



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.

SAC funds in the amount of \$2, will primarily be used for _____

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

Paul Whiddon

Principal's Signature

Garrett Floyd

SAC Chairperson's Signature

School Performance Plan

20₁₅ - 20₁₆

School Name: Ruckel Middle School

Legend

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



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	Assistant Principal
Stephanie Wheat	Assistant Principal
Susie Watson	Math Department Chair
Vicki Washington	Language Arts Department Chair
Rita Lamberson	Social Studies Department Chair
Scarlett Brock	Science Department Chair
Cheryl Duty	6th Grade Level Chair
Kendall Cragin	7th Grade Level Chair
Patricia Martin	8th Grade Level Chair

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

June 11th, 2015 - District Meeting; Department Chairs or representatives from each department met to hear information from the county on procedures. Discussed the previous SPP from 2014-15 and departments decided they wanted to take them home to work on goals.

July 14th, 2015 - School Meeting; Department Chairs and Grade Level Chairs met to discuss ways to proceed

July, 2015 - Typing and editing of SPP

August 11th, 2015 - Department meetings to edit last year's plan into a new working SPP

August, 2015 - Typing and editing of final plan

September 23, 2015 - Principal met with district personnel to review suggestions/concerns

September 28, 2015 - Department chairs turned in corrections/edits for final SPP

School Profile

C.W. Ruckel Middle School was established in 1956. We celebrate 59 years of excellence in academics, athletics, and the arts. Faculty, staff, parents, students, and members of the community are committed to continuous school improvement.

A CHOICE Technology Institute, almost half of our students take a challenging technology course. Introduction to IT students earned a record-breaking number of 430 Microsoft Industrial certifications! Web Design students earned 112 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 2015. RMS band and chorus excelled at district and state levels and earned more All-State positions than any other middle school. Art students earned 45 ribbons at the county art show & Digital Art won 7. The JV Academic Team placed 1st in the County Academic Meet and the varsity team placed 3rd. Both cheerleading and dance teams earned many awards. Additional time is built into our 4th period class to promote reading and in a RAM Class on Friday (Reading, Advisory, Mentoring.)

Ruckel students participate in many STEM activities. Students programmed robots in 8th gr Physical Science and grew a garden in 7th gr Life Science. We have a robotics team and are expanding our STEM classes to 7th & 8th grade 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

Community and Parent Awareness

Ruckel Middle													
0121		Strongly Agree		Slightly Agree		Slightly Disagree		Strongly Disagree		No Opinion		Total Responses	
		2015	2014	2015	2014	2015	2014	2015	2014	2015	2014	2015	2014
1. <i>My child's school emphasizes academic performance as the number one priority.</i>		69%	71%	24%	24%	2%	2%	2%	2%	2%	1%	131	164
2. <i>Our principal is an effective leader who meets the needs of our students.</i>		68%	62%	18%	19%	3%	2%	2%	1%	9%	16%	130	164
3. <i>As a parent, I am made aware of the curriculum program for my child's grade level or course.</i>		61%	59%	26%	28%	5%	8%	5%	4%	3%	1%	131	162
4. <i>The school uses a variety of methods for parent communication.</i>		60%	61%	22%	26%	11%	8%	4%	4%	3%	1%	129	163
5. <i>Parent input is valued at my child's school.</i>		52%	50%	28%	26%	7%	10%	5%	6%	9%	9%	129	163
6. <i>Clear expectations of conduct and behavior are communicated to my child.</i>		76%	81%	18%	12%	1%	4%	2%	2%	4%	1%	129	163
7. <i>My child's school maintains a safe environment.</i>		79%	80%	13%	15%	4%	2%	1%	2%	3%	1%	128	162
8. <i>Homework is used to reinforce what is taught in the classroom.</i>		61%	63%	21%	25%	7%	5%	7%	4%	4%	3%	129	163
9. <i>My child's school treats everyone fairly, regardless of race, economic status, or other relationships.</i>		64%	69%	14%	16%	6%	5%	4%	4%	12%	6%	130	162
10. <i>School funds are used to support the school in a financially responsible manner.</i>		65%	60%	15%	18%	2%	3%	2%	1%	15%	18%	130	163
11. <i>As a parent, I feel welcome at my child's school.</i>		73%	69%	17%	19%	4%	7%	2%	1%	5%	4%	130	162
12. <i>The guidance department at my child's school provides for the educational success of my student.</i>		63%	49%	16%	19%	3%	8%	3%	1%	15%	23%	130	162
13. <i>I am satisfied that my child's teachers do a good job educating my child.</i>		65%	64%	23%	24%	8%	7%	2%	4%	2%	2%	130	163
14. <i>My child's school is well maintained.</i>		67%	69%	26%	22%	5%	3%	1%	3%	2%	2%	129	163
15. <i>The amount of time required for my child's homework assignments is appropriate.</i>		48%	49%	30%	28%	12%	12%	8%	9%	2%	2%	130	163
16. <i>The health services provided at my child's school support his/her wellness.</i>		62%	55%	22%	17%	2%	3%	2%	2%	13%	22%	130	163
Total Survey Results		65%	63%	21%	21%	5%	6%	3%	3%	6%	7%		

Community and Parent Awareness

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

When looking at data which indicates that over 90% of parents who "Strongly" and "Slightly Agree", Ruckel emphasizes academic performance as a #1 priority, we are clear in our expectations of student conduct and behavior, and our teachers do a good job at educating our students. We do this through recognizing the triple A's: Academics, Athletics, and Arts. As well, a majority of parents feel that Ruckel is a safe environment and well-maintained school for our students. The area that increased the most from last year (68%) to this year (79%) was that the guidance department helps to provide for the educational success of our students. We believe this is mainly due to the addition of a second Guidance Counselor, which has allowed that department to run much more efficiently.

Other notable areas: parents feel welcome (90%)

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

Areas that we can strive to improve in include the length and purpose of homework assignments and treating everyone fairly regardless of race, economic status, or other relationships. The second area was a decrease from last year of 5%, which may not seem like a lot, but that is an area in which we will strive to improve.

Other areas for improvement: health services, parent awareness of curriculum, and valuing parent input

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

Ruckel's website is maintained and updated regularly (sometimes daily) with important information. Parents can signup to receive a weekly Ruckel parent newsletter that is sent out via email and many teachers also maintain class newsletters or email lists to parents. Administration also utilizes the Blackboard callout system to relay important messages to the entire Ruckel family, or select groups as needed. For community communication, Ruckel can be found in the newspaper (NWF Daily News or Bay Beacon) regularly, as we do our best to demonstrate pride in our students and staff.

Historical School Grade Data

Middle School	School Year	Grade	Reading Proficiency	Adjusted Reading Proficiency	Math Proficiency	Adjusted Math Proficiency	Writing Proficiency	Adjusted Writing Proficiency	Science Proficiency	Reading Learning Gains	Math Learning Gains	Reading Learning Gains for Low 25%	Math Learning Gains for Low 25%	Middle School Acceleration Qualification	Middle School Acceleration Participation Points	Middle School Acceleration Performance Points	Total Points Earned (Including Adjusted Points)	Total Points Possible	Did this School Benefit from the One-Letter-Grade-Drop	Free or Reduced Lunch Rate	Minority Rate
Ruckel	2013	A	84	84	85	85	69	69	88	71	81	68	72	YES	29	50	697	900	NA	19	17
District	2013		73	73	67	72	49	49	68	70	71	70	67		28	50	606	886		43	33
State	2013		57	58	56	56	54	55	47	65	66	65	63		35	46	554	896		64	60

Ruckel	2014	A	84	84	86	86	73	73	83	73	84	75	75	YES	27	50	710		NA	18	17
District	2014	A	73	73	72	72	60	60	63	71	76	73	75	YES	30	48	641		NA	41	32
State	2014	B	58	58	56	56	56	56	50	67	68	67	65		39	45	571			64	61

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

***Percentages not Counted in Calculation**

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

School Action Plan

ELA: Reading & Writing

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

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

DEA Data (By Grade)

ELA (Reading): Data

DEA ELA		PROFICIENCY (Based on Common Core Assessment)																
Grade 6	# Students Tested	Achievement Levels				% Proficient	Gender		Ethnicity						Status			
		LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4-5		M	F	A	B	H	I	M	W	ESE	ELL	F/R	
2013 Post Test (C)	14	21%	57%	21%	0%	21%	17%	25%	0%						23%	0%	0%	14%
2014 Post Test (C)	15	13%	40%	40%	7%	47%	67%	33%		100%	100%			100%	33%	14%		45%
2015 Post Test (C)	128	3%	45%	47%	5%	52%	51%	52%	50%	50%	67%	0%	40%	52%	43%	0%	45%	
District 2015	1,236	7%	40%	40%	14%	53%	53%	55%	66%	34%	45%	17%	58%	58%	29%	19%	43%	

DEA ELA		PROFICIENCY (Based on Common Core Assessment)																
Grade 7	# Students Tested	Achievement Levels				% Proficient	Gender		Ethnicity						Status			
		LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4-5		M	F	A	B	H	I	M	W	ESE	ELL	F/R	
2013 Post Test (C)	18	0%	39%	39%	22%	61%	56%	100%		67%				67%	58%	33%		80%
2014 Post Test (C)	16	6%	25%	56%	13%	69%	44%	100%	0%	100%	100%			67%	100%	0%	50%	
2015 Post Test (C)	127	4%	46%	48%	2%	50%	53%	47%	67%	25%	33%		38%	53%	33%		32%	
District 2015	1,233	10%	39%	44%	7%	51%	48%	55%	48%	37%	38%	57%	53%	56%	28%	8%	39%	

DEA ELA		PROFICIENCY (Based on Common Core Assessment)																
Grade 8	# Students Tested	Achievement Levels				% Proficient	Gender		Ethnicity						Status			
		LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4-5		M	F	A	B	H	I	M	W	ESE	ELL	F/R	
2013 Post Test (C)	3	0%	0%	100%	0%	100%		100%						100%			100%	
2014 Post Test (C)	19	11%	68%	21%	0%	21%	20%	22%	0%					17%	25%	22%		8%
2015 Post Test (C)	122	2%	30%	61%	7%	68%	61%	75%	50%	33%	100%		58%	70%	45%	0%	62%	
District 2015	1,305	3%	27%	57%	12%	70%	67%	73%	84%	58%	53%	75%	73%	73%	38%	21%	58%	

DEA ELA		Common Core STRANDS (Average score for each subgroup)													
Grade 6	All Students		Gender (%)		Ethnicity (%)						Status (%)				
	# Students Tested	Overall %	Male	Female	A	B	H	I	M	W	ESE	ELL	F/R		
Literature	2103	14	39	33	44	0						42	33	0	32
	2014	15	61	73	53	80		100		100		53	63		62
	2015	128	67	67	67	54	64	69	67	73	67	60	59	64	
	District	1,236	68	67	69	73	63	64	64	70	69	55	55	64	
Language	2103	14	48	42	53	0						52	58	0	46
	2014	15	56	63	51	60		40		100		53	54		60
	2015	128	53	52	55	65	55	59	57	59	52	46	43	50	
	District	1,236	53	52	54	62	44	48	43	52	55	44	37	49	
Information	2103	14	49	47	50	20						51	27	20	43
	2014	15	64	72	59	50		50		67		67	62		67
	2015	128	66	66	65	68	67	62	40	55	67	64	65	63	
	District	1,236	66	66	67	72	60	63	53	69	67	57	54	63	
Writing	2103														
	2014														
	2015	128	65	64	66	75	62	65	45	58	66	60	64	61	
	District	1,236	66	64	68	73	59	59	62	69	67	53	47	61	

DEA ELA		Common Core STRANDS (Average score for each subgroup)														
Grade 7	All Students		Gender (%)		Ethnicity (%)						Status (%)					
	# Students Tested	Overall %	Male	Female	A	B	H	I	M	W	ESE	ELL	F/R			
Literature	2103	18	56	53	75	67						33	58	33		60
	2014	16	44	33	57	25		25		75		46		88	25	50
	2015	127	62	60	63	67	63	64			61	61	59		57	
	District	1,233	59	58	60	63	54	53	62	62	61	51	37	55		
Language	2103	18	63	62	79	81						72	57	53		77
	2014	16	62	57	67	29		64		71		63		71	29	57
	2015	127	50	51	48	63	47	54			49	49	42		42	
	District	1,233	50	48	53	55	46	44	65	51	52	41	27	45		
Information	2103	18	60	61	50	83						33	60	46		60
	2014	16	65	62	69	40		70		80		65		80	40	60
	2015	127	73	74	71	90	73	68			66	73	67		70	
	District	1,233	69	68	70	71	62	60	69	72	71	61	40	65		
Writing	2103															
	2014															
	2015	127	69	67	72	77	63	63			65	70	61		64	
	District	1,233	69	66	72	73	64	63	71	70	71	57	40	64		

DEA ELA		Common Core STRANDS (Average score for each subgroup)												
Grade 8	All Students		Gender (%)		Ethnicity (%)						Status (%)			
	# Students Tested	Overall %	Male	Female	A	B	H	I	M	W	ESE	ELL	F/R	
Literature	2103	3	44							44			50	
	2014	19	53	52	53	60				43	57	51	53	
	2015	122	75	71	78	75	83	67		82	74	70	67	77
	District	1,305	75	73	77	78	70	71	75	80	76	66	49	71
Language	2103	3	53							53			50	
	2014	19	55	58	51	40				63	52	60	55	
	2015	122	64	63	66	50	50	69		60	66	58	25	61
	District	1,305	66	65	68	71	61	58	69	69	68	54	41	61
Information	2103	3	67							67			67	
	2014	19	40	33	48	33				33	45	41	31	
	2015	122	57	54	60	55	43	65		48	59	53	40	51
	District	1,305	61	61	61	63	56	55	75	62	63	51	39	56
Writing	2103	3	67							67			50	
	2014	19	47	60	33	0				33	58	56	42	
	2015	122	70	65	74	75	57	70		70	70	54	60	65
	District	1,305	72	70	74	76	67	64	70	76	73	58	46	67

School Action Plan

ELA (Reading): Assessment Data Analysis

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

For the 2014/15 school year, Ruckel had chosen to only test regular Lang Arts sections of students in DEA reading. Since FSA testing has not yet been posted, we can only talk about our strengths in terms of our regular section students. The number of students that tested level 3 is 7% higher for the 6th grade, 4% higher for the 7th grade, and 4% higher in the 8th grade than the district average. Considering that the district's average includes advanced students, this would reflect a strength. This reflects a tendency for pushing a predominately level 1 and 2 group of students to level 3. Another strength would be that our ESE population averaged 9% higher in proficiency than the district.

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

Again, we only tested regular section classes, which means that the majority of the students tested were level 1 and 2. Based on that, and understanding that some of the percentage would be level 1's moving to level 2, we feel that we still have too high of a percentage scoring level 2 for the C test. If we look at the strands, we see that we still need to find a way to improve all grades in language and information. In looking at the ethnicity, we still can improve particularly with asian, african american, hispanic, and multiracial populations.

School Action Plan

ELA: Strategies & Programs to Support the Objectives

ELA Focus 1

Focus: Pathway to Close and Critical Reading with an Emphasis on the Standards

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

Professional Development and Activities:

District:

The central message provided (September, October, November/December, and January/February) will review and delve into the individual components of Close Reading with an emphasis on text marking/note-taking, and purposeful student talk aligned with Text Dependent Questions by focusing on the following:

- First Read: What Does the Text Say?
 - The first phase concerns the literal meaning of the text, especially as it applies to explicitly stated information, as well as the central ideas or themes.
- Second Read: How Does the Text Work?
 - The second phase involves the mechanics of the piece, especially as it applies to vocabulary, the structure of text, and the author's craft.
- Third Read: What Does the Text Mean?
 - The third phase involves the author's purpose and the inferences they can make based on their understanding of the text. Students also come to understand what a text means when they analyze multiple texts on the same theme or topic.
- Culmination: What Does the Text Inspire You to Do?
 - Text dependent questions will move students to transform their learning of the text into a product
 - Writing through Reading- during the Close Read as well as the culminating activity (essays, RAFT, posters, etc.)
 - Student talk can occur during the Close Read as well as the culminating activity

How the components of Close Reading are applied to Everyday Instructional Reading, specifically text marking/note taking, student talk, and writing through reading.

School-based:

1. 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/markings, CIS, textbook online resources)
2. Close read strategies will be discussed in department PLCs and grade level PLCs.
3. Lesson plans will express how close read strategies are incorporated into lessons.
4. Teachers will work with instructional coach and other district assets to ensure close read protocol is utilized by all ELA classes

Action Steps for Implementation:**School Implementation Action Steps:**

1. Close reading will be implemented across the curriculum.
2. New textbooks which provide additional close reads in a workbook specifically designed to supplement the text. The text also comes with a FYI site on line which provides the teachers with current informational texts.
3. The department will organize Collaboration Nations as needed.
4. PLCs will meet two times per month to discuss student data and to identify those students that are struggling with reading and to find ways for those students to get more close reads supplemented through success center.
5. School will begin success center (after school open media with guided instructional help)early to reinforce students that need to practice close read skills.
7. Administration will support after school book club with students targeted for extra reading. They will practice close read skills with the books that they read.
8. School will purchase Scope Magazine, Study Island and SRA program to support close read strategies and increased lexile levels.

Classroom Implementation Action Steps (Teachers and Students):

1. Teachers will teach Close Reading strategies to support the following:
 - 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. (ex. QAR, CRIS 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. (CIS)
 - h) To promote note taking skills. (CIS)
 - i) To promote listening, speaking and writing skills. (QAR)
2. Students will learn the process of close reading fiction and informational texts—read text slowly all the way through, respond to READ and REREAD prompts that are developed from the slow text reading (focuses reading) and cite specific textual evidence to support analysis of the selection
3. Using a variety of graphic organizers, students will practice unpacking the prompt, complete scaffolded writing (Introduction, Body, and Conclusion), text marking, and citing evidence through everyday instructional reading (Read to Write, Write to Read).
4. Teachers will utilize Study Island to help develop questions based on text evidence.
4. Teachers will utilize SRA program to stretch students reading and increase lexile.
5. 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.

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, Scope, SRA, DEA Probes	Monthly	Lesson Plans	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

ELA: Strategies & Programs to Support the Objectives

ELA Focus 2

Focus: Writing: Argumentative & Informational

Goal: By the end of the year, we expect our students to be able to... 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 provided (September, October, November/December, and January/February) will focus on individual components of effective writing, including the following:

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

School-based:

1. Grade level PLCs will be utilized to discuss ways to improve writing from sources by using evidence to make claims with support and explanation.
2. Department level PLCs will be utilized to support evidence collection from sources and making claims.
3. Instructional Coach and other resources and experts will deliver PD on expanding close read strategies to writing from sources. (CIS, unified text coding/marking chart)
4. IR teacher, Ms. Lewis, will work with ELA teachers and share knowledge of Achieve 3000.

Action Steps for Implementation:**School Implementation Action Steps:**

1. Teachers will teach unified strategy for unpacking the prompt.
2. Writing through Reading will be implemented across the curriculum through utilization of grade level meeting with the sharing of strategies for expanding close read strategies to help to properly write from sources..
3. The ELA dept. is working with new textbooks which provide additional close reads in a workbook specifically designed for close reading strategies; writing through reading one of them.
4. The department will organize Collaboration Nation for the specific purpose of incorporating close read strategies in a way that they can be used to promote writing from sources.
5. FSA writing rubric will be analyzed and broken down so that instructional planning can be purposeful.

Classroom Implementation Action Steps (Teachers and Students):

1. Teachers will instruct students on how to cite evidence for short response and informative and argumentative essays. (Chunked paragraph, graphic organizer, MLA citation reference sheet to include MLA sentence stems)
2. Teacher will scaffold writing, instruction to include introductions, conclusions, elaboration, and transitions. (Student interactive notebook, use of student exemplars, commentary on rubric, assessment, sentence stems for elaboration, transition reference sheet)
3. Using exemplars, students will identify elements of an introduction and conclusion, identify strong commentary or elaboration, and then practice writing.
4. Student will use an Essay Review graphic organizer to visually see components missing, especially with elaboration and text evidence.
5. Teacher will give direct instruction on content specific vocabulary (CIS - Comprehensive Instructional Sequence)
6. Students will be assigned writings of various lengths and types throughout the year using FSA rubrics. (checklist matching FSA rubric, essay review graphic organizer, writing "cheat sheet")
7. Students will be calibrated on FSA rubric through teacher modeling, student exemplars, discussion, and creation of own rubric using language from FSA writing rubric for both informational and argumentative writing.
8. Students will receive both teacher and peer feedback on their writing. (Teacher/Peer Conferencing)
9. ELA teachers will expand their close read strategies to writing from sources. (Use of student exemplars, teacher modeling)
10. Teachers will teach strategies for unpacking the prompt. (RAFTS Graphic Organizer - Role Audience, Format, Task, Strong key words)
11. Teachers will meet in PLCs to compare student writing samples through Collaboration Nation.

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, Student Writing Portfolios	Teacher
Formal Writing Process	1 per nine weeks	Lesson Plans, Student Writing Portfolios, 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 Focus 3 (Optional)
Focus:
Goal: By the end of the year, we expect our students to be able to...

Professional Development and Activities:
School-based:

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

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

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

School Action Plan

ELA: Strategies & Programs to Support the Objectives

ELA Levels 1 and 2 Focus

Focus: Intensive Reading (IR)

Goal: By the end of the year, we expect our students to be able to... read and analyze complex texts using a variety of reading strategies to include but not limited to : close reading, pre-reading, re-reading, vocabulary development, and Comprehension Instruction Sequence (CIS).

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.

Action Steps for Implementation:**School Implementation Action Steps:**

1. All level 1 and low level 2 students in grades 6-8 were placed in Intensive Reading.
2. The other level 2's were placed in a Language Arts class or Social studies class that would be taught by a reading endorsed or NGCAR-PD trained teacher.
3. Collaboration Nation will be organized by the department relevant to instruction of low SES & ESE students.
4. IR teacher will be included on department and grade level PLCs to share strategies.
5. All IR students will use the Achieve 3000 program
6. Co-planning and teaching with IR teacher to include the following:
 - We will use data from Achieve Level Sets and DEA to plan for and conference with each student individually throughout the calendar year.
 - All Level 1 & 2 students will monitor their own grades weekly with their parents or guardians.
 - Ms. Lewis and Mrs. Eller will invite other teachers, teaching the set group of students, into their classes to model their delivery of Reading and NG-CARPD strategies.
 - Teachers of Level 1 & 2 will be focusing on Close Reading strategies.
 - Teachers will also select targeted students, based on data from previous assessments to attend after school book clubs designed with high level reading interests throughout the school year.
 - Students will also utilize Achieve 3000 articles to in engage Close Reads that align with the current curriculum being taught in their Social Studies classes.

Classroom Implementation Action Steps (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. Teacher will direct students using Ready Reading workbook series provided by Intensive Reading department by following suggested model of teacher-led introduction and guided practice; student practice, and assessment.
 3. Comprehension checks (ex: questions, graphic organizers, discussion) take place before quiz activity and/or Achieve3000 practice
 4. Writing instruction on strategies such as: unpacking a prompt (Thought Question); "Hamburger" paragraph graphic organizer; "Line length=Answer length" elaboration strategy
 5. Vocabulary instruction is based on individual lexile scores and is practiced by individual work using the Frayer's model graphic organizer.
 6. Small group instruction: using short reading passages to provide differentiated instruction for students struggling with a particular strategy
 7. Grade chat: Discuss questions missed one-on-one with student when Achieve article is completed
 8. Ready Reader assessments evaluated and determined whether further instruction is need
 9. Collaboration with Science and Social Studies teachers to guide instruction
 10. Collaboration with Science, Social Studies, and Language Arts teachers to provide additional resources for ELL students
- Bi-weekly/Monthly
11. Use of printed articles for annotating and/or summarizing text activities

- 12. Reports on student progress such as DEA results, weekly Achieve3000 progress reports and Achieve reports on standards mastery are used to guide instruction
- 13. 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
- 14. Data chats: Using Achieve data for one-on-one conferencing to go over progress, discuss strategies to use for improvement
- 15. Use of Achieve3000 stretch articles for monthly Cold reads

Progress Monitoring:			
Initiative	How Often	How Will It Be Monitored	Who Is Responsible To Monitor
Achieve 3000	2 times weekly (minimum)	Achieve 3000 Reports	IR Teacher, Administration
Co-Teaching with RAM STAR Teachers	Monthly	Lesson Plans, Teacher Planning	IR Teacher, RAM STAR Teachers, Administration
RAM Class	Weekly	Peer Mentoring, Grade Check sheets	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: Gifted	Focus:
Goal: By the end of the year, we expect our students to be able to... demonstrate the ability to analyze and synthesize information related to text being read through student talk and required projects.	

Professional Development and Activities:
School-based: 1. Teachers will increase knowledge and practice of effective feedback strategies through participation in PLC's in which teachers will use effective reading and writing strategies

Action Steps for Implementation:
School Implementation Action Steps: 1. PLCs will meet two times per month to discuss student data. 2. Gifted Teachers will provide opportunities for deeper analysis of text through projects
Classroom Implementation Action Steps (Teachers and Students): 1. Students will actively participate and engage in student talk (ex. Socratic Seminars, QAR, Seed Discussions) 2. Students will complete research projects and creative projects that allow for deeper understanding of text being read in class. 3. Teachers will grade projects based on rubrics provided.

Progress Monitoring:			
Initiative	How Often	How Will It Be Monitored	Who Is Responsible To Monitor
Student Talk	Monthly	Teacher Observation, Student rubrics, Lesson Plans	Teachers of Gifted/Talented students, 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 SWD Focus

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:

1. RAM Class held every Friday morning for the purpose of Reading, Advisory, and Tutoring
2. Grade level and Department meeting data chats

Action Steps for Implementation:

School Implementation Action Steps:

1. RAM Class used for Teacher Advisory and Peer Tutoring
2. Monitor student progress towards IEP goals
3. Critical Thinking class to help the students with organizational and learning needs.

Classroom Implementation Action Steps (Teachers and Students):

1. Teachers will provide a safe classroom environment in which students can develop Peer Mentoring groups.
2. Students will form Peer Tutor groups (with teacher support)
3. Students will complete consultation logs that will be kept in their RAM Class
4. Teachers will conduct IEP conferences/interims will be held when necessary to address individual student concerns and utilize knowledge gained from that required meeting to individualize instruction for that particular student.
5. Students know and learn their ESE accommodations, how to assure they implement them and use those they need, while looking and deciding whether they truly need accommodations.
6. Students will learn to self-advocate for their ESE accommodations by checking grades weekly, assignment tracking, knowing learning styles, having direct instruction of test taking and reading strategies, and planner checks.

Progress Monitoring:			
Initiative	How Often	How Will It Be Monitored	Who Is Responsible To Monitor
Critical Thinking Class	Daily	Teacher Observation, Walk Throughs	CT Teacher, Administration
RAM Class	Weekly (Fridays)	Teacher Observation, Peer Mentoring	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

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

CIVICS EOC Proficiency 2015 (By School)																									
School	# Students Tested	Achievement Levels					Proficient	Gender		Ethnicity						Status			Grade Level			Course			
		1	2	3	4	5		M	F	A	B	H	I	M	W	ESE	ELL	F/R	6	7	8	Civics	Civics & CAR PL	Civics Adv.	Civics Adv. & CAR PL
Ruckel	313	2%	9%	21%	34%	34%	88%	91%	86%	100%	80%	63%	100%	83%	89%	63%		74%		88%	100%	75%		97%	
DISTRICT	2,124	8%	14%	29%	25%	23%	77%	75%	79%	88%	58%	63%	100%	78%	81%	48%	25%	67%	20%	78%	53%	66%	18%	96%	91%
STATE		16%	19%	26%	20%	18%	64%																		

Civics EOC 2014-2015 STRAND: ORG AND PURP OF GOVT (By School)																		
Year	Name	All Students		Gender		Ethnicity						Status			Course			
		# Students Tested	Overall	Male	Female	A	B	H	I	M	W	ESE	ELL	F/R	Civics	Civics & CAR PL	Civics Adv.	Civics Adv. & CAR PL
19 PURP	2014	Ruckel	324	68%	70%	66%	56%	73%	64%		68%	68%	54%	8%	55%	48%		71%
	2015	Ruckel	313	66%	68%	63%	79%	60%	50%	75%	66%	66%	54%		56%	54%		74%
	2015	DISTRICT	2,124	58%	59%	57%	66%	49%	50%	63%	59%	60%	44%	31%	51%	50%	33%	70%
Role	2014	Ruckel	324	70%	71%	69%	69%	76%	71%		67%	70%	62%	42%	58%	51%		73%
	2015	Ruckel	313	70%	71%	70%	82%	60%	52%	67%	66%	71%	54%		58%	59%		78%
	2015	DISTRICT	2,124	62%	61%	63%	67%	51%	54%	66%	63%	65%	48%	33%	56%	55%	33%	74%
Govt	2014	Ruckel	324	65%	67%	62%	60%	68%	71%		61%	65%	54%	58%	51%	47%		67%
	2015	Ruckel	313	67%	69%	66%	76%	58%	60%	75%	64%	68%	53%		58%	58%		74%
	2015	DISTRICT	2,124	61%	61%	60%	65%	52%	53%	71%	61%	63%	47%	34%	55%	53%	39%	72%
Func	2014	Ruckel	324	63%	67%	59%	60%	68%	67%		57%	63%	53%	33%	46%	43%		66%
	2015	Ruckel	313	64%	66%	61%	75%	57%	55%	79%	57%	64%	51%		56%	54%		70%
	2015	DISTRICT	2,124	57%	57%	56%	61%	48%	49%	68%	57%	59%	43%	32%	50%	49%	33%	67%

School Action Plan

Social Studies: Strategies & Programs to Support the Objectives

Social Studies Focus 1

Focus: Pathway to Close and Critical Reading with an Emphasis on the Standards

Goal: By the end of the year, we expect our students to be able to... read and analyze informational text through the process of close reading: reading with purpose, re-reading, text marking, note-taking, answering text dependent questions, discussions, and student talk.

Professional Development and Activities:

School-based:

1. Grade level teacher will regularly collaborate in their PLCs concerning the course standards and document the implementation of the standards in their 20-day lesson plans.
2. Social Studies teachers will collaborate and attend school based workshops in order to improve teaching of the DBQ process, close and critical reading instruction, student talk instruction, text dependent questioning instruction, and writing through reading.
3. Social Studies teachers may utilize Scholastic Magazine, History Alive, Achieve 3000, course specific websites, etc. in teaching the standards.

Action Steps for Implementation:
<p>School Implementation Action Steps:</p> <ol style="list-style-type: none"> 1. Through Collaboration Nation and 1/2 days, Social Studies teachers will develop goals for DBQ lessons, close and critical reading lessons, and student talk lessons, text dependent question lessons, and writing through reading lessons. 2. Teachers will discuss lesson modifications as needed.
<p>Classroom Implementation Action Steps (Teachers and Students):</p> <ol style="list-style-type: none"> 1. Teachers will teach the DBQ process through scaffolding lessons over the course of the school year. 2. Teachers will use the close read protocol in their daily lessons. 3. Teachers will promote reading for a purpose by using shorter, but more complex, passages and including text dependent questioning. 4. Teachers will extend close reads through student talk and writing. 5. Students will utilize note taking skills for better understanding of a passage. 6. Students will regularly utilize textbook reading, outside informational reading, and primary and secondary source research in order to gain information and provide evidence for discussion or writing. 7. Students will regularly be involved in the close read process and will be able to answer and develop text dependent questions. 8. Students may be presented with non-textbook materials provided by the teacher, such as History Alive, Achieve 3000, Scholastic Magazine, course specific websites, etc., to enhance their mastery of the standards.

Implementation Monitoring:			
Initiative	How Often	How Will It Be Monitored	Who Is Responsible To Monitor
Collaboration Nation, 1/2 day PDs	when provided	Lesson Plans & Progress Chats	Dept Chair
Classroom implementation of Close Reads, Critical Reading, & Student Talk	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

Social Studies: Strategies & Programs to Support the Objectives

Social Studies Focus 2

Focus: Writing Argumentative & Informational

Goal: By the end of the year, we expect our students to be able to... produce an argumentative/informative essay. They will be able to do this based on the DBQ process and writing they do throughout the year. They will be able to answer text dependent questions through writing by understanding how to make a claim and support through text evidence.

Professional Development and Activities:

School-based:

1. All Social Studies teachers will be trained on DBQ techniques for argumentative and informative writing.
2. Utilize school based professional development to learn and master the DBQ process for argumentative and informative writing.

Action Steps for Implementation:

School Implementation Action Steps:

1. Through Collaboration Nation and 1/2 day PDs, teachers will refine DBQ instruction
2. PD on Achieve 3000 so that social studies teachers can better utilize that program with their students.
3. Grade level PLCs so that ELA teacher can share writing strategies with SS teachers.

Classroom Implementation Action Steps (Teachers and Students):

1. Teachers will teach the DBQ process.
2. Students will utilize the DBQ strategies to formulate evidence based arguments in their essay writing.
3. Teachers will review DBQ writing and provide feedback to students
4. All of the above will be supported in the classroom with the following:
 - a) Students will respond to text dependent questions in writing.
 - b) Students will use close read strategies to create their own text dependent questions.
 - c) Teachers will provide students with primary and secondary sources for students to cite evidence from in their writing.
 - d) Students will learn to create claims and to support them based on text evidence.

Implementation Monitoring:			
Initiative	How Often	How Will It Be Monitored	Who Is Responsible To Monitor
Collaboration Nation, 1/2 day PDs	when provided	Lesson Plans	Department Chair
Classroom implementation of argumentative & informative writing	Semester	Lesson Plans	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

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

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

DEA Math Proficiency (By Grade)

Math: Data

DEA Math		PROFICIENCY (Based on Common Core Assessment)															
Grade 6	# Students Tested	Achievement Levels				% Proficient	Gender		Ethnicity						Status		
		LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4-5		M	F	A	B	H	I	M	W	ESE	ELL	F/R
2015 Post Test (C)	140	2%	29%	69%	0%	69%	69%	70%	67%	71%	60%	0%	62%	71%	56%	0%	57%
District 2015	1,211	3%	21%	69%	7%	76%	74%	78%	80%	68%	73%	40%	75%	79%	51%	43%	69%

DEA Math		PROFICIENCY (Based on Common Core Assessment)															
Grade 7	# Students Tested	Achievement Levels				% Proficient	Gender		Ethnicity						Status		
		LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4-5		M	F	A	B	H	I	M	W	ESE	ELL	F/R
2015 Post Test (C)	130	2%	18%	71%	9%	80%	84%	75%	100%	83%	50%		80%	81%	78%		78%
District 2015	1,172	6%	35%	53%	6%	59%	61%	57%	97%	49%	45%	33%	58%	62%	34%	17%	51%

DEA Math		PROFICIENCY (Based on Common Core Assessment)															
Grade 8	# Students Tested	Achievement Levels				% Proficient	Gender		Ethnicity						Status		
		LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4-5		M	F	A	B	H	I	M	W	ESE	ELL	F/R
2015 Post Test (C)	203	3%	24%	50%	23%	73%	74%	72%	67%	57%	86%	100%	75%	73%	29%	0%	57%
District 2015	990	8%	31%	51%	10%	61%	61%	61%	76%	50%	65%	80%	72%	61%	41%	42%	53%

DEA Math		PROFICIENCY (Based on Common Core Assessment)															
Algebra 1	# Students Tested	Achievement Levels				% Proficient	Gender		Ethnicity						Status		
		LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4-5		M	F	A	B	H	I	M	W	ESE	ELL	F/R
2015 Post Test (C)	83	0%	1%	47%	52%	99%	98%	100%	100%	100%	100%		100%	99%	100%		100%
District 2015	763	11%	36%	44%	9%	53%	52%	54%	77%	40%	30%	40%	52%	57%	30%	0%	39%

DEA Math		PROFICIENCY (Based on Common Core Assessment)															
Geometry	# Students Tested	Achievement Levels				% Proficient	Gender		Ethnicity						Status		
		LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4-5		M	F	A	B	H	I	M	W	ESE	ELL	F/R
2015 Post Test (C)	25	0%	4%	44%	52%	96%	91%	100%	100%	100%			50%	100%			
District 2015	420	2%	47%	43%	8%	51%	50%	51%	50%	21%	31%	100%	54%	58%	23%	0%	37%

DEA Math		Common Core STRANDS (Average score for each subgroup)												
Grade 6	All Students		Gender (%)		Ethnicity (%)						Status (%)			
	# Students Tested	Overall %	Male	Female	A	B	H	I	M	W	ESE	ELL	F/R	
Numbers	2015	140	64	64	65	67	65	67	56	67	64	60	56	59
	District	1,211	67	67	67	73	60	63	56	69	68	54	51	63
Expression	2015	140	56	56	56	53	59	50	40	52	57	54	30	48
	District	1,211	64	62	65	68	60	60	50	64	65	52	49	59
Geometry	2015	140	64	64	64	67	66	60	40	62	64	53	0	62
	District	1,211	71	71	72	72	59	72	68	72	73	57	57	68
Statistics	2015	140	38	38	38	45	50	47	17	44	36	32	50	31
	District	1,211	47	47	48	57	45	50	23	49	47	35	46	43

DEA Math		Common Core STRANDS (Average score for each subgroup)												
Grade 7	All Students		Gender (%)		Ethnicity (%)						Status (%)			
	# Students Tested	Overall %	Male	Female	A	B	H	I	M	W	ESE	ELL	F/R	
Numbers	2015	130	70	68	72	73	70	60		68	70	67		68
	District	1,172	64	65	64	80	61	58	40	62	65	55	54	61
Expression	2015	130	53	54	51	78	47	42		55	52	53		54
	District	1,172	49	49	49	65	46	44	33	51	49	44	35	46
Geometry	2015	130	62	64	60	67	46	52		58	64	59		66
	District	1,172	57	57	57	69	51	50	46	57	58	48	32	53
Statistics	2015	130	62	64	59	60	73	55		64	61	58		59
	District	1,172	53	55	51	63	48	44	47	52	55	45	34	49

DEA Math		Common Core STRANDS (Average score for each subgroup)												
Grade 8		All Students		Gender (%)		Ethnicity (%)						Status (%)		
		# Students Tested	Overall %	Male	Female	A	B	H	I	M	W	ESE	ELL	F/R
Numbers	2015	203	75	74	75	83	82	68	75	75	75	57	75	68
	District	990	72	72	72	82	71	70	70	78	71	62	54	68
Expression	2015	203	64	65	64	70	59	67	100	60	65	45	40	56
	District	990	56	57	55	66	53	55	64	57	56	47	49	52
Geometry	2015	203	67	66	67	47	66	76	100	71	66	50	20	60
	District	990	63	63	62	66	58	65	74	66	63	54	57	59
Statistics	2015	203	67	68	67	83	43	79	100	72	67	54	75	62
	District	990	60	59	60	65	51	62	70	66	60	53	50	55

DEA Math		Common Core STRANDS (Average score for each subgroup)											
Algebra 1	All Students		Gender (%)		Ethnicity (%)						Status (%)		
	# Students Tested	Overall %	Male	Female	A	B	H	I	M	W	ESE	ELL	F/R
Quantity	2015	83	76	74	80	75	92	67		79	76	50	67
	District	763	54	52	55	58	47	48	67	53	55	46	35
Algebra	2015	83	81	79	83	100	92	88		82	79	88	84
	District	763	56	55	57	73	51	50	57	55	57	47	36
Functions	2015	83	87	87	88	88	100	88		88	87	96	79
	District	763	58	58	58	69	51	53	68	58	60	47	31
Statistics	2015	83	79	76	84	92	83	62		86	79	67	75
	District	763	60	59	61	69	55	53	63	64	61	50	46

DEA Math		Common Core STRANDS (Average score for each subgroup)											
Geometry	All Students		Gender (%)		Ethnicity (%)						Status (%)		
	# Students Tested	Overall %	Male	Female	A	B	H	I	M	W	ESE	ELL	F/R
Congruance	2015	25	75	74	76	88	63			63	76		
	District	420	51	52	51	52	41	43	50	55	54	36	13
Similarity	2015	25	86	83	88	83	83			84	86		
	District	420	64	64	64	58	54	63	83	69	66	46	50
Circles	2015	25	79	76	81	100	83			59	79		
	District	420	45	45	46	50	30	43	83	45	48	33	17
Geo Equations	2015	25	79	76	81	80	80			60	81		
	District	420	50	49	51	54	43	50	60	49	51	44	40
Measurement	2015	25	79	77	81	67	67			50	83		
	District	420	54	52	56	58	44	53	67	54	56	40	17
Model	2015	25	72	71	73	67	83			59	73		
	District	420	46	46	47	48	37	43	50	50	48	41	0

School	# Students 2015	Test Score				Strand 1	Strand 2	Strand 3
		*2013	*2014	2015		2015	2015	2015
FSA: Algebra 1 EOC		Pass %				Algebra & Modeling (%)	Functions & Modeling (%)	Statistics & The Number System (%)
Ruckel	84	100	100	100	0			
DISTRICT	2,210	77	74	81	+7			
STATE		64	66	67	+1			

* Pearson Algebra 1

School Action Plan

Math: Assessment Data Analysis

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

Ruckel chose to only test our regular sections of Math in 2014-15. Strengths indicated are number sense and geometry. The DEA proficiency scores for the regular section classes indicate that the 7th grade did particularly well, scoring at 80% compared to the district average of 59%. The algebra and geometry students also did well with DEA testing, with Algebra 1 scoring at 99% proficiency and geometry scoring at 96% proficiency. Also looking at ethnicity, Algebra 1 and geometry scored at 100% proficiency in all ethnicities except white (99%) and multiracial (50%). 7th grade did very well in the number of free and reduced students and ESE students that made proficiency with both groups being at 78%.

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

Areas of improvement include a need to focus on expressions for 7th & 8th graders, statistics in 6th & 7th grade, quantity for the students in Algebra I, and models for Geometry students. The DEA testing of regular section students show that we need to improve our proficiency in 6th grade regular math because we were well below the district average in 6th grade proficiency at 69% and we had 0% make it to the 4-5 level in the regular 6th grade math. We need to continue to find ways to help our ESE, ELL, and free and reduced populations, particularly in 6th and 8th grade. Our 6th graders in regular classes scored below the district average in all the strands, and were particularly low in the area of statistics.

School Action Plan

Math: Strategies & Programs to Support the Objectives

Math Focus 1

Focus: Strategies to Support Standards-based Instruction and Assessments

Goal: By the end of the year, we expect our students to be able to... construct viable arguments and critique the reasoning of others.

Professional Development and Activities:

District:

The central message provided (September, October, November/December, and January/February) will focus on the standards and the grade specific FSA item specifications, with a detailed focus on:

- The standards with an emphasis on the Item Specs will drive our instructional focus
 - How does the mastery of the standard begin the instructional process?
 - How do we create multiple activities and strategies to drive instruction of a standard?
 - How are we designing formative and summative assessments with questions that are tied directly to assess knowledge of a standard?
 - How can we embed appropriate math practices, student talk, and spiraling to strengthen student ability to master a standard?

School-based:

1. PLC's will include horizontal and vertical alignment. This will be done so that teachers will be able to meet as a department and discuss viable applications for MP3 for all courses. They will meet as grade level and common course so that they can share strategies that prompt student talk.
2. Utilize school based professional development days to develop strategies to encourage student talk (provided by Instructional Coach)
3. Administrators will visit lessons that promote student talk and provide feedback.
4. School based PD will support student talk.
5. Department Meetings and PLC meetings will be used to discuss ideas and implementation practices of Student Talk
6. PD will be used to teach, model , and practice various discussion and questioning techniques

Item Specs/Backward Design

1. 2.5 Hour PD rotation, teachers will collaborate to determine strategy (pace and plan) to lesson integration regarding math item specs, backward design, formative/summative assessment, student talk and spiraling.
2. Teachers may utilize CPALMS, Textbook and Discovery Education as well as other sources to create lesson plans and utilize student data to aide/support backward design.
3. Teachers may use Interactive notebooks to help all modalities of learning in the classroom.
4. Horizontal Grade level meetings will focus on planning, collaboration, student results, and data from this year as well as years past to aide in backward design.
5. Teachers may utilize Concept Checks and Are You Ready to evaluate student understanding and understanding of prior concepts needed to move forward.

6. Grade level Data Chats are used to discuss/identify students in danger/need of additional assistance in multiple areas and discuss strategies for intervention.

Purposeful Spiraling

1. SBF's have been highlighted with Assessment Limits and calculator use to aide teachers in thoughtful lesson design
2. DEA will be administered three times a year. Teachers will utilize data DEA as well as formative and summative assessment to aide in spiraling decisions; and which concepts to continue to embed in test/quiz question.
3. Close reading strategies are utilized to help students decode word problems and translate them into expressions and equations.

Math – Algebra 1 Honors

1. Algebra Nation will be utilized – insert PD dates
2. Algebra teachers will meet after PD to discuss and share the PD information.

Action Steps for Implementation:**School Implementation Action Steps:**

1. Identify and schedule PLC groupings for OCSD.
2. Create opportunities for Department Meetings to discuss horizontal planning and include Vertical Planning.
3. Utilize the 8 Mathematical Practices throughout planning and instruction.
4. Utilize common summative assessments as much as possible for courses with the same course code, discuss and collaborate design and implementation. Formative assessments may also utilize commonalities but final discretion is left to individual teachers.
5. Teachers will utilize MFAS whenever feasible and discuss results thru collegial discussions.
6. Student talk strategies are exemplified and woven into classroom discussions.
7. Utilize planning time and Department Meeting times to help new Math teachers with planning and implementation of standards. To include use of CPALMS and other electronic resources available to them.
8. Provide new Math teachers with a mentor in the department and grade level (when possible) to help with planning.
9. Practice FSA (Coach workbooks) will be ordered for every math student.

Classroom Implementation Action Steps (Teachers and Students):

1. Students will make a conjecture, explain the math reasoning used, and use examples and counter examples to make a point.
2. Students will regularly learn math concepts and perform problem solving through the use of student talk in group settings.
3. Students/teachers will use different methods to continually assess student level of understanding when concepts are taught, discussed and practiced.
4. Math teachers will use common assessments for summative assessments for courses with the same course code. Formative assessments will be at the discretion of the instructor.
5. Math teachers will learn to use their standards and item specs to formulate questions to varying levels of complexity.
6. Students will continue to use math talk in the classroom , learning as the year progresses.
7. Students will practice with FSA type questioning in homework, tests, quizzes and other assessments used in the classroom both formative and summative.
8. Teachers and students will utilize the Coach FSA practice tests to help prepare students for testing.
9. Teachers utilize multiple forms of communication for parents and students to send and receive data from the classroom. (Ex; Remind 101, class emails, On line text books, ...)
10. DEA data will be utilized to aide in spiraling and identify areas of strength and need in individual classes as well as students.
11. Student and Teachers may utilize the DEA contract that can be sent home with students DEA results.
12. Algebra Nation workbooks, videos and practice assessments will be utilized in the Algebra Classrooms.

Progress Monitoring:			
Initiative	How Often	How Will It Be Monitored	Who Is Responsible To Monitor
Student Talk	Weekly	Teacher Observation, Instructional Rounds, Lesson Plans	Teacher, Administrator
PLC	during PD	SBFs, Walk Through	Instructional Coach, Administrator
Algebra Nation	weekly	videos & workbook pages	Teacher
Assessment Planning	Monthly	Lesson Plans	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

Math: Strategies & Programs to Support the Objectives

Math Focus 2

Focus: Purposeful Spiraling

Goal: By the end of the year, we expect our students to be able to...look for and express regularity in repeated reasoning. They will accomplish this through determining areas of weakness from previous courses and perform exercises and drills until mastery occurs for their grade level standards.

Professional Development and Activities:

District:

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

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

School-based:

1. PLCs will develop specific, focused, and meaningful strategies to review previously taught concepts
2. Teachers will use PLCs by department courses and grade level to look at student data to determine what areas need the most spiraling
3. Teachers will look at student data from DEA to determine area of weakness that need spiraling.
4. School based PD and teacher attended PD will be incorporated into spiraling strategies.
5. Vertical collaboration will be utilized in PLCs to help bring about cohesion and support spiraling from course to course.

Action Steps for Implementation:

School Implementation Action Steps:

1. The Math Department will discuss and review as a whole and in grade levels formative and summative assessments that will be used (i.e. mini-assessments, bellringers, exit passes, concept checks, station activities)
2. Teachers will participate in district led instruction on spiraling.
3. Teachers will utilize PLCs to determine best strategies for spiraling.
4. Teacher will utilize outside resources and experts to enhance spiraling for Ruckel students.
5. Teachers will glean knowledge from student assessment to determine areas to spiral.

Classroom Implementation Action Steps (Teachers and Students):

1. Teachers will guide students to making connections between previously learned concepts and current content.
2. Students will discuss math with others, look for rules and definitions, and step back and shift perspectives.
3. Students will complete spiraling tasks through formative and summative assessments (mini-assessments, bellringers, exit passes, concept checks, station activities)
4. Students will self assess through the use of concept checks and help determine areas in which they need some reteaching.
5. Spiraling will be accomplished but not limited to the following:
 - a) Bell Ringers
 - b) Mini assessments
 - c) Exit Passes
 - d) Station Activity
 - e) Concept Checks

Progress Monitoring:

Initiative	How Often	How Will It Be Monitored	Who Is Responsible To Monitor
Spiraling Assessments	Weekly/Monthly	Assessment data, Lesson Plans	Teacher, Dept Chair, Administrator

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

School Action Plan

Math: Strategies & Programs to Support the Objectives

Math Levels 1 and 2 Focus 1
Focus: Basic Math Skills and Number Sense
Goal: By the end of the year, we expect our students to be able to... demonstrate proficiency in basic mathematical skills.

Professional Development and Activities:
School-based: <ol style="list-style-type: none">1. PLCs will be differentiated by grade level and/or teacher needs in order to share successful learning/teaching strategies2. RAM Class will be held on Fridays for the purpose of Reading, Advising, and Mentoring students3. IM Teachers provided training on Think Through Math program implementation (via county)4. Utilize Coach Workbooks for extra practice5. Use Study Island as an additional resource tool

Action Steps for Implementation:**School Implementation Action Steps:**

1. All students will be encouraged to attend Success Center (after school tutoring/homework help)
2. Identified students will be offered a Mentor
3. Math teachers may provide their own tutoring before or after school and encourage students to attend
4. Identified students will be provided additional math support through the IM class.
5. Students in IM will be provided support through the Think Through Math program.

Classroom Implementation Action Steps (Teachers and Students):

1. Teachers will conduct data chats with students through individual conferencing
2. Students will discuss personal strengths, weaknesses, and goals in Peer Mentoring groups
3. Teachers will implement strategies learned from their PLCs to engage and develop relationships with their students.
4. Teachers will demonstrate and provide access to FSA Portal for practice and modeling of new test expectations.
5. Students will demonstrate new FS through mini assessments and use of technology for practice.
6. Students will work in small groups/stations, one of which will be a teacher directed station.
7. Students will work with IM Aide as needed for individual or small group instruction.
8. Students will utilize Think Through Math, Study Island, and Brain Pop as well as other electronic resources.
9. Students will use Coach Workbooks to practice for the FSA.
10. Teachers will utilize SBF's as well as resources on CPALMS to aide with backward spiraling.
11. Teachers will use DEA data to identify and work with weaker areas for IM students.
12. 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.

Progress Monitoring:

Initiative	How Often	How Will It Be Monitored	Who Is Responsible To Monitor
Mentoring/Data Chats	Monthly	RAM Fridays	Teacher
Success Center	3 days per week	Record of Attendance	Success Center teachers, Administration
Differentiation	Daily	SBFs, Lesson Plans	Teacher, Administration
Think Through Math	Weekly	Program Reports	IM 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 Levels Subgroup Focus	
Subgroup: Levels 4 & 5	Focus: Problem Solving & Critical Thinking
Goal: By the end of the year, we expect our students to be able to... demonstrate proficiency with problem solving and critical thinking skills to include the ability to construct viable arguments and critique the reasoning of others.	

Professional Development and Activities:
School-based:
1. Collegial conversations to facilitate student talk with problem solving and critical thinking skills

Action Steps for Implementation:
School Implementation Action Steps:
1. Department PLCs and data chats discussing student progress
2. Through Success Center, provide opportunities for technology practice for FSA.
3. Utilize Coach Workbooks
Classroom Implementation Action Steps (Teachers and Students):
1. Teachers will demonstrate and provide access to FSA Portal for practice and modeling of new test expectations
2. Students will demonstrate new FS through mini assessments and use of technology for practice
3. Students will participate in class discussions to analyze mathematical reasoning
4. Teachers will provide feedback on the thought processes of student talk
5. Teachers will review assessments (formative and summative) with students to determine areas for improvement

Progress Monitoring:			
Initiative	How Often	How Will It Be Monitored	Who Is Responsible To Monitor
Schedule Lab, COWs, or Chromebooks	Monthly	Teacher, Lesson Plans	Teacher, Administration
DEA & FSA mini assessments	2x Monthly	Teacher, 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 SWD Focus

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:

1. RAM Class held for the purpose of Reading, Advisory, and Tutoring
2. Grade level and Department meeting data chats

Action Steps for Implementation:

School Implementation Action Steps:

1. RAM class used for Teacher Advisory and Peer tutoring.
2. Success Center set up and utilized for students identified through DEA and FSA data (available)
3. Grade level Data chats utilized to monitor student progress.
4. Math Aides will be provided to IM classes and Study Skills classes to increase student understanding and engagement in the classroom.

Classroom Implementation Action Steps (Teachers and Students):

1. Students and Teachers will conduct grade checks and fill out grade sheets to discuss classes that need more attention.
2. Students are instructed how to utilize the gradebook program to self monitor their grades.
3. Students on IEP's are monitored monthly with attention sent to ESE coordinator for concerns.
4. Teachers will participate in IEP conferences/interims will be held when necessary to address individual concerns.
5. Teachers will conference with students on their DEA results.
6. Students identified as Level 1 and 2 on DEA will be given contracts to for student and parent to help aide in students success.
7. Students will form peer mentoring groups in RAM class.
8. Students will be given access and instruction to utilize sites such as Brain Pop, Study Island, Algebra Nation, On-Line Textbook videos and other resources to aide in concepts and strengthen weaker skills.
9. Stations and Remediation software will be utilized in IM classes. (Think Through Math)
10. Teachers in IM and Study Skill classes 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
Critical Thinking Class	Daily	Observation, Walk Through	CT Teacher, Administration
RAM Class	Weekly (Fridays)	Observation, Consultation Logs	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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Objective:
The percentage 8 th grade students who will be proficient in science as defined by the State of Florida on the Florida Comprehensive Assessment Test will be at least 87 %.

Science Proficiency (By School)

Science: Data

			FCAT SCIENCE 2013-2015 Proficiency (By School/Grade)																	
Year	School	Grade	# Students Tested	Achievement Levels					% Proficient	Gender		Ethnicity						Status		
				LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5		M	F	A	B	H	I	M	W	ESE	ELL	F/R
2013	Ruckel	08	297	0%	12%	23%	21%	43%	87%	91%	84%	100%	57%	91%		91%	87%	77%		74%
2014	Ruckel	08	346	1%	16%	24%	25%	34%	83%	84%	81%	80%	67%	75%	100%	59%	86%	48%		63%
2015	Ruckel	08	333	2%	15%	25%	26%	32%	83%	85%	80%	80%	89%	92%		79%	82%	47%	0%	58%
2015	District	08	2,198	10%	27%	25%	18%	20%	63%	65%	61%	76%	36%	54%	86%	64%	68%	31%	12%	45%
2015	STATE	08		22%	30%	23%	13%	12%	48%											

		FCAT SCIENCE 2013-2015 STRANDS (By School)													
GRADE 8		All Students		Gender		Ethnicity						Status			
Year	Name	# Students Tested	Overall	Male	Female	A	B	H	I	M	W	ESE	ELL	F/R	
NATURE	2013	Ruckel	297	82%	82%	82%	85%	68%	84%		85%	82%	71%	73%	
	2014	Ruckel	346	79%	78%	81%	85%	72%	61%	91%	70%	80%	64%	69%	
	2015	Ruckel	333	77%	77%	76%	71%	84%	72%		73%	77%	63%	18%	67%
	2015	District	2,198	68%	67%	70%	74%	57%	62%	75%	68%	71%	52%	34%	61%
ERTH/SPC	2013	Ruckel	297	81%	84%	77%	91%	72%	80%		87%	80%	75%	73%	
	2014	Ruckel	346	77%	80%	74%	77%	72%	67%	80%	65%	78%	64%	69%	
	2015	Ruckel	333	73%	74%	72%	65%	66%	71%		75%	73%	55%	7%	62%
	2015	District	2,198	64%	65%	63%	65%	50%	59%	66%	66%	67%	50%	39%	57%
PHYSICAL	2013	Ruckel	297	82%	83%	80%	98%	76%	78%		84%	81%	76%	72%	
	2014	Ruckel	346	80%	80%	79%	79%	71%	82%	91%	75%	81%	68%	71%	
	2015	Ruckel	333	81%	83%	78%	67%	79%	79%		80%	81%	65%	13%	74%
	2015	District	2,198	71%	72%	70%	75%	59%	67%	74%	73%	73%	57%	43%	65%
LIFE	2013	Ruckel	297	83%	85%	81%	96%	77%	81%		87%	83%	79%	74%	
	2014	Ruckel	346	82%	82%	82%	71%	68%	73%	98%	75%	83%	63%	72%	
	2015	Ruckel	333	77%	80%	75%	81%	78%	78%		75%	77%	66%	53%	67%
	2015	District	2,198	70%	71%	69%	73%	57%	67%	71%	71%	72%	55%	45%	63%

School Action Plan

Science: Strategies & Programs to Support the Objective

Science Focus

Focus: Strategies to Support Standards-based Instruction and Assessments

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

Professional Development and Activities:

District:

The central message provided (September, October, November/December, and January/February) will focus on the standards and the grade specific state item specifications, with a detailed focus on:

- Using Item Specification to drive our instructional focus with an emphasis on the 5 E Instructional Model Creating Teachable Moments by Rodger W. Bybee
 - How does the mastery of the standard begin the instructional process?
 - How do we create multiple activities and strategies to drive instruction of a standard?
 - How are we designing formative and summative assessments with questions that are tied directly to assess knowledge of a standard?
 - How can we embed close reading, student talk, and spiraling to strengthen student ability to master a standard?

School-based:

1. 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. Utilize school and/or district based PD days to develop lessons with a focus on the 5 E Model.
3. All teachers will receive a clicker system and training on the 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.
4. Teachers are able to utilize both Study Island and/or Adaptive Curriculum to support standard based instruction.

Action Steps for Implementation:**School Implementation Action Steps:**

1. Share exemplar lessons and students samples during PD and/or department meetings.
2. Hold science specific PD on the 5 E Model.
3. 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.
4. Purchase a clicker system for all science teachers
5. Deliver training on the utilization of the clicker system.
6. 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.

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 implement the 5 E Model protocol strategies in their classroom instructions.
4. The science teacher will incorporate Nature of Science (data sets, graphs, predictions, analysis, trends) into each assessment to continue spiraling.
5. Science teachers will begin classes with a spiraling bell ringer based on data (DEA, tests, item specs emphasis, etc)
6. The science teacher will embed vocabulary strategies into instruction through purposeful lessons and activities.
7. Teachers will continually update their SBF (standards based form) to monitor and reflect on course standard mastery.
8. Science teachers will incorporate elements of Close Reading in everyday instructional reading, specifically text marking, note taking, and student talk.
9. Students will apply elements of close reading, specifically text marking, note taking, and student talk during everyday instructional reading.
10. Science teacher will model purposeful text marking and note taking strategies (student notebooks) to aid comprehension and facilitate student responses to text dependent questions.
11. Student will use modeled text marking and note taking strategies (student notebooks) to respond to text dependent questions.
12. Science teacher will create text dependent, FCAT-like questions of varying complexity to increase student comprehension of standards.
13. Students will regularly interact with complex text, using text dependent, FCAT like questions as a guide to deepen understanding.
14. STEM teacher will align curriculum to grade level science standards.
15. Science teacher will use DEA and item specifications to achieve student mastery.

Implementation Monitoring:			
Initiative	How Often	How Will It Be Monitored	Who Is Responsible To Monitor
Standards Based strategies	Monthly	Lesson Plans	Administration
PLCs	4 times, 1/2 day PDs	PLC Log	PLC Leader, Dept Chair
Clicker system	teacher dependent	Lesson Plans Walk throughs	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: Strategies & Programs to Support the Objective

Science Focus
Focus: Purposeful Spiraling
Goal: By the end of the year, we expect our students to be able to... analyze information and apply scientific concepts to draw conclusions about new content.

Professional Development and Activities:
District: The central message provided (September, October, November/December, and January/February) will focus on analyzing data for purposeful spiraling. Using item specifications, with an emphasis on: <ul style="list-style-type: none">• What does spiraling look like?• What are different ways teachers are spiraling (Bell ringers, exit passes, etc.)• How is spiraling being determined? (DEA, prior assessments, teacher knowledge, etc.)• How is it occurring within assessments?• How is it monitored by teachers?
School-based: <ol style="list-style-type: none">1. PLCs will be differentiated by grade level, content area, and/or teacher needs to focus on specific spiraling strategies. PLCs will develop lesson plans that focus on needs as determined by student data (i.e. female student performance).2. Utilize school and/or district based PD days to develop spiraling strategies with a focus on the standards.3. Study Island and/or Adaptive Curriculum provided to help with spiraling.

Action Steps for Implementation:
School Implementation Action Steps: <ol style="list-style-type: none"> 1. Develop a schedule for PLCs to monitor spiraling strategies. 2. Embed discussions and strategies on spiraling techniques into department meetings and PLCs. 3. Provide Study Island and Adaptive Curriculum
Classroom Implementation Action Steps (Teachers and Students): <ol style="list-style-type: none"> 1. Teacher will implement spiraling strategies in classroom instructions through the use of bell ringers and/or exit passes. 2. Teacher will implement spiraling strategies in classroom instructions through the use of the textbook and student notebooks. 3. Students will draw upon new and prior knowledge to analyze new situations and data. 4. Students will draw upon new and prior knowledge to come to conclusions about scientific investigations. 5. Students will utilize their notebooks for review and concept checks 6. 8th grade teachers will begin a summative test Focus 3 weeks prior to state testing. 7. Science teachers will use data (quizzes, tests, DEA, etc) to identify standards to spiral and reassess. 8. Teachers will continually update standards based form to monitor spiraling.

Implementation Monitoring:			
Initiative	How Often	How Will It Be Monitored	Who Is Responsible To Monitor
PLCs	4 times, 1/2 day PDs	PLC Log	PLC Leader, Dept Chair
Spiraling strategies	teacher dependent	Lesson Plans	Administration
FCAT FOCUS	teacher dependent	Lesson Plans	Administration

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

Middle School Section

Early Warning Indicators

Early Warning Indicators:

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

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

Description of all intervention strategies used to improve the academic performance of students identified by the early warning system.

1. Bi-monthly meetings with department and grade levels groups to discuss students meeting these indicators
2. Afterschool Success Center tutoring for students in need
3. RAM Class every Friday - Reading, Advisement (w/teacher), Tutoring (w/peers)
4. IM, IR, RAM STARS, and NGCAR-PD classes for students identified with level 1's and 2's
5. Critical Thinking class offered to students showing need for additional support



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 is committed to supporting OCSD's goal of innovative and relevant curricula by continuing to develop and maintain a leading and relevant technology program. This program will prepare students to be prepared for high school and vocational technology and prepare them to pass national certification tests.

Ruckel Middle School will continue to design and support core classes that are aligned with the Florida State Standards. These curricula will be implemented with classes that focus on close reading strategies, encourage student talk, a strong focus on writing from reading and implementation of the shifts in language arts and mathematics.

Ruckel Middle School will be committed to support OCSD's goal of high academic standards by ensuring that all teachers base their instruction on the standards and that they work on Professional Development that will lead to increased student achievement.

Ruckel will incorporate spiraling into daily instruction and will progress monitor all students to ensure that they are all making academic gains.

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

Ruckel Middle School will continue to develop a School Performance Plan that ensures that all students have access to classes that are based on the standards and that strategies are developed which will ensure that all subgroups and levels of learners can be successful.

Ruckel Middle School will be committed to the OCSD's goal by assuring that all students' progress is monitored and communicated to students and parents.

This will be completed through the RAM Class (Reading, Advisory, Tutoring) which meets on Friday mornings.

Ruckel Middle School will continue to be a leader in parent and community involvement through our Mentor and Volunteer Programs. Our Guidance Department will actively seek out mentors and volunteers to help all students have a successful middle school experience.