create math stations focused on identified areas of deficiency based on the Think thru Math program and DEA data.

3. Teachers will use Scales of Evidence.

4. Teachers will provide basic skills and grade level curriculum support will be provided through spiraling activities.

5. Teachers will incorporate the use of student talk as a tool to make learning purposeful so students can demonstrate mastery.

6. Students will set goals, monitor their progress, and will receive feedback on their progress on Think thru Math program and other aspects of the Intensive Math course.

7. Students will participate in math stations to improve their basic and criticial thinking skills.

8. Students will use student talk as a tool to make meaning out of skills and concepts.

9. Students will participate in spiraling activities including assessments (formative and summative).

10. Students will participate in using Think thru Math program.

Progress Monitoring:			
Initiative	**How Often**	**How Will It Be Monitored**	**Who Is Responsible To Monitor**
Think thru Math	Weekly	Computer reports, student and class progress	Administrators/Department Chair/Instructional Coach
DEA	Ongoing	DEA individual student reports, DEA class reports	Administrators/Instructional Coach
Data Chats	semester	DEA Data	Administrators/Instructional Coach
Scales of Evidence	Per Unit/Ongoing	Lesson plans, student work samples	Administrators/Instructional Coach

Evaluation:
Evaluation of Goal & Implementation (Completed at the Beginning of Second Semester):
Refinement of Goal (Completed at the Beginning of Second Semester):

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

Math SWD Focus
Focus: Math Fluency
Goal: By the end of the year, we expect our students to be able to… have the prerequisite skills necessary to be successful in a mainstream math class

Professional Development and Activities:
School-based: 1. ESE teachers and core department members will meet with the Instructional Coach to participate in targeted professional development focused on strengthening SWD basic skills. 2. Department meetings will focus on spiraling tools, collegial conversations, feedback, rubrics, math strategies and goal setting for SWD.

Action Steps for Implementation:			

School Implementation Action Steps:

1. Provide time for ESE and core subject area teachers to collaborate on the Close Reading protocol to modify for SWD.

2. As outlined in the IEP, students may be scheduled for Learning Strategies for core subject support.

3. Teacher tutoring (before or after school).

4. SWD may utilize technology as an assistive tool and/or may have peer partners to provide support

Classroom Implementation Action Steps (Teachers and Students):

1. Teachers will scaffold concepts for SWD (Spiraling)

2. Teachers will provide students with study guides, graphic organizers, and notes as indicated by their IEP to assist SWD.

3. Teachers will utilize assistive tools on classwork and assessments.

4. Students will use various organizational tools such as graphic organizers, notes, and study guides.

5. Students will receive feedback.

6. Students will have the opportunity to set their learning goals basedon Scales of Evidence.

Progress Monitoring:			
Initiative	**How Often**	**How Will It Be Monitored**	**Who Is Responsible To Monitor**
Spiraling	daily	lesson plans/walk-throughs/observations/student work samples	Administrators/Staffing Specialist
Organizational Tools	daily	lesson plans/walk-throughs/observations/student work samples	Administrators/Staffing Specialist
Technology	daily (as needed based on IEP)	lesson plans/walk-throughs/observations/student work samples	Administrators/Staffing Specialist

Evaluation:
Evaluation of Goal & Implementation (Completed at the Beginning of Second Semester):
Refinement of Goal (Completed at the Beginning of Second Semester):

School Action Plan
Science

District Goal:	Students shall demonstrate science proficiency at or above the expected grade level.

Objective:
The percentage 8th grade students who will be proficient in science as defined by the State of Florida on the Florida Comprehensive Assessment Test will be at least 80 %.

Science Proficiency (By School)

Science: Data

				Achievement Levels					% Proficient	Gender		Ethnicity						Status		
Year	School	Grade	# Students Tested	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5		M	F	A	B	H	I	M	W	ESE	ELL	F/R
2013	Bruner	08	259	15%	27%	29%	17%	12%	58%	65%	50%	67%	34%	46%	67%	59%	69%	32%	33%	45%
2014	Bruner	08	244	15%	31%	29%	14%	12%	54%	60%	48%	55%	22%	56%		59%	64%	25%	25%	45%
2015	Bruner	08	251	11%	34%	26%	15%	14%	55%	55%	55%	77%	37%	40%		65%	60%	19%	0%	44%
2015	District	08	2,198	10%	27%	25%	18%	20%	63%	65%	61%	76%	36%	54%	86%	64%	68%	31%	12%	45%
2015	STATE	08		22%	30%	23%	13%	12%	48%											

FCAT SCIENCE 2013-2015 Proficiency (By School/Grade)

GRADE 8 — FCAT SCIENCE 2013-2015 STRANDS (By School)

	Year	Name	# Students Tested	Overall	Male	Female	A	B	H	I	M	W	ESE	ELL	F/R
NATURE	2013	Ballet	8	83%		83%						83%			70%
NATURE	2013	Bruner	259	62%	63%	61%	72%	51%	54%	64%	69%	66%	50%	56%	56%
NATURE	2014	Bruner	244	64%	64%	64%	69%	52%	65%		64%	67%	52%	55%	60%
NATURE	2015	Bruner	251	65%	64%	68%	78%	58%	58%		62%	69%	48%	33%	62%
NATURE	2015	District	2,198	68%	67%	70%	74%	57%	62%	75%	68%	71%	52%	34%	61%
ERTH/SPC	2013	Bruner	259	64%	67%	61%	70%	54%	55%	71%	68%	69%	53%	48%	59%
ERTH/SPC	2014	Bruner	244	62%	66%	58%	61%	50%	66%		66%	65%	50%	50%	57%
ERTH/SPC	2015	Bruner	251	59%	60%	58%	60%	53%	53%		63%	62%	48%	42%	56%
ERTH/SPC	2015	District	2,198	64%	65%	63%	65%	50%	59%	66%	66%	67%	50%	39%	57%
PHYSICAL	2013	Bruner	259	66%	66%	66%	73%	55%	62%	60%	68%	70%	54%	51%	60%
PHYSICAL	2014	Bruner	244	70%	71%	70%	74%	58%	71%		76%	73%	55%	62%	67%
PHYSICAL	2015	Bruner	251	70%	71%	70%	73%	63%	62%		75%	73%	60%	38%	66%
PHYSICAL	2015	District	2,198	71%	72%	70%	75%	59%	67%	74%	73%	73%	57%	43%	65%
LIFE	2013	Bruner	259	70%	72%	67%	81%	59%	65%	67%	69%	74%	58%	54%	64%
LIFE	2014	Bruner	244	65%	66%	63%	59%	54%	68%		70%	68%	51%	60%	62%
LIFE	2015	Bruner	251	69%	70%	69%	74%	58%	65%		73%	73%	58%	36%	65%
LIFE	2015	District	2,198	70%	71%	69%	73%	57%	67%	71%	71%	72%	55%	45%	63%

School Action Plan
Science: Strategies & Programs to Support the Objective

Science Focus
Focus: Strategies to Support Standards-based Instruction and Assessments
Goal: By the end of the year, we expect our students to be able to… critical and close read complex Science text to analyze, evaluate, and create solutions.

Professional Development and Activities:

District:
The central message provided (September, October, November/December, and January/February) will focus on the standards and the grade specific state item specifications, with a detailed focus on:
• Using Item Specification to drive our instructional focus with an emphasis on the <u>5 E Instructional Model Creating Teachable Moments</u> by Rodger W. Bybee
    ○ How does the mastery of the standard begin the instructional process?
    ○ How do we create multiple activities and strategies to drive instruction of a standard?
    ○ How are we designing formative and summative assessments with questions that are tied directly to assess knowledge of a standard?
    ○ How can we embed close reading, student talk, and spiraling to strengthen student ability to master a standard?

School-based: 1. During Pre-Planning all teachers will receive professional development on the creation and use of Scales of Evidence . 2. Early Morning Department meetings will focus on the Close Reading Protocol specific to Science, Bloom's Taxonomy, Web's Depth Knowledge and Backward Design. 3. Faculty will focus on research based high effect strategies. 4. PLC's will focus on student talk.

Action Steps for Implementation:

School Implementation Action Steps:

1. Teachers will collaborate and develop vocabulary strategies that are content specific (based on Florida Standards and Item Specs) and research based.
2. Teachers will collaborate and share strategies for the implementation of close reading protocoal including setting purpose, multiple reads, text dependent questions, and student talk.
3. Teachers will develop Scales of Evidence based on overarching Science Standards.
4. Science teachers will collaborate with Instructional Coach to develop questions and problems that are tied Florida Standards and Item Specs.
5. Teachers will collaborate with Instructional Coach to develop spiraled questions based on retired FCAT Science Examines for questions to be used in 8th grade academic advisory classes.
4. Science teachers and ELA teachers will collaborate to develop text dependent FSA type prompt for Bruner All School Writes incorporating Scales of Evidence.

Classroom Implementation Action Steps (Teachers and Students):

1. All science teachers will use the Close Reading protocol in their lessons using complex text.
2. Teachers will develop Scales of Evidence based on Science Standards.
3. Teachers will use vocaulary strategis to assist in the Close Reading Protocol.
4. Teachers will modlel and use student talk strategies.
5. Students will use Scales of Evidence to set goals, monitor progress, receive feedback and assessments.
6. Students will use the Close Reading Protocol to read critically and to solve complex problems.
7. Students will use Student Talk during the Close Reading Protocol.
8. Students will complete FCAT type spiraled questions from retired FCAT Science test in Science class and academic advisory.
9. During AA, students will complete the Bruner All School Writes based on a Science FSA type text-dependent prompt.

Implementation Monitoring:			
Initiative	**How Often**	**How Will It Be Monitored**	**Who Is Responsible To Monitor**
Scales of Evidence	Per Unit/Ongoing	Lessons, student work samples, walk through, observations	Administrators
Close Reading Protocol	Ongoing	Lessons, student work samples, walk throughs, observations	Administrators
Bruner All School Writes	Semester	Prompt, student work sample	Administrators

Evaluation:

Evaluation of Goal & Implementation (Completed at the Beginning of Second Semester):

Refinement of Goal (Completed at the Beginning of Second Semester):

School Action Plan
Science: Strategies & Programs to Support the Objective

Science Focus
Focus: Purposeful Spiraling
Goal: By the end of the year, we expect our students to be able to… demonstrate master of previously taught standards while mastering new standards.

Professional Development and Activities:
District: The central message provided (September, October, November/December, and January/February) will focus on analyzing data for purposeful spiraling. Using item specifications, with an emphasis on: - What does spiraling look like?   - What are different ways teachers are spiraling (Bell ringers, exit passes, etc.)   - How is spiraling being determined? (DEA, prior assessments, teacher knowledge, etc.)   - How is it occurring within assessments?   - How is it monitored by teachers?
School-based: 1. During Pre-Planning all teachers will receive professional development on the creation and use of Scales of Evidence . 2. Early Morning Department meetings will focus on the spiraling activities and strategies 3. Faculty will focus on research based high effect strategies. 4. During PLC, teachers will disaggregate data to identify standards which students did not perform well on and develop was to sprial to address areas of deficit.

Action Steps for Implementation:

School Implementation Action Steps:

1. During PLC, teachers will disaggregate data to identify standards which students did not perform well on and develop was to sprial to address areas of deficit (DEA data, classroom assignments, quizzes, tests, and other assessments).

2. Teachers will develop Scales of Evidence based on overarching Science Standards.

3. Teachers will collaborate with Instructional Coach to develop spiraled questions based on retired FCAT Science Examines for questions to be used in 8th grade academic advisory classes.

4 . Science teachers will collaborate to develop new spiraling activities that are research based to embed in new learning.

Classroom Implementation Action Steps (Teachers and Students):

1. Science teachers will conduct data chats with students and administrators to share data and plan of action to address areas of weakness.
2. Teachers will use spiraling activities as bell ringers, exit slips, do now activities, etc.
3. Teachers will incorporate text dependent questions as bellringers or exit slips to spiral back.
4. AA teachers will administer spiraling activities during AA to support a continued focus on previous standards learned.
5. Students will complete and discuss spiraling activities in AA to focus on previous standards learned.
6. Students will participate in the DEA assesment and will receive feedback on their progress.
7. Students will complete spiraled activies in Science Class (exit slips, do now, bell ringers)

Implementation Monitoring:			
Initiative	**How Often**	**How Will It Be Monitored**	**Who Is Responsible To Monitor**
AA Science Spiral	twice a week	lesson plans, walk throughs,	Administrators
Data Chats	quarterly	student reflection forms, agenda notes	Administrators
Spiraled Activities (bellringers, exit slips, closers, openers)	daily	lesson plans, walk through, observations	Administrators

| Evaluation: |
|---|
| **Evaluation of Goal & Implementation (Completed at the Beginning of Second Semester):** |
| **Refinement of Goal (Completed at the Beginning of Second Semester):** |

Middle School Section
Early Warning Indicators

Early Warning Indicators:
- **Attendance below 90% regardless of excused absences or suspensions**
- **One or more suspensions (whether in or out of school)**
- **Course failure in ELA or math**
- **Level 1 score in ELA or math**

	6th Grade	7th Grade	8th Grade
Attendance below 90% regardless of excused absences or suspensions			
One or more suspensions (in or out of school)			
Course failure in ELA			
Course failure in math			
Level 1 score in ELA			
Level 1 score in math			
Number of students who meet two or more of the Early Warning Indicators	8	2	0

Description of all intervention strategies used to improve the academic performance of students identified by the early warning system.
Student Parent Teacher Conferences
Intensive Reading Class
Intensive Math Class
Mentoring
PMP's
Differentiated Instruction
IEP   -
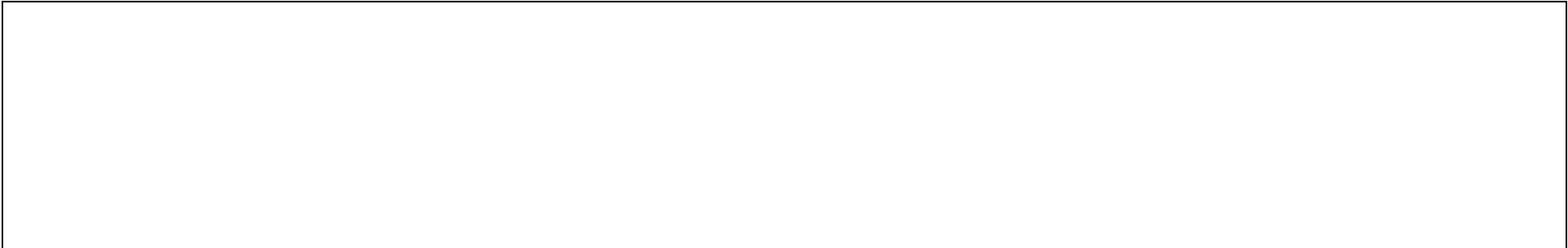
Accreditation Page

Accreditation Standards
1. Purpose and Direction
2. Governance and Leadership
3. Teaching and Assessing for Learning
4. Resources and Support Systems
5. Using Results for Continuous Improvement

Focus Area 1: Improving and Advancing Student Achievement

Goals:
- **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**

Focus Area 2: Learning and Working in a Safe and Productive Environment

Goals:
- **Provide adequate and appropriate facilities**
- **Provide a culture conducive to learning and working**
- **Maintain a safe learning and working environment**