

**Date Submitted:**

**Dates of Revision: August 24, 2020**

# **School Performance Plan 2020-2021**



**School Name: Bruner Middle School**

## **Legend**

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

## 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 \$869 will primarily be used for: Purchase of student planners for the upcoming 2020-2021 school year. Each student is given a planner at the beginning of the year in order to list assignments. Planners are also used as a hall pass.

The names represented below indicate approval of the SPP by the SAC Committee members.

<b>Principal's Signature</b>
<b>SAC Chairperson's Signature</b>

# 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
Gary Massey	Principal
Rosia Cahn	Assistant Principal-Curriculum
Gary Taylor	Assistant Principal-Discipline
Kim Tryon	ELA Department Chair
Dr. Duane Eliason	Math Department Chair
Dee Pummer	Social Studies Department Chair
Angelica Jackson	Science Department Chair
Heather Soltis	Literacy Coach
Christin Keeney	Math 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 and pre-planning week. During the spring, departments met with the administrative team and collaboratively constructed the School Performance Plan.

The School Leadership Team, comprised of department leaders met in May to discuss the school's data and reviewed last year's SPP. The department leaders met during pre-planning 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. During pre-planning each department met to discuss department suggestions and revisions. Administrators compiled revisions from the departments. Next, the SPP was sent back to each department for data analysis, clarification and revision. The Instructional Coach, department heads, ESE teachers, Assistant Principal of Curriculum and the Principal met to finalize the SPP. A revised SPP was brought to district for final revision and input. Editing was made and the final SPP was submitted.

## School Profile

Max Bruner Middle School is a comprehensive middle school located in Fort Walton Beach, Florida. We are in the south zone of Okaloosa County School District. Students entering sixth grade come from four main feeder elementary schools: Florosa, Elliot Point, Mary Esther, and Florosa. Our exiting eighth graders matriculate to Fort Walton Beach High School located a few blocks away. Currently 801 students are enrolled in grades 6-8 at Bruner Middle School. Of these students, 24.4% are African American, 2 % are Asian, 13.4% are Hispanic, 46.2% are White, and 12.4% are multi-racial. English language learners make up 4.6% of Bruner's student body, and 23.4% are enrolled in exceptional education programs, including speech and/or language impairment, other health impairment, occupational therapy, intellectual disability, specific learning disabled, and gifted. The school's diverse population requires a wide range of instructional and guidance expertise. Bruner strives to be a place where students receive the skills necessary to be successful. The Spartan teachers and staff members, in partnership with parents and community, are responsible for creating and supporting a positive learning environment that is essential for high quality instruction. Every staff member of Max Bruner, Jr. Middle School will provide the highest academic standards and innovative instructional strategies. All employees are empowered to ensure that Bruner students reach their maximum potential in a safe, challenging, and thriving environment. Bruner teachers incorporate best practices to engage and meet the varying academic and social/emotional needs of our students. Bruner implements PBIS where students earn recognition for exhibiting respect, excellence, accountability, and leadership.

Max 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 stations and cooperative learning strategies that are researched based and proven to increase student achievement. Technology is an area of importance at Bruner. Bruner has six mobile computer labs, a stationary lab, a television broadcast studio, and a STEM/CTE Wing which includes Digital Educators. In 2019-2020 students earned 135 industry certifications in the IT program which included Microsoft Office Suite and MTA 98-383 Programming with HTML & CSS. The IT students also earned 40 Digital Tools certification in Web Essentials. Bruner's Builders Club and National Beta Honor Society are two strong organizations providing vital community service projects for our students. The students are given extensive opportunities to develop their skills, talents, and abilities. We provide quality instruction for all students in each grade level including Honors/Advanced courses, high school credit courses or industry certification courses. Our students participate in a wide variety of fine arts, athletics, as well as, social activities through clubs and team events. Our parents, students, teachers, and community jointly contribute to and support our efforts to maintain this status.

## Parent and Community Awareness

Bruner (0651)	Strongly Disagree	Disagre e	Neutra l	Agre e	Strongly Agree	Total
1. My child's learning is a high priority at this school.	3	4	22	47	44	120
2. School rules/discipline plans are enforced consistently at this school.	6	11	35	34	35	121
3. I regularly receive feedback from school staff on how well my child is learning.	13	32	27	33	16	121
4. My family is treated with respect at this school.	3	5	29	41	43	121
5. My child has every opportunity to be successful at this school.	4	7	23	54	33	121
6. My child has the necessary classroom supplies and equipment for effective learning.	4	6	26	54	31	121
7. I would recommend this school to other parents.	4	10	40	38	29	121
8. This school provides a safe environment for my child to learn.	7	12	25	49	28	121
9. My child is recognized for good work and behavior at this school.	5	17	44	29	26	121
10. The school is clean and well maintained.	10	14	28	44	25	121
11. The teachers, staff, and administration at this school demonstrate a genuine concern for my child.	6	14	41	33	27	121
12. I am proud to say I have a child at this school.	2	12	38	37	32	121
13. I receive positive phone calls, emails, or notes about my child from the school.	21	29	29	22	19	120
14. The principal at this school is approachable and reachable.	4	4	46	37	30	121
15. The principal at this school is an effective leader.	5	8	40	37	31	121

## Parent and Community Awareness

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

There are four areas that distinctly stand out from the parent survey as positive aspects of Bruner.

- A. Parents are pleased with learning being a high priority at Bruner.
- B. Students have every opportunity to be successful at this school.
- C. Families are treated with respect at this school.
- D. Students have the necessary classroom supplies and equipment for effective learning.

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

The survey indicates the opportunity for improvement regarding feedback:

- A. Parents would like to receive positive phone calls, emails, or notes about their child from the school.
- B. Parents do not regularly receive feedback from school staff on how well my child is learning.

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

Student planner used as a two-way communication between parent and teachers.

Bruner website ([www.okaloosaschools.com/bruner/home](http://www.okaloosaschools.com/bruner/home))

Digital sign

Facebook

Ongoing Title Engagement Opportunities

Blackboard Connect Callout System

IOCSD push notifications

School Advisory Council meetings

Orientation

Parent/student email



# School Action Plan

## *ESSA Subgroup: Strategies & Programs to Support the Objectives*

<b>ESSA Subgroup Focus</b>
<b>Subgroup: English Language Learners</b>
<b>School Focus</b>
<b>What is the cause(s) for this subgroup being an area of focus?</b> Student scores below proficiency on FSA ELA and/or FSA Math Student scores below proficiency on WIDA Access for ELLs
<b>What are we doing to target this subgroup?</b> Increase English Language Learner achievement by data-driven and individualized analysis of English acquisition, iReady, and FSA levels of proficiency. Increase instructional focus on content-area vocabulary, mentor sentence frames, and Universal Design for Learning (UDL) approaches to make content comprehensible.
<b>Targeted School-based Professional Development:</b> 1. At least one Intensive Reading, Intensive Language Arts and/or ELA and the teacher will participate in the following train-the-trainer professional development sessions: a. Edmentum – ESL Reading Smart – Online account for supporting language and literacy of ELLs at beginning levels of English proficiency b. Understanding the Student ELL Plan and WIDA Tier Levels 2. Duty-Release Trainings to support the ELL Subgroup Focus: a. Core Content Area Instructional Strategies for Teachers of ELLs embedded in regular ELA PD b. English Language Development Standards (ELD) and Universal Design for Learning (UDL) Interventions for Students with Limited or Interrupted Formal Education (SLIFE) c. Cultural Competency Training for whole school staff (face-to-face or online/on demand) 3. WIDA ACCESS for ELLs training for test coordinators and test administrators. 4. School-based Professional Learning Community (PLC)-Universal Design for Learning-Design and Deliver: Planning and Teaching Using Universal Design for Learning by L. Lord Nelson, Ph.D

**Action Steps for Implementation**

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

1. Administrators, school counselors, and teachers will serve on the school-based ELL Committee to review progress and update student ELL plans with targeted instructional strategies to support English language acquisition and proficiency level.
2. ELA and Intensive Reading teachers will collaborate with District Instructional Specialists / Coaches to implement targeted strategies to support students at various levels of English language proficiency.
3. Teachers will utilize the PAWS Student Dashboard to access updated student ELL plans with embedded correlations to WIDA Can-Do Descriptors to inform placement and instruction.
4. Teachers will document the implementation of adapted lessons and classroom assessments for English Language Learners at varying levels of English proficiency.
5. ELL students a lowest level of English proficiency and / or FSA ELA Level 1 will have access to Inside the U.S.A. hard copy supplemental workbooks and ESL Reading Smart online student accounts to supplement Intensive Reading or Developmental Language Arts courses. By DuoLingo for School will be used to supplement the support of English acquisition in speaking, reading, listening, and writing domains for ELLs at WIDA Tiers A and B. Development Language Arts and Intensive Reading teachers will develop collaborative lessons from supplemental provided through subscriptions to ESL Library.

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

<b>Progress Monitoring</b>			
<b>Initiative</b>	<b>How Will It Be Monitored</b>	<b>Frequency of Official Monitoring</b>	<b>Who is Responsible to Monitor</b>
ESL Reading Smart	Assessment reports	Monthly	Administrator
Inside the USA Hardcopy supplemental workbooks	Assessment reports	Monthly	Administrator
Implementation of Core Content Instructional Strategies for teachers of ELLs	Walkthroughs, Observations	Semester	Administrator

**Evaluation Following Mid-Year Data**

**Evaluation of Targeted School-based Focus & Implementation:**

Completed at the beginning of second semester.

**Refinement of Targeted School-based Focus:**

Completed at the beginning of second semester.

## **School Action Plan**

### *ELA: Reading & Writing*

<b>District Goal:</b>	<b>Students shall demonstrate reading proficiency at or above the expected grade level.</b>
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<b>Objectives:</b>
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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%.
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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%.
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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 85 %
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## 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., iReady, FSA, formative) to design engaging lessons:**

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

#### School Focus

##### **Targeted School-based Focus:**

By the end of the year, we expect students to develop the ability to examine information from multiple sources in order to successfully complete rigorous culminating tasks using Achievement Level Descriptors.

##### **Targeted School-based Professional Development:**

1. The targeted school-based professional development will focus on the effective implementation and incorporation of the use of Achievement Level Descriptors to develop lessons, assignments, and learning station activities leading to a rigorous culminating task.
2. Teachers will participate in common planning on the effective use of Achievement Level Descriptors to develop rigorous lesson plans with an emphasis on creating text dependent questions at each Phase (1, 2 or 3) at the appropriate DOK levels.
3. Teachers will participate in school-based professional development focusing on the analysis of iReady data to allow for purposeful and authentic discussions, lesson planning, and assessments.
4. Teachers will collaborate and connect the Central Message to the School-Based professional development, create lesson plans, and rigorous culminating tasks.

## Action Steps for Implementation

### Classroom Implementation Action Steps (Teachers and Students):

1. Teachers will use ELA resources such as Florida Collections, Scope, and Common Lit to plan instructional lessons/units.
  - a. District Pacing guide to align standards
  - b. Professional Development Resources and Materials
  - c. Computer Based Resources to supplement textbook
  - d. iReady, Ready Teacher Toolbox, Common Lit, No Red Ink, Scope, Edgenuity, Moby Max
2. Teachers will develop FSA style questions and assessments to accompany instructional lesson/units at varying levels (Depth of Knowledge).
  - a. ELA Standards/Item Specifications
    - i. Use the ELA resource book to develop FSA style questions at varying phases and DOK levels
    - ii. Use of multiple sources with sequenced TDQ's to promote analysis and synthesis of sources
    - iii. Use of purposeful text marking to help students comprehend the text
    - iv. Annotations that allow students to monitor and track their thinking about the TDQ's, leading to analysis of the text
    - v. Engaging in purposeful Student Talk
      1. Modeling
      2. Student Talk Sentence Stems
      3. Use of academic specific vocabulary
  - b. Achievement Level Descriptors (ALDs)
    - i. Use of ALD's to promote self-reflection and assessment of their work
      1. Modeling through whole group
      2. Cooperative learning
      3. TDQ stations with ALDs
      4. Student Friendly ALD Rubric
    - ii. Knowledge of academic specific vocabulary
      1. Students need to have knowledge of academic specific vocabulary terms in order to understand the ALD's
      3. Teachers will use and examine data to drive whole group instruction and cooperative groups
        - a. FSA/iReady data to create stations and/or cooperative learning groups
        - b. Use of Moby Max to create individual student pathways based on areas of weakness
        - c. Use of Common Lit and No Red Ink to create individual student pathways/assignments based on areas of weakness
        - d. Bruner Writes Data to create small groups
  4. Teachers will post learning objectives on the board written as "I can" statements that clearly define the standard(s) being studied to help guide

<b>Progress Monitoring</b>			
<b>Initiative</b>	<b>How Will It Be Monitored</b>	<b>Frequency of Official Monitoring</b>	<b>Who is Responsible to Monitor</b>
Use of Achievement Level Descriptors to develop rigorous lessons/assignments and culminating tasks	Lesson plans, walk-throughs, student work, ELA department meetings	Daily/Weekly	Administration and Instructional Coach
Use of FSA style questions at varying DOK levels	Walk-throughs and ELA department meetings	Daily/Weekly	Administration and Instructional Coach
Implementation of stations and cooperative learning groups using Achievement Level Descriptors	Lesson plans, walk-throughs, student work, ELA department meetings	Quarterly	Administration and Instructional Coach

<b>Evaluation Following Mid-Year Data</b>
<b>Evaluation of Targeted School-based Focus &amp; Implementation:</b>
<b>Refinement of Targeted School-based Focus:</b>

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

**Central Focus: Text-based Writing**

**School Focus**

**Targeted School-based Focus:**

**Purpose, Focus, Organization**     **X Evidence and Elaboration**

**Targeted School-based Professional Development:**

- A. Department calibration using the FSA rubric and teacher-made writing prompts
- B. Collaborate and develop instructional plans to include:
  - 1. Strategies for helping students purposefully text mark and annotate for strong evidence and elaboration
  - 2. Strategies for helping students understand the 10-point rubric
  - 3. Strategies for helping students with elaborative techniques

**Writing Plan**

Email School Writing Plan to Denise Berry to be uploaded to your SPP Document

## Bruner Middle School Writing Plan

### Unpacking the Prompt

#### Instruction:

- All teachers will use a common process to unpack the prompt:
  1. **Circle** Topic
  2. **Underline** Purpose and Audience, when applicable
    - *Note: If no audience is specified in the prompt, it is understood the audience is a "knowledgeable person"*
  3. **Box** the Mode (Argumentative, Informational)
  4. **List** any academic/domain specific words (if present)
- Teacher models the process for unpacking the prompt using the FSA Writing Sampler Sets and/or Okaloosa Writing Exemplars

#### Student Outcomes:

- Students will practice unpacking the prompt in Everyday Instructional Reading tasks
- Students will write a possible prompt for a given mode of writing. Student prompts will be used as a tool for instruction (i.e., students unpack each other's prompts).

*Note: A student should later practice coding response written to prompts using the coding process above, in order to determine that they have addressed all aspects of the prompt.*

### Purposeful Text Marking Specific to Prompt through Everyday Instructional Reading

#### Instruction:

- Teacher will use FSA Writing Sample Sets and/or Okaloosa Writing Exemplars and/or Bruner Writing Exemplars to model how unpacking the prompt determines purposeful text marking.

**Example:** Your art teacher has asked that you write a paper about a specific kind of art. Write an explanatory essay about art created from found or recycled items.



Possible Purposeful Text Marking: F= found art; R= recycled art

**Student Outcomes:**

- Students will use unpacked prompts (from previous section) to determine a possible purposeful text marking
- Using Student Talk, students will justify their purposeful text marking and how it relates to the prompt.

**Instruction to Synthesize Ideas from Multiple Sources**

**Instruction:**

- Teacher will provide explicit instruction on why multiple sources might be required to respond to a given prompt as well as why sources might be paired together.
  - *Example: At least two texts are typically needed for a compare/contrast.*
  - *Focus on idea-driven writing by teaching strategies to gather ideas from texts (SPRITE or SPEC). Emphasis should also be placed on which strategies best fit particular passage sets and prompts.*
- Teacher will model progression of analysis required moving from one text to multiple sources including common lit.
  - This includes explicit instruction on:
    - Text type (i.e., letter, newspaper article, blog, etc.)
    - Text and non-text stimulus (i.e., cartoons, pictures, charts/graphics, etc.)
    - How multiple texts are related (i.e., content, theme, pro/con, etc.)
- Teacher will provide opportunities for students to increase reading stamina through instruction, differentiated small groups, and Everyday Instructional Reading tasks.

**Everyday Instructional Reading Connections:**

- Teacher will create text dependent questions (with an emphasis on Phase 2 and 3) requiring students to analyze multiple sources.
- Teacher will provide collaborative opportunities for students to pair given sources together to create their own writing tasks.
  - *Example: Groups are provided with four potential sources and students must determine the three that best fit together and create a relevant prompt.*

**Student Outcomes:**

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

**Planning for the Essay**

**Instruction:**

- Teacher and students will unpack the Purpose, Focus, and Organization (PFO) category of the FSA Writing Rubrics (argumentative, informational) by conducting an Everyday Instructional Read of each score point:
  - o Highlight key terms in each section.
  - o As a class, define and analyze each highlighted key term
    - *Example: 'fully sustained'- What does this mean?*
  - o Identify and discuss the elements of each score point
    - *Example: How is a "3" in PFO different from a "4" in PFO?*
- Create anchor chart of text structures (Compare/Contrast, Problem/Solution, How/Why, Sequence, etc.) with appropriate graphic organizer.
- Teacher will create Everyday Instructional Reading tasks requiring students to:
  - o Unpack a prompt
  - o Create a purposeful text marking pertaining to the prompt
  - o Analyze a text to determine text structure
  - o Complete appropriate graphic organizer (corresponding to text structure)

**Student Outcomes:**

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

**Writing an Introduction****Instruction:**

- Teacher will provide explicit instruction on:
  - o Grabbing the reader's attention through a *relevant* statement
  - o Orienting the reader to the topic of the essay (answering the prompt)
  - o Stating the ideas or concepts that will be explained using sources (thesis statement/claim)
- Teacher and students will create an anchor chart containing the components of an introduction using the HTST Model (hook, transition, summary, & thesis). When used effectively, "the introduction is the *doorway* to an essay that invites the reader to enter."
- Teacher will use FSA Writing Sampler Sets and/or Okaloosa Writing Exemplars and/or Bruner Writing Exemplars to identify attributes of an introduction. Teacher will model color-coded method found in Additional Notes section to identify the thesis/claim.
- Teacher and students will utilize shared and interactive writing to collaboratively write introductions.
- Teachers will utilize formative assessments to determine student mastery of writing an introduction. Small targeted writing groups will be established based on formative assessment results for remediation/acceleration purposes.

**Everyday Instructional Reading Connections:**

- To build writing stamina, teacher will provide students a specified time (refer to Additional Notes section) to unpack the prompt, develop purposeful text marking, and write an introduction

**Student Outcomes:**

- Students will practice writing introductions using the three components of an introduction.
- Using introductions from the FSA Writing Sampler Sets and Okaloosa Writing Exemplars, students will rewrite a low scoring introduction.
- Students will utilize the color-coded method found in Additional Notes section to identify their thesis/claim.
- Using the FSA Writing Rubric, students will self-assess their introduction in writing and revise writing as needed.

**Writing a Conclusion****Instruction:**

- Teacher will define the term conclusion:
  - o The last paragraph of an essay that explains why it all matters. It answers the question "So what?" A good conclusion revisits the thesis statement, synthesizes the main points of the essay, and extends beyond the essay.
- Teacher will provide explicit instruction on:
  - o Thesis Statement: Usually the first sentence of a conclusion revisits the controlling idea of an essay, but is phrased differently from the original thesis found in the introduction
  - o Synthesis: The element of a conclusion that brings together the points of an essay in a new and interesting way to make a generalization or to draw a conclusion.
  - o Extension: A memorable thought or idea that extends beyond the essay and pushes the reader into the real world.
- Teacher and students will create an anchor chart containing the three components of a conclusion.
- Teacher and students will utilize shared and interactive writing to collaboratively write conclusions. Teacher will model color-coded method found in Additional Notes section to identify the concluding sentence.

**Everyday Instructional Reading Connections:**

- To build writing stamina, teacher will provide students a specified time (refer to Additional Notes section) to unpack the prompt, develop purposeful text marking, and write an introduction and/or conclusion.

**Student Outcomes:**

- Students will analyze FSA Writing Sampler Sets and Okaloosa Writing Exemplars to identify effective and ineffective conclusions.
- Students will practice writing conclusions based on their introductions from the previous section.
- Students will utilize the color-coded method found in Additional Notes section to identify their concluding sentence.
- Using the FSA Writing Rubric, students will self-assess their conclusions in writing and revise writing as needed.

**Determining and Citing Relevant Evidence****Instruction:**

- Teacher and students will unpack the Evidence and Elaboration (EE) category of the FSA Writing Rubrics (argumentative, informational) by conducting an Everyday Instructional Read of each score point
  - o Highlight key terms in each section.
  - o As a class, define and analyze each highlighted key term
    - *Example: "relevant evidence integrated smoothly and thoroughly"- What does this mean?*
  - o Identify and discuss the elements of each score point
    - *Example: How is a "3" in EE different from a "4" in EE?*
- Teacher will provide explicit instruction in determining relevant vs. irrelevant evidence from student's own text marking.
- Teacher will provide explicit instruction on not over relying on one source when selecting relevant evidence.
- Teacher will provide explicit instruction on the three types of evidence:
  1. Quotations: Text that is taken word for word from the source material. A writer must give credit to the author when using a quotation. Direct quotes should be used sparingly in an essay.
    - o I read...
    - o I learned...
    - o The author said...
    - o In the text it says...
    - o In paragraph\_ it says...
  2. Paraphrasing: Condensing a passage from the source material and putting it into your own words.
  3. Summarizing: Putting the main idea(s) and main point(s) into your own words. Summaries are broad overviews of the source material.
    - ***Note: A student paper that is entirely summary, will result in a score point of 2 in Evidence and Elaboration.***
- Teacher will provide explicit instruction on how to determine which of the three types of evidence will be most effective, based on their text marking and purpose.
- Teacher will model color-coded method found in Additional Notes section to identify text evidence.

**Everyday Instructional Reading Connections:**

- Prior to writing, students will utilize purposeful Student Talk to share and justify relevant text evidence.

- After selecting evidence for the Warrant Workout, students will utilize purposeful Student Talk to explain the type(s) of evidence (quotation, paraphrasing, summarizing) which will be used to most effectively respond to a given prompt.

**Student Outcomes:**

- Students will list attributes to describe each score point of the FSA Writing Rubrics for EE.
- Students will evaluate their text markings to determine relevant vs. irrelevant evidence.
- Students will effectively use all three types of evidence in both their essay writing and Everyday Instructional Reading tasks.
- Students will utilize the color-coded method found in Additional Notes section to identify their text evidence.

**Elaboration**

**Instruction:**

- Teacher will define the term elaboration:
  - Elaborating is adding details/evidence and explaining connections. This is the way a writer makes connections between ideas for the reader for further their understanding. Even though the connections may be obvious to you (the writer), your essay needs to understand your ideas without you being there to explain them.
- Teacher will provide explicit instruction on the effective use of the six elaborative techniques:
  1. Connections to Self/World/Text
  2. Explaining Cause and Effect (or "If... then...")
  3. Making a Comparison or Contrast
  4. Using Definitions
  5. Using a Real Life Example
  6. Make a Figurative Comparison (Metaphor or Analogy)
- Teacher and students will utilize shared and interactive writing to practice developing elaboration using the Six Elaborative Writing Techniques.
- Teacher will model color-coded method found in Additional Notes section to identify elaboration in FSA Writing Sampler Sets and Okaloosa Writing Exemplars and/or Bruner Writing Exemplars.
- Teacher will use FSA Writing Sampler Sets and Okaloosa Writing Exemplars to show examples of effective and ineffective elaboration.

**Everyday Instructional Reading Connections:**

- Students will engage in The Big List of Classroom Discussion Techniques (student talk strategies) using multiple sources, teacher created text dependent questions, citing relevant sources, and adding purposeful elaboration.

**Student Outcomes:**

- Students will evaluate and revise student writing (FSA Writing Sampler Sets and Okaloosa Writing Exemplars) containing weak elaboration.
- Using the FSA Writing Rubric, students will self-assess their use of elaboration in writing and revise writing as needed.
- Students will effectively use the elaborative techniques both in their essay writing and Everyday Instructional Reading tasks.
- Students will utilize the color-coded method found in Additional Notes section to identify their elaboration.

**Transitions****Instruction:**

- Teacher will define the term transition:
  - Transitions are the words and phrases that serve as a bridge from one idea to the next or one sentence to the next (internal transitions), or one paragraph to the next (external transitions). Transitions are like the glue that holds a writer's ideas together so the reader will not get lost in the reading.
- Teacher and students will create an anchor chart of effective internal and external transitions. (use of AAWWUBBIS words- as, after, although, while, when, until, before, because, if, since)
- Teacher will model color-coded method found in Additional Notes section to identify transitions in writing.
- Teacher will use FSA Writing Sampler Sets and Okaloosa Writing Exemplars and/or Bruner Writing Exemplars to model effective use of transitional words and phrases.
- Teacher and students will utilize shared and interactive writing to create writing using transitional words and phrases.

**Student Outcomes:**

- Using the FSA Writing Rubrics, students will evaluate and revise usage of transitions in writing (FSA Writing Sampler Sets and Okaloosa Writing Exemplars).
- Students will routinely use transitions in both their essay writing and Everyday Instructional Reading tasks.
- Students will utilize the color-coded method found in Additional Notes section to identify their transitions.
- Using the FSA Writing Rubric, students will self-assess their use of transitions in writing and revise writing as needed.

**Content Specific (from the sources) Vocabulary**

- Teacher will provide opportunities for students to apply instruction on domain specific vocabulary in Everyday Instructional Reading tasks.

### **Everyday Instructional Reading Connections:**

- Teacher will create Phase 2 text dependent questions focusing on domain specific vocabulary.
- Teacher will provide opportunities for students to apply instruction on domain specific vocabulary in Everyday Instructional Reading tasks (i.e., Writing Through Reading, Student Talk).

### **Student Outcomes:**

- Students will identify content specific vocabulary in their writing.
- Cooperative groups will collaborate to add relevant domain specific vocabulary to a piece of writing.
- Students will revise writing (FSA Writing Sampler Set and Okaloosa Writing Exemplars) with ineffective use of content specific vocabulary.
- Students will routinely be provided opportunities to utilize content specific vocabulary from sources in essay writing and Everyday Instructional Reading tasks.

### **Additional Information**

- Components of essay writing can be taught and practiced in isolation, however students should be routinely be provided opportunities to write complete essays.
- Teachers and students will use common color coding technique to assist in identifying components of essay writing:
  - Orange: Thesis/Claim
  - Green: Text Evidence
  - Pink: Elaboration
  - Yellow: Transitions
  - Blue: Concluding Sentence
- In order to develop stamina, students will routinely write a text-based essay to a given prompt. Students should be aware of the estimated time they should take on the FSA writing assessment for each component of essay writing:
  - Unpacking the prompt: 5 minutes
  - Reading/text marking: 35 minutes
  - Planning: 20 minutes
  - Writing the essay: 50 minutes
  - Revising/editing: 10 minutes



<b>Progress Monitoring</b>			
<b>Initiative</b>	<b>How Will It Be Monitored</b>	<b>Frequency of Official Monitoring</b>	<b>Who is Responsible to Monitor</b>
Increase student knowledge/use of FSA Rubric	Walkthroughs, Student Work Samples	Monthly	Department Chair, Administrators, Instructional Coach
Bruner Writes	Scoring data according to rubric, self and peer evaluation	October	Teacher, Instructional Coach, Department Chair
Range Finding	Student writing samples, meeting agenda/notes, Walkthroughs	Monthly	Instructional Coach, Department Chair, Administrators

<b>Evaluation Following Mid-Year Data</b>
<b>Evaluation of Targeted School-based Focus &amp; Implementation:</b>
<b>Refinement of Targeted School-based Focus:</b>

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

**ELA Levels 1 and 2 Focus**

**School Focus**

**Targeted School-based Focus:**

Level 1 and 2 students will make learning gains by:  
Engaging in data-driven appropriately rigorous learning activities

**Targeted School-based Professional Development:**

We will use engaging and appropriately rigorous learning activities based on student data

1. iReady online differentiated instruction in all Intensive English (IE) classes (September)
2. Intensive English teachers will get iReady training from Curriculum Associates representative (October)
3. Instructional Coach will support IE teachers
4. Standards/ALD study during department meetings (September through June)

## Action Steps for Remediation

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

Teachers will develop differentiated lesson plans, assignments, and tasks using Achievement Level Descriptors, iReady, and Teacher Toolbox.

- \* Through analysis of iReady data teachers will create differentiated learning opportunities focused on small group instruction.
- \* Teachers will embed Everyday Instructional Reading strategies into their lesson plans, tasks/assignments, and assessments.
- \* Teachers will embed standards-based tasks/assignments into small group instruction, and/or stations to lead to independent practice guided by data analysis.
- \* Teachers will teach and model norms for small group participation, independent learning activities, and cooperative learning groups.
- \* Teachers will teach and model purposeful text marking, annotations, and note-taking to support evidence in student writing.
- \* During the facilitation of lessons, teachers will incorporate balanced direct instruction (explicit instruction), guided instruction, and independent learning with a focus on what happens, predicting, and what happens during and after reading.
- \* Teachers will incorporate the use of the classroom assistant by supporting students working independently or in cooperative learning groups by assisting them with purposeful text marking, annotating, and identifying evidence to support their responses.
- \* Students will learn norms for cooperative learning groups, small group instruction and student talk.
- \* Students will purposefully text mark, annotate, and note-take while participating in small group instruction, independent learning, cooperative groups, and during the writing process to develop literary understanding supported by text based evidence.
- \* Students will develop independence, stamina, collaborative skills, and self-efficacy through cooperative learning strategies.
- \* Students will use various strategies (word study, contextual clues, etc.) to develop literary understanding to determine the meaning of words and phrases.
- \* Students will actively participate in small group instruction sessions, stations, independent learning, and engage in purposeful student talk to be able to analyze and evaluate text.

<b>Progress Monitoring</b>			
<b>Initiative</b>	<b>How Will It Be Monitored</b>	<b>Frequency of Official Monitoring</b>	<b>Who is Responsible to Monitor</b>
Whole Group	Walkthroughs	Monthly	Administration
Cooperative Learning Groups	Walkthroughs, Common Planning, Department Meetings	Monthly	Administration, Department Head, Instructional Coach
Balanced Literacy/EIR Components	Walkthroughs, Common Planning, Department Meetings	Monthly	Administration, Department Head, Instructional Coach
Differentiation through teacher-led small groups	Walkthroughs, Common Planning, Department Meetings	Monthly	Administration, Department Head, Instructional Coach
iReady, Teacher Toolbox	Usage Reports, Progress Reports	Monthly	Administration, Department Head, Instructional Coach Teachers

<b>Evaluation Following Mid-Year Data</b>
<b>Evaluation of Targeted School-based Focus &amp; Implementation:</b>
<b>Refinement of Targeted School-based Focus:</b>

## School Action Plan

### *ELA: Strategies & Programs to Support the Objectives*

#### Pandemic ELA Instructional Gaps Focus

#### School Focus

**Targeted School-based Focus:**  
 In an effort to address any learning gaps experienced by students from the pandemic, teachers will provide support through remediation stations, spiraling activities, and scaffolding activities.

#### Action Steps for Implementation

**Classroom Implementation Action Steps (Teachers and Students):**  
 Using the OCS D ELA pacing guide, teachers will review and spiral the Edgenuity standards that were covered and identify gaps to determine future instruction.

#### Progress Monitoring

Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Whole Group	Walkthroughs	Monthly	Administration
Cooperative Learning Groups	Walkthroughs, Common Planning, Department Meetings	Monthly	Administration, Department Head, Instructional Coach
Balanced Literacy/EIR Components	Walkthroughs, Common Planning, Department Meetings	Monthly	Administration, Department Head, Instructional Coach
Differentiation through teacher-led small groups	Walkthroughs, Common Planning, Department Meetings	Monthly	Administration, Department Head, Instructional Coach
iReady, Mobymax, Teacher Toolbox	Usage Reports, Progress Reports	Monthly	Administration, Department Head, Instructional Coach Teachers

#### Evaluation Following Mid-Year Data

**Evaluation of Targeted School-based Focus & Implementation:**

**Refinement of Targeted School-based Focus:**

## **School Action Plan** *Social Studies*

<b>District Goal:</b>	<b>Students shall demonstrate social studies proficiency at or above the expected grade level.</b>
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<b>Objectives:</b>
<b>Civics</b> 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%.

# 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 11<sup>th</sup> 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 8<sup>th</sup> 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 8<sup>th</sup> United States)
- Introduce instructional Best Practices and routines for lesson planning (New Social Studies Teachers)

### **School Focus**

#### **Targeted School-based Focus:**

Students will respond to Text Dependent Questions in Everyday Instructional Reads

#### **Targeted School-based Professional Development:**

- Navigating and using Social Studies Resource Manual and Pacing Guide.
- Working with Instructional Coach to refine implementation of the FJCC Civics curriculum.



## Action Steps for Implementation

### Classroom Implementation Action Steps (Teachers and Students):

1. Based on data analysis, civic teachers will focus on the following instructional strands, Government Policies and Political Procedures, Origins and Purpose of Law and Government, Roles, Rights, and Responsibilities of Citizens and Organization and Function of Government through the use of the FJCC Curriculum and Resources (Social Studies Flip Charts and Instructional Reading Activities) to improve student achievement.
  - a. Teachers will teach and model classroom structures for cooperative groups, stations, and small group instruction.
  - b. Teachers will model purposeful text marking with annotation to support and provide evidence to correctly answer text dependent questions during instruction.
  - c. Students will learn to utilize instructional strategies including purposeful text marking, annotations, and student talk during their tasks and assignments to demonstrate mastery.
2. Civics teachers will incorporate the use of the FJCC Curriculum, U. S. and World History teachers will incorporate the use of the Stanford History Education Group resources to fully develop rigorous lessons (e.g. Read Works and/or SHEG).
  - a. Teachers will incorporate the use of multiple sources during instructional activities
  - b. Students will use norms for Differentiated Instruction in cooperative groups, stations, and small group instruction to significantly contribute to learning.
3. Teachers will utilize Social Studies Standards-Based Question Stems Flip Charts including standards and item specifications to create lesson plans, assignments including resources from the FJCC Curriculum, SHEG, and Read Works.
4. While collaboratively creating lesson plans, teachers will incorporate rigorous text dependent questions at the appropriate Depth of Knowledge level during Every day Instructional Reading and DBQ tasks/assignments and assessments to focus on Key Ideas and Integration of Knowledge using multiple sources such as Read Works, Common Lit, FJCC, SHEG.
  - a. All social studies teachers will incorporate the use of multiple sources during instructional activities.
  - b. Students will read, analyze, and synthesize multiple sources during instructional reading activities to successfully respond to text dependent questions and DBQs.
  - c. Students will successfully complete DBQs to strengthen their writing ability using Social Studies content.
5. Teachers will teach, model, and incorporate differentiated learning strategies (cooperative groups, small group instruction, and stations) to promote content specific and purposeful student talk.

### Progress Monitoring

Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Text Dependent Questions	Walkthroughs	Weekly	Administration, Teachers, Department Head
Everyday Instructional Reading	Walkthroughs	Weekly	Administration, Teachers, Department Head
Use of Social Studies Standards Based Questions Stems Flip Charts	Walkthroughs	Monthly	Administration, Teachers, Department Head
Targeted Student Dialogue	Walkthroughs	Monthly	Administration, Teachers, Department Head

Standards-based Instruction	Walkthroughs	Monthly	Administration, Teachers, Department Head
<b>Evaluation Following Mid-Year Data</b>			
<b>Evaluation of Targeted School-based Focus &amp; Implementation:</b>			
<b>Refinement of Targeted School-based Focus:</b>			

# School Action Plan

## *Math*

<b>District Goal:</b>	<b>Students shall demonstrate math proficiency at or above the expected grade level.</b>
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<b>Objectives:</b>	
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 85%	

## **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, iReady, formative assessments) to drive whole group instruction, differentiated activities, and spiraling tasks

#### **School Focus**

##### **Targeted School-based Focus:**

Students will make learning gains by participating in standards-based data driven differentiated activities based on iReady Diagnostics Results, ALDs, and/or Item Specs.

##### **Targeted School-based Professional Development:**

- ESE, ELL, and PMP training ongoing throughout the year
- Professional development as needed for technology-based resources to include iReady, Math Nation, Pearson, Khan Academy, IXL, Ready Toolbox, Delta North, Educreations, and teacher iPads
- Teachers will work with instructional math coach to enhance abilities to provide rigorous standards-based instruction with backwards design using ALDs and item specs to create FSA type assessments.
- With district provided Math PD and resources, create differentiated stations and activities through the use of technology driven math content support, spiraling activities, and FSA like question type stations.
- iReady training on administration of assessment and interpreting reports to use data for differentiating assignments in the classroom.

## Action Steps for Implementation

### Classroom Implementation Action Steps (Teachers and Students):

1. Collaboratively develop lessons, assignments, tasks, and assessments (formative and summative) using Achievement Level Descriptors, Item Specifications, and Math Standards while focusing on student talk and mathematical debate.
  - a. Teachers will post student-centered learning objectives along with the success criteria for each lesson in order to guide instruction.
  - b. Teachers will model norms for participating in math talk including how to respectfully disagree and how to develop and present logical mathematical arguments.
  - c. Students will be expected to use accurate mathematical terminology while participating in student talk and mathematical debate.
2. Use formative and summative data (e.g. iReady, Math Nation, IXL, classroom assessments) to differentiate instruction through the use of stations, cooperative learning groups, small group instruction, and independent learning opportunities.
  - a. Teachers will provide frequent and authentic feedback to students for self-monitoring
  - b. Students will actively participate in various learning opportunities (e.g. whole/small group, cooperative learning groups, stations, and independent work)
  - c. Students will self-monitor progress through purposeful spiraling activities, classwork,
3. Utilize a variety of instructional resources (e.g. IXL, Math Nation-On Ramp, and Khan Academy) to identify areas in need of support, monitor student progress, and to provide spiraling activities to assist students in improving their skills to solve rigorous mathematical tasks and to develop self-monitoring strategies.
  - a. Students will utilize various math resources to support and differentiate their learning through Khan Academy, Math Nation-On Ramp and IXL to assist students in improving their performance in solving mathematical tasks.  
Students will monitor their own progress through spiraling activities and additional math resources through the use of Math Nation and iReady scores.
4. Teachers will plan and design activities following the backwards design model.
5. Students will solve mathematical tasks developed through Achievement Level Descriptors, course standards, and item specifications through cooperative learning opportunities and high level questioning.
6. Students will demonstrate mastery of standards using Coach Practice Test FSA like questions.
7. Students will demonstrate mastery of standards.

<b>Progress Monitoring</b>			
<b>Initiative</b>	<b>How Will It Be Monitored</b>	<b>Frequency of Official Monitoring</b>	<b>Who is Responsible to Monitor</b>
Backwards design standards-based lessons	Walkthroughs, Posted Objectives	Weekly	Teacher, Department Chair, Administration, Instructional Coach
Purposeful Spiraling	Standards Checklist, Assessments, Station Activities	Monthly	Teacher, Department Chair, Administration, Instructional Coach
Using ALDs, data from iReady Diagnostics, and classroom assessments to drive instruction	Department Meeting Agenda, Data Discussions	Ongoing	Teacher, Department Chair, Administration, Instructional Coach

<b>Evaluation Following Mid-Year Data</b>
<b>Evaluation of Targeted School-based Focus &amp; Implementation:</b>
<b>Refinement of Targeted School-based Focus:</b>

## School Action Plan

### *Math: Strategies & Programs to Support the Objectives*

#### MATH Levels 1 and 2 Focus

##### School Focus

##### Targeted School-based Focus:

Students will participate in data-driven differentiated rigorous instruction while also using technology to support math content through scaffolding.

##### Targeted School-based Professional Development:

- iReady Math training for Intensive Math teachers and paraprofessionals
- Instructional Coach will work with teachers to plan and implement differentiated activities and stations.
- Instructional Coach will assist teachers with technology implementation of Pearson digital textbook.
- Instructional Coach will provide support in Backward Design and FSA like Assessments using Item Specs and ALDs.
- ESE, ELL, 504, and MTSS training throughout the year.
- iReady data report training.

#### Action Steps for Remediation

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

Using the resources provided by Curriculum, teachers will create stations, spiraling activities, and scaffolding activities.

#### Progress Monitoring

Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Backwards design standards-based lessons	Walkthroughs, Posted Objectives	Weekly	Teacher, Department Chair, Administration, Instructional Coach
Purposeful Spiraling	Standards Checklist, Assessments, Station Activities	Monthly	Teacher, Department Chair, Administration, Instructional Coach
Using ALDs, data from iReady Diagnostics, and classroom assessments to drive instruction	Department Meeting Agenda, Data Discussions	Ongoing	Teacher, Department Chair, Administration, Instructional Coach

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<b>Evaluation Following Mid-Year Data</b>
<b>Evaluation of Targeted School-based Focus &amp; Implementation:</b>
<b>Refinement of Targeted School-based Focus:</b>



## School Action Plan

### *Math: Strategies & Programs to Support the Objectives*

#### Pandemic Math Instructional Gaps Focus

#### School Focus

**Targeted School-based Focus:**  
 In an effort to address any learning gaps experienced by students from the pandemic, teachers will provide support through remediation stations, spiraling activities, and scaffolding activities.

#### Action Steps for Implementation

**Classroom Implementation Action Steps (Teachers and Students):**  
 Using the resources provided by Curriculum, teachers will create stations, spiraling activities, and scaffolding activities.

#### Progress Monitoring

Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Purposeful Spiraling	Standards Checklist, Assessments, Station Activities	Monthly	Teacher, Department Chair, Administration, Instructional Coach
Using ALDs, data from iReady Diagnostics, and classroom assessments to drive instruction	Department Meeting Agenda, Data Discussions	Ongoing	Teacher, Department Chair, Administration, Instructional Coach

#### Evaluation Following Mid-Year Data

**Evaluation of Targeted School-based Focus & Implementation:**

**Refinement of Targeted School-based Focus:**

## **School Action Plan** *Science*

<b>District Goal:</b>	<b>Students shall demonstrate science proficiency at or above the expected grade level.</b>
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<b>Objectives:</b>
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The percentage of 8 <sup>th</sup> 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 75%.
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# 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., iReady, 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:**

- Standards-based lessons that allow for purposeful student talk with complex text
- Incorporate 5Es of Instruction: Engage, Explore, Explain, Elaborate, Evaluate

#### **Targeted School-based Professional Development:**

- How to plan lessons using Backwards Design and the 5Es
- Classroom Management – Stations & Rotations

## Action Steps for Implementation

### Classroom Implementation Action Steps (Teachers and Students):

1. Teachers will analyze student data (Anecdotal records, formative/summative assessments) to determine appropriate groupings for students during lessons which contain Differentiated Strategies such as cooperative groups, stations, and small group instruction.
  - a. 5Es Strategies will be used through the HMH textbooks (Engage, Explore, Explain, Elaborate, Evaluate)
2. Teachers will common plan to develop lessons, tasks/assignments and assessments.
3. Teachers will collaboratively plan inquiry based, hands-on labs using NGSSS Standards and the HMH book as resources, using STEM labs, quick labs, and additional resources to support learning.
4. Teachers will develop text dependent questions from Everyday Instructional Reading sources based on NGSSS Standards and Item Specifications.
5. Teachers will utilize NGSSS Standards to differentiate content, product, or process during differentiated lessons.
6. Teachers will use IREADY data, data from Study Island (8th grade) and additional resources to guide instruction and to create cooperative learning groups, small groups, hands-on labs, and independent learning opportunities.
7. Teachers will teach norms/procedures for participating in cooperative groups and stations.
8. Teachers will utilize components of Everyday Instructional Reads during their lessons teaching and model how to purposefully text mark, annotate, and note-take Science content.
9. Teachers will provide assessment feedback to students for self-monitoring.
10. Students will learn the norms/procedures for active participation in cooperative learning groups and stations.
11. Students will actively participate in differentiated learning strategies including cooperative learning groups, small group instruction, stations, hands-labs, and independent learning opportunities.
12. Students will use components of Everyday Instructional Reading strategies including annotating, text marking, note-taking, and student talk during whole group, cooperative learning groups, and stations to accurately answer text dependent questions at the appropriate DOK level.
13. Students will read, analyze, and synthesize multiple sources during Everyday Instructional Reading tasks and during the writing process
14. Students will utilize the levels of Depth of Knowledge to perform Science process skills when conducting the scientific method during Science labs.

15. Students will actively participate and learn using Study Island (8th grade students), Moby Max (6th grade students) as a spiraling tool. Students will actively participate and learn using additional resources provided by teachers (7th grade students) as a spiraling tool.

16. Students will monitor their own progress by using iReady and Study Island data. Teacher provided spiraling activities, and formative assessments.

<b>Progress Monitoring</b>			
<b>Initiative</b>	<b>How Will It Be Monitored</b>	<b>Frequency of Official Monitoring</b>	<b>Who is Responsible to Monitor</b>
Spiraling	Walkthroughs, Department Meetings, Common Planning	Weekly, Monthly	Department Head, Administration
5E Model	Walkthroughs, Department Meetings, Common Planning	Weekly, Monthly	Department Head, Administration
Use of Resources – HMH, cPalms, Study Island	Walkthroughs, Department Meetings, Common Planning	Weekly, Monthly	Teacher, Department Head, Administration
<b>Evaluation Following Mid-Year Data</b>			
<b>Evaluation of Targeted School-based Focus &amp; Implementation:</b>			
<b>Refinement of Targeted School-based Focus:</b>			

## School Action Plan

### *Science: Strategies & Programs to Support the Objectives*

#### Pandemic Science Instructional Gaps Focus

#### School Focus

**Targeted School-based Focus:**  
 In an effort to address any learning gaps experienced by students from the pandemic, teachers will provide support through remediation stations, spiraling activities, and scaffolding activities.

#### Action Steps for Implementation

**Classroom Implementation Action Steps (Teachers and Students):**  
 Using the OCS D Science pacing guide, teachers will review and spiral the Edgenuity standards that were covered and identify gaps to determine future instruction.

#### Progress Monitoring

Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Spiraling	Walkthroughs, Department Meetings, Common Planning	Weekly, Monthly	Department Head, Administration
5E Model	Walkthroughs, Department Meetings, Common Planning	Weekly, Monthly	Department Head, Administration
Use of Resources – HMH, cPalms, Study Island	Walkthroughs, Department Meetings, Common Planning	Weekly, Monthly	Teacher, Department Head, Administration

#### Evaluation Following Mid-Year Data

**Evaluation of Targeted School-based Focus & Implementation:**

**Refinement of Targeted School-based Focus:**

## Title I Schools

**How will the school involve parents and family members in jointly developing the Title I Family Engagement Plans and determine how Title I Family Engagement funds will be spent. How will this plan be monitored and by whom?**

Bruner will include our School Advisory Council, the School Leadership Team, and the Title I team in the development of the Title I Family Engagement Plan. Families will be given the opportunity to provide feedback on each event using Survey Monkey. Feedback will be used to determine how to plan and provide for future family engagement activities. The plan will be monitored by Bruner Administrators and the SAC Chairperson during scheduled meetings through documentation of meeting agendas and minutes the school Title I coordinator through the online documentation folder.

**Specific strategies for increasing Family Engagement (including those who have limited English proficiency, those with disabilities, and those with migratory children). How will implementation of these strategies be monitored and by whom?**

*\*Note: Per ESSA a school district may receive Title I funds only if: it conducts outreach to all parents and family members; plans and implements programs, activities, and procedures to involve parents and family members in Title I Programs.*

- Six Grade/Newcomers Orientation: Parents and students will tour the building, be able to sign up for free/reduced lunch, purchase school gear from Bruner's School Store, and learn about key topics in the transition to Bruner Middle School, including behavior expectations, student safety, attendance, available programs, and discipline.
- ELL Parent Nights with School Counselor and interpreter who share relevant information, answer questions to help parents navigate their students through the middle years to prepare for college and career readiness.
- Mailouts and callouts are provided in English and Spanish. Interpreter will assist with translation of documents that are provided to families of ELL students.
- Provide assistance to parents of children served to understand State Academic Standards, state, and local assessments by communicating through school webpage, Facebook page, Flyer/Invitation, and Robocalls.
- Positive calls home and Good News texts are used by faculty to communicate good news about their students.
- PBIS initiatives are implemented to facilitate positive student/staff relationships and support student achievement.

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<b>Plans for assisting Preschool children in the transition from Early Childhood Programs to local Elementary Programs (Preschool Transition Strategies) and Elementary to Middle School transition strategies, or Middle to High School transition strategies. How will this plan be implemented, monitored, and by whom?</b>
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<p>Bruner will assist students in the transition from Elementary to Middle School by:</p> <ul style="list-style-type: none"><li>• Administrators visit all 5<sup>th</sup> grade students at their elementary school during the month of February to welcome new Spartans<ul style="list-style-type: none"><li>-Share information about academics, sports, clubs, and special programs</li><li>-Provide Curriculum Guide, Registration Sheets, and Program information to bring home to parents</li></ul></li></ul> <p>* Provide invitation for parents and students to attend Bruner’s Showcase of Excellence where each department, club, and electives “Showcase” their attributes while parents/students walk around listening to presentation and asking questions. Students bring their Bruner registration form to the Showcase of Excellence to fill out which electives they prefer.</p> <ul style="list-style-type: none"><li>• Conduct a 6<sup>th</sup> grade specific Welcome New Spartans orientation<ul style="list-style-type: none"><li>-Listen to a presentation about mechanics of school, ask questions, tour the campus</li></ul></li></ul> <p>Administration will monitor through facilitation of planning each event, attending, maintaining a copy of each agenda, and report to SAC. The Title I coordinator will collect and record documentation.</p>
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<b>Describe supplemental specialized instructional support services (Title I Remediation), counseling, school-based mental health programs, mentoring services, and other strategies to improve students’ skills outside the academic subject areas.</b>
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<p>Supplemental specialized instructional support services, counseling, and school-based mental health programs to improve students’ skills outside the academic subject areas include:</p> <ul style="list-style-type: none"><li>• Two school counselors provide support daily to any student or small group of students in need for social, emotional, psychological, behavioral, and academic concerns.</li><li>• The district-assigned mental health counselor works weekly as an interventionist for students who are Tier 2 or 3 in the MTSS process.</li><li>• The Mobile Response Team is available and accessed when a student threatens self-harm or harm to others. They work with parents to devise and implement a plan to assist the student in need.</li><li>• The Bridgeway Center behavioral healthcare treatment team works with their caseload to provide services during the school day to facilitate scheduled meetings. Specialized instructional support services:</li></ul>
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\* Bruner Hope Squad is a peer to peer suicide prevention program that Bruner is participating in. Students are nominated by their peers as good listeners and caring fellow students. They work closely with the local mental health agency. Hope Squad members are taught by their guidance counselors and advisors on how to recognize suicide warning signs in their peers and provide support. This program will be beneficial to students because their peers understand what they are going through, they are the eyes and ears of the school, and they are friends to other people who may need a friend. They are a group of peers who are approachable and uplifting to others.

- Students who score below proficient on FSA Reading are scheduled into Intensive ELA in addition to ELA or blocked with ELA to focus on strengthening deficiencies
- Students who score below proficient on FSA Math are scheduled into Intensive Math in addition to the grade level math course or blocked with the math course to focus on strengthening deficiencies.



# Accreditation Page

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

<b>Strategic Plan Focus Area: Improving and Advancing Student Achievement</b>	<b>Cognia Performance Standards related to this Focus Area</b>
<ul style="list-style-type: none"> <li>• Ensure access for all students to rigorous and challenging curriculum</li> <li>• Address diverse educational needs through a coordinated support system</li> <li>• Integrate technology in learning by both educators and students</li> <li>• Use a variety of methods to communicate student progress with parents and stakeholders</li> </ul>	<p><b>Leadership Capacity Domain</b></p> <ol style="list-style-type: none"> <li>1.1 The system commits to a purpose statement that defines beliefs about teaching and learning, including expectations for learners.</li> <li>1.2 Stakeholders collectively demonstrate actions to ensure the achievement of the system’s purpose and desired outcomes for learners.</li> <li>1.3 The system engages in a continuous improvement process that produces evidence, including measurable results of improving student learning and professional practice.</li> </ol> <p><b>Learning Capacity Domain</b></p> <ol style="list-style-type: none"> <li>2.1 Learners have equitable opportunities to develop skills and achieve the content and learning priorities established by the system.</li> <li>2.5 Educators implement a curriculum that is based on high expectations and prepares learners for their next levels.</li> </ol> <p><b>Resource Capacity Domain</b></p> <ol style="list-style-type: none"> <li>3.2 The system’s professional learning structure and expectations promote collaboration and collegiality to improve learner performance and organizational effectiveness.</li> </ol>
<p>Access to rigorous and challenging curriculum and courses at Bruner Middle School is a major focus for the principal, administrative team, teachers, and staff members. To ensure all students have access to a rigorous education; orpgoram, former barriers and reaquirements have been removed as prerequisites for students to participate in these courses. Students with the assistance of informed, educated parents and their teachers and administrators examine their test scores, grades, and work ethic to determine proper placement. All students are encouraged to take courses that are challenging and rigorous which include high school credit courses such as Algebra I and Geometry. Bruner also offers courses which allow students to earn industry certifications. Bruner Middle School is one of the top middle schools in Okaloosa County whose students earn industry certification.</p> <p>Bruner also has a coordinated support system that addresses the needs of our diverse learners. Our Multi-Tiered System of Supports is in place to address both the academic and behavioral needs of our students. From the student who may be struggling academically, to the student who may be performing poorly due to behavioral issues, our MTSS team concentrates on developing strategies to assist the teachers in meeting each students’ needs while teaching the student strategies to be successful. We also have support programs such as Math/ELA Push-ins, Learning Strategies classes, Critical Thinking classes, Science Boot Camp, and POC Tutoring which are all designed to meet specific student needs. To meet the social-emotional needs of our students, Bruner has a new BPIS program along with numerous clubs that provide social/emotional interaction including Builders Club, SWAT, Robotics, Academic Team and a well-developed partnership with Big Brothers and Big Sisters.</p> <p>Technology integration plays a significant part in the delivery of instruction at Bruner. Teachers utilize SmarBoards, Elmo projectors, as well as, programs such as iReady and Mobymax, translation apps, and numerous other technologies to assist in educating the students. We offer various technology courses to our students including Web Design, Intro to Information Technology, Keyboarding, and 2D Graphic Art to name a few of the technological course offerings that allow our students an opporunity to earn industry certification.</p>	

Along with a rigorous, challenging curriculum utilizing technology for a diverse body of students, Bruner Middle School effectively communicates with our stakeholders. Bruner maintains an up-to-date website and Facebook page, facilitate Family Engagement activities, Connect Ed audio dialer-callouts, sends home parent letters, emails, and telephone calls along with the teachers' personal communications with parents provides the necessary vehicle for staying in touch with the school community.



# 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**

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

### **Cognia Performance Standards related to this Focus Area**

#### **Leadership Capacity Domain**

- 1.4 The governing authority establishes and ensures adherence to policies that are design to support system effectiveness.
- 1.7 Leaders implement operational processes and procedures to ensure organizational effectiveness in support of teaching and learning.

#### **Learning Capacity Domain**

- 2.2 The learning culture promotes creativity, innovation, and collaborative problem-solving.
- 2.3 The learning culture develops learners' attitudes, beliefs, and skills needed for success.
- 2.9 The system implements processes to identify and address the specialized needs of learners.
- 2.12 The system implements a process to continuously assess its programs and organizational conditions to improve student learning.

#### **Resource Capacity Domain**

- 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.
- 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.

Safety and security are priorities at Bruner Middle School. The flow of student traffic during class changes has been modified to redirect students to "drive" on the right side of the hallways during transition, bus dismissal procedures have been redesigned to ensure student safety along with the redesign of the flow of parent traffic in the pick up and drop zone. The desire of the principal is to create a learning environment in which every student, faculty, staff, and administrator are proud to say they are Bruner Spartans.

Along with the afore mentioned changes, security doors were installed at the entryway of the school to limit direct access to students and to provide safety and security to all students, faculty and staff members once they enter Bruner's doors. A wrought-iron fence was installed to be able to safely utilize the classes with external doors. Also a fence was added to the entire perimeter of the building for added safety measures.

Bruner participates in a peer to peer suicide prevention program called the Bruner Hope Squad. Students are nominated by their peers. The Bruner Hope Squad works closely with the local mental health agency. Hope Squad members are taught by their guidance counselors and advisors on how to recognize suicide warning signs in their peers and provide support. They comprise of a group of peers who are approachable and uplifting to others.

To ensure Bruner maintains a welcoming facad, the front of the building was professionally pressure washed this past summer, bright new signs were erected, We will have ongoing beautification days to ensure a well-kept institution of learning in which our students are proud to attend.