Date Submitted:

Dates of Revision:

School Performance Plan
2020-2021

MEIGS MIDDLE SCHOOL

Legend

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

SAC Information

All school advisory agendas, minutes, memberships, and guidelines of operations are bound at the school site as well as the District Office. These reflect the process used in the preparation and evaluation of the School Performance Plan and the school's annual budget.

SAC funds in the amount of $ will primarily be used for:

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

| **Principal's Signature** |
| **SAC Chairperson's Signature** |

Okaloosa County School District

Vision Statement:

We inspire a lifelong passion for learning.

Mission Statement:

We prepare all students to achieve excellence by providing the highest quality education while empowering each individual to positively impact their families, communities, and the world.

Core Values:

Accountability: We, working in conjunction with students' families, accept responsibility to ensure student learning, to pursue excellence, and to hold high standards for all.

Citizenship: We prepare all students to exercise the duties, rights, and privileges of being a citizen in a local community and global society.

Excellence: We pursue the highest academic, extracurricular, and personal/professional standards through continuous reflection and improvement.

Integrity: We embrace a culture in which individuals adhere to exemplary standards and act honorably.

Personal Growth: We promote the acquisition of knowledge, skills, and experience to develop individuals with the aspiration, perseverance, and resilience to be lifelong learners.

Respect: We show regard and consideration for all through a culture of dignity, diversity, and empathy.
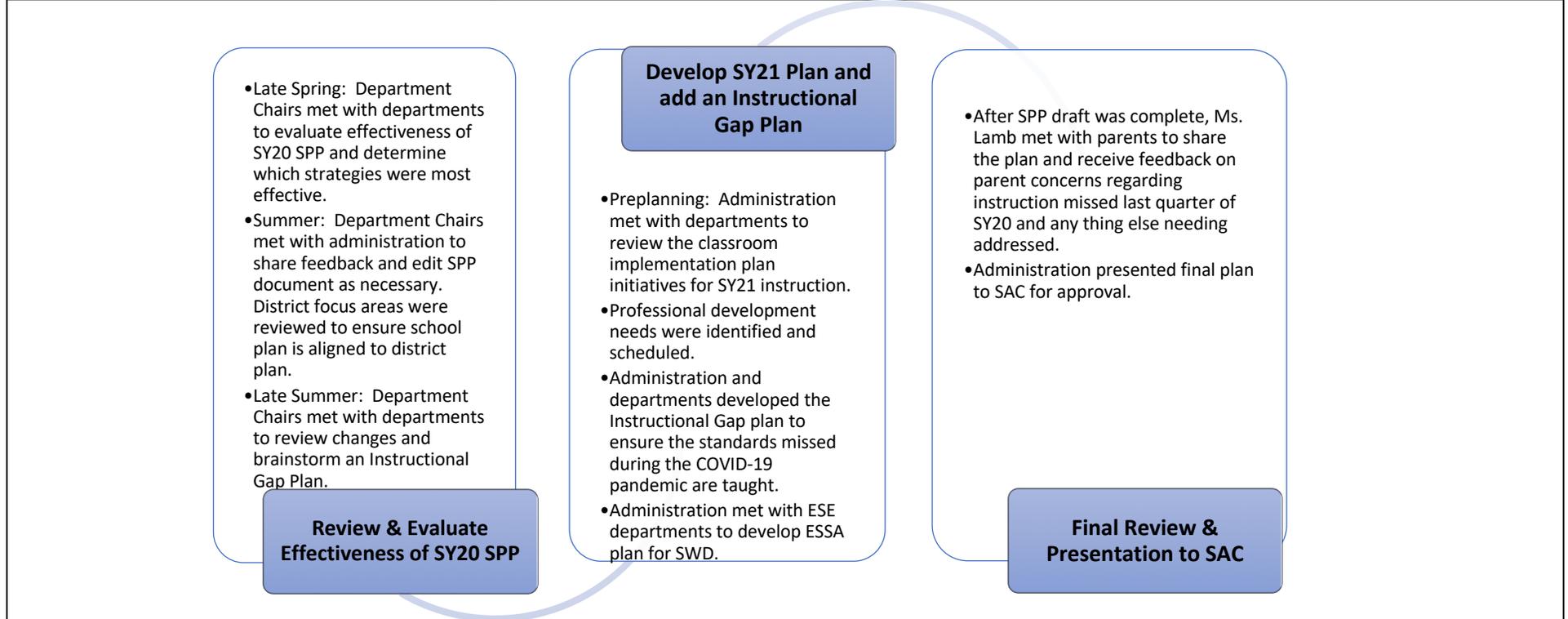
Leadership: We provide guidance and direction to accomplish tasks while being a moral compass to others.

School Performance Team

Identify the names and titles of the School Performance Plan developers.

Name	Title
Tracey Lamb	Principal
Sarah Kennedy	Assistant Principal
Robert McElroy	Assistant Principal
Karen McVay (M. Lyons, E. Hill, T. Mitchell, L. Forystek)	ELA Dept. Chair and team
Donna Born	Intensive Reading teacher
Kim Tincher & Tyler Tisza (B. Dodd, D. Cardreon, K. Cresse)	Social Studies Dept. Chairs and team
Catherine Santoro (J. Hill, J. Moses, C. Smith, J. Morehouse)	Science Dept. Chair and team
Gator Heath & Jennifer Legg (H. Smith, T. Mankowich, C. Matheson, L. Childress)	Math Dept. Chairs and team
M. Walker, D. McGhee, G. Reid, T. Mankowich, C. Little, R. Houpt	ESE Department

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

Review & Evaluate Effectiveness of SY20 SPP

- Late Spring: Department Chairs met with departments to evaluate effectiveness of SY20 SPP and determine which strategies were most effective.
- Summer: Department Chairs met with administration to share feedback and edit SPP document as necessary. District focus areas were reviewed to ensure school plan is aligned to district plan.
- Late Summer: Department Chairs met with departments to review changes and brainstorm an Instructional Gap Plan.

Develop SY21 Plan and add an Instructional Gap Plan

- Preplanning: Administration met with departments to review the classroom implementation plan initiatives for SY21 instruction.
- Professional development needs were identified and scheduled.
- Administration and departments developed the Instructional Gap plan to ensure the standards missed during the COVID-19 pandemic are taught.
- Administration met with ESE departments to develop ESSA plan for SWD.

Final Review & Presentation to SAC

- After SPP draft was complete, Ms. Lamb met with parents to share the plan and receive feedback on parent concerns regarding instruction missed last quarter of SY20 and any thing else needing addressed.
- Administration presented final plan to SAC for approval.

School Profile

Meigs Middle School, serving grades six through eight, is located in Shalimar, Florida. With an approximate student population just above 630 students, we value the ethnic and socio-economic diversity of our students and staff. Having earned 18 consecutive Florida A+ school ratings, our focused themes are "Grit, Growth, and Gains," "Celebrating Community," and "Finding Joy in the Journey." The faculty and staff at Meigs strive to instill the grit required for students to make growth and achieve learning gains. We believe the development of relationships with students and between students is key to enabling them to persevere through academic challenges. It is our utmost expectation for students at Meigs Middle School to be prepared for high school and to be College and Career ready upon graduation. There are various opportunities provided to students that contribute to their success and serve as a means to meet all students' varied educational needs. Advanced and regular level classes are available in all core areas. Meigs continues to support high academic rigor and encourages students to enroll in at least one advanced class each year. We offer an array of courses in which students may receive high school credit, to include Algebra 1 Honors, Geometry Honors, and Web Design. For students who need additional assistance in reaching grade level expectations, we provide Intensive Reading, Intensive Math, and tutoring. Our Exceptional Student Education (ESE) students are instructed in the least restrictive environment and receive instruction through small groups, blended learning that combines technology and teacher instruction, and support facilitation that allows ESE teachers and assistants to push into core classes with students. For students with communication, behavior, and social needs, Meigs has a CBS classroom. There are also two behavior focused-classrooms for students whose emotions and behavior impede their success in the general education setting. PRIDE time is the Social-Emotional Learning (SEL) time that focuses on Perseverance, Respect, Integrity, self-Discipline, & Empathy. During this time, students learn character education, emotional regulation, and important organizational and study skills. Meigs Middle School continues to offer a full competitive sports program available for boys and girls (20 competitive sports teams), as well as an array of extracurricular programs.

Parent and Community Awareness

BENCHMARK ITEMS	Mean	Count	Top Box
1. My child's learning is a high priority at this school.	4.30	79	46.84%
2. School rules/discipline plans are enforced consistently at this school.	3.86	79	31.65%
3. I regularly receive feedback from school staff on how well my child is learning.	3.27	79	17.72%
4. My family is treated with respect at this school.	4.41	79	58.23%
5. My child has every opportunity to be successful at this school.	4.18	78	46.15%
6. My child has the necessary classroom supplies and equipment for effective learning.	4.27	79	45.57%
7. I would recommend this school to other parents.	4.35	79	55.70%
8. This school provides a safe environment for my child to learn.	4.22	79	46.84%
9. My child is recognized for good work and behavior at this school.	3.95	78	30.77%
10. The school is clean and well maintained.	3.95	79	39.24%
11. The teachers, staff, and administration at this school demonstrate a genuine concern for my child.	4.06	79	37.97%
12. I am proud to say I have a child at this school.	4.27	79	49.37%
13. I receive positive phone calls, emails, or notes about my child from the school.	3.38	79	21.52%
14. The principal at this school is approachable and reachable.	3.95	77	38.96%
15. The principal at this school is an effective leader.	3.95	77	40.26%

Parent and Community Awareness

What does the data tell you regarding the positive aspects of your school?
Our parents feel their families are treated with respect at our school and would recommend Meigs to other parents. They believe learning is a high priority and students have the necessary classroom supplies and equipment to learn effectively. Parents also believe that teachers, staff, and administration demonstrate genuine concern for students and that every child has the opportunity to be successful. Parents feel students are safe and they are proud to be Wildcat parents.

What does the data tell you regarding the opportunities for improvement in your school?
Meigs could increase the amount of positive feedback to parents about our students and how well they are learning. Also, the perception is that discipline is not enforced consistently, so administration can improve communication regarding our school-wide discipline plan.

Provide a description of the various forms of communication to your community and parents.
Meigs uses a variety of methods to communicate with the community and parents. In addition to a regularly updated website with school information and happenings, Meigs utilizes the district mobile app, Facebook, Twitter, Instagram, Remind 101, and Band App to push important messages to parent devices. An automated phone system also makes phone calls to chosen phone numbers on a student's contact list.

School Action Plan

ESSA Subgroup: Strategies & Programs to Support the Objectives

ESSA Subgroup Focus
Subgroup: ESE (Exceptional Student Education for Students with Disabilities)

School Focus

What is the cause(s) for this subgroup being an area of focus?

In both ELA and Math, as compared to the general education population, Meigs' ESE students have historically made less learning gains as evidenced by FSA results. Although there were no FSA 2020 scores, the winter MAP (Measure of Academic Progress) of 2020 also evidenced this trend. For ESE students in the general education population, there is no evidence to support other factors such as attendance or discipline contributing to this trend for our mainstreamed students. However, behavior and discipline do impede the learning of the students in the behavior-focused classrooms.

What are we doing to target this subgroup?

Mainstreamed ESE students who are not making learning gains have been scheduled with teachers whose strengths are growing struggling learners. Caseloads have been reduced to allow case managers more time to focus on monitoring the progress of each student. The additional ESE Resource teacher will push in to general education classrooms to provide additional academic support and will pull students who are not mastering grade-level content to identify their specific need. The ESE resource teacher will also consult with general education teachers bimonthly to offer support with individual/small group remediation, as well as teaching strategies.

Students served in a self-contained behavior-focused classroom and CBS classroom will be grouped to promote a safe learning environment in which both behavioral, social, and academic needs can better be met.

Students will rotate between three ESE teachers for core subjects as dictated by the IEP. In areas of strength, students will be mainstreamed to a general education classroom with a paraprofessional when necessary. A physical movement room will be available to provide more opportunity for movement when students need a break or to release excess energy. A neutral room has been provided as a quiet place for students to re-focus or de-escalate as needed.

Targeted School-based Professional Development:
- Florida Inclusion Networks trainings for both ESE teachers and general education teachers regarding co-teaching provided virtually
- Conscious Discipline training for staff – strategies for modeling and teaching self-regulation of emotions and behaviors
- Monthly consultation time with Resource Teacher to address specific student needs
- ESE Coaching for Behavior-Focused and CBS teachers (level system, token economy, de-escalation strategies, scheduling, etc.)

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

General Education Teachers of ESE students will:
• Incorporate multisensory lessons for the various types of learners (visual, kinesthetic, auditory)
• Repeat and review new information/skills more frequently
• Provide frequent opportunities for practicing skills taught
• Provide classroom accommodations with fidelity
• Teach students to self-advocate for services and accommodations

ESE Teachers of self-contained students will:
• Develop a level system for behavior
• Meet with IEP teams to adjust BIPs as needed
• Create a class schedule to include frequent brain breaks
• Consult with general education teachers to ensure pacing of grade-level standards
• Utilize iReady Instructional Curriculum for differentiated instruction in reading and math
• Teach SEL curriculum utilizing Sanford Harmony, PRIDE lessons, and Character Strong curriculum

School Implementation Action Steps (Administration, Teachers, and Students):
• Administration & ESE team will educate teachers on various disabilities – what it looks like in the classroom and how they may help
• ESE Resource teachers will monitor student grades
• ESE Resource teachers will provide small group instruction and reinforcement as indicated by student performance
• ESE Resource teachers will provide accommodations that are not able to be met in general education classroom (reading of questions, small group, etc.)
• General education teachers will consult with ESE Resource teachers to discuss student struggles

Progress Monitoring			
Initiative	**How Will It Be Monitored**	**Frequency of Official Monitoring**	**Who is Responsible to Monitor**
Monitor Student Progress	Grades, Level System, Discipline Data	Monthly	Case Managers, Administration
Monitor Accommodations	Formal/Informal Observations	Monthly	Administration

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

School Action Plan
ELA: Reading & Writing

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

Objectives:
The percentage of all curriculum students who will make learning gains in reading as defined by the State of Florida on the Florida Standards Assessment Test will be at least 70%.
The percentage of students in the lowest 25% who will make learning gains in reading as defined by the State of Florida on the Florida Standards Assessment Test will be at least 60%.
The percentage of Level 4 and 5 students who will make learning gains in reading on the Florida Standards Assessment Test will be at least 70%

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

Central Focus: ELA Focus
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 Collection*s, 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: • Standards based lesson design that incorporates the Gradual Release of Responsibility Model   • Data (iReady, FSA, and formative) to drive whole group instruction and differentiated routines

Targeted School-based Professional Development:
 A. Effective Professional Learning Community Practices (PLC)
     1. Utilization of common planning & collaboration time to meet as a department and "course-buddies"
         a. Department will meet biweekly
         b. "Course-buddies" will meet monthly (rotating schedule for teachers with multiple grade levels)
     2. Using a team approach to analyze data and plan instruction and assessments accordingly
 B. National Math and Science Initiative: Laying the Foundation Training
     1. Utilize common planning and collaboration to determine implementation of the NMSI "LFT" best practices
     2. Utilize NMSI "LTF" resources when appropriate
 C. iReady Training
     1. Administering assessment and reading reports
     2. Teacher Toolbox

Action Steps for Implementation
Classroom Implementation Action Steps (Teachers and Students):   Beginning with the specific skills needed to master a standard, teachers will utilize the Gradual Release of Responsibility model and incorporate various modes of instruction to engage students with complex text. This instruction will include: A. Standards Based Lesson Design

1. Utilize the district pacing guide (aligned to virtual curriculum) to purposefully sequence the introduction of standards
2. Identify specific skills within each standard to map the learning progression
3. Incorporate writing through reading by embedding extended response/essay opportunities throughout instruction of reading units

B. Various Modes of Instructional Delivery
1. Whole group instruction that includes explicit teaching, teacher modeling, teacher led discussion, and student led discussion
2. Purposeful interaction with texts that include the following components: multiple sources, text dependent questions (TDQs), text marking & annotation, purposeful student talk, writing through reading, focused culminating task
3. Differentiate and scaffold instruction by:
   a. Increased modeling
   b. Frontloading topics
   c. Incorporating graphic organizers (simple or complex)
   d. Vary lexile levels and text pairings
   e. Utilize anchor charts for visual reminders
   f. Teach academic vocabulary in student friendly language

C. Gradual Release of Responsibility
1. Model skills students need to successfully complete tasks and incorporate the metacognitive process (I do)
2. Practice the skill with students (We do)
3. Monitor students practicing skills collaboratively (Y'all Do)
4. Monitor students practicing skill independently (You Do)

D. Language Skills Focus
1. Begin year with in depth review of parts of speech to teach sentence types, clauses, dangling/misplaced modifiers, and punctuation.
2. Spiral grammar during the year via bellringers, No Red Ink, and frequent writing opportunities.

E. ESE Student Instruction
1. Incorporate multisensory lessons for the various types of learners (visual, kinesthetic, auditory)
2. Repeat and review new information more frequently
3. Provide frequent opportunities for practicing skills taught
4. Provide classroom accommodations with fidelity
5. Teach students to self-advocate

Progress Monitoring			
Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Standards-Based Lesson Design	Formal/Informal Observations	Monthly	Administration
Gradual Release of Responsibility	Formal/Informal Observations	Monthly	Administration
ESE Student Instruction	Formal/Informal Observations	Monthly	Administration
ESE Student Progress	Grades Review	Monthly	ESE Teachers, ELA Teachers

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

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

Central Focus: Text-based Writing

School Focus

Targeted School-based Focus:
- Evidence and Elaboration

Targeted School-based Professional Development:
A. Department calibration using the baseline and midline writing assessments
B. Common Planning time to collaborate and develop instructional plans to include:
    a. Strategies for helping students understand the rubric
    b. Strategies for helping students purposefully text mark and annotate for strong evidence and elaboration
    c. Strategies for helping students with elaborative techniques

Writing Plan

Meigs Writing Plan:
A. Quick Writes – bell work activity to develop writing fluency
B. In differentiating writing instruction based on student needs, teachers will explicating teach and model:
    1. How to use the writing rubric and exemplar essays to practice scoring and to improve the understanding of writing expectations
        a. Students will learn the expectations for Purpose, Focus, and Organization (PFO) and Evidence and Elaboration (EE)
C. Students will define and analyze key terms and the elements of each score point
    1. How to unpack a prompt
    2. Strategies for purposeful text marking and annotation based on the prompt, reading focus, text marking keys
    3. How to utilize various graphic organizers to plan writing
    4. Expectations for body paragraphs
    5. Expectations for an opening and closing paragraph
D. Meigs Writes
    1. Baseline: First week in November
    2. Department calibration using baseline essays
    3. Midline: Early February

E. Planning to Write (Teachers will explicitly model)
   1. Unpack the prompt using a variety of techniques
   2. State the reading focus to guide the text marking and annotating
   3. Read, text mark, and annotate using legend for text marking
   4. State the claim or thesis
   5. Use graphic organizers to plan the essay
   6. Manage time
F. Purposeful Text-Marking (Teachers will model specific text marking techniques)
   1. Students should evaluate the prompt and the text structure before deciding on text marking strategies
   2. Students will learn how to evaluate evidence for relevance and select the strongest evidence to support reasons
   3. When marking text, students will annotate why/how that evidence is relevant to the prompt
   4. Students will practice purposeful text marking strategies and annotations
G. Planning for the Essay
   1. Various sample graphic organizers will be provided for essay planning
   2. Students will utilize text markings/annotations to complete essay planning
H. Building to Multiple Sources
   1. Teacher will model how to synthesize new ideas among multiple texts and across text types
   2. Teacher will create TDQs requiring students to analyze multiple sources through purposeful text marking and annotation
   3. Students will determine the purpose of sources, the relationship among them, and develop appropriate strategies for addressing prompt
   4. Students will build relationships among multiple sources on a common topic
I. Writing an Introduction
   1. Teachers will provide explicit instruction on components of an introduction to include:
      a. Writing a strong hook or grabber
      b. Writing a claim, thesis statement, or controlling idea
      c. Orienting the reader to the topic through stating the main points of the supporting paragraphs
   2. Students will practice peer editing
J. Writing a Conclusion
   1. Teachers will provide explicit instruction on components of a conclusion to include:
      a. Restating a strong hook or grabber
      b. Restating the claim, thesis statement, or controlling idea

        c.   Restate main points

        d.   Explain *why* the topic is important through identifying the impact statement, big idea, or ah-ha!

    2. Students will practice peer editing

K. Citing Relevant Evidence

    1. The Evidence and Elaboration (EE) category of the FSA Writing Rubrics (argumentative, information) will be unpacked by identifying and analyzing key elements of each score point

    2. Teachers will provide feedback and model relevant vs irrelevant evidence from student's own text marking, as well as identifying strong evidence vs weak evidence

    3. Teachers will provide explicit instruction on three modes of providing evidence

        a. Quotations: Text that is taken word for word from the source and must name the author when using quotation marks.

        b. Paraphrasing: condensing a passage from the source material and putting into your own words.Summarizing: putting the main idea(s) and main point(s) into your own words.

        c. Summaries are broad overviews of the source.

    4. Students will utilize purposeful student talk to share, justify, and evaluate the relevance of text evidence

    5. Students will combine two pieces of evidence to support one main idea

L. Elaboration

    1. Teachers will instruct students on the components of a body paragraph

        a. Topic statement/Claim

        b. Evidence

        c. Transition

        d. Elaboration

        e. Concluding statement

    2. Teachers will provide mnemonic devices within body paragraphs (TDESUEC, ACE, PIE, etc.)

    3. Teachers will provide explicit instruction on effective use of elaborative techniques:

        a. Connections to self/work/text S.P.R.I.T.E or S.P.E.C

        b. Using definitions

        c. Using a real life example

        d. Explaining cause/effect "if this…then this…."

        e. Make a comparison or Contrast

        f. Use figurative comparison (metaphor or analogy)

4. Students will analyze exemplar essays to identify effective elaborative techniques
M. Transitions
   1. Teacher will provide a list of transition words that are specific to text structures
   2. Teachers will give explicit instruction on the importance of internal and external transitions
   3. Students will identify transition words and phrases in exemplar writing sets and appropriate use of transitions in writing
   4. Students will practice using higher level/complex transitional strategies and evaluate the effectiveness
N. Content Specific Vocabulary
   1. Teachers will provide explicit instruction on strategies to identify and integrate prompt-specific vocabulary to be used in the essay writing
   2. Students will identify use of prompt-specific vocabulary in exemplar writing sets as a model and then use the vocabulary within the essay to enhance their argument and support their ideas

Progress Monitoring

Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Calibration of Writing Scoring	Student Samples	2nd and 3rd Quarter	Administration, Dept Chair
Incorporation of Writing Through Reading	Formal/Informal Observations, Assessments	Monthly	Administration, Teachers

Evaluation Following Mid-Year Data

Evaluation of Targeted School-based Focus & Implementation:

Refinement of Targeted School-based Focus:

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

ELA Levels 1 and 2 Focus

School Focus

Targeted School-based Focus:
- Read and analyze increasingly complex text to answer text dependent questions across multiple sources
- Utilize data (iReady, formative) to drive differentiated instruction

Targeted School-based Professional Development:
- iReady Training for teacher and assistant
    - Test administration
    - Report interpretation
    - Utilization of instructional materials to differentiate instruction

Action Steps for Remediation

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

IR Teacher will:

A. Analyze iReady data and collaborate with ELA teachers to determine focus skills
B. Design lessons with varied instructional modes to teach the specific skills needed to master each standard
   1. Whole group instruction with teacher modeling
   2. Differentiated small group instruction with teacher or classroom assistant based on iReady reports
   3. Independent practice and assessment
C. Scaffold Instruction for struggling readers by:
   a. Increased modeling
   b. Frontloading topics
   c. Incorporating graphic organizers (simple or complex)
   d. Vary lexile levels and text pairings
   e. Utilize anchor charts for visual reminders
   f. Teach academic vocabulary in student friendly language
D. ELL Student Instruction
   1. ESL Reading Smart: utilize with ELL students whose English is not proficient

E. ESE Student Instruction
   1. Incorporate multisensory lessons for the various types of learners (visual, kinesthetic, auditory)
   2. Repeat and review new information more frequently
   3. Provide frequent opportunities for practicing skills taught
   4. Provide classroom accommodations with fidelity
   5. Teach students to self-advocate

Progress Monitoring

Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Differentiated small group instruction	Formal/Informal Observation	Monthly	Administration
iReady, ESL Reading Smart	Digital Reports	Monthly	Teacher, Administration
ESE Student Instruction	Formal/Informal Observation	Monthly	Administration
ESE Student Progress	Grades Review	Monthly	ESE Teachers

Evaluation Following Mid-Year Data

Evaluation of Targeted School-based Focus & Implementation:

Refinement of Targeted School-based Focus:

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

Pandemic ELA Instructional Gaps Focus

School Focus

Targeted School-based Focus:
- A. Utilize iReady diagnostic assessment to identify skill areas from previous grade level not mastered
- B. Provide explicit instruction on the specific skills needed to master the standard RI 2.5
- C. Use think aloud and modeling to set expectations in developing an argumentative essay

Action Steps for Implementation

- A. Utilization of iReady Diagnostic
    1. Skill practice through individualized or small group instruction provided by teacher
    2. Resources to be used: iReady Teacher Toolbox, Edgenuity, MLP lessons
    3. Instructional Grouping reports will be utilized in POC tutoring
- B. Explicit instruction of standard RI2.5
    1. Analyze how a particular sentence or idea contributes to the development of ideas
    2. Identify a variety of text structures and how the different structures are used in specific content areas to develop a central idea
    3. Resources to be used: iReady Teacher Toolbox, Edgenuity, MLP lessons
- C. Developing Argumentative Essay (Meigs did not teach the necessary skills in full SY20)
    1. Use quick writes and extended-response question/answers to analyze the students' ability to utilize text structure to develop a central idea within a paragraph and among paragraphs
    2. After analyzing other authors' works from a variety of technical writings where successful development of ideas within a paragraph and among paragraphs is achieved, students will practice writing
    3. Teachers will provide specific feedback and instruction individually or through small group, or bell work

Progress Monitoring			
Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Standards-Based Lesson Design for RI 2.5	Lesson Plans		ELA Department Chair and teachers
Argumentative Writing Instruction	Lesson Plans		ELA Department Chair and teachers

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

School Action Plan
Social Studies

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

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 85%.

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

Central Focus: Social Studies Focus

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

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

School Focus

Targeted School-based Focus:

- Standards based lessons that allow for purposeful interaction with complex text to include maps, charts, graphs, pictures, etc.

Targeted School-based Professional Development:

- Using backwards design to create standards-based lessons that align with the pacing of Edgenuity
- Gradual Release of Responsibility – "I Do, We Do, You Do"
    a. Modeling of Strategies to include metacognitive process during "I Do"
    b. Facilitation of "We Do"
    c. Monitoring of "You Do"

Action Steps for Implementation

Classroom Implementation Action Steps (Teachers and Students):

Beginning with the standards and routinely utilizing a "Common Thread of Instruction," teachers will use various modes of standards-based instruction to engage students with complex text. This instruction will include:

A.   Standards-based Lesson Design based on the pacing of Edgenuity courses
     1. Civics teachers will refer to OCSD Task Cards when designing lessons
       a. FJCC Resource as primary curriculum
       b. Benchmark Clarifications
       c. Content Limitations
       d. Utilize example questions of varying DOK's as formative assessment

2. US and World History teachers will utilize multiple resources: textbook, SHEG, Common Lit, National Archives
3. Social Studies teachers will collaborate to ensure continuity of instruction across courses.

B.   Various Modes of Instructional Delivery
1. Whole group instruction that includes explicit teaching, teacher modeling, teacher-led discussion, and student-led discussions
2. Lessons will include a variety of:
   a. Teacher-led review/remediation
   b. Analysis of maps, charts, and graphics
   c. Analysis of primary and secondary sources
   d. Consideration of source credibility promote purposeful student talk
   e. "Historical Thinking Strategies" to scaffold the process of analyzing resources and/or concepts
   f. Incorporation multiple resources
   g. Purposefully interact with text to ensure text marking and annotations are guided by a text dependent question (TDQ)

C.   Gradual Release of Responsibility
1. Modeling of skills students need to successfully complete tasks and incorporate the metacognitive process
2. Practicing the skill with students
3. Monitoring of students practicing skill independently

D.   ESE Student Instruction
1. Incorporate multisensory lessons for the various types of learners (visual, kinesthetic, auditory)
2. Repeat and review new information more frequently
3. Provide frequent opportunities for practicing skills taught
4. Provide classroom accommodations with fidelity
5. ESE Teacher or ESE Classroom Assistant will push-in to assist ESE students in the general education classroom
6. Teach students to self-advocate

Progress Monitoring

Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Standards Based Lessons	Formal/Informal Observations, Student Work	Monthly	Administration
Various Modes of Instructional Delivery	Formal/Informal Observations, Student Work	Monthly	Administration
Gradual Release of Responsibility	Reviewing Lesson Plans	Monthly	Teachers (Course Buddies)
ESE Student Instruction	Grades Review	Monthly	ESE Teachers

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

School Action Plan
Math

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

Objectives:
The percentage of all curriculum students who will make learning gains in math as defined by the State of Florida on the Florida Standards Assessment Test will be at least 70%.
The percentage of students in the lowest 25% who will make learning gains in math as defined by the State of Florida on the Florida Standards Assessment Test will be at least 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%

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:
- Implement standards-based lessons that allow for the differentiated instruction, purposeful spiraling, and meaningful formative assessments for students.
- Utilize data (iReady, FSA, and formative) to drive whole group instruction and differentiated routines
- Incorporate digital resources in the design standards based lessons and spiraling needs to include: Pearson Digital textbook, OCSD curriculum website, Khan Academy, Math Nation, iReady Toolbox, CPalms, and Google Classroom.

Targeted School-based Professional Development:
- iReady Training
  - Administering diagnostic assessment and reading reports
  - Utilization of Teacher Toolbox
- NMSI Laying the Foundation Training

Action Steps for Implementation

Classroom Implementation Action Steps (Teachers and Students):
A. Design Standards-based lessons utilizing the Backwards Design Model
    1. Investigate standard using Item Specifications and ALDs to understand what students are required to do at each ALD level
    2. Create assessment that mirrors FSA Item Specifications
        a. Assess students utilizing the "I can/Students will…" statements incorporated in the unit
        b. Design question items using the correct context (assessment limits)

      c. Incorporate varying response types

      d. Include assessments that mirror FSA Item Specifications with appropriate rigor (10-20% DOK 1, 60-80% DOK 2, 10-20% DOK 3) DOK 1 – ALD 2, DOK 2 – ALD 3, DOK 3 – ALD 4/5.

   3. Plan Lesson Instruction and Experiences

      a. Bell ringers that focus on the scaffolding or spiraling needs of the students based on previous assessments, classwork, or observation

      b. Purposeful Interaction with text

      c. Coordinate instruction and lessons with the Edgenuity platform for continuity between classroom and online learning.

B. Digital & Supplemental Resources

   1. All Middle School Math Courses to include Algebra 1 Honors and Geometry Honors:

      a. Utilize District Curriculum Website to include: Item Specifications, ALD's, Quarterly Assessments, MFAS Tasks, Practice Tests, PowerPoints, and Formative Assessments

      b. Interpret iReady data to plan instruction and cooperative learning groups

      c. Integrate iReady for further spiraling needs

      d. Utilize Math Nation resources for supplemental notes, activities, and assessments

      e. Integrate Google Classroom in classroom norms to increase accessibility to course materials and useful information

   2. Math 6, Math 6 Advanced, Math 7, Math 7 Advanced, Pre-Algebra:

      a. Utilize Pearson Digital textbook resources for instruction, student investigations (3-Act Tasks), student practice, and scaffolding needs

      b. Utilize Coach Practice Assessments for supplemental needs and to design standards based assessments

      c. Utilize the Edgenuity platform for performance tasks and assessments.

C. Various Modes of Instructional Delivery

   1. Whole group instruction that includes explicit teaching, teacher modeling, guided practice, teacher and student led discussions, and independent practice

   2. Cooperative Learning Groups/Stations that may include:

      a. Spiral Review of standards

      b. Teacher-led review/remediation

      c. Inquiry-based learning opportunities

D. Use assessment data (FSA, iReady, Pearson Online, Math Nation, and Teacher Created) to drive instruction and spiraling tasks.

   1. iReady diagnostic reports used to identify learning gaps

   2. iReady Instructional Groupings report to identify specific skills for small group instruction

E. ESE Student Instruction

   1. Incorporate multisensory lessons for the various types of learners (visual, kinesthetic, auditory)

2. Repeat and review new information more frequently 3. Provide frequent opportunities for practicing skills taught 4. Provide classroom accommodations with fidelity 5. Teach students to self-advocate	

Progress Monitoring

Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Various Modes of Instruction	Formal/Informal Observations	Monthly	Administration
Standards-Based lessons	Formal/Informal Observations	Monthly	Administration
ESE Student Instruction	Formal/Informal Observations	Monthly	Administration
ESE Student Progress	Grades	Monthly	ESE Teachers, Math Teachers

Evaluation Following Mid-Year Data

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

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

ELA Levels 1 and 2 Focus

School Focus

Targeted School-based Focus:
- Use of student data (iReady, FSA) to identify student weaknesses and plan small group instruction
- Targeted small group instruction based on deficits with grade-level standards

Targeted School-based Professional Development:
- iReady Training
  - Administer diagnostic assessment
  - Utilize iReady reports to drive instruction and plan groups
  - Using the Instructional components of iReady for instruction
- Teacher collaboration on scaffolding to support deficits in grade level pre-requisite skills

Action Steps for Remediation

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

IM Teacher will routinely incorporate:

A. Various Modes of Instructional Delivery
1. Whole group instruction that includes explicit teaching, teacher modeling, teacher led discussion, and student led discussion
2. Differentiated instruction that includes teacher led small group instruction and differentiated activities
   a. Provide small group instruction to each student to meet specific student needs (enrichment or remediation) based on formative assessments (iReady, teacher created)
   b. Incorporate standards-based, purposeful activities as needed and indicated by student data (iReady, teacher assessed)
   c. Collaborate with Math teachers to determine prerequisite skills necessary to support course standards
3. Scaffold Instruction
   a. Increased modeling
   b. Frontloading topics
   c. Utilize anchor charts for visual reminders
   d. Teach academic vocabulary in student friendly language
   e. Build math skills needed to solve ALD 3+ problems

B. Utilize Digital Resources
1. iReady
a. As a diagnostic tool
b. To differentiate lessons below and on grade level
2. iReady Data
a. To identify skills students are ready to learn
b. Plan instruction and student groupings through the Learning Continuum
C. ESE Student Instruction
1. Incorporate multisensory lessons for the various types of learners (visual, kinesthetic, auditory)
2. Repeat and review new information more frequently
3. Provide frequent opportunities for practicing skills taught
4. Provide classroom accommodations with fidelity
5. Teach students to self-advocate

Progress Monitoring

Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
iReady Utilization	Digital Reports	Monthly	IM Teacher, Administration
Small Group Instruction	Formal/Informal Observations	Monthly	Administration
ESE Student Progress	Grades	Monthly	ESE Teacher, IM Teacher

Evaluation Following Mid-Year Data

Evaluation of Targeted School-based Focus & Implementation:

Refinement of Targeted School-based Focus:

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

Pandemic Math Instructional Gaps Focus

School Focus

Targeted School-based Focus:
- To remediate skills not mastered during the COVID-19 quarantine

Action Steps for Implementation

Classroom Implementation Action Steps (Teachers and Students):
- Utilize the district developed Bridge to 7th Grade Advanced and Bridge to Algebra 1 packets with students
- Pretest critical concepts from previous math course to determine instructional gaps
- Spiral critical concepts from previous math course necessary for success in each math class by using bell ringers, small groups, etc.
- Utilize Instructional grouping reports to identify students for pull-out math remediation and POC tutoring

Progress Monitoring

Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Bridge to Math 7 Advanced and Algebra I Honors	Lesson Plans Formal/Information Observations	Weekly 1st Quarter	Classroom Teacher
Pretest Skills from Previous Course	Informal Assessments	As Needed	Classroom Teacher
Spiral Concepts from Previous Course	Lesson Plans Formative/Summative Assessments	Ongoing	Classroom Teacher

Evaluation Following Mid-Year Data

Evaluation of Targeted School-based Focus & Implementation:

Refinement of Targeted School-based Focus:

School Action Plan
Science

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

Objectives:
The percentage of 8th 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%.

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

Central Focus: Science Focus

Keeping the end in mind, use Standards and Item Specifications to design interactive and engaging 5E Science lessons
- Engaging whole group, cooperative group, and station learning opportunities with an emphasis on student-to-student interactions
- Use assessment data (e.g., MAP, SSA, Study Island, formative assessments) to drive the whole instruction, differentiated activities, and spiraling tasks that place a strong focus on student-to-student interactions

School Focus

Targeted School-based Focus:
- Incorporate 5E's of Instruction: Engage, Explore, Explain, Elaborate, Evaluate
- Standards based lessons that allow for purposeful interaction with complex text

Targeted School-based Professional Development:
- How to plan lessons using Backwards Design & the 5 Es

Action Steps for Implementation

Classroom Implementation Action Steps (Teachers and Students):

Beginning with the standards and routinely utilizing a "Common Thread of Instruction," teachers will incorporate:

A. Standards-based Units (Engaging and Interactive) that are aligned with the pacing of Edgenuity
  1. Incorporate at least 3 of the 5 E's (Engage, Explore, Explain, Elaborate, and Evaluate) within the lesson.
  2. Bell ringers that focus on the interpretation and analysis of multiple data sources (texts, pictures, charts, graphs).
  3. Include assessments that mirror SSA Item Specifications with appropriate rigor (10-20% DOK 1, 60-80% DOK 2, and 10-20% DOK 3).

B. Various Modes of Instructional Delivery
  1. Whole group instruction that includes explicit teaching, modeling, demonstration, teacher led discussion, and student-led discussions
  2. Instructional modes that include a variety of:
    a. Inquiry-based learning opportunities
    b. Spiral Review of standards
    c. Analysis of data, charts, graphs, video clips
    d. Evaluation of word relationships
    e. Teacher-led review/remediation

C. Purposeful Interaction with Text
  1. Data Interpretation: be able to create and analyze charts and/or graphs

    2. Background Research
      a. Compare results to similar/previous research
      b. Evaluate validity of results
    3. Complex Question Deconstruction (CUBE Strategy) taught and modeled to assist students in defining what the question is asking

D. Use assessment data (MAP, Study Island, Teacher Created) to drive instruction and spiraling tasks

E. Students will engage with Study Island at least 45 minutes per week
    1. Interact with lesson provided by Study Island
    2. Assign standards related to current unit and spiral previous grade level standards
      a. 6th grade
    3. Meet goals
      a. Regular: Meet 70% in 2 or less tries
      b. Advanced: Meet 80% in 2 or less tries

F. ESE Student Instruction
      1. Incorporate multisensory lessons for the various types of learners (visual, kinesthetic, auditory)
      2. Repeat and review new information more frequently
      3. Provide frequent opportunities for practicing skills taught
      4. Provide classroom accommodations with fidelity
      5. ESE Teacher or ESE Classroom Assistant will push-in to assist ESE students in the general education classroom
      6. Teach students to self-advocate

Progress Monitoring

Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Incorporation of 5 Es into standards-based lessons	Formal/Informal Observations	Monthly	Administration
Study Island Usage	Digital Reports	Monthly	Administration, Science Teachers
Various Modes of Instruction	Formal/Informal Observations	Monthly	Administration

Evaluation Following Mid-Year Data

Evaluation of Targeted School-based Focus & Implementation:

Refinement of Targeted School-based Focus:

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

Pandemic Science Instructional Gaps Focus

School Focus

Targeted School-based Focus:
- Spiraling of science standards missed during 4th quarter SY20 rising 7th and 8th graders

Action Steps for Implementation

Classroom Implementation Action Steps (Teachers and Students):
- Purposeful Spiraling of standards during Quarter 1
  - 7th Grade teachers will focus on 6th grade Qtr 4 and 8th Grade teachers will focus on 7th grade Qtr 4
  - Bellringers will focus on missed standards from SY20
  - Study Island assignments will focus on missed standards
  - Mini-lessons will be designed and taught as needed for power standards

Progress Monitoring			
Initiative	**How Will It Be Monitored**	**Frequency of Official Monitoring**	**Who is Responsible to Monitor**
Study Island Utilization	Digital Reports	Monthly	Teacher, Administration

Evaluation Following Mid-Year Data

Evaluation of Targeted School-based Focus & Implementation:

Refinement of Targeted School-based Focus:

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

Strategic Plan Focus Area: Improving and Advancing Student Achievement	Cognia Performance Standards related to this Focus Area
- 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	**Leadership Capacity Domain** 1.1 The system commits to a purpose statement that defines beliefs about teaching and learning, including expectations for learners. 1.2 Stakeholders collectively demonstrate actions to ensure the achievement of the system's purpose and desired outcomes for learners. 1.3 The system engages in a continuous improvement process that produces evidence, including measurable results of improving student learning and professional practice. **Learning Capacity Domain** 2.1 Learners have equitable opportunities to develop skills and achieve the content and learning priorities established by the system. 2.5 Educators implement a curriculum that is based on high expectations and prepares learners for their next levels. **Resource Capacity Domain** 3.2 The system's professional learning structure and expectations promote collaboration and collegiality to improve learner performance and organizational effectiveness.

Administration spends time during the summer analyzing and disaggregating student data to ensure students are registered for the most appropriate levels of coursework (remedial, regular, advanced). Students bordering FSA Level 3 or higher will be placed in more rigorous courses to promote learning gains and challenging curriculum. Teachers will use the Florida Standards and Achievement Level Descriptors to ensure instruction is promoting the growth of every student. Meigs offers various courses for high school credit (Algebra I Honors, Geometry Honors) as well as courses resulting in industry certifications (Introduction to Coding, Fundamentals of Web Design, and Web Design).

The Multi-Tiered System of Supports (MTSS) team will work with teachers to provide Tier II and Tier III interventions for struggling students. Data will be collected regarding the impact of each intervention and the team will determine the next level of support. When necessary, the school psychologist will complete prescribed assessments to assist the team in developing interventions. For students with Autism Spectrum Disorder (ASD), Spectrum House and CARD will work with teachers to design a support system that best meets the needs of those students. For students in the behavior-focused classrooms, behavior specialists will be consulted when adjustments are needed with BIPs.

Every classroom teacher is given a collection of devices (Chromebooks & iPads) for student use during station/independent work time and to promote the integration of technology into classroom learning.

Student progress is communicated with parents through mid-quarter progress reports and quarterly report cards. In addition, parents have access to the Parent Portal to view assessment data, grades, and attendance. The School Advisory Council (SAC) will review student data as a whole and review the School Performance Plan. Parent-Teachers conferences are held at the request of the parent or teacher to discuss the progress of student learning.

Accreditation Page

cognia

Strategic Plan Focus Area: Learning and Working in a Safe and Productive Environment	Cognia Performance Standards related to this Focus Area
- Provide adequate and appropriate facilities - Provide a culture conducive to learning and working - Maintain a safe learning and working environment	**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.

Although one of the oldest facilities in the district, Meigs Middle School has begun improving its learning and working environment by repainting and reflooring classrooms, restrooms, and common areas such as the gym, cafeteria, and football stadium. A physical movement room has been added to support the ESE Behavior Focused Classrooms to provide extra support to students who require more movement throughout the day.

Meigs is a Positive Behavior Intervention System (PBIS) School with schoolwide student and adult expecations: Be safe, be respectful, be responsible, and own your actions. In addition to PBIS, a new Social-Emotional Learning (SEL) time has been added to the student schedule. In PRIDE, students will learn about Perseverence, Respect, Integrity, self-Discipline, and Empathy. The goal of this time is to teach students the importance of community and taking responsibility for one's own success. PRIDE meets for 20 minutes daily with a focus on character education and study skills and organization. The curriculum is created by a team of Wildcat educators to specifically address needs of Meigs' students.