



Date Submitted:
 Dates of Revision:

All school advisory agendas, minutes, memberships, and guidelines of operations are housed at the school site as well as the district office. These reflect the process used in the preparation and evaluation of the school performance plan and the school's annual budget.

School Performance Plan

2016-2017

School Name: Ruckel Middle School

SAC funds in the amount of \$ _____, will primarily be used for _____

Legend

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

Principal's Signature

SAC Chairperson's Signature

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
DEA	Discovery Education Assessment	PERT	Postsecondary Education Readiness Test
ED	Economically Disadvantaged	PMP	Progress Monitoring Plan
ELA	English Language Arts	PMS	Progress Monitoring System
ELL	English Language Learners	POC	Plan of Care
EOC	End of Course Exam	PPP	Pupil Progression Plan
ESE	Exceptional Student Education	PSAT	Preliminary Scholastic Aptitude Test
ESSA	Every Student Succeeds Act	SAC	School Advisory Council
FAIR	Florida Assessment for Instruction in Reading	SAI	Supplemental Academic Instruction
F/R	Free & Reduced	SAT 10	Stanford Achievement Test
FS	Florida Standards	SESAT	Stanford Early School Achievement Test
FSA	Florida Standards Assessment	SPP/SIP	School Performance Plan/School Improvement Plan
IB	International Baccalaureate	SWD	Students with Disabilities
IEP	Individualized Education Program	VE	Varying Exceptionalities
IPDP	Individualized Professional Development Plan		



Okaloosa County School District

Vision Statement:

We inspire a lifelong passion for learning.

Mission Statement:

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

Core Values:

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

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

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

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

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

Respect: We show regard and consideration for all through a culture of dignity, diversity, and empathy.

Leadership: We provide guidance and direction to accomplish tasks while being a moral compass to others.

School Performance Team

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

Name	Title
Paul Whiddon	Principal
Mark Smith	Asst Principal
Stephanie Wheat	Asst Principal
Susie Watson	Math Department Chair
Vicki Washington	Language Arts Department Chair
Rita Lamberson	Social Studies Department Chair
Patricia Martin	Science Department Chair

Stakeholder Involvement: Describe the process taken to create the School Performance Plan.
<p>May 24th - Department Meetings to review last year's SPP and edit for the 2016-17 SPP Template</p> <p>June 28th - District Meeting to present SPP focuses and allow for collaboration</p> <p>July - Meet with Department Chairs and available department members to update/incorporate information from the District meeting</p> <p>August 5th - During preplanning, present the "updated" SPP to the departments for final editing</p> <p>August - finalize edits with Department Chairs</p>

School Profile

C.W. Ruckel Middle School was established in 1956. We celebrate 60 years of excellence in academics, athletics, & the arts. Faculty, staff, parents, students, & members of the community are committed to continuous school improvement.

A CHOICE Technology Institute, almost half of our students take a challenging technology course. Intro to IT students earned 113 Microsoft industrial certifications. Web Design students earned 119 Certified Internet Web Professional Industrial certifications. Our emphasis on technology has been part of the reason we had the most winners from a Middle School at the Regional & State Science Fair.

Our sports teams held 8 of 18 possible district championships in 2016. RMS band and chorus excelled at district and state levels and earned more All-State positions than any other middle school. Art students earned 55 ribbons at the county art show (including 3D Best of Show) & Digital Art won 14. The JV Academic Team placed competed in the County Academic Meet and the varsity team also competed well Both cheerleading and dance teams earned many awards. RAM Class is held on Fridays (Reading, Advisory, Mentoring) to promote peer support, study skills, and community awareness.

Ruckel students participate in many STEM activities. Students programmed robots in 8th grade Physical Science and grew a garden in 7th grade Life Science. We have a robotics team and are expanding our STEM classes to include more 6-8th grade classes this year for high performers as an elective.

Ruckel students are residents of Niceville & Valparaiso. Students attend RMS on zoning waivers from Crestview, Walton Co. and FWB. The community has a mix of service industry and retail businesses. Eglin AFB has been the major employer in the area since 1935.

RMS serves approximately 1,000+ students from varied backgrounds. Many of our students belong to military families, which allows us to have a Military Family Life Counselor.

Our guidance department ensures students are appropriately placed within our classes. Ruckel offers high school credit, advanced and remedial level courses, as well as a variety of elective courses. They ensure all students receive schedules that match their unique abilities and interests, while still maintaining class size.

Racial composition: 83% Caucasian, 2% Asian, 4% African-American, 4% Hispanic, 7% multiethnic/multiracial; ESE: 137 - Gifted, 99 other - SLD, OHI, Lang, Speech, OT, DHH, VI, VE; Low SES: Appx 60 students

Historical School Grade Data

Middle School	School Year	Achievement				Learning Gains				Acceleration Success	Total Points Earned	Total Components	Overall Percentage	Grade	Title I*	Free or Reduced Lunch Rate*	Minority Rate*
		% English/Language Arts	% Mathematics	% Science	% Social Studies (Civics EOC)	% English/Language Arts	% Mathematics	% English/Language Arts: Low 25%	% Mathematics: Low 25%	% of Students Passing High School EOC & Industry Certifications							
Ruckel	2015	80	85	84	89					64	402	5	80	A	NO	20	18
Ruckel	2016	77	89	85	88	62	83	56	80	58	678	9	75	A	NO	21	18
District	2016	63	71	69	80	55	61	44	49	56			63	A			
State	2016	53	54	56	68	52	52	41	41	62			56	B			

**Percentages not Counted in Calculation*

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 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 75 %	

FSA ELA Data (By Grade)

ELA: Data

Ruckel ELA		FCAT (2014) / FSA (2015-16) [%Proficient]									FCAT (2014) / FSA (2015-16) [%Diff. from District]								
		6			7			8			6			7			8		
		'14	'15	'16	'14	'15	'16	'14	'15	'16	'14	'15	'16	'14	'15	'16	'14	'15	'16
# Students Tested		299	311	332	319	312	326	346	333	346	299	311	332	319	312	326	346	333	346
Overall Proficiency		84	77	76	85	78	73	82	80	81	+13	+17	+14	+17	+14	+16	+14	+12	+12
Level 5		19	20	18	22	23	19	24	18	21	+7	+10	+8	+8	+9	+7	+8	+5	+7
Level 4		31	32	30	27	31	26	30	31	32	+6	+7	+5	+4	+8	+5	+7	+7	+6
Level 3		33	25	27	36	24	27	27	32	29	0	+0	+2	+5	-3	+4	-2	0	-1
Level 2		12	15	17	11	18	20	16	15	12	-7	-10	-8	-9	-5	-6	-6	-5	-6
Level 1		4	8	7	4	4	7	2	5	7	-5	-7	-6	-8	-9	-10	-7	-7	-6
Gender	M	85	72	69	85	78	68	78	78	79	+17	+17	+12	+21	+18	+16	+15	+16	+17
	F	82	82	83	85	78	77	85	82	83	+7	+16	+17	+13	+10	+14	+12	+8	+7
Ethnicity	A	100	67	50	75	100	71	80	80	100	+25	-1	-23	-7	+22	+7	+5	+1	+23
	B	77	86	67	89	50	61	58	67	45	+23	+44	+23	+47	+6	+19	+13	+22	+1
	H	57	75	81	100	38	67	100	77	54	+0	+23	+32	+45	-10	+24	+39	+19	+2
	I	100	0	100		100	0	100		75	+33	-25	+31		+36	-22	+38		+20
	M	73	74	81	79	78	68	70	75	90	+3	+13	+24	+3	+13	+15	+3	+8	+18
	W	85	78	76	84	80	75	83	81	83	+9	+14	+10	+12	+11	+13	+11	+8	+8
Group	ESE	45	26	29	67	41	29	32	69	55	+10	+4	+8	+32	+14	+9	0	+36	+22
	ELL		0	0	0		0		0	0		-4	-16	0		-3		-7	-7
	F/R	66	59	53	59	58	50	54	57	67	+7	+14	+5	+7	+9	+7	0	+3	+12
Strands (% Correct)	1	82	68	66	78	68	62	84	73	65	+5	+8	+8	+7	+7	+7	+7	+6	+6
	2	76	67	60	76	69	57	81	71	64	+7	+7	+6	+7	+7	+6	+7	+7	+5
	3	91	75	79	82	83	80	77	79	83	+5	+5	+3	+6	+3	+3	+6	+3	+3
	4	75	67	66	84	71	69	75	72	74	+7	+3	+2	+7	+3	+3	+7	+2	+2
	5		67	70		77	63		67	71		+7	+8		+10	+7		+6	+7

Numbers in a red font denote a score below the district average.

STRANDS Conversion		
	FCAT (2014)	FSA (2015-16)
Str.1	Lit Analysis	Key Ideas
Str.2	Information	Integ of Knowl
Str.3	Vocab	Language
Str.4	Reading Appl	Writing
Str.5		Craft & Struc

School Action Plan

ELA (Reading): Assessment Data Analysis

What does the analysis of your school data tell you about your school's academic strengths?

The data indicated an increase in the area of Craft & Structure for all grade levels. The area of Language & Editing was the strongest area for all grade levels.

What does the analysis tell you about your school's opportunities to improve?

The 2 areas that need improvement are the areas of Key Ideas & Details and Integration of Knowledge & Ideas. There seems to be a correlation between these scores and the writing scores. Students who scored higher in these two areas had a better writing scores. Also the high level 2's proficiency levels were significantly lower than the low level 2's. This may be due to the fact they are not in an IR class. Therefore, these students will be the focus of ELA subgroup focus.

School Action Plan

ELA: Strategies & Programs to Support the Objectives

ELA Focus 1

Focus: Using Close Reading and Everyday Instructional Reading to teach the Standards and Item Specifications

Goal: By the end of the year, we expect our students to be able to... read and analyze complex text through the process of the Close Reading protocol and Everyday Instructional Reading: reading with purpose, re-reading, text-marking, note-taking, answering text dependent questions, discussions, and writing.

Professional Development and Activities:

District:

The central message professional development (September, October, November/December, January/February) will focus on using Close Reading and Everyday Instructional Reading to teach the Standards and Item Specifications:

- Aligning instructional resources (i.e., textbook, novels, etc.) to teach the Standards
- Emphasizing complex text while using multiple sources
- Emphasizing the Culminating Activity (Phase 4)
- Emphasizing the three phases of Text Dependent Questions
 - Phase 1: Key Ideas & Details
 - Phase 2: Craft & Structure
 - Phase 3: Integration of Knowledge
- Emphasizing purposeful Text Marking
- Incorporating purposeful Student Talk and Writing Through Reading Tasks through Whole and Cooperative Learning Groups

School-based:

1. ELA Teachers will participate in Collaboration Nation - a school based professional development and focus on how close read strategies can help increase writing scores. (i.e. Unified text coding/marking, CIS, textbook online resources)
2. Collaboration to create Everyday Instructional Reading lessons that utilize multiple texts and are aligned with the Standards and Item Specs which focus on Text Dependent Questions, Text marking/Note-taking, Student Talk, and Writing through reading tasks
3. Collaborate to create culminating activities and assessments of various complexity that are focused around TDQs aligned to the Standards & Item Specs, particularly in Key Ideas & Details, Craft & Structure, and Integration of Knowledge.
4. Analyze FSA Achievement Level Descriptors following the Central Message PD
5. Collaborate to create opportunities for purposeful Cooperative Learning Groups, Student Talk, and Interactive Whole Group lessons.
6. Peer Observations/Instructional Rounds of Everyday Instructional Reading lessons to support the Central Message PD and Collaborative Lessons

Action Steps for Implementation:
<p>Administrative Implementation Action Steps:</p> <ol style="list-style-type: none"> 1. Order the Item Specifications for all teachers 2. Order Achievement Level Descriptors for each grade 3. Provide additional support/training for effective use of Clickers
<p>Classroom Implementation Action Steps (Teachers and Students):</p> <ol style="list-style-type: none"> 1. Teachers will teach Close Reading strategies to support the following: <ol style="list-style-type: none"> a) Purposeful reading of an appropriate complex text. b) To stretch all levels of students to increase their lexile. c) To promote rereading with a designed purpose. d) To promote correct text coding/markings. (ex. unified text coding/markings chart) e) To promote the development of creating text dependent questions at the higher levels of DOK. (ex. QAR, CRISS strategy, CIS) f) To promote higher vocabulary and to support the incorporation of tier 2 words. (CIS) g) To promote writing based on evidence from multiple sources utilizing text-set breakdown. (CIS) h) To promote note taking skills. (CIS) i) To promote listening, purposeful speaking and writing skills that lead to culminating tasks. (QAR) 2. Students will learn the process of close reading fiction and informational texts for the purpose of purposeful Student Talk 3. Teachers will utilize differentiated programs (i.e. Study Island, SRA) to stretch students reading skills. 4. Teachers will set classroom procedures for Student Talk 5. Students will utilize Student Talk strategies (i.e. Socratic Seminars, Statement Frames, QAR, CIS) to respond to standard based questions and respond in whole group discussions or writing tasks.

Progress Monitoring:			
Initiative	How Often	How Will It Be Monitored	Who Is Responsible To Monitor
Close Reading	Monthly	Teacher Observation, Lesson Plans, Walk Throughs, Journals	Teacher, Administration
PLCs	2x monthly	PLC Notes	Grade Chair, Administration, Instructional Coach
Study Island, SRA, DEA Probes	Monthly	Lesson Plans	Teacher, Administration
Components of Everyday Instructional Reading	Daily	Lesson Plans	Teacher, Administration

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

School Action Plan

ELA: Strategies & Programs to Support the Objectives

ELA Focus 2

Focus: Writing: Argumentative & Informational/Expository

Goal: By the end of the year, we expect our students to be able to... write in response about text from multiple sources including informational, narrative, and argumentative responses. Writing will include use of Tier 2 & 3 vocabulary, text-based evidence, and utilization of self and peer evaluation. Proficient at FSA Writes, argumentative and informational writing.

Professional Development and Activities:

District:

The central message will be provided through the Writing Working Groups and will focus on individual components of effective writing, including the following:

- Using Rubrics/FSA Writing Sampler Sets to calibrate teacher scoring and inform instruction
- Increase student knowledge and use of the Rubrics
- Differentiated writing instruction based on student needs identified through the Rubrics
- Writing the Essay
 - How are we unpacking the prompt?
 - How are we addressing purposeful text marking specific to the prompt?
 - How are we planning for the essay?
 - How are we scaffolding instruction as we build from one source to multiple sources?
 - How are we addressing writing an introduction?
 - How are we addressing writing a conclusion?
 - How are we addressing citing the evidence?
 - How are we addressing elaboration?
 - How are we addressing transitions?
 - How are we addressing content specific (from the sources) vocabulary?

School-based:

1. Grade level PLCs will be utilized to discuss ways to improve writing from sources by using strong and relevant text evidence to make claims with support and explanation/elaboration.
2. Department level PLCs will be utilized to support evidence collection from sources and making claims.
3. IR teacher, Ms. Lewis, will work with ELA teachers during half-day PD's and share knowledge of Achieve 3000.
4. Quarterly student writing practice opportunities will be provided (August - baseline, October, November - DBQ collaboration, January)
5. Collaboration with the Social Studies Department on the student DBQ writing given in November
6. The Writing Working Group member will provide instructional information and/or strategies following their trainings

Action Steps for Implementation:

Administrative Implementation Action Steps:

1. Provide Collaboration days with Social Studies teachers for DBQ writing (October)

Ruckel Middle School Writing Plan

School Wide Writing

- Baseline writing in August will be used to assess strengths and weaknesses in student writing.
- Monthly/ weekly writing will occur to track progress.
- Essays will be written in October, November (Collaboration with Social Studies), and January to track progress.

Rubric Calibration

- Anchor papers (both FSA and student written) will be used to calibrate students to FSA Rubric. (Teacher modeling, student exemplars, creation of own rubric, essay review graphic organizers, warrant workout, Essay Cheat Sheet or Essay Tools)
- Students will self-assess using FSA rubric and/or Informative/Argumentative Checklist to identify strong areas and/or missing components.
- Peer and/or teacher conferencing will occur.

Unpacking the Prompt

- RAFTS strategy will be used to unpack the prompt. (Role, Audience, Format/Structure, Task, Strong Key Words)
- Students will practice unpacking the prompt and marking text for purpose and key words in order to write an effective thesis statement.
- Students will complete a text set breakdown using prompt as guiding question. (Say, Mean, How, Matter)

Text Marking

- Teachers will model text marking for purpose and using school wide text marking strategies.
- CIS (Comprehensive Instructional Sequence) strategy for CLOSE Reads will assist in effective text marking.
- Text marking will assist students in choosing strong evidence for citing and writing thesis.

Essay Planning

- RAFTS (Unpacking the Prompt) drives the writing of the thesis statement using key words from prompt and text marking in sources for main idea.
- Formulas/Strategies and graphic organizers will be used for essay organization.
- Common language for strategies used across grade levels and academic disciplines will be used for improved student understanding.

Effective Introductions and Conclusions

- Common language for components used across grade levels and across academic disciplines.
- Teachers will model and students will include in notebook for future reference.
- Exemplars/model essays will be used to color code components of introductions and conclusions.
- Essay Tools and Essay cheat Sheet will be used for reference in writing.
- Teacher’s notes taken from FSA anchor papers were used to create a student resource for writing introduction, body, and conclusion paragraphs.
- Students will practice writing introductions and conclusions.

Citing Evidence/Elaboration/Transitions

- Exemplars/ model essays used to color code for strong evidence, strong elaboration and internal and external use of transitions.
- Common language used across grade level in format of citations. (MLA, parenthetical)
- Essay Tool sheet used as resource to include sentence stems for citing evidence from text, sentence stems for elaboration, and transitional words.
- Strong elaboration is emphasized through student talk when verbally citing evidence from text and then explaining why. (Reading Purposes chart used the transfer reading to writing – What does the text say?, How does the text say it?, What does the text mean?, and How do/should the text affect me?)
- Students receive feedback through peer and/or teacher conferencing.
- CIS is used to address content specific vocabulary.
- Students will practice writing paragraphs and multi-paragraphs using strategies and resources.

One to Multiple Sources

- CLOSE Reads will be completed with emphasis on choosing strong evidence. (Both from one source and from multiple sources)
- Model papers will be used to demonstrate strong citations from more than one source.
- Text Set Breakdown allows student to see commonalities and differences between sources.
- Students will practice writing from multiple sources.

Progress Monitoring:			
Initiative	How Often	How Will It Be Monitored	Who Is Responsible To Monitor
Writing through Close Reading	2-3 per nine weeks	Lesson Plans	Teacher
Formal Writing Process	4 during the year	Lesson Plans, Formal Evals	Teacher, Dept Chair, Administration
Daily Grammar Practice (DGP)	Daily	Teacher Observation, Lesson Plans	Teacher

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

School Action Plan

ELA: Strategies & Programs to Support the Objectives

ELA Levels 1 and 2 Focus

Focus:

Goal: By the end of the year, we expect our students to be able to... read and analyze complex texts using a variety of reading strategies to include but not limited to : everyday instructional reading, pre-reading, re-reading, vocabulary development, and differentiated Lexlie Levels.

Professional Development and Activities:

School-based:

1. IR teacher will attend PD on close reading and Achieve 3000. In doing so she will understand how to better stretch readers to short pieces of more complex text to increase lexiles. Close read strategies will help her to help her students break down reading into smaller chunks.
2. IR teacher will participate in Collaboration Nation with fellow ELA teachers.
3. RAM Class to provide time for Reading, Advising, and Tutoring
4. ELA and IR teachers will participate in PLCs together to share strategies that might influence a high 2 or a low 3 that the ELA teacher might teach and analyze ALDs for differentiation.

Action Steps for Implementation:

Administrative Implementation Action Steps:

Classroom Implementation Action Steps (Teachers and Students):

1. Teacher will provide students with differentiated text by lexile levels, differentiated graphic organizers, and differentiated end products according to student need (newsELA, FYI on HRW, Achieve 3000)
2. Students will utilize differentiated graphic organizers to assist in note-taking and writing tasks of differentiated text.

Intensive Reading (Teachers and Students):

1. Teacher will direct students on use of Achieve 3000. Ex: Students are introduced to Achieve 3000 reading strategy by whole group modeling and guided practice before articles are read. Small group activities are also completed.
2. Comprehension checks (ex: questions, graphic organizers, discussion) take place before quiz activity and/or Achieve3000 practice
3. Writing instruction on strategies such as: unpacking a prompt (Thought Question); "Hamburger" paragraph graphic organizer; "Line length=Answer length" elaboration strategy
4. Vocabulary instruction is based on individual lexile scores and is practiced by individual work using miscellaneous graphic organizers.
5. Small group instruction: using short reading passages to provide differentiated instruction for students struggling with a particular strategy
6. Grade chat: Discuss questions missed one-on-one with student when Achieve article is completed
7. Collaboration with Science and Social Studies teachers to guide instruction
8. Collaboration with Science, Social Studies, and Language Arts teachers to provide additional resources
9. Teachers will utilize Scope Magazine as a resource to practice close read protocol. Particularly as a reading that can used to code and then develop claims based on evidence that will lead to student talk.

Bi-weekly/Monthly:

10. Use of printed articles for annotating and/or summarizing text activities
11. Reports on student progress such as DEA results, weekly Achieve3000 progress reports and Achieve reports on standards mastery are used to guide instruction
12. Online activities such as "Kahoot" to practice skills and provide feedback on skills such as figurative language, vocabulary words, and context clues with whole group
13. Data chats: Using Achieve data for one-on-one conferencing to go over progress, discuss strategies to use for improvement
14. Use of Achieve3000 stretch articles for monthly Cold reads
15. Use of the Balanced Literacy Model and utilizing ALDs for differentiation purposes.

NGCAR-PD (Teachers and Students):

1. Teachers will utilize Scope Magazine/Action Magazine as a resource to practice close read protocol. Particularly as a reading that can used to code and then develop claims based on evidence that will lead to student talk.
2. Students will complete Daily Reading Practice (DRP) tasks which includes a key idea summary and inferencing.

Progress Monitoring:			
Initiative	How Often	How Will It Be Monitored	Who Is Responsible To Monitor
Achieve 3000	2x weekly (minimum)	Achieve 3000 Reports	IR Teacher, Administration
DRP	Weekly	Teacher, Lesson Plans	NG-CARPD Teacher
Scope Magazine	Monthly	Teacher, Lesson Plans	NG-CARPD Teacher

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

School Action Plan

ELA: Strategies & Programs to Support the Objectives

ELA Subgroup Focus	
Subgroup: Level 2's	Focus: High Level 2's and/or Level 2's not in IR
Goal: By the end of the year, we expect our students to be able to... identify main idea/key points in a non-fiction text and main idea/theme in a fiction text.	

Professional Development and Activities:
School-based: Teachers will collaborate on strategies to identify key points/main idea

Action Steps for Implementation:
Administrative Implementation Action Steps: Provide the Lowest 25%ile list identifying students not in IR
Classroom Implementation Action Steps (Teachers and Students): <ol style="list-style-type: none"> 1. Students will utilize key words and text coding strategies in order to summarize grade level texts read. 2. Teachers will instruct students in vocabulary strategies to help comprehend grade level texts 3. Teachers will assign Study Island descriptors specific to main idea, key points, and theme 4. Students will complete Study Island descriptors assigned (main idea, key points, and theme) with 80% proficiency 5. Students completing Study Island descriptors with less than 80% proficiency will be retaught concepts and allowed to retake the descriptor assessment until proficiency is achieved. 6. Teachers will analyze Study Island data to track student progress towards grade level achievement

Progress Monitoring:			
Initiative	How Often	How Will It Be Monitored	Who Is Responsible To Monitor
Study Island	Monthly	Program Data Reports	Teachers

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

School Action Plan

Social Studies

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

Civics The percentage of all curriculum students who will be proficient in Civics as defined by the State of Florida on the Florida Civics End-of-Course Exams will be at least 90 %.

Civics Proficiency (By School)

Social Studies: Data

Ruckel Civics		%Proficient			%Diff. from District		
		Civics EOC			Civics EOC		
		'14	'15	'16	'14	'15	'16
# Students Tested			313	324		313	324
Overall Proficiency			88	88		+11	+9
Level 5			34	34		+10	+7
Level 4			34	24		+9	+1
Level 3			21	30		-8	+1
Level 2			9	8		-5	-4
Level 1			2	4		-6	-4
Gender	M		91	92		+16	+12
	F		86	85		+6	+6
Ethnicity	A		100	100		+13	+18
	B		80	83		+22	+20
	H		63	83		-1	+14
	I		100	50		0	-6
	M		83	82		+5	+3
	W		89	89		+8	+6
Group	ESE		63	64		+15	+11
	ELL			50			+12
	F/R		74	74		+7	+5
Purp. Of Gov't			66	65		+8	+5
Role of Cit.			70	66		+8	+5
Gov. Proc.			67	67		+7	+4
Func. Of Gov't			64	62		+7	+5

Numbers in a red font denote a score below the district average.

School Action Plan

Social Studies: Strategies & Programs to Support the Objectives

Social Studies Focus

Focus: Utilizing instructional resources as a means to teach the standards through Everyday Instructional Reading

Goal: By the end of the year, we expect our students to be able to... read and analyze complex text after participating in Everyday Instructional Reading lessons that focus on instruction using text dependent questions, purposeful text marking, purposeful writing through reading tasks, and purposeful student talk opportunities.

Professional Development and Activities:

District:

The central message professional development (September, October, November/December, January/February) will focus on using the Standards and Item Specifications to drive the instruction through:

- Developing purposeful text dependent questions
- Utilizing purposeful text marking
- Purposeful Writing through Reading tasks
- Creating purposeful Student Talk opportunities

School-based:

1. Grade level will regularly collaborate and attend PLCs concerning the course standards and document the implementation of the standards in their 20-day lesson plan.
2. All Social Studies teachers will collaborate and attend school based workshops in order to create Everyday Instructional Reading lessons that
 - improve teaching of the DBQ process and the FSA scoring rubric
 - close and critical reading instruction to include purposeful text marking
 - student talk instruction
 - text dependent questioning instruction
 - writing through reading
3. Technology training on the use of NewsELA, Achieve 3000, or other resources to find standards based texts and use them for differentiated instruction

Action Steps for Implementation:

Administrative Implementation Action Steps:

1. Purchase Scholastic Magazine and subject appropriate DVDs to enhance instruction.
2. Provide a collaboration day for all Social Studies teachers and ELA teachers.
3. Provide all Civics teachers with copies of the Item Specifications & ALDs for Civics

4. Order the Question Stem Flip Chart for all Social Studies teachers
5. Provide a Chromebook and iPad cart for the Social Studies department use.

Classroom Implementation Action Steps (Teachers and Students):

1. Teachers will teach the close reading protocol for the DBQ process through scaffolding lessons over the course of the school year.
2. Teachers will include Everyday Instructional Reading, including purposeful text marking, in their lessons.
3. Teachers will promote reading for a purpose by using shorter, but more complex, passages and including text dependent questioning.
4. Teachers will create text dependent culminating tasks (i.e. purposeful student talk and writing tasks) based on the standards.
5. Students will utilize note taking for better understanding of a passage.
6. Students will regularly use textbook reading, outside informational reading, and primary and secondary source research in order to gain information and provide evidence for student talk or writing.
7. Students will regularly be involved with the Everyday Instructional Reading process and will be able to answer and develop text dependent questions to meet the Social Studies standards.
8. Students may be presented with non-textbook materials provided by the teacher, such as History Alive, Achieve 3000, Scholastic Magazine, Chrome Books, iPads, course specific websites, etc. to enhance their mastery of the standards.
9. PILOT PROGRAM: "Exhibit in a Trunk" for a class, with possibility of expanding in future years. *This "trunk" contains multiple primary and secondary sources to engage students and bring history to life.

NGCAR-PD

1. Students will use text coding and vocabulary strategies to become proficient in answering text dependent questions.

Implementation Monitoring:			
Initiative	How Often	How Will It Be Monitored	Who Is Responsible To Monitor
Collaboration Meetings, ½ county PDs	When provided	Lesson Plans and Progress Chats	Dept. Chair
Classroom implementation of purposeful text marking, test dependent questioning, writing through reading, and student talk opportunities.	Weekly	Lesson Plans	Teacher, Administration

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

School Action Plan
Math

District 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 85%.	
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 85 %.	
The percentage of Level 4 and 5 students who will make learning gains in math on the Florida Standards Assessment Test will be at least 85 %	

FSA Math Proficiency (By Grade)

Math: Data

Ruckel Math		FCAT (2014) / FSA (2015-16) [%Proficient]									FCAT (2014) / FSA (2015-16) [%Diff. from District]								
		6			7			8			6			7			8		
		'14	'15	'16	'14	'15	'16	'14	'15	'16	'14	'15	'16	'14	'15	'16	'14	'15	'16
# Students Tested		298	310	293	322	286	334	346	250	261	298	310	293	322	286	334	346	250	261
Overall Proficiency		84	67	79	84	89	86	89	92	95	+19	+5	+20	+16	+22	+15	+22	+18	+23
Level 5		23	18	17	21	29	29	31	50	58	+12	+8	+8	+11	+16	+13	+18	+29	+34
Level 4		32	27	33	32	30	30	28	19	20	+8	+3	+12	+8	+9	+6	+8	-2	+1
Level 3		29	22	29	31	30	28	29	22	18	-1	-5	+1	-3	-3	-4	-4	-9	-12
Level 2		13	26	16	15	9	11	9	7	4	-10	+0	-10	-7	-12	-6	-11	-9	-13
Level 1		3	7	5	1	2	3	2	1	1	-9	-6	-10	-9	-10	-9	-11	-10	-10
Gender	M	84	67	79	83	92	91	90	94	94	+21	+7	+19	+15	+23	+19	+25	+22	+25
	F	83	66	80	85	87	82	87	89	97	+18	+4	+21	+16	+21	+12	+20	+14	+21
Ethnicity	A	100	78	100	75	100	88	80	100	100	+15	+4	+22	-13	+21	0	-3	+13	+12
	B	85	54	88	89	90	65	75	100	90	+41	+13	+45	+45	+49	+20	+34	+49	+41
	H	86	75	86	92	43	93	75	100	80	+33	+22	+32	+32	-4	+33	+18	+29	+16
	I	100	0	100		100	67	100		100	+44	-25	+42		+40	+33	+31		+30
	M	67	48	86	79	94	81	81	95	94	+9	-11	+32	+6	+25	+13	+13	+20	+23
	W	84	69	77	84	90	88	90	90	96	+15	+3	+15	+12	+16	+10	+19	+12	+18
Group	ESE	57	42	48	46	60	54	64	71	90	+29	+14	+21	+14	+26	+16	+30	+22	+46
	ELL		50	100	0		0		100	100		+38	+72	-20		-27		+65	+67
	F/R	67	45	58	62	77	73	70	83	89	+19	-4	+11	+9	+24	+15	+17	+18	+27
Expressions		73	65	59	71	61	69	78	57	68	+11	+5	+10	+10	+12	+7	+14	+15	+15
Geometry		66	51	55	63	61	61	70	70	79	+12	+5	+9	+11	+15	+15	+13	+11	+17
Ratio/Pro/Func		70	62	59	74	59	65		60	68	+11	+6	+10	+8	+13	+10		+13	+20
Stats/Prob			62	68	81	73	78	78	74	78		+6	+15	+10	+11	+13	+14	+12	+19
Number Sys			71	83		83	78					+4	+8		+11	+12			

Numbers in a red font denote a score below the district average.

FSA Math Data (By Grade)

Math: Data

Ruckel Math		%Proficient						%Diff. from District					
		Alg 1 EOC			Geo EOC			Alg 1 EOC			Geo EOC		
		'14	'15	'16	'14	'15	'16	'14	'15	'16	'14	'15	'16
# Students Tested		91	84	94	44	27	25	91	84	94	44	27	25
Overall Proficiency		100	100	100	100	100	100	+3	+5	+5	0	+1	+1
Level 5		93	83	86	98	89	96	+49	+42	+41	+24	+37	+43
Level 4		5	14	13		11	4	-18	-19	-17		-14	-23
Level 3		1	2	1	2			-29	-18	-19	-2		
Level 2													
Level 1													
Gender	M	100	100	100	100	100	100	+3	+7	+6	0	+1	+1
	F	100	100	100	100	100	100	+2	+3	+4	0	+2	0
Ethnicity	A	100	100	100		100	100	+3	0	+8		0	0
	B	100	100	100	100	100	100	+7	+18	+14	0	+25	0
	H		100	100			100		+13	0			0
	I	100			100		100	0			0		0
	M	100	100	100	100	100	100	+2	+6	+5	0	0	0
	W	100	100	100	100	100	100	+2	+3	+5	0	+1	+1
Group	ESE		100	100					+23	+7			
	ELL												
	F/R	100	100	100	100		100	+5	+15	+13	0		+4
Strands (% Correct)	1	89	72	72	92	88	87	+19	+18	+19	+9	+10	+16
	2	85	65	67	90	90	87	+20	+18	+19	+12	+16	+26
	3	87	85	68	89	67	76	+20	+22	+21	+9	+17	+23

Numbers in a red font denote a score below the district average.

Test	Strand 1	Strand 2	Strand 3
Algebra (FCAT 2014)	Functions	Polynomials	Radicals
Algebra (FSA 2015-16)	Alg Model	Func Model	Stat Numb
Geometry (FCAT 2014)	2-Dim	3-Dim	Trig
Geometry (FSA 2015-16)	Congr, Rt Tri	Circ, Meas	Modeling

School Action Plan

Math: Assessment Data Analysis

What does the analysis of your school data tell you about your school's academic strengths?

Ruckel's strengths in 6th and 7th grade are Strands 4 and 5 (Stats & Prob, The Number System). 6th grade increased 12 points in learning gains in Strand 5 (Number System) and 7 points in Strand 4 (Stats & Prob). This helped lead to an overall increase of 16 points in proficiency for the 15-16 school year. 7th grade's two strongest strands were 4 and 5 (Stats & Prob), however, their largest improvement was shown in Strand 1 (Ratio & Proportional Relationships) with an overall increase of 11 points, and strand 3 (Geometry) with an increase of 9 points. In addition 63% of the students that were level 1 or 2 in 6th grade scored a level 3 or higher in 7th grade. 8th grade showed increases across the board for strands and achievement levels.

What does the analysis tell you about your school's opportunities to improve?

In 6th grade we had an overall drop of 10% in learning gains and struggled the most with our ESE subgroup at 44% learning gains. In viewing the strands from 5th to 6th grade it is notable that none of the math strands repeat as they do in 6th, 7th, and 8th. This transition is clearly where we need to improve – to bring the overall mindset of the 5th graders into the strands with Ratios and Proportions, Expressions and Equations, Geometry, Statistics and Probability and finally The Number System. While our overall proficiency level dropped in 7th grade we showed growth in all strands except Geometry and The Number System. In addition their lowest subgroup was also ESE. In 8th grade we showed growth in all areas however there is always room to improve. The smallest subgroup for learning gains was also the ESE group and this will continue to be a focus for this school year.

School Action Plan

Math: Strategies & Programs to Support the Objectives

Math Focus
Focus: Strategies to Support Standards-based Instruction and Assessments
Goal: By the end of the year, we expect our students to be able to... actively participate in interactive whole group and cooperative groups incorporating purposeful student talk to solve complex problems aligned to Standards and Item Specifications.

Professional Development and Activities:
District: The central message professional development (September, October, November/December, January/February) will focus on using the Standards and Item Specifications to drive all instructional decisions through the Backward Design process: <ul style="list-style-type: none">○ Designing formative and summative assessments which are derived directly from the Standards and Item Specifications○ Embedding math practices, student talk, and spiraling to strengthen the students' ability to master a standard○ Utilizing math resources such as Textbook, Math Nation, CPALMS, etc. to master a standard○ Developing purposeful small group activities to drive standards based instruction and increase student talk
School-based: <ul style="list-style-type: none">• Based on teacher need and interest as evidenced in Needs Assessment, differentiated professional development will be offered on:<ol style="list-style-type: none">1. Math Talk for both interactive whole group and small group2. Creation of common formative and summative assessments aligned to the course standards3. Incorporating technology to support and enhance standards based instruction.• During the district half-day session and bimonthly math department meetings teachers will focus on:<ol style="list-style-type: none">1. Collaboratively creating common assessments mirroring the Item Specification's format with assessments comprised of DOK 1, DOK 2, DOK 3 level questions and using the ALDs.2. Facilitating purposeful Student Talk components in both Interactive Whole Group and Cooperative Groups3. Utilizing math resources such as Math Nation, C-Palms, Study Island and Coach Products.4. Analyzing data (FSA,DEA, common assessments, etc)5. Spiraling activities (bell ringers, formative and summative assessments) based on student data

Action Steps for Implementation:**Administrative Implementation Action Steps:**

1. Order (from Print Shop) Item Specifications and Achievement Level Descriptions for all teachers. During pre-planning, API will attend and lead a math department meeting to discuss and help implement Best Practice for purposeful Math Talk in both small and Interactive Whole Group and emphasize the importance of common assessments for like courses using Items Specs Assessments should be comprised of 10%-20% DOK 1, 60%-80% DOK 2, 10%-20% DOK 3 (by grade level and courses taught)
2. Order the Coach Products for Math Department (Computer based program and Practice Tests workbooks)
3. Schedule 2 full day PD's to be utilized for horizontal/vertical alignment issues and to share best practices amongst all grade levels.
4. Add an additional Chrome Book cart to the Math Department to aide in the use of computer based technology platforms
5. Provide new Math teachers to Ruckel, with a mentor in the department and grade level (when possible) to help with planning.

Classroom Implementation Action Steps (Teachers and Students):

1. Teachers will use Course Standards, Item Specifications, and Achievement Level Descriptions to develop lessons, complex questions, and assessments.
2. Teachers will utilize common formative and summative assessments to drive Standard-based instruction (assessments based on ALDs and comprised of DOK 1, DOK 2, DOK 3 level questions).
3. Students will take common formative assessments and summative assessments, which will include spiraling of Standards.
4. Teachers will utilize Math Nation, Study Island, Discovery Education, Coach Products ,C-Palms, etc. resources to support the complexity of the Standards.
5. Students will utilize Math Nation, Study Island, Coach Products and other resources to support the comprehension of the Standards.
6. Teachers will instruct, provide practice, and assess standards using Item Specifications for students to respond and answer FSA-like questions.
7. Students will practice, be able to answer, and write FSA-like questions both in groups and individually.
8. Teachers will use the Standards checklist and Achievement Level Descriptions to provide differentiated stations, which includes remediation, enhancement, and spiraling.
9. Teachers will set classroom norms for small group talk and activities to allow for all students to have the opportunity to contribute to their learning.
10. Students will adhere to protocols for small group talk and activities in order to demonstrate proficiency.
11. Teachers will utilize the FSA results as well as classroom formative and summative assessments to inform instruction, create stations, and spiraling.
12. Teachers will include spiraling on assessments, bell ringer, exit pass, and concept checks to ensure the mastery of all Standards for all students.
13. Students will participate in spiral activities to reinforce their understanding of the standard.
14. Teachers will create opportunities for purposeful Student Talk/discussion through purposeful standard based questions.
15. Teachers will utilize Student Talk as a means of formative assessment in order to place students in small groups.
16. Students will use Student Talk to help effectively construct their knowledge.

Progress Monitoring:			
Initiative	How Often	How Will It Be Monitored	Who Is Responsible To Monitor
Use data from testing	Ongoing	Lesson Plans	Teacher, Administration
Best Practice Observation	Semester or Quarterly	Observation & Notes sheet	Administration
Student Math Talk protocols in interactive whold group instruction & cooperative grouping	Quarterly	Formal & informal evaluations, Lesson Plans	Administration
Creating Common Standardized Assessments including spiraled questions	Monthly	Formal & informal evaluations, Lesson Plans	Administration
Curriculum Focused Department Meetings	Monthly	Agenda and notes from meetings, Common Planning, Lesson Plans	Department Chair, Administration
Completion of Standards Based Forms for courses taught	Monthly	Lesson Plans	Teacher, Administration

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

School Action Plan

Math: Strategies & Programs to Support the Objectives

Math Levels 1 and 2 Focus

Focus: Strategies to support student talk and enhance math skills along with number sense.

Goal: By the end of the year, we expect our students to be able to... actively participate in interactive whole group and cooperative groups incorporating student talk to solve problems aligned to Standards and Item Specifications.

Professional Development and Activities:

School-based:

- Based on teacher need and interest as evidenced in Needs Assessment, differentiated professional development will be offered on:
 1. Math Talk for both interactive whole group and small group; teaching students how to be active participants in the math classroom.
 2. Creation of common formative and summative assessments aligned to the course standards
 3. Incorporating technology (printed and digital Coach Products, Brain Pop, Study Island...) to support and enhance standards based instruction.
 4. RAM class will be held on Fridays for the purpose of Reading, Advising and Mentoring Students.
 5. IM teachers will continue training on TTM, as needed, through the County.

- During the district half-day session and bimonthly math department meetings teachers will focus on:
 1. Collaboratively creating common assessments mirroring the Item Specification format with assessments based on the ALDs comprised of DOK 1, DOK 2, DOK 3 level questions.
 2. Facilitating purposeful Student Talk components in both Interactive Whole Group and Cooperative Groups
 3. Utilizing math resources such as Math Nation, C-Palms, Study Island and printed/digital Coach Products.
 4. Analyzing data (FSA, DEA, common assessments, etc)
 5. Spiraling activities (bell ringers, formative and summative assessments) based on student data
 6. Working with the IM teachers to discuss specific needs of students to better provide differentiated instruction based on those needs.

Action Steps for Implementation:**Administrative Implementation Action Steps:**

1. All students will be encouraged to attend Success Center (after school homework help).
2. Identified students will be offered a Mentor.
3. Math teachers may provide their own help sessions before or after school and encourage students to attend.
4. Identified students will be provided additional math support through the IM class.
5. Math Aides will be provided to IM classes and Study Skills classes to increase understanding and engagement in the classroom.

Classroom Implementation Action Steps (Teachers and Students):

1. Teachers will use DEA and FSA data and conference with students on their results.
2. Teachers will utilize common formative and summative assessments to drive Standard-based instruction (assessments comprised of DOK 1, DOK 2, DOK 3 level questions).
3. Students will take common formative assessments and summative assessments, which will include differentiation and spiraling of Standards.
4. Students will form peer mentoring groups in RAM class.
5. Teachers will utilize products such as: Math Nation, Study Island, Discovery Education, Coach Products to identify weaker strands and to aide in the development of differentiated instruction.
6. Students will utilize Gradebook to help with individual accountability in all classes.
7. Teachers will instruct, provide practice, and assess standards using Item Specifications for students to respond and answer FSA-like questions.
8. Students will work with the IM Aide as needed for individual or small group instruction.
9. Teachers will use the Standards checklist and Achievement Level Descriptions to provide differentiated stations, which includes remediation, enhancement, and spiraling.

Intensive Math (Teachers and Students):

1. IM Students will utilize TTM to help support classroom instruction and their overall comprehension of the standards.
2. IM Teachers will work with grade level math classes to keep abreast on coverage in the regular math classes and areas of noted concern from the primary math teacher.
3. IM Teachers will set classroom norms for small group talk and activities to allow for all students to have the opportunity to contribute to their learning.
4. IM Teachers will utilize the FSA results as well as classroom formative and summative assessments to inform instruction, create stations, and spiral standards.
5. IM Teachers will include spiraling on assessments, bell ringers, exit passes, and concept checks to ensure the mastery of all Standards for all students.
6. IM Students will participate in spiral activities to reinforce their understanding of the standard.
7. IM Teachers will create opportunities for purposeful Student Talk/discussion through purposeful standard based questions.
8. IM Students will use Student Talk to help effectively construct their knowledge.
9. IM teachers will utilize the Math Aide to help with small group instruction and 1:1 instruction as needed.

Progress Monitoring:			
Initiative	How Often	How Will It Be Monitored	Who Is Responsible To Monitor
Use data from classroom testing	Ongoing	Lesson Plans	Teacher, Administration
Best Practice Observation	Semester or Quarterly	Observation and Notes sheet	Administration
Student Mentoring and Grade Chats	Monthly	RAM Fridays	Teacher
Differentiation	Ongoing	Formal and Informal Evaluations, Lesson Plans	Teacher, Administration
Use of Think Through Math	Weekly	Program reports	IM Teachers, Administration
Use of Success Center	2 days per week	Record of Attendance	Success Center Teachers, Administration

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

School Action Plan

Math: Strategies & Programs to Support the Objectives

Math Subgroup Focus	
Subgroup: ESE	Focus: Organizational Skills and Student Responsibilities
Goal: By the end of the year, we expect our students to be able to... Self advocate and monitor their individual progress towards grade level expectations.	

Professional Development and Activities:
School-based: <ol style="list-style-type: none">1. RAM Class will be used for Teacher Advisory during Grade Check days and Peer tutoring.2. Data Monitoring of low performing students will be conducted during monthly Grade level meetings.3. Coordinate with student's ESE Case Manager(s) on student's progress, problems, and any other information that would be helpful in attaining the math goals set in the individual IEP's.4. Arrange for additional time, as needed/outlined, on assessments as stated in the IEP's.

Action Steps for Implementation:
Administrative Implementation Action Steps: <ol style="list-style-type: none">1. Students will be encouraged to attend Success Center (after school homework help).2. Active documentation on progress in math classrooms will be provided to Case Managers.3. Identified students will be provided additional math support through the IM class.4. Grade level Data Chats and Department meetings.
Classroom Implementation Action Steps (Teachers and Students): <ol style="list-style-type: none">1. Students and Teachers will conduct grade checks and fill out the grade sheets to discuss classes that require additional attention.2. Students are instructed on using Gradebook to self monitor their grades/progress.3. Teachers will send monthly updates to appropriate Case Managers to address individual concerns.4. Teachers will utilize differentiated instruction, to include additional time, as stated in individual IEP's.5. Students will form peer mentoring groups through their RAM classes.6. The Math Aide will be utilized, as his/her schedule dictates, to aid in small group instruction or 1:1 help.

Progress Monitoring:			
Initiative	How Often	How Will It Be Monitored	Who Is Responsible To Monitor
Feedback to Case Managers	Monthly	Monthly consultation sheets/emails	Teacher, Administration
Best Practice Observation	Semester or Quarterly	Observation and Notes Sheet	Administration
Monitoring Grades/Progress	Weekly	RAM Fridays	Teacher
Differentiation	Ongoing	Formal and Informal Evaluations, Lesson Plans	Teacher, Administration
Success Center	2 days per week	Record of Attendance	Success Center Teachers, Administration

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

School Action Plan
Science

District Goal:	Students shall demonstrate science proficiency at or above the expected grade level.
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Objectives:
The percentage of all curriculum students who will be proficient in science as defined by the State of Florida on the 8 th Grade Statewide Science Assessment (SSA) will be at least 85 %.

School Action Plan

Science: Data

Ruckel Science		%Proficient			%Diff. from District		
		Grade 8			Grade 8		
		'14	'15	'16	'14	'15	'16
# Students Tested		346	333	344	346	333	344
Overall Proficiency		83	83	84	+21	+20	+17
Level 5		34	32	40	+16	+12	+17
Level 4		25	26	24	+7	+8	+7
Level 3		24	25	19	-2	0	-6
Level 2		16	15	14	-11	-11	-9
Level 1		1	2	2	-10	-8	-8
Gender	M	84	85	86	+21	+20	+20
	F	81	80	82	+20	+20	+15
Ethnicity	A	80	80	100	+10	+4	+22
	B	67	89	82	+33	+53	+41
	H	75	92	46	+17	+38	-3
	I	100		100	+62		+33
	M	59	79	75	-1	+15	+10
	W	86	82	86	+18	+14	+13
Group	ESE	48	47	55	+16	+16	+21
	ELL		0	0		-12	-10
	F/R	63	58	68	+17	+13	+16
Nature		79	77	83	+10	+8	+7
Earth/Space		77	73	80	+11	+9	+9
Physical Sci.		80	81	83	+8	+9	+10
Life Science		82	77	79	+12	+7	+9

Numbers in a red font denote a score below the district average.

School Action Plan

Science: Strategies & Programs to Support the Objective

Science Focus

Focus: Strategies to Support Standards-Based Instruction and Assessments

Goal: By the end of the year, we expect our students to be able to... use every day instructional reading, student talk, and student activities to engage with science standards. 75% of students will be able to pass assessments with test questions based on the FL Standards

Professional Development and Activities:

District:

The central message professional development (September, October, November/December, January/February) will focus on using the Standards and Item Specifications to drive all instructional decisions with an emphasis on:

- Developing purposeful small group activities to drive standard based instruction and increase student talk
- Creating targeted spiraling small group activities
- Utilizing instructional resources as a means to teach the standards through Everyday Instructional Reading
- Developing purposeful text dependent questions at various levels of complexity
- Utilizing purposeful text marking
- Writing through Reading tasks

School-based:

1. PLCs will be differentiated by grade level, content area, and/or teacher needs to focus on strategies to support the standards. PLCs will develop lesson plans that focus on data needs (i.e. female student performance).
2. All teachers will receive training on the clicker system so that they will be able to assess the student mastery level on the standards. The training and collaboration will also enable teachers to use the clickers to spiral previously learned standards.
3. Teacher will develop purposeful small group activities to drive standards based instructions and increase student talk.
4. Teachers will develop text dependent questions (TDQs) at various levels of complexity using multiple sources that include DOK levels 3-4.

Action Steps for Implementation:**Administrative Implementation Action Steps:**

1. Provide clicker training, support, and additional hardware, as needed.
2. Require all teachers to create and maintain a 20 day lesson plan that contains an SBF (Standard Based Form) and those SBF should reflect the standards, the strategies and tools used to teach those standards and the method of assessment of those standards.
3. School administration will provide all teachers with color printed copies of all DEA test results so that teachers can conference with students about the results.
4. Create a school-based SPP checklist that will be kept in the 20-day Lesson Plan folder.
5. Order grade/course specific standards, state item specifications, pacing guides, and Webb's Depth of Knowledge Guides to give to teachers.
6. The Adaptive Curriculum program will be purchased

Classroom Implementation Action Steps (Teachers and Students):

1. The students will utilize student talk strategies to respond to text dependent strategies verbally and in writing.
2. Science teachers will create opportunities for student talk through purposeful text dependent questions and writing tasks.
3. The science teacher will incorporate Nature of Science (data sets, graphs, predictions, analysis, trends) into assessments to continue spiraling.
4. Science teachers will utilize bell ringer and/or exit passes, based on data (DEA, tests, item specs emphasis, etc) to spiral instruction
5. The science teacher will embed vocabulary strategies into instruction through purposeful lessons and activities.
6. Teachers will continually update their SBF (standards based form) to monitor and reflect on course standard mastery.
7. Science teachers will incorporate elements of every day instructional reading, specifically purposeful text marking, note taking strategies, and student talk that facilitate student responses to text dependent questions.
8. Students will apply elements of everyday instructional reading from multiple sources, specifically text marking, note taking, and student talk in order to respond to text dependent questions.
9. Teachers are able to utilize Study Island and/or Adaptive Curriculum to support standard based instruction.
10. Science teacher will create text dependent, SSA-like questions of varying complexity from multiple sources in order to increase student comprehension of standards.
11. Students will regularly interact with complex text from multiple sources, using text dependent, SSA like questions as a guide to deepen understanding.
12. STEM teacher will align curriculum to grade level science standards.
13. Science teachers will utilize item specifications to achieve student mastery.
14. Science teachers will develop purposeful small group activities to drive standard based instruction and increase student talk.
15. Students will participate in purposeful small group activities to increase student talk and mastery of standards.

Progress Monitoring:			
Initiative	How Often	How Will It Be Monitored	Who Is Responsible To Monitor
Standards Based Strategies	Monthly	Lesson Plans	Administration
PLCs & Department mtgs	4 times, ½ day PD	PLC Log	PLC Leader, Dept Chair

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



Accreditation Page

Accreditation Standards

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

Focus Area 1: Improving and Advancing Student Achievement

Goals:

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

Ruckel Middle School supports the Okaloosa County School District's vision statement to: "inspire a lifelong passion for learning". We also believe and support the mission statement ' To prepare students to achieve excellence by providing the highest quality education, while empowering each individual to positively impact their families, community and world" We also make it a point to give students an opportunity to learn and demonstrate core values. Ruckel mirrors the 8 core value words that has been adopted by the state of Florida. They are cooperation, integrity, honesty, empathy, responsibility, courtesy, excellence and respect. These values are discussed and emphasized during Ruckel's RAM Class that meets for 21 minutes on Friday. Ruckel also awards a male and female student from each grade level that best exemplifies these characteristics each nine weeks. The students are nominated and voted upon by the teachers. Ruckel believes in teaching the state standards in a way that will produce an individual that is working toward college and career readiness. We lead the school district every year in the number of state certification test our student pass in the technology world. Ruckel also offers a STEM class at all 3 grade levels and those student o through a year long curriculum that is project based. Ruckel credo has been triple A. We offer an education that is balanced between the academics, arts and athletics One area that Ruckel has excelled over the last 3 years academically is with mathematics there has been steady increase in student proficiency over the last 3 years. 8th grade math proficiency has risen from 88% proficiency on the FCAT from 2014 to 92 % proficiency on the FSA in 2015 to 95 % proficiency on the FSA in 2016. There has been a similar trend in math for 6th and 7th grade at Ruckel. Science has also risen in proficiency with a 1% increase. Over the last three years Ruckel has increase the number of state certified test passed by it students in web design and IT. Starting by adding 6th grade STEM in 2014 and adding 7th and 8th in 2015 and 2016 Ruckel has increased student awareness in the science, technology, engineering and math world and has allowed students to pass even more state certified tests. In the arts band, chorus, art and digital photography has increased in their achievement at both the district and state levels. Over the last three years Ruckel has had many science fair winners at the district and state level seven received recognition at the 2014 State Science Fair. Scarlet Brock was Chapter 398 Middle School teacher of the year, recipient of NDIA accelerator grant and Motorola grant. Ruckel's Math-counts academic Team has placed 1st, 2nd, 1st over the last 3 years at the district level and had 7 student top 10 in the state this past year. Ruckel's Robotics team has excelled in competition. Ruckel's National Junior Honor Society invites students to join if they meet the 3.83 GPA. In 2013 we had 65 students, in 2014 we had 140 members and in 2015 we had 150 members. The NJHS raise a grand total: 2,779 items to donate to sharing and caring over the last 3 years. Denise Beachem and the Multicultural Club raised around 10,000 dollars to give to "Change For Children", which provides shelter, and daily living essentials for children in need. Eddie Steadman our band director recently received the prestigious Oliver Hobbs Award for excellence in band directing. Carmen Patterson, Ruckel's art teacher, student won the Van Porter Artist of the year in 2013, 47 ribbons at the district art show in 2014, best in

show at the 3-D district art show in 2015 and Best in Show for the Van Porter Arts show in 2016. Ruckel continues to do well in chorus and over the last 3 years has sent the highest number of singers to both the district and state levels. As we progress through the next 3 years an area that we can focus on for improvement is our reading and writing scores on FSA. Although they are among the highest in the district, they still fall in the 75% proficiency range..

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

Goals:

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

District staffing patterns would indicate that schools are staffed to provide effective support of the district's and school's purpose and mission. Ruckel's bell schedule would be evidence that Ruckel goes above the required number of minutes for instructional time and that the time is divided equally among all classes. School budgets would show that resources are provided for all students. Maintenance records through the "Wolf" program cite that maintenance and safety of the physical plant is systematically maintained and attended to in a prioritized and timely manner. Media center is staffed with a support person and she upgrades the media resources annually. Students and teachers have daily access to the media and its resources. Portable computer labs and permanent labs are available for students and teachers. Staffing pattern would show that Ruckel is staffed with 2 guidance counselors and has access to both a staffing specialist and psychologist. All students have access to the guidance department and they provide services to many students. Lesson plans from the US History teachers would demonstrate that career planning is a part of Ruckel's curriculum. In the areas of resources and support systems Ruckel's strengths is a large infrastructure of technology. This is because of the various IT courses that Ruckel offers and because of a PTO that financially supports new technology and resources for Ruckel annually. District records will show that Ruckel's IT course generate funding based on students passing state certification test. Ruckel will continue this trend by continuing to offer and run highly effective IT courses and by fostering the continuation of a great PTO. An area of weakness is Ruckel is a 60 year old facility and maintenance is a constant issue. Limited manpower sometimes delays the repair of damaged equipment or buildings. We will continue try to improve this by prioritizes maintenance problems and looking for community resources to help with maintenance of our plant. Ruckel Middle School assessment system is clearly used for teacher development of sound practices and to improve student learning. It is a strength that all departments collaborate during their professional development time and look at and discuss strategies that are and have been successful in increasing student learning. They look at both formative and summative assessments to insure that students are proficient at the standards that are being taught and they look for areas in which they need to spiral back to ensure mastery in those areas. An area in which improvement could be realized is to be more consistent with sound practices up and down the grade levels and across the curriculum. We will continue to coordinate the methods and language in relationship to assessments by integrating vertical alignment during department meetings. We will also continue the effort to have the professional development which we have deemed "Collaboration Nation" in which different departments practice professional development together in attempt to help students across the curriculum. A particular strong effort was a collaborative effort with writing between our Social Studies department and Language Arts department in which they designed a grading rubric for writing together and the created a writing exercise in which all of their students participated. We at Ruckel and the OCS D continue to look for ways to increase the data collection and analysis practices of our teachers. One thing that the district has done was to hire a data analyst to collect, analyze and send out data to all of the schools. We utilize this data in the planning of our practices and lessons. We also look

at this data, Discovery Education assessment and classroom assessments to individually to at particular students that are struggling at least once a month during "Data Tuesday" and we also go over results individually with students in class and during Friday "Ram Class". We not only do this with our struggling students but also with all students to point out what they can work on to increase learning gains. The results of all of our data is shared with the entire faculty during faculty meetings and with our School Advisory Council during SAC meetings. The results of our FCAT and FSA assessments are ingrained in our School Performance Plan and it can viewed on both the OCSD's and Ruckel's website. One area that we will continue to try and improve are continued planned Professional Development in which highly impact teachers at Ruckel conduct PD and share their highly effective strategies.