

Date Submitted:

Dates of Revision:

School Performance Plan 2020-2021



School Name: Okaloosa STEMM Academy

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
Scheree Martin	Principal
Jennifer Mallet Smith	ELA teacher
Cherie Matheson	Math teacher
Angela Robinson	Science Teacher
Timothy Flynn	Social Studies Teacher
Robert Jernigan	CTE Teacher

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

The Okaloosa STEMM Academy school performance plan was created with all stakeholders involved. School leadership team meetings, department meetings, individual conferences, and planning sessions were held in developing the plan. The leadership team, along with the administrative team collaboratively constructed the School Performance Plan. The leadership and administrative teams analyzed and discussed most current data to measure areas of strengths and weaknesses, then constructed the plan to ensure continuing improvement in student achievement and professional development at the Okaloosa STEMM Academy. Efforts were also made to ensure STEMM’s vision and mission are evident in the School Performance Plan.

School Profile

The Okaloosa Science, Technology, Engineering, Mathematics, and Medical (STEMM) Academy is an innovative sixth through eighth grade middle school with a curriculum focused on academic rigor and acceleration. STEMM is a multi-faceted Academy, housed on the campus of the former Valparaiso Elementary School. Student enrollment is carefully determined; selection is based on demonstration of exceptional promise in science and math (e.g. FSA Level 5 in Math) as well as personal attributes associated with an independent learner: perseverance, motivation, and a desire to excel. The goal of STEMM is to cultivate the next generation of engineers, scientists, and technology professionals. Transportation is provided for students from all corners of the county, relying on hub pick-ups to maximize enrollment opportunities but minimize the cost. The curriculum has been specifically designed to enable students to transition to high school having completed numerous high school courses (i.e., Alg. I Honors, Geometry I Honors, Physical Science Honors, and Earth Space Science Honors). STEMM follows a block schedule in order to provide performance based and laboratory instruction. The classroom settings are enhanced by high tech equipment and resources, many of which were contributed by military, community, private, business, or non-profit organizations. The 275 students attending the STEMM Academy are of varied backgrounds and come from a variety of communities from across Okaloosa County. Of the 275 students enrolled, 71% Caucasian, 5% Asian, 6% African-American, 7% Hispanic, 10% are Multi-Ethnic/Multiracial. Representing other subgroups, 20% of students qualify for free/reduced lunch, 20% of students are gifted and 4% hold a non-gifted ESE eligibility (e.g., OHI, S&L, Autism). STEMM's Mission: Through rigorous and innovative academic programs using community partnerships to enrich learning we inspire students to be intellectually curious, critical thinkers, and creative problem-solvers to that they may become the next generation of Science, Technology, Engineering, Mathematics, and Medical (STEMM) leaders. STEMM's Vision: Training the next generation of STEMM leaders to actively investigate, to question current practice, and to design new solutions to local and global problems. In addition to the STEMM Academy, we are a central location for PreK students with Disabilities.

Parent and Community Awareness

Question	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
1. My child's learning is a high priority at this school.	2	1	7	32	47	89
2. School rules/discipline plans are enforced consistently at this school.	6	5	13	35	30	89
3. I regularly receive feedback from school staff on how well my child is learning.	13	19	26	17	13	88
4. My family is treated with respect at this school.	2	2	26	24	34	88
5. My child has every opportunity to be successful at this school.	2	5	15	29	38	89
6. My child has the necessary classroom supplies and equipment for effective learning.	3	4	11	36	35	89
7. I would recommend this school to other parents.	5	8	15	26	35	89
8. This school provides a safe environment for my child to learn.	2	1	12	31	43	89
9. My child is recognized for good work and behavior at this school.	3	15	26	31	14	89
10. The school is clean and well maintained.	5	5	18	36	25	89
11. The teachers, staff, and administration at this school demonstrate a genuine concern for my child.	2	16	25	23	23	89
12. I am proud to say I have a child at this school.	1	4	13	25	46	89
13. I receive positive phone calls, emails, or notes about my child from the school.	20	15	29	12	13	89
14. The principal at this school is approachable and reachable.	12	7	22	23	25	89
15. The principal at this school is an effective leader.	17	11	22	18	20	88

Parent and Community Awareness

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

Parents are proud to say their child attends STEMM. Parents identify learning as high priority at STEMM and believe that students have every opportunity to be successful at STEMM. Parents also believe our school to be a safe environment for their child to learn.

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

The data points out that we need to make a more deliberate effort in communications. Parents do not feel they receive regular feedback on their child's academic progress. Parents do not receive positive phone calls, emails or notes about their child.

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

Regular communications include a monthly newsletter, Remind/Email updates, Google classroom, email and phone calls as needed, and general highlights on social media.

Moving forward, we will develop more deliberate efforts to communicate regularly to include positive feedback. A team will be created to develop a plan to improve in this area.

School Action Plan

ESSA Subgroup: Strategies & Programs to Support the Objectives

ESSA Subgroup Focus
Subgroup: Black Students

School Focus
What is the cause(s) for this subgroup being an area of focus? Based on my ESSA sub-group data, the black subgroup is not performing as high (85%) as their white peers (92%).
What are we doing to target this subgroup? Implementing best practices in educational equity.
Targeted School-based Professional Development: Read and discuss sections of the report, "Best Practices in Educational Equity" from Hanover Research in faculty meetings

Action Steps for Implementation
<p>Classroom Implementation Action Steps (Teachers and Students):</p> <ul style="list-style-type: none"> - Model problem solving, provide visual aids, use graphic organizers - Recognizing and integrating multiple perspectives into instruction - Promote culturally diverse literature and examples - Accommodate diverse learning styles - Set high expectations for all students. - Implement cooperative learning structures - Seeks and acknowledges multiple perspectives - Provide specific feedback
<p>School Implementation Action Steps (Administration, Teachers, and Students):</p> <ul style="list-style-type: none"> - Promote communications to engage all families - Create a welcoming environment embracing diversity - Promote all students developing a positive self-image. - Communicate high expectations for all teachers and students - Provide equitable access to advanced courses

Progress Monitoring			
Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Integrating multiple perspectives	Observations	Ongoing	Admin and Teachers

Implementing cooperative learning structures	Observations	Ongoing	Admin and Teachers

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

School Action Plan
ELA: Reading & Writing

District Goal:	Students shall demonstrate reading proficiency at or above the expected grade level.
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Objectives:
The percentage of all curriculum students who will make learning gains in reading as defined by the State of Florida on the Florida Standards Assessment Test will be at least 85 %.
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 85 %.
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%

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*, Achieve 3000, 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:

Focus: In order to increase students' proficiency in the identification of key ideas and details, we will implement the Model for Teaching Challenging Texts with first and second draft readings to deepen reading comprehension. Close Reading & Everyday Instructional Reads along with analysis of work aligned to Achievement Level Descriptors will enhance student learning of the standards and address the complexity of the Item Specification.

Goal: By the end of the year, we expect students to be able to read and analyze increasingly complex text while incorporating components of Everyday Instructional Reading; this allows students to respond to multiple texts in, specifically through writing and purposeful discussion.

Targeted School-based Professional Development:

- *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
- *Collaborate to plan and create Everyday Instructional Reading Lessons aligned to the Standards and Item Specifications:
- *Department will meet regularly monthly to discuss Visible Learning for Literacy and implement the "high impact effect size" strategies
- *Department will determine book study at the beginning of the year.
- *Collaborate on developing lessons that focus on text marking/note-taking
- *Collaborate on strategies to provide authentic opportunities for Student Talk (ie. Socratic Seminar, Hot Seat, Collaborative Learning Groups)
- *Collaborate on implementing Literary Analysis tasks (ie. Writing through Reading)
- *Collaborate on utilizing multiple sources and genres (ie. Complex Text)
- *Collaborate to compose Text-Dependent Questions (TDQs) aligned to the Task Demands of the Item Specifications and FSA Achievement Level Descriptors (ALDs); guide students to answer higher level Depth of Knowledge (DOK) questions with culminating activities and/or formative assessments of various complexity aligned directly to standards
- *Design formative assessments modeled after the FSA Item Specifications and incorporate the higher levels of ALDs for specific standards
- *Plan opportunities for Interactive Whole Group instructions and Cooperative Learning Groups
- *Based on teacher need & interest as evidenced in discussions with teachers to assess skills, differentiated professional development will be offered

Action Steps for Implementation

Classroom Implementation Action Steps (Teachers and Students):

- Teachers will align instruction to Achievement Level Descriptors in order to reach the rigorous level of the standards and provide a grade level target in student-centered language

Task demands:

- The students will demonstrate knowledge through literary analysis, learning stations, peer editing, and self-assessments using a rubric/chart with the ALDs for the standards
- Teachers will set classroom norms for Student Talk opportunities.
- Students will adhere to protocols for Student Talk. (ie. Socratic Seminars, Philosophical Chairs, Collaborative Conversations)
- Teachers will create opportunities for purposeful Student Talk through teacher created TDQs at various levels of complexity including Webb's DOK levels 3-4.
- Students will utilize purposeful Student Talk to respond to standard based questions to prepare for writing tasks or whole group discussions.
- Teachers will use resources such as NewsELA, Common Lit, Scope, Achieve, and Florida Collections to supplement curriculum.
- Teachers will create Everyday Instructional Reading Lessons (scaffolding as needed) utilizing:
 - Multiple (two or more), complex, thematically paired texts and a multimedia component (when appropriate)
 - Different genres within a text set (informational text, memoirs, poetry, literary texts, and novels)
 - Student exemplars
- Teachers will create TDQs from the three phases for Writing to Reading
- Students will text mark/note-take with teacher guidance in preparation for culminating task (TDQs, Student Talk, Cornell Notes, essay planning and writing).
- Students will annotate for important information, text meaning/key ideas, and ideas and questions.
- Students will engage in Purposeful Student Talk opportunities (using protocols and norms) in preparation for a culminating task (ie. literary analysis, summative test, informational and argumentative essays)
- Teachers will create complex, standards-based culminating tasks including essay writing using multiple text and genres, extended responses in summative tests, performance tasks, student talk, and projects
- Teachers will utilize the Sample Questions from the Item Specifications and Achievement Level Descriptors regularly in order to assess student progress to meet the full scope of the state standards.

- Teachers will provide opportunities during interactive whole group instruction for students to work in cooperative groups to respond to TDQs and analyze multiple sources
- Students will independently apply Everyday Instructional Reading components:
 - Note-taking/text-marking and Student Talk (with appropriate protocols)
 - Answering Text-Dependent Questions at all three phases and at a higher DOK
 - Analysis of multiple complex texts
 - Complete Writing Through Reading tasks based on TDQs at the higher-level DOK (Teacher will provide opportunities for Student Talk to enhance student understanding of the higher-level DOK questions.)
 - Use of Achievement Level Descriptors' rubrics for assessments and to be attached to assessments used for conferencing and student growth

Progress Monitoring			
Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Standards-based teacher created/modified TDQs written at higher level DOKs	Formal and informal evaluations, walkthroughs, lesson plans, department meetings	Daily	Administration, Department Chair, Teachers
Use of Achievement Level Descriptors in developing rigorous lessons/assignments			
Everyday Instructional Reading lessons which include TDQs, text marking, note-taking, Writing through Reading, and leading to a Culminating Task	Formal and informal evaluations, walkthroughs, lesson plans, department meetings	Weekly	Administration, Department Chair, Teachers
Utilizing Complex Texts and multiple resources which are aligned to Standards and Item Specifications	Formal and informal evaluations, walkthroughs, lesson plans, department meetings	Weekly	Administration, Department Chair, Teachers
Purposeful Student Talk	Formal and informal evaluations, walkthroughs, lesson plans, department meetings	Daily	Administration, Department Chair, Teachers
Cooperative Groups during Interactive Whole Group Instruction for the purpose of	Formal and informal evaluations, walkthroughs, lesson plans, department meetings	Weekly	Administration, Department Chair, Teachers

authentic discussion, text analysis, text response, and writing groups			
Use of ALDs in conferencing	Formal and informal evaluations, walkthroughs, lesson plans, department meetings	Weekly	Administration, Department Chair, 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:

Integration of TDQs to facilitate student engagement preparing students for writing tasks

Targeted School-based Professional Development:

Collaborate on the use of TDQs to facilitate student engagement that prepares students for writing tasks:

- Examine the text and identify the key ideas that the author wants learners to take away from the text. These key ideas become the basis for the review, enhancement, and creation of TDQs.
- Examine the types of questions asked and their purpose in developing deeper textual connections.
- The article Engaging the Adolescent Learner (Fisher and Frey, 2012) suggests six categories of TDQs which should be coherently sequenced:
 - General Understandings-Gist
 - Key Details
 - Vocabulary and Text Structure
 - Author's Purpose
 - Inferences
 - Opinions, Arguments, and Intertextual Connections

Teachers will collaborate to carefully craft TDQs, enrich the texts and develop new materials requiring text evidence.

By collaboratively developing quality TDQs to assist learners at all levels of language proficiency, learners gain confidence in their abilities to understand, discuss, and write about complex ideas.

Collaborate on the use of Student Talk as a method to facilitate synthesis in writing

- Academic discourse is employed to develop critical thinking, listen to others' ideas, and interact using academic vocabulary.
- Peer-to-peer discussion to whole-class discussion and can take on many forms, including preparation for writing.
- Student talk may lead to a culminating writing activity or be the culminating activity.
- Exit tickets or Reflections of the day's discussion in a form of a paragraph or in response to a question

Collaborate on the integration of Writing strategies (i.e., SPEC, SPRITE, elaborative techniques) into Reading instruction to promote synthesis across the sources.

- Devote class discussion or a writing assignments to an analysis of how an argument is constructed, rather than focusing exclusively on the content
- Annotate and highlight texts for types of elaboration and which ones are more effective and why.
- Provide students with course readings that are well-written and take time in class to discuss with students about what exactly makes the writing strong, highlighting specific uses of elaboration.
- Provide students with models of poor writing; students add elaborative strategies to poor writing.
- Students regularly evaluate writing and its elaborative strength.
- Double entry journals for note-taking.
- Cross-curricular units of study and writing with Social Studies and Science departments

Grades 6-8 Detailed Writing Plan

Unpacking the Prompt

Instruction:

- All teachers will use a common process to unpack the prompt:
 - **Circle** Topic
 - **Underline** Purpose and Audience, when applicable
 - *Note: If no audience is specified in the prompt, it is understood the audience is a “knowledgeable person”*
 - **Box** the Mode (Argumentative, Informational)
 - **Highlight** verbs (explain, argue, inform)
 - **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
- Student essays will be used as a tool for instruction (i.e., students unpack each other’s prompts).
- Students 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.

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 elaboration strategies to gather ideas from texts (“Say, How, Mean, Matter...,” SPRITE). 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.
 - 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.

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:
 - Highlight key terms in each section.
 - As a class, define and analyze each highlighted key term
 - *Example: “fully sustained”- What does this mean?*
 - 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:
 - Unpack a prompt
 - Create a purposeful text marking pertaining to the prompt
 - Analyze a text to determine text structure
 - Complete appropriate graphic organizer (corresponding to text structure)
 - **Use of the Warrant Workout, O’Dell graphic organizers such as the Analyzing Details Tool**
 - Use of multiple formats of graphic organizers to allow for differentiation

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.
- Students will meaningfully annotate texts.

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
 - Highlight key terms in each section.
 - As a class, define and analyze each highlighted key term
 - *Example: “relevant evidence integrated smoothly and thoroughly”- What does this mean?*
 - 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 and integration of sources.
- Teacher will provide explicit instruction on the three types of evidence:
 - Quotations: Text that is taken word for word from the source material. A writer must give credit to the author when using a quotation.
 - Paraphrasing: Condensing a passage from the source material and putting it into your own words.
 - 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 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 an organizer, 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.
- Students will map out connections on block paper with sticky notes under various claims.

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.

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 elaborative techniques:
 - Connections to Self/World/Text **if specific and brief (not first choice)**
 - Explaining Cause and Effect (or “If... then...”)
 - Making a Comparison or Contrast
 - Using Definitions
 - Make a Figurative Comparison (Metaphor or Analogy)
- Teacher will model the use of the Warrant Workout to assist in developing strong elaboration. This includes explicit instruction on which text evidence is worthy of elaboration and why.
- Teacher and students will utilize shared and interactive writing to practice developing elaboration using the Warrant Workout.
- Teacher will model color-coded method found in Additional Notes section to identify elaboration in FSA Writing Sampler Sets and Okaloosa 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 Socratic Seminars, Questioning Path Tools (O’Dell), and Fish Bowl Activities using multiple sources, teacher created text dependent questions, citing relevant sources, and adding purposeful elaboration.
- After selecting relevant evidence for the Warrant Workout, students will utilize purposeful Student Talk to develop and justify the type(s) of elaboration used.

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.
- Use of peer edit opportunities for revisions to increase student understanding

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.**
- Teacher will use FSA Writing Sampler Sets and Okaloosa 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 highlight any repeated transitions in their writing and the writing on their peers.
- 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

Instruction:

- Teacher will provide explicit instruction on referring to the source(s) to identify content specific vocabulary.
- Teacher will model writing content specific vocabulary in the margin of text.
- Teacher and students will utilize shared reading/writing to identify content specific vocabulary within text.
- Teacher will provide explicit instruction on how to use context clues to determine the meaning of unknown content specific vocabulary.
- Teacher will provide explicit instruction on how and when to use content specific vocabulary from source material to enhance writing.
- Teacher will use FSA Writing Sampler Sets and Okaloosa Writing Exemplars to demonstrate effective use of content specific vocabulary.
- Teacher will provide opportunities for students to apply instruction on content specific vocabulary in Everyday Instructional Reading tasks.

Everyday Instructional Reading Connections:

- Teacher will create Phase 2 text dependent questions focusing on content specific vocabulary.
- Teacher will provide opportunities for students to apply instruction on content 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 content 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.
- 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

Progress Monitoring			
Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Collegial discussion to calibrate, share essays, and discuss best practices to improve elaboration and student conferences.	Department Chair notes, lesson plans	Monthly	Department chair, Administration, teacher
Discuss Student data monthly	Department Chair notes, lesson plans	Monthly	Department chair, Administration, teacher
Cross-curricular units of study	Lesson plans	Monthly	Department chair, Administration, teacher

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 Level 5 Focus

School Focus

Targeted School-based Focus:

- To continually improve the Level 5 scores in Key Ideas and Details & improve Language skills in 6th grade.
- By the end of the year students will be able to analyze key ideas and details in multiple, complex texts and be able to write well-organized essays that include key ideas and details.
- Providing deeper elaboration, text structure transitions, and linking ideas within a text are strategies for those who need to move beyond the grade level standards.

Targeted School-based Professional Development:

- Collaborate on implementation of District's ELA's professional development focus
- Collaboratively develop extended instructional activities to support our students in this area.
- At the beginning of the school year, the ELA department will meet to determine a common pacing guide and decide which writing areas to address during monthly collaborations to ensure consistency and fluidity among the ELA classrooms.
- During monthly collaborations, teachers will make instructional adjustments to better support students.
- ELA teachers will calibrate quarterly to ensure that they are consistent in grading expectations and practices. Teachers will adjust their grading practices per the results of the calibration.

Action Steps for Remediation

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

- Writing naturally lends itself to differentiation. Level 5 students will be instructed so that they are continually challenged to improve in the use of vocabulary and sentence structure to creatively express ideas and the advanced use of elaborative techniques.
- Level 5 students will be a part of homogeneous groupings as well as heterogeneous ones at times during Everyday Instructional Reading, in stations, and literature circles/book clubs.
- Use of texts such as articles from Commonlit texts provide a higher lexile level modifications for Level 5 students.
- Use of authentic writing through self-selected research topics (informative and argumentative)
- Weekly conferences with students to accelerate understanding and individualize writing instruction
- Writing tutoring provided during Advisory 3 times weekly and after school

Objective end of the year Characteristics for each grade level:

Sixth grade:

- Organization- moving from summary paragraph essays to unified thesis of texts using the texts to support an overall, student idea
- text- driven essay vs. idea- driven essay
- Basic transitions to introduce body paragraphs, evidence, and elaboration
- accelerated- text- structure transitions that link ideas together
- Evidence that strongly supports idea(s)
- Elaboration that explains how the evidence supports the idea- not summarizing
- Intro- contains a hook, linking sentences, thesis/claim
- Conclusion- restates the thesis/claim and provides a global reason why for the topic importance

Seventh grade:

- Organization-Building on idea based paragraphs, rather than summary and integrating counterarguments within a paragraph to essay with appropriate transitions
- Transitions: Focus on natural transitions within paragraphs (relating evidence to evidence) and academic transitions between paragraphs.
- Evidence: Idea based writing with an idea that integrates most/all texts and ensuring that the citations show the relationship.
- Elaboration: Explaining how the evidence supports the claim and adding in additional examples from outside the texts. (i.e. SPRITE.)
- Counterarguments: Researching both sides to a topic and countering the other side using evidence from the text and logical reasoning in argumentative essays.
- Rhetorical Strategies: Integrating a mixture of ethos, pathos, and logos into argumentative essays.
- Conclusions: Summarizing the best points in the essay and adding in a well-stated clincher.

Eighth grade:

- Organization-Building on idea based paragraphs, rather than summary and integrating counterarguments within paragraphs, rather than a separate paragraph for counterarguments using internal transitions
- Transitions: Focus on natural transitions within paragraphs (relating evidence to evidence) and academic transitions between paragraphs. Showing a text structure within paragraphs using appropriate transitions
- Evidence: Idea based writing with an idea that integrates all texts and ensuring that the citations show the relationship.
- Elaboration: Explaining how evidence supports the claim and adding in additional examples from outside the texts. (i.e. SPEC, SPRITE.)
- Counterarguments: Researching both sides to a topic and countering the other side using evidence from the text and logical reasoning in argumentative essays.

- Rhetorical Strategies: Integrating a mixture of ethos, pathos, and logos into argumentative essays.
- Conclusions: Summarizing the best points in the essay and adding in a well-stated clincher.

Progress Monitoring			
Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Included differentiation and enrichment for Level 5s through stations, Daily instructional reading, authentic assessments	Lesson plans/observations	weekly	Administration, teachers
Teacher-student writing conferences	Lesson plans/observations	weekly	Administration, teachers
Writing tutoring	Essay Writing Progress	weekly	Administration, teachers
Calibration	Student exemplars/department meetings.	Quarterly	Administration, teachers
Pacing	Collaboration meetings	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

Pandemic ELA Instructional Gaps Focus

School Focus

Targeted School-based Focus:

Teachers will focus instruction on writing strategies, text-synthesis to support student writing, grammar, and vocabulary

Action Steps for Implementation

Classroom Implementation Action Steps (Teachers and Students):

- Diagnostic assessments of informational and argumentative essays in 1st quarter using FSA prompts.
- Diagnostic assessments for grammar using iReady data or teacher-created assessments.
- Direct instruction on organization of essays, creating thesis/claim statements, use of transitions, academic vocabulary.
- Direct instruction on synthesizing texts and responding to text dependent questions.
- Integration of student-based classroom practices, like learning stations and peer edits with direct instruction.
- Integration of grammar and vocabulary instruction, in the form of scaffolding and spiraling.
- In January, students will write an informational and argumentative essay so teachers can collect data on student growth.

Progress Monitoring

Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Argumentative Essay Composition	Formative Assessment	Diagnostic in 1st Quarter. Follow up in January.	Teachers, department, and administration.
Informational Essay Composition	Formative Assessment	Diagnostic in 1st Quarter. Follow up in January.	Teachers, department, and administration.
Scoring Calibration	Formative Assessment	Quarterly	Teachers, department, and administration.
Grammar Acquisition	Formative Assessment & iReady	Quarterly	Teachers, department, and administration.

Evaluation Following Mid-Year Data

Evaluation of Targeted School-based Focus & Implementation:

Refinement of Targeted School-based Focus:

School Action Plan
Social Studies

District Goal:	Students shall demonstrate social studies proficiency at or above the expected grade level.
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Objectives:
Civics The percentage of all curriculum students who will be proficient in Civics as defined by the State of Florida on the Florida Civics End-of-Course Exams will be at least 95%.

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:

- Engage in historical thinking and analysis of social studies content through Components of an EIR (Everyday Instructional Reading) that focuses on Standards-based instruction and Text-Dependent Questions through:
 - Text marking that is related to the TDQ, which helps students with their initial comprehension of texts
 - Annotations that allow students to monitor and track their thinking about the TDQs, leading to analysis of texts
 - Engaging in purposeful Student Talk so that students lead the discussion and the teacher acts as a facilitator
 - Multiple documents as a part of instruction for analysis of primary and secondary sources
 - Incorporating and synthesizing Social Studies Resources: DBQ, FJCC, National Archives, Stanford History Education Group (SHEG), LDC, Khan Academy, etc.

Targeted School-based Professional Development:

- Collaborate on implementation of central focused PD.
- Based on teacher need & interest as evidenced in discussions with teachers to assess skills, differentiated professional development will be offered
- Collaboratively Creating standards based TDQs
- Collaborating on Purposeful Student Talk through Socratic Seminars based on previous Professional Development
- Collaborating on Text marking/note taking
- Collaborating on utilizing multiple sources (e.g., primary and secondary sources through the utilization of the DBQ Project)
- Scoring DBQ essays using FSA Rubric in collaboration with ELA department

Action Steps for Implementation

Classroom Implementation Action Steps (Teachers and Students):

- Teachers will use course Standards (including Florida Standards for Literacy in the Content Areas), Item Specifications, and the Question Stem Flip Chart to develop lessons at various levels of complexity (including DOK levels 3-4) to assist students in mastering the Social Studies Standards.
- Teachers will set classroom norms for small group talk and tasks to promote purposeful Student Talk.
- Students will adhere to protocols for small group talk and tasks.
- Teachers will create opportunities for purposeful Student Talk through teacher initiatives at various levels of complexity including Webb's DOK levels 3-4.
- Students will utilize student talk strategies (ex. body voting, talk moves, silent discussions, Socratic Seminars, sentence frames, etc.) to respond to standards-based questions to prepare for writing tasks or whole group discussions.
 - Example: Mini-Qs require discussion of the text via group or small group as a means of pre-writing.
 - Can be done via Socratic Seminars or other student talk.
- Students will analyze multiple sources (primary/secondary sources, internet, articles, video, etc.) to answer questions of varying levels of complexity including DOK levels 3-4 constructed from standards to make intertextual connections.
- Teachers will create standard based Culminating Tasks requiring textual evidence.
- Students will respond in writing to short response, multi-paragraph essays, and/or projects in order to show analysis of text, which can be from multiple sources such as the Library of Congress, National Archives, et al.
 - Analysis of multiple sources will be evidenced through text marking/note taking, purposeful Student Talk, textual evidence/citation.
- Based on data analysis, Civics teacher 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.
- 6th Grade World History Adv.: When using the Mini-Q Project or a collaborative collection of documents from another subject area, students will have a purpose for writing.
 - Teacher will complete a spreadsheet that documents student progress over time (based on Mini-Q rubric).
 - Need to do first: Collection of data. Students will complete a Mini-Q and write an essay with no teacher guidance to establish a baseline of where the students are at and to determine necessary skills needed to be learned for next Mini-Q or projects.
 - Spreadsheet can be used to track data when students' culminating tasks are similarly designed.
- 6th Grade World History Adv. and 8th Grade US History Honors: Students will complete a capstone history project in conjunction with National History Day as an expansion to collaborative lessons being taught in other disciplines, such as English and Language Arts.
 - Attached to a theme. Impart the importance of ELA in History when evaluating the annual theme.
 - Necessary to research at least ten different primary sources and ten different secondary sources in order to develop skills to build an argument to answer the topic chosen from the theme. Research sites can include places like the Library of Congress, National Archives, the FJCC, and more.
 - These sources are investigated by the student using skills from the Mini-Q project on how to conduct proper research.
 - Construct a project that is either an exhibit, website, documentary, performance, or paper that answers the theme.
 - Can work cooperatively in a group of up to five students (reinforcing student talk) or separately.
 - Can work with students from other grade levels to facilitate mentoring roles.

- Teachers will implement document-based questions that lead to a culminating project with fidelity (at least once a semester), this can be a Mini-Q or another teacher-created initiative.
- In collaboration with the ELA department, students will complete a written essay as a culminating task (once a semester) based on a collection of primary and secondary source documents. This can be combined with the semester-based project or Mini-Q.

Progress Monitoring			
Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Standards-based teacher created/modified TDQs written at higher level DOKs	Formal and informal evaluations, walkthroughs, lesson plans, department meetings	Daily	Administration, Department Chair, Teacher
Everyday instructional reading lessons tied to utilizing primary and secondary sources in everyday Historical learning	Formal and informal evaluations, walkthroughs, lesson plans, department meetings	Weekly	Administration, Department Chair, Teacher
Collaborative essay with the ELA department that utilizes primary and secondary sources	Formal and informal evaluations, walkthroughs, lesson plans, department meetings	Quarterly	Administration, Department Chair, Teacher
Student talk tied to a culminating project based on primary and secondary source documents (for example: Socratic Seminars)	Formal and informal evaluations, walkthroughs, lesson plans, department meetings	Semesterly	Administration, Department Chair, Teacher
Document-based questions that lead to some form of a culminating project	Formal and informal evaluations, walkthroughs, lesson plans, department meetings	Semesterly	Administration, Department Chair, Teacher

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

School Action Plan

Math

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

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:

- Implementing District-based Professional Development training of Backward Design Process to create targeted and differentiated instruction, both whole group and small group.
- Purposeful spiraling based on analysis of assessment data from both classroom and state assessments.
- Utilizing and integrating math resources, such as textbooks, Math Nation, Khan Academy, CPALMS, etc., into classroom and home use.
- Creating common assessments/assessment items collaboratively with district teachers teaching same courses, mirroring the Item Specification's format with item's cognitive and complexity levels based upon the ALD's. Students self-assess performance level based on ALD's.

Targeted School-based Professional Development:

- Math Department will collaborate monthly. Since all STEMM math teachers teach different courses, collaboration will involve identification of FL standards which are a continuum of common skills across the courses/grade levels that are increasing in rigor and depth with the development of lessons/activities which can be built upon each year.
- Math Teachers will collaborate with the Science teachers and students, particularly during the period of time in which students are working on Science Projects, in order for students to have another resource by which they can be successful analyzing and displaying data collected for their experiments.
- Collaborate on the use of Interactive Math Notebooks across all grade levels.
- Based on teacher need & interest as evidenced in discussions with teachers to assess skills, differentiated professional development will be offered

Action Steps for Implementation

Classroom Implementation Action Steps (Teachers and Students):

- To support the central message, teachers will use resources such as the textbook, Math Nation, Khan Academy, and technology to support the math content.
- To support the central message of using math resources such as the textbook, Math Nation, Khan Academy, and technology to support the math content, STUDENTS will
 - access available resources to supplement and improve their understanding of concepts and problem solving skills as well as for review
 - utilize the available resources to maintain a current pacing should they have absence(s) from class
 - participate in a flipped classroom lessons utilizing online math resources
- To support the central message of using the ALDs and Item Specifications to create rigorous questions mirroring the FSA item types, TEACHERS will
 - develop lessons using the Backward Design model and apply differentiated strategies such as project based applications, based on the ALD levels, to support students at their performance levels
 - redesign current assessments and/or develop assessments that parallel FSA item types (multi-select, GRID, free response, etc.) as much as possible
 - redesign current assessments and/or develop assessments with FSA style questions that also parallel percentages of FSA assessments (10-20% ALD 2; 60-80% ALD 3 and 10-20% ALD 4/5)
 - incorporate, within the lessons, student awareness of the ALDs (post on board, include in notes, etc.)
 - model the various ALD levels within a concept or benchmark
- To support the central message of using the ALDs and Item Specifications, STUDENTS will
 - self-assess progress using the ALDs for particular lessons, concepts, etc.
 - engage in differentiated and/or spiraled activities to deepen their understanding of concepts and skills as well as developing perseverance skills while working at the different ALD levels.
- To support the use of assessment data (e.g., FSA, iReady, formative assessments) to drive whole group instruction, differentiated activities, and spiraling tasks, TEACHERS will
 - provide meaningful ongoing feedback to students regarding their learning
 - provide additional opportunities to learn, practice (spiraling), revise and demonstrate their knowledge and skills
 - utilize the most current assessment to determine learning gaps of students and to incorporate purposeful spiraling within subsequent whole/small group lessons
- To support the use of assessment data (e.g., FSA, iReady, formative assessments), STUDENTS will

- self-assess their mistakes on assessments and take measures to improve such as revision of items missed, consultation with teacher, use peer tutors etc.

Progress Monitoring			
Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Use math resources to support the math content. (Math Nation, Khan Academy, interactive notebooks and technology)	Lesson plans Formal and informal observations	Daily/Weekly	Teacher Administration
Use the ALDs and Item Specifications to create rigorous lessons and assessments, including authentic problem solving	Lesson plans Formal and informal observations	Daily/Weekly	Teacher Administration
Use assessment data to drive instruction, differentiated activities, and spiraling tasks	Lesson plans Formal and informal observations	Ongoing	Teacher Administration

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:
Students will receive additional support during advisory

Targeted School-based Professional Development:
Teacher collaborations on scaffolding and spiraling to support students in the lowest performing quartile.

Action Steps for Remediation

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

- utilize the DOE established Course Standards, Item Specifications and Achievement Level Descriptions
- incorporate best practices learned from their district provided PD
- utilize a variety of instructional resources in order to create opportunities for students to work with small groups.
- provide students the opportunity to respond to FSA-style questioning both in large and small group
- provide ongoing feedback to students regarding their learning and provide additional opportunities to learn, practice (spiraling), revise and
- demonstrate their knowledge and skills in the targeted areas.
- design purposeful spiraling activities to strengthen a student’s ability master the targeted strands by analyzing the most current student data (iReady, FSA, classroom assessments, etc.)

Progress Monitoring

Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
FSA standards and grade specific item specifications: design spiral review items/activities based on Item Specifications and ALDs for the targeted weak areas	Lesson plans, Walk Through, Teacher PD Groups, Department Meetings, Teacher Created Assessments	Ongoing	Administration and 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

Pandemic Math Instructional Gaps Focus

School Focus

Targeted School-based Focus:

Identify and target

Possible loss of learning gains due to Covid-19 quarantine (**Covid-19 slide)

** Preliminary COVID slide estimates suggest students will return in fall 2020 with roughly 70% of the learning gains in reading relative to a typical school year. However, in mathematics, students are likely to show much smaller learning gains, returning with less than 50% of the learning gains and in some grades, nearly a full year behind what we would observe in normal conditions. https://www.nwea.org/content/uploads/2020/05/Collaborative-Brief_Covid19-Slide-APR20.pdf

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.

Progress Monitoring

Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Bridge to 7 th Grade Advanced and Bridge to Algebra 1 packets	Lesson plans Formal and informal observations	Beginning of school year	Administration -email prior to summer & make packets available on STEMM website; Classroom teacher
Pretest skills from previous math course	Lesson plans Formal and informal observations	As needed	Administrator Classroom teacher
Spiral concepts from previous math course	Lesson plans Formal & informal observations	Ongoing	Administrator 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.
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Objectives:
The percentage of 8 th grade students who will be proficient in science as defined by the State of Florida on the Statewide Science Assessment (SSA) will be at least %.

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:

- Using Argument-Driven Inquiry in the Science Classrooms to enrich and differentiate instruction for our students.
- “Common Thread” of instruction: Use standards and item specific content to plan various forms of instruction such as inquiry-based learning opportunities, whole group instruction, cooperative learning groups, and stations.

Targeted School-based Professional Development:

- Based on Teacher Materials, a survey will be taken to ensure that all teachers have a copy of the Student Lab Manual and Teacher Book of Argument-Driven Inquiry for their specific course. Published by NSTA.
- Utilize school-based professional development days to develop a calendar of Argument-Driven Inquiry Lessons.
- Utilize school-based professional development days to plan and implement the use of “Argument-Driven Inquiry” books from NSTA Press.
- Common planning where department will meet 2 times per month to collaborate and share ideas for lesson design and spiraling
- Collaborate on the use of Interactive Science Notebooks across all grade levels.
- Teachers will attend district PD sessions on Interactive Science Notebooks and 5E (Engage, Explore, Explain, Elaborate, and Evaluate) Model of Instruction.
- Teachers may visit other science classes across the district to observe best practices.
- Based on teacher need & interest as evidenced in discussions with teachers to assess skills, differentiated professional development will be offered

Action Steps for Implementation

Classroom Implementation Action Steps (Teachers and Students):

- Teachers will use course standards and item specification to develop a plan of implementation of Argument-Driven Inquiry lessons.
- Teachers will use 5E (Engage, Explore, Explain, Elaborate, and Evaluate) Science lessons as regular part of inquiry-based activities

- Teachers will arrange the classroom space to promote a positive hands-on, collaborative learning environment and incorporate lab spaces to increase lab activities in 6th, 7th, and 8th grade science classes.
- Students will utilize student talk strategies to participate in Argument-Driven Inquiry lessons.
- Teachers will routinely implement Everyday Instruction Reading (EIR) strategies incorporating teacher created TDQs, text marking/note-taking, student talk, and writing through reading to meet the science literacy standard requirements and assist students in mastering the Science Standards.
- Students will develop and utilize interactive notebooks as a resource.
- Students will utilize text marking/note-taking, writing through reading, and student talk during EIR.
- Students will analyze multiple sources (e.g. textbook, article, video, experimental data, etc.) for reliability.
- Teachers will analyze Study Island Science Tests to inform instruction.
- Teachers will create spiral activities (i.e. Spiral Small Groups/Station, bell ringers, formative and summative assessment, PBL work) based on Study Island, assessment data using multiple resources (i.e. Textbooks, experimental data, etc.)
- Teachers will use a variety of formative and summative assessments to present spiraled material and to determine student master of spiraled material- (bell ringers, homework, review games, exit tickets, pre/posttests, Google Quizzes, etc.)
- Students will participate in differentiated spiraling activities (i.e. Spiral Small Groups/Station, bell ringers, formative and summative assessment, Argument-Driven Inquiry) based on Study Island formative and summative assessment data.
- Using TDQ's from the Argument-Driven Lab Inquiries for students.
- Labs and Activities from Argument-Driven Inquiry will include graphs, charts, and data for students to analyze and use in analysis.
- Teachers will learn best implementation techniques for Argument-Driven Inquiry.
- Generating Peer Interaction and Discussion and working in a collaborative environment.
- Purposeful Student Talk
- Communicate, analyze data, apply technology, and problem solve.
- Use of Google Classroom for vertical collaboration.
- Spiraling activities through Argument-Driven Inquiry Labs/Activities

Progress Monitoring			
Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor

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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: <ul style="list-style-type: none"> • Bridge the gap from possible minimal learning gains in previous year’s science standards.

Action Steps for Implementation
Classroom Implementation Action Steps (Teachers and Students): <ul style="list-style-type: none"> • Pretest critical concepts from previous science course to determine instructional gaps. • Spiral activities to cover concepts from previous science classes for success in each science class via small groups, bell ringers, etc. • Teachers may “Step in” and teach lessons or concepts to bridge instructional gaps.

Progress Monitoring			
Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Create pretest of skills from previous courses	Minutes from department meeting and end product of tests	Pre-planning	Classroom Teachers, Department/Grade Level Leaders, Administration
Pretest skills from previous science course	Lesson Plans & Informal assessment	Beginning or the school year and repeated as needed	Classroom Teachers and Administration
Study Island testing	Informal assessment & Benchmark reports	During each Study Island testing window	Classroom Teachers and Administration
Spiral Concepts from previous science courses	Lesson plans & Formative assessments	Repeated throughout year as needed	Classroom Teachers and Administration

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

School Action Plan
Strategies & Programs to Support STEMM's Mission and Vision

Strengthening Partnerships with Stakeholders

- Students will engage in CTE/STEMM activities through elective coursework, core coursework, FLL & FTC clubs, Drone Team Challenge, mentorships, guest speakers, and field learning experiences.
- Administration, teachers, and staff will seek out opportunities to strengthen partnerships with stakeholders to support STEMM
- Administration and teachers will proactively seek out grants to support the development and growth of STEMM

Strengthening the 1:1 usage at STEMM

- The core CTE 6th grade classes will teach incoming STEMM students the IT basics in the first two weeks after laptops have been distributed. IT skills training to be expanded upon as the school year progresses.
 - The IT basics to include: Google classroom, Windows tools, and basic computer skills in file management.

Development and Growth of STEMM

- All students will take a CTE course in 6th grade (this will continue for all years at STEMM)
- Additional courses to support the continued growth and success of STEMM include:
 - Coding Fundamentals
 - Fundamentals of Software and Web Design
 - Exploring Technical Design
 - Aerospace Technology
 - Maritime Engineering
 - Coding Fundamentals and Fundamentals of Web Design added to support the HS course Foundations of Web Design.
 - Exploring Technical Design, Aerospace Technology, and Maritime Engineering added as a 3rd track based on interests of stakeholders and students.
 - Curriculum of these additions are being created in collaboration with the CTE department and STEMM teachers.



Accreditation Page

Accreditation Standards

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

Strategic Plan Focus Area: Improving and Advancing Student Achievement

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

Cognia Performance Standards related to this Focus Area

Leadership Capacity Domain

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

Learning Capacity Domain

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

Resource Capacity Domain

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

- 1a. The Okaloosa STEMM Academy will continue to offer an accelerated track of study in all math and science courses. In support of this goal, the Okaloosa STEMM Academy will focus on Florida Standards alignment at each level within each subject area.
- 1b. In support of this goal the Okaloosa STEMM Center was created giving Okaloosa STEMM Academy students innovative and relevant curriculum as identified at the STEM Summit; enhanced with articulation with community partners: Doolittle Innovative Dimensions Laboratory, Engineers for America, Boeing, Air Force Research Lab, et. al.
- 1c. In support of this goal, the Okaloosa STEMM Academy provides digital textbooks and laptops to all students which include a variety of engaging media. Teachers have requested and utilize additional resources for their classroom use such as Gizmos, History Alive, and CPO Link.
- 1d. In support of this goal, the Okaloosa STEMM Academy communicates student progress by sending progress reports home at midterm, providing updates of progress monitoring at each School Advisory meeting, and providing directions for accessing the district Parent Portal through monthly newsletters.



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.

2a. In support of this goal, the Okaloosa STEMM Academy was renovated to support the change from an elementary school to a STEM middle school. Some classrooms have been established to support our Research and Engineering electives such as the Music Technology Lab, the Engineering Lab, the Davis Math Lab, and the Boeing Simulation Flight Lab.

2b. In support of this goal, the Okaloosa STEMM Academy maintains community partnerships that support and enhance through our Flight Advisory guest speakers, financial support (for purchase of cutting edge equipment and technology to enhance our STEM curriculum), and mentorship to students. Instructional time is protected and utilized by following a 100-minute block schedule which allows ample time to complete engineering projects and perform extensive lab activities.

2c. In support of this goal, the Okaloosa STEMM Academy utilizes services of a fulltime health tech and School Resource officer. All staff participate in routine fire and safety drills as outlined in our school Crisis Plan. All staff members have been provided a two-way radio to communicate with the office, School Resource Officer, and Health Tech for emergency or safety needs. Security cameras are strategically located and monitors are in the administrative offices for campus surveillance.