OCSD Okaloosa County School District

School Performance Plan

20₁₅ - 20₁₆

School Name: Okaloosa STEMM Academy

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 $644, **will primarily be used for** Teacher Mini Grants

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

Wanda Avery
Principal's Signature

Patrick Connolly
SAC Chairperson's Signature

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
Lee Arsenault	Science Teacher
Tim Flynn	Social Studies Teacher
Chris Gee	Social Studies/Math Teacher
Rob Jernigan	Math Teacher
Rosemarie Morris	Math Teacher
Melanie Palmer	ELA Teacher
John Reaves	Soial Studies Teacher
Angela Robinson	Science Teacher
Sarah Wilson	Science Teacher
Neely Calhoun	Teacher on Special Assignment
Wanda Avery	Assistant Principal
Christy English	ELA Teacher

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

The Administrator at Okaloosa STEMM Academy invited members of our faculty to participate in the development of the School Performance Plan. Six members of the faculty attended two trainings with the administrator this summer to understand the process and procedure in writing the new plan. The stakeholders reviewed the data from the previous school year to determine if the goals of last year's SPP were attained. From that point, the team began to analyze our most current data to not only measure areas of strengths and weaknesses, but to begin to construct our plan to ensure continuing improvement in student achievement and professional development at Okaloosa STEMM Academy.

School Profile

The Okaloosa Science, Technology, Engineering, Mathematics, and Medical (STEMM) Academy (OSA) is an innovative sixth through eighth grade middle school with a curriculum focused on academic rigor and acceleration. The OSA is one component of a multi-faceted STEMM Center, all of which is housed on the campus of the former Valparaiso Elementary School.

Student enrollment is carefully determined; selection was based on demonstration of exceptional promise in science and math (e.g., FCAT Level 5 in Math) as well as personal attributes associated with an independent learner: perseverance, motivation, and a desire to excel. The goal of OSA is to cultivate the next generation of engineers, scientists, and technical professionals. Transportation is provided for students from all corners of the county, relying on hub pick-ups to maximize the attendance area but minimize the cost.

The curriculum has been specifically designed to enable students to transition to high school already having completed numerous high school courses (i.e., Alg. 1 Honors, Geometry I Honors, Physical Science Honors, and Earth Space Science Honors). The OSA follows a block schedule in order to provide performance based and laboratories instruction. The classroom settings are enhanced by high tech equipment and resources, many of which were contributed by military, community, private, business, or non-profit organizations.

The 200 students attending the STEMM Academy are of varied backgrounds and come from a variety of communities from across Okaloosa County. Of the 200 students presently enrolled, 78% are Caucasian, 6% are Asian, 4% African-American, 6% are Hispanic, 6% are multiethnic/multiracial. Representing other subgroups, 19.4% of students qualify for free or reduced lunch and 38% of students hold an ESE eligibility (e.g., SLD, OHI, S&L, gifted).

In addition to the OSA, the STEMM Center hosts an impressive teacher training facility for all district teachers to receive professional development in STEMM based practices, and a state and national award-winning field experience program for district students.

OSA Mission: Through rigorous and innovative academic programs using community partnersips to enrich learning, we inspire students to be intellectually curious, critical thinkers, and creative problem-solvers so they may become the next generation of Science, Technology, Engineering, Mathematics, and Medical (STEMM) leaders.

Community and Parent Awareness

STEMM Center - Middle 0721	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. My child's school emphasizes academic performance as the number one priority.	84%	90%	8%	5%	4%	0%	0%	2%	4%	2%	75	42
2. Our principal is an effective leader who meets the needs of our students.	68%	48%	24%	24%	3%	12%	1%	10%	4%	7%	75	42
3. As a parent, I am made aware of the curriculum program for my child's grade level or course.	44%	46%	39%	37%	8%	5%	3%	12%	7%	0%	75	41
4. The school uses a variety of methods for parent communication.	64%	60%	24%	19%	7%	12%	3%	7%	3%	2%	75	42
5. Parent input is valued at my child's school.	47%	48%	32%	26%	12%	12%	4%	7%	5%	7%	73	42
6. Clear expectations of conduct and behavior are communicated to my child.	72%	76%	19%	17%	3%	5%	1%	2%	5%	0%	75	41
7. My child's school maintains a safe environment.	84%	74%	12%	21%	0%	0%	1%	2%	3%	2%	75	42
8. Homework is used to reinforce what is taught in the classroom.	61%	62%	27%	26%	5%	5%	5%	2%	1%	5%	75	42
9. My child's school treats everyone fairly, regardless of race, economic status, or other relationships.	73%	88%	8%	5%	7%	0%	1%	2%	11%	5%	75	42
10. School funds are used to support the school in a financially responsible manner.	63%	64%	8%	14%	8%	2%	3%	2%	19%	17%	75	42
11. As a parent, I feel welcome at my child's school.	66%	64%	25%	24%	1%	7%	4%	2%	4%	2%	73	42
12. The guidance department at my child's school provides for the educational success of my student.	28%	26%	16%	21%	5%	2%	5%	10%	45%	40%	75	42
13. I am satisfied that my child's teachers do a good job educating my child.	64%	67%	21%	21%	7%	7%	4%	5%	4%	0%	75	42
14. My child's school is well maintained.	59%	64%	24%	24%	8%	7%	3%	2%	5%	2%	74	42
15. The amount of time required for my child's homework assignments is appropriate.	39%	43%	28%	31%	15%	12%	16%	12%	3%	2%	75	42
16. The health services provided at my child's school support his/her wellness.	36%	24%	15%	17%	11%	7%	3%	10%	36%	43%	75	42
Total Survey Results	**59%**	**59%**	**21%**	**21%**	**6%**	**6%**	**4%**	**6%**	**10%**	**9%**		

Community and Parent Awareness

What does the data tell you regarding the positive aspects of your school?
Survey results and feedback reveal that parents acknowledge and perceive that the school is a safe environment where parents feel welcome, and that all students are treated fairly , regardless of race, economic status, or other relationships.   Results are also favorable in that academic performance is a priority , homework is used to reinforce what is taught in the classroom, and that expectations for student behavior and conduct are communicated very clearly. The approval rating of leadership at the STEMM Academy increased 20% from 2014 to 2015.

What does the data tell you regarding the opportunities for improvement in your school?
Survey results and feedback indicate that we have opportunities to improve in our guidance and health services with our addition of a part-time guidance counselor and a new heath technician. The amount of time required for homework assignments is a concern to parents.

Provide a description of the various forms of communication to your community and parents.
The Okaloosa STEMM Academy utilizes the following for parental/community communication: -Monthly eNewsletters   - Parent/Teacher conferences -EDMODO   -Interim Progress Reports -Webpage   -Flight Advisory - Guest speakers -Open House   -Emails   -Remind 101

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
Stemm	2013	A	97	97	100	100	51	51	67	72	69	72	69	NO			597	800	NA	28	22
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
Stemm	2014	A	99	99	99	99	60	60	65	75	78	75	78	NO			629		NA	13	18
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				
Stemm	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):	1 Teachers with reading certification/endorsement	1Teachers 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	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4-5	% Proficient	M	F	A	B	H	I	M	W	ESE	ELL	F/R
2013 Post Test (C)																	
2014 Post Test (C)																	
2015 Post Test (C)	64	2%	0%	36%	63%	98%	98%	100%	100%	100%	100%		100%	98%	100%		100%
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	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4-5	% Proficient	M	F	A	B	H	I	M	W	ESE	ELL	F/R
2013 Post Test (C)																	
2014 Post Test (C)																	
2015 Post Test (C)	52	0%	6%	52%	42%	94%	97%	89%	100%	100%	75%	100%	100%	95%			86%
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	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4-5	% Proficient	M	F	A	B	H	I	M	W	ESE	ELL	F/R
2013 Post Test (C)																	
2014 Post Test (C)																	
2015 Post Test (C)	60	0%	5%	53%	42%	95%	94%	96%	100%	100%			100%	93%	100%		93%
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													
	2014													
	2015	64	86	86	87	100	84	78		85	87	83		82
	District	1,236	68	67	69	73	63	64	64	70	69	55	55	64
Language	2103													
	2014													
	2015	64	74	72	77	79	50	86		70	75	79		69
	District	1,236	53	52	54	62	44	48	43	52	55	44	37	49
Information	2103													
	2014													
	2015	64	84	83	86	85	90	80		85	84	85		90
	District	1,236	66	66	67	72	60	63	53	69	67	57	54	63
Writing	2103													
	2014													
	2015	64	87	86	91	87	96	79		89	87	87		85
	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													
	2014													
	2015	52	83	83	82	100	50	67	100	89	84			88
	District	1,233	59	58	60	63	54	53	62	62	61	51	37	55
Language	2103													
	2014													
	2015	52	76	77	75	88	63	57	88	79	77			72
	District	1,233	50	48	53	55	46	44	65	51	52	41	27	45
Information	2103													
	2014													
	2015	52	86	86	85	90	80	78	90	100	85			83
	District	1,233	69	68	70	71	62	60	69	72	71	61	40	65
Writing	2103													
	2014													
	2015	52	90	90	90	100	80	83	100	97	90			91
	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													
2014													
2015	**60**	**87**	**86**	**88**	**75**	**92**			**92**	**86**	**83**		**88**
District	1,305	75	73	77	78	70	71	75	80	76	66	49	71
Language													
2103													
2014													
2015	**60**	**81**	**82**	**80**	**76**	**88**			**89**	**80**	**88**		**74**
District	1,305	66	65	68	71	61	58	69	69	68	54	41	61
Information													
2103													
2014													
2015	**60**	**80**	**81**	**80**	**60**	**73**			**84**	**81**	**80**		**79**
District	1,305	61	61	61	63	56	55	75	62	63	51	39	56
Writing													
2103													
2014													
2015	**60**	**87**	**84**	**90**	**65**	**98**			**94**	**85**	**90**		**84**
District	1,305	72	70	74	76	67	64	70	76	73	58	46	67

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School Action Plan
ELA (Reading): Assessment Data Analysis

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

DEA Reading data shows the following :

*Overall proficiency is well above the district average at 90% in 6th, 7th, and 8th grade. Sixth grade is highest at 98% .

*Only 7 out of 176 students scored below proficiency (4%).

* All subgroups show percent of items answered correctly well above the district average. The lowest percent of items answered correctly (75%) of all subgroups is in the 7th grade Hispanic population, however their score is still well above the district average.

*All three grades scored highest in the Writing Strand (6th at 87%, 7th at 90% and 8th at 87%) while the students in the eighth grade also scored high in the Literature Strand (87%).

*The data from the Civics EOC shows that only 1 student (2%) did not meet proficiency.

* Overall the percent of items answered correctly was highest in the Origins and Purposes strand.

*The subgroups with the highest percentage of correct answers was the Mixed race students (92%) in the Origins and Purposes strand and the Asian students (92%) in the Role strand.

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

DEA Reading data shows the following:

*Females (89%), Hispanics (75%), and lower socioeconmic (86%) students in 7th grade had the lowest percent proficiency among the school population.

*Sixth grade students scored lowest in the Language strand at 74% overall. Male (72%), African American (50%), Mixed race (70%), and lower socioeconomic students were the lowest scoring subgroups the in this strand.

*Seventh grade students also scored lowest in the Language strand at 76% overall. African American (63%), Hispanic (57%), and lower socioeconomic (72%) students were the lowest scoring subgroups in this strand.

*Eighth grade students scored lowest in the Information strand at 80% overall. Asian (60%) and African American(73%) students were the lowest scoring subroups in this strand.

*Asian students not only scored the lowest of any subgroup in the Language strand, they also scored the lowest of any subgroup in the Literature and Writing strands.

The data from the Civics EOC shows that the lowest average percentage of correct answers occurred in the Function strand with 73% overall.   Lowest percent of correct answers were by Hispanics (54%) in Government and African American (67%) in Function strands.

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… use text marking/note taking, writing through reading, text dependent questions, and student talk strategies in order to move basic comprehension (literal understanding) to deeper understanding (inferential understanding) of the text through Close Reading Process and Everyday Instructional Reading.

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. Based on teacher need and interest, pd will be offered pertaining to the close reading process or individual components of the process , specifically text dependent questions, in small grade levels or content area groups. (Sept. 15, Oct. 19, Nov. 10, Jan. 25)

2. Share exemplar TDQ/Rigorous Reading lessons and student samples during subject area PLCs.

3. PLCs consisting of different content area teachers will perform a book study on Text Dependent Questions and Reading in the Wild (Donalyn Miller).

4. The PLC completing a book study on TDQ/Rigorous Reading will design a presentation to help other teachers learn and implement the material. |

5. Utilize school-based professional development days to include close reading lessons with a focus on creating text-dependent questions, text-marking and note-taking with the help of an instructional coach.

Action Steps for Implementation:

School Implementation Action Steps:

1. Secure dates for the school-based professional development activities with Instructional Coach for socratic seminar training dates no later than 8/24.

2. Create a school-based calendar of professional development, grade level, and content area meetings for dissemination during pre-planning no later than 8/24.

3. Purchase copies of PLC book, TDQ/Rigorous Reading with the assigned presentation of PLC leader.

4. Develop a PD plan and schedule the presentation by Jan. 2016.

5. During faculty meetings, team meetings, and department/grade level meetings, faculty member will bring exemplars of student work.

6. Discussions will focus on successes, questions, and concerns in regards to close reading implementation.

Classroom Implementation Action Steps (Teachers and Students):

1. Teachers will implement Close Reading Strategies from TDQ/Rigorous Reading discussed in PLC and district led PD.

2. Students will create an electronic or paper portfolio/journal or record of their close reading efforts and notes.

3. Teachers will create text dependent questions of varying complexity as the vehicle to drive student comprehension (from literal to inferential) throughout each read of the Close read.

4. Students will regularly interact with texts, using text dependent questions as a guide to navigate these texts and deepen understanding.

5. Teachers will create and model purposeful text marking /note-taking strategies to aid comprehension and facilitate student response to text dependent questions. Grade levels will collaborate to determine common text marking/note taking strategies.

6. Students will use modeled text marking/note-taking strategies to respond to text dependent questions of varying complexity.

7. Teachers will use standards and Item Specs to create and model how to write appropriately complex questions and utilize answer stems.

8. Students will routinely write and answer questions of varying complexity constructed from standards and Item Specs.

Progress Monitoring:			
Initiative	**How Often**	**How Will It Be Monitored**	**Who Is Responsible To Monitor**
Close Reading Process: text dependent questions, text marking/note taking, purposeful culminating tasks	Weekly	Walk-through, lesson plans, Faculty discussions	Administration
PLCs	Quarterly	PLC Action Plan, PLC discussions	Administration
Standards and Item Specs Question Writing	Weekly	Walk-through Lesson plans, Faculty discussions, student exemplars	Administration
Student Portfolios	Bi-monthly	Lesson plans, Teacher-created assessments, exemplars	Classroom Teacher, Administration, Students

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… read from multiple sources and respond to prompts or questions using evidence from texts and non-textual information to compose argumentative and informational essays with evidence and elaboration.

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:
    o Unpacking the Prompt
        ▪ How the task determines the purpose and audience
    o Marking the Text
        ▪ The purposeful text marking aligns with the task and purpose
    o Planning for the Essay
        ▪ Planning provides guidance and aids student's thesis/claim
    o 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. Design lesson plans and assignments across curriculums to incorporate Science and History into the ELA content area. 2. Utilize school-based professional development days to create cross-curricular writing through reading lesson plans that incorporate multiple texts, citing from sources, and creating and supporting claims using Achieve 3000 and Newsela articles to provide support for writing through reading as a resource for sources or prompts. 3. School –wide diagnostic and post-test informational and argumentative assessments will be used to gauge and instruct student writing.

Action Steps for Implementation:

School Implementation Action Steps:

1. Teacher will create cross-curricular assignments which will incorporate Science and History in students' reading and writing and assess.

2. Teachers will score essays in small groups and discuss scoring.

Classroom Implementation Action Steps (Teachers and Students):

1. Teacher will implement strategies from the District message into their classroom instruction.

2. Students will participate in at least 1 timed writing exercise near the end of each quarter to assess their writing progress.

3. Students will have two cross-curricular writing assignments which will be graded by two teachers on content and mechanics to broaden their ability to write from different content areas.

4. Students will maintain writing portfolios to demonstrate growth and mastery in the two writing genres.

5. Teachers will conference with students regarding their essays, give written feeback, and allow for student revisions of work.

6. Schedule for cross-curriculum writings to include the approximate length of passages. One text may be more complex than another; multimedia may be included (such as a close read of a short video clip). Informational writings should include 3 stimuli. Argumentative writings should provide at least 2 articles that support one side that students may utilize (not one pro article and one con article).

First Quarter:

Late August: Diagnostic of Informational Writing

Late September: Teachers will design a cross-curricular writing project. Social Studies teachers will choose 2-3 sources at grade level and close read them with students. Language Arts' teachers will design a unit on instructional writing. Students will write an essay based on their close read and skills from informational unit.

October: Students will be given another timed Informational test that will count toward their Language Arts' grade.

Second Quarter:

Late October: Diagnostic of Argumentative Writing

Early November: Teacher will design a cross-curricular writing project. Science teachers will choose 2- 3 sources at grade level and close read them with students. Language Arts' teachers will design a unit on argumentative writing. Students will write an essay based on their close read and skills from the argumentative unit.

Early December: Students will take another timed Argumentative test that will count toward their Language Arts' grade.

January: Students will take Okaloosa Writes type Semester Exam.

Third Quarter:

Late January: Students will complete another close read with Social Studies teachers of tests from an Argumentative perspective. 2-3 sources

Early-Mid February: Students will write another argumentative essay, this time with a focus on Social Studies.

February: Students will complete another timed test in argumentative writing which will also count toward their Language Arts' grade.

Fourth Quarter:

March: Students will complete another close read with the Science teachers of texts from an informational perspective. 2-3 sources

Early April: Students will write another argumentative essay with the informational focus on Science.

Late April: Students will take another timed test in Informational Writing which will also count toward their Language Arts' grade.

Grade Band Minimum/Maximum Passage Length for Literary and Informational Text/Literary Nonfiction

 6 – 8   400 – 1,000 words

9 – 11   500 – 1,500 words

•   This plan ensures that the students' writing skills are honed in different styles across curriculum. Throughout the year, they will learn how to compose timed and process writings. This plan also ensures that 3 core subjects are incorporating close reading and writing. Narrative writing instruction will be incorporated into smaller assignments throughout the year, primarily in language Arts' classes.

Progress Monitoring:			
Initiative	**How Often**	**How Will It Be Monitored**	**Who Is Responsible To Monitor**
Classroom Implementation of Writing Informational and	Monthly	Walkthroughs, Lesson plans, progress chats with faculty	Administration
Student portfolios	Bi-monthly	Lesson plans, Teacher-created assessments, student exemplars	Students, 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 3 (Optional)
Focus: Student Talk
Goal: By the end of the year, we expect our students to be able to…effectively engage in collaborative discussions in a variety of groupings (one-on-one, small group, whole group), present claims or evaluations in a coherent manner, and to form their own questions in order to participate in student led discussions.

Professional Development and Activities:
School-based:
1. PLC focus on Socratic Seminars will be organized and led by instructional coach, Ms. Tulsa Moore. to improve strategies and implementation of student talk. 2. A common set of Discussion Guidelines and Rubric for Socratic Seminars will be implemented across grade levels and subject areas.

Action Steps for Implementation:
School Implementation Action Steps: 1. Set dates with instructional coach for implementation of Socratic Seminar study. 2. Attend meetings for Socratic Seminars. 3. Teachers will use text dependent questions and conversation stems during the first semester. Teachers will implement two Socratic Seminars during the second semester. 4. Monitor success and concerns in progress chats at PLC and/or department meetings. 5. Share exemplar lessons and student work at department meetings and PLC meetings. 6. Provide student with sentence frames, discussion guidelines, and rubrics to aid in scaffolding with student talk.
Classroom Implementation Action Steps (Teachers and Students): 1. Teachers will create opportunities for student talk/ discussion through purposeful text dependent questions and writing tasks to build student comprehension, stamina, and persistence in reading. 2. Teachers will implement student talk strategies from Socratic Seminars in their classrooms. 3. Students will utilize student talk strategies (sentence frames, talk moves, Go-Go-Mo, debates) to respond to text dependent questions and prepare for writing activities. 4. Students will participate in planned discussions on a monthly basis and monitor their own success through use of a checklist or rubric. 5. Students will design their own high order questions for the class or group as modeled by the teacher through Gradual Release of Responsibility.

Progress Monitoring:			
Initiative	**How Often**	**How Will It Be Monitored**	**Who Is Responsible To Monitor**
Student Talk	Weekly, Quarterly	Lesson plans, Walk-throughs, Progress Chats	Administration
Socratic Seminar/Circles	Monthly	Lesson plans, Walk-throughs, Progress Chats	Administration
PLC's	Montly	PLC Action Plan, Presentations	Administration, Instructional Coach
Student checklists/rubrics	Bi-monthly	Lesson Plans, Portfolios, students exemplars	Administration, Teachers, Students

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…

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 Subgroup Focus

Subgroup:	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 SWD Focus
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
Social Studies

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

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

Civics Proficiency (By School)

Social Studies: Data

CIVICS EOC Proficiency 2015 (By School)

School	# Students Tested	1	2	3	4	5	Proficient	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
		Achievement Levels						**Gender**		**Ethnicity**						**Status**			**Grade Level**			**Course**			
Stemm	53	0%	2%	8%	23%	68%	98%	100%	95%	100%	100%	100%	100%	100%	98%			100%		98%				98%	
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	# 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	Stemm	69	74%	78%	69%	54%	50%			86%	74%	67%		62%			74%	
	2015	**Stemm**	53	83%	84%	80%	75%	83%	75%	83%	92%	83%			70%			83%	
	2015	DISTRICT	2,124	58%	59%	57%	66%	49%	50%	63%	59%	60%	44%	31%	51%	50%	33%	70%	71%
Role	2014	Stemm	69	77%	78%	76%	71%	63%			83%	77%	92%		71%			77%	
	2015	**Stemm**	53	81%	83%	76%	92%	75%	81%	83%	83%	80%			79%			81%	
	2015	DISTRICT	2,124	62%	61%	63%	67%	51%	54%	66%	63%	65%	48%	33%	56%	55%	33%	74%	68%
Govt	2014	Stemm	69	74%	76%	70%	58%	63%			77%	74%	67%		70%			74%	
	2015	**Stemm**	53	77%	80%	72%	75%	75%	54%	83%	81%	79%			71%			77%	
	2015	DISTRICT	2,124	61%	61%	60%	65%	52%	53%	71%	61%	63%	47%	34%	55%	53%	39%	72%	67%
Funct	2014	Stemm	69	75%	76%	74%	75%	71%			77%	75%	75%		69%			75%	
	2015	**Stemm**	53	73%	77%	65%	75%	67%	60%	100%	81%	73%			75%			73%	
	2015	DISTRICT	2,124	57%	57%	56%	61%	48%	49%	68%	57%	59%	43%	32%	50%	49%	33%	67%	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 complex texts, pictures, graphs, and maps using close reading protocols such as reading with a purpose, text-marking, note-taking, answering text-dependent questions, utilizing student talk and writing.

Professional Development and Activities:
School-based:
1. PLCs will consist of two or three teachers and will be differentiated according to grade level and/or teacher need in respect to close-reading training. 2. Utilize school-based professional development days to develop close reading lessons with a focus on text-marking and note-taking with the help of an instructional coach.

Action Steps for Implementation:

School Implementation Action Steps:

1. Meet with the faculty to create a Needs Assessment survey regarding close reading protocol.

2. Determine which faculty members will make up the PLC who will focus on and lead close reading presentations.

3. Develop a PD plan and schedule for Close Reading.

4. Utilize school-based professional development days to attend Socratic Seminars.

5. During faculty meetings, both presenters and other faculty members will bring exemplars of student work.

6. Discussions will focus on successes, questions, and concerns in regards to close reading implementation of Mini-Qs and Socratic seminars.

Classroom Implementation Action Steps (Teachers and Students):

1. Teachers will implement Close Reading Strategies discussed in PLC or at faculty PLC presentations and/or Mini-Q project strategies discussed in district DBQ trainings in classroom instruction.

2. Students will close read short, complex passages for a purpose.

3. Students will re-read text and mark the text appropriately.

4. Students will take notes on the passage.

5. Students will answer text dependent questions.

6. Close reading will extend into discussion and writing.

7. Students will create an electronic or paper portfolio or record of their close reading efforts and notes.

8. Students will partake in Socratic Seminars to expand on what they read.

Implementation Monitoring:			
Initiative	**How Often**	**How Will It Be Monitored**	**Who Is Responsible To Monitor**
Implementation of Mini-Qs in the classroom instruction.	One per semester	Walk-throughs, Lesson Plans, Faculty Discussion	Administration
PLCs	Bi-Monthly	PLC Action Plan, PLC presentations	Administration, PLC leader
Classroom Implementation of Close Reading Protocol	Monthly	Walkthroughs, Lesson plans, Faculty Discussion, student exemplars	Administration
Student Portfolios	Bi-Monthly	Lesson Plans, assessments, exemplars	Classroom Teacher, Administration, Students

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… read from multiple sources and respond to prompts or questions using evidence from texts and non-textual information.

Professional Development and Activities:
School-based: 1. PLCs will meet bi-quarterly to discuss sources to be used in cross-curriculum writing assignments or implementation procedures of the Mini-Q projects. 2. PLCs will consist of two to three teachers and will be differentiated according to grade level and/or teacher need in respect to informative and argumentative writing. 3. Design lesson plans and assignments across curriculum to incorporate ELA into Social Studies content area and to incorporate Social Studies content in ELA content area.

Action Steps for Implementation:

School Implementation Action Steps:

1. Meet with the faculty to create a Needs Assessment survey regarding argumentative and informative writing styles.

2. Obtain Mini-Q resource materials from District for all three grade levels.

3. Determine which faculty members will focus and lead the Mini-Q and source material discussions.

4. Develop a PD plan and schedule for the first Mini-Q to be completed by the end of the first semester.

5. During faculty meetings, Social Studies teachers will bring exemplars of student work.

6. Discussions will focus on successes, failures, questions, and concerns in regards to the Mini-Q process and the collaboration with the ELA department on source material for the bi-semester writing process.

7. Develop a plan to implement a total of two cross-curricular writing assignments based on primary and secondary source material that use informative or argumentative writing prompts.

Classroom Implementation Action Steps (Teachers and Students):

1. Teachers will implement strategies discussed at training workshops for the Mini-Q project.

2. Students will use close reading strategies to practice in order to construct good, clear pieces of writing cross-curricular papers. Social studies teachers will grade for claim, support, and explanation while ELA teachers will grade for mechanics and organization.

3. Students will use strategies to plan their writing in an organized manner.

4. Students will use all the sources provided to effectively write with textual evidence.

5. Students will create an electronic or paper portfolio to record their writing through reading efforts and notes for each Mini-Q and collaborative essay to evaluate previous performances and measure growth.

Implementation Monitoring:			
Initiative	**How Often**	**How Will It Be Monitored**	**Who Is Responsible To Monitor**
Implementation of Mini-Qs in the classroom instruction.	One per semester	Walk-throughs, Lesson Plans, Faculty Discussion	Administration
PLCs	Bi-Monthly	PLC Action Plan, PLC presentations	Administration, PLC leader
Student Portfolios	Quarterly	Lesson Plans, assessments, exemplars	Classroom Teacher, Administration, Students
Implementation of collaborative ELA essays in the classroom instruction	One per semester	Walk-throughs, Lesson Plans, Faculty Discussions, Student exemplars	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 100 %.
AMO: The percentage of SWDs who will be proficient in math on the Florida Standards Assessment Test will be at least 100 %
AMO: The percentage of ELL students who will be proficient in math on the Florida Standards Assessment Test will be at least 0 %
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 100 %.
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 100 %.
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 100 %

DEA Math Proficiency (By Grade)
Math: Data

DEA Math	PROFICIENCY (Based on Common Core Assessment)																
Algebra 1	**Achievement Levels**					**% Proficient**	**Gender**		**Ethnicity**						**Status**		
	# Students Tested	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)	50	0%	22%	66%	12%	78%	88%	59%	100%	50%	50%	100%	100%	80%			57%
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	**Achievement Levels**					**% Proficient**	**Gender**		**Ethnicity**						**Status**		
	# Students Tested	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)	55	0%	18%	69%	13%	82%	75%	91%	50%	100%			75%	84%	100%		80%
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)

Algebra 1		All Students		Gender (%)		Ethnicity (%)						Status (%)		
		# Students Tested	Overall %	Male	Female	A	B	H	I	M	W	ESE	ELL	F/R
Quantity	2015	50	59	63	53	83	84	58	100	33	58			55
	District	763	54	52	55	58	47	48	67	53	55	46	35	49
Algebra	2015	50	63	68	55	75	75	61	83	59	63			55
	District	763	56	55	57	73	51	50	57	55	57	47	36	51
Functions	2015	50	75	78	68	75	75	75	100	88	73			65
	District	763	58	58	58	69	51	53	68	58	60	47	31	50
Statistics	2015	50	66	69	62	83	58	46	33	67	69			69
	District	763	60	59	61	69	55	53	63	64	61	50	46	55

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	55	60	57	64	57	32			63	61	63		55
	District	420	51	52	51	52	41	43	50	55	54	36	13	45
Similarity	2015	55	76	76	77	50	67			83	77	50		71
	District	420	64	64	64	58	54	63	83	69	66	46	50	59
Circles	2015	55	55	54	56	59	50			48	56	67		56
	District	420	45	45	46	50	30	43	83	45	48	33	17	39
Geo Equations	2015	55	56	53	59	50	60			58	55	60		51
	District	420	50	49	51	54	43	50	60	49	51	44	40	45
Measurement	2015	55	70	63	79	59	84			79	68	100		68
	District	420	54	52	56	58	44	53	67	54	56	40	17	48
Model	2015	55	56	53	59	42	75			58	55	83		55
	District	420	46	46	47	48	37	43	50	50	48	41	0	41

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 (%)
Stemm	53		91	**100** +9			
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?
*The DEA data for Algebra I shows that 78% were proficient overall with the male subgroup at 88% the white subgroup at 81%, and the Asian and Indian/Mixed subgroups at 100%. The average score was highest in the Functions strand at 75% correct answers. The Indian subgroup scored highest in the Quantity and the Functions strands at 100% correct answers. Males scored higher that females in all strands. All but 3 subgroups scored higher than the district average. The passing rate for the Algebra 1 EOC was 100% this year, 9% higher than last year. * The DEA data for Geometry shows that 82% were proficient overall with the female subgroup (91%) scoring higher than the males. The ESE subgroup was 100% proficient, the White subgroup was 84% proficient, and the lower socioeconomic subgroup was 80% proficient. Students scored the highest average score overall (76%) in the Similarity strand. Subgroups scoring the highest average scores are the mixed (83%) and white (77%) in the Similarity strand, the males (79%), African American (84%), and ESE (100%) students in the Measurement strand, and ESE students in the Model strand. *The midyear DEA test B (7th grade test) for our 6th grade students in pre-algebra showed that 100% of the students were proficient with % correct in all strands above the District average. 86% of these students showed learning gains with a 3.22 gain factor.

What does the analysis tell you about your school's opportunities to improve?
*The DEA data for Algebra I shows that the lowest scoring subgroups were the female(59%), African American (50%), Hispanic (50%), and lowest socioeconomic (57%) students. The average score was lowest in the Quantity strand (59%) and the Algebra strand (66%) correct answers. Subgroups scoring the lowest was the Mixed students (33%) in the quantity strand and the Hispanic (46%) and Indian (33%) students in the Statistics strand. * The DEA data for Geometry shows that the lowest scoring subgroup was Asian (50%). Males (75%) scored lower that females (91%). Students scored lowest overall (below the district average) in theCircles (55%), Geo Expressions(56%), and the Model (56%) strands.

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… demonstrate mastery of each standard contained in the course descriptions.

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: Teachers will create standards based units working as a PLC. Teachers will be using MFAS on cPALMS to develop formative assessments based on individual standards as a PLC.

Action Steps for Implementation:
School Implementation Action Steps:
Teachers will meet in a PLC to develop standards based units of instruction.
Teachers will become proficient in the use of MFAS on cPALMS through PLC.
Book study on 5 Practices for Orchestrating Productive Mathematics Discussions will be conducted during monthly math PLC meetings.
Algebra I teacher to attend AlgebraNation training through the district PLC.
Classroom Implementation Action Steps (Teachers and Students):
Teachers will design units based on MFAS on cPALMS.
Teachers will design activities modeling those in "5 Practices for Orchestrating Productive Mathematics Discussions."
Students will engage in productive mathematic discussion in which teachers will formatively assess student understanding.

Progress Monitoring:			
Initiative	**How Often**	**How Will It Be Monitored**	**Who Is Responsible To Monitor**
Unit and activity design	Monthly	Classroom observations and submitted lesson plans	PLC Teams, Administration
Implementation of strategies and activities from "5 Practices for Orchestrating Productive Mathematics Discussions" in classroom instruction.	Each 9 weeks we will implement two specific activities or strategies.		

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…

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. Teachers will utilize district level training, site based collaboration, and teacher reflection to build skills. 2. PLCs will meet quarterly 1/2 days. 3. Utilize school-based professional development days lead by district instructional coach to train teachers to effectively spiral scaffolded concepts

Action Steps for Implementation:

School Implementation Action Steps:

1. Teachers will meet quarterly to discuss effective ways of spiraling as learned in district led professional development.

2. Teachers will share methods of spiraling during school based professional development days with each other at STEMM.

Classroom Implementation Action Steps (Teachers and Students):

1. Teachers will design and implement spiraling activities in their classrooms after attending district led professional development.

2. Teachers will include spiraled standards on their chapter reviews in preparation for spiraled questions on assessments.

3. Teachers will analyze comprehensive assessments for areas of strengths and weaknesses.

4. Students will practice previously learned concepts.

5. Students will solve multi-step problems that incorporate previously learned concepts.

Progress Monitoring:			
Initiative	**How Often**	**How Will It Be Monitored**	**Who Is Responsible To Monitor**
Classroom Implementation of spiraling	Monthly	Walkthroughs, Lesson Plans, Progress Chats with Faculty	Administration
PLCs	Monthly	PLC Action Plan, presentations	Administration, PLC Team

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:
Goal: By the end of the year, we expect our students to be able to… achieve learning gains in targeted areas.

Professional Development and Activities:
School-based:
1. Math teachers will attend PD training to learn spiraling protocol to help Level 2 math students.
2. PLCs will be organized by teacher need in regards to spiraling strategies for level 1 and 2 math students.
3. Utilize school-requested PD days for training from math coaches in order to strengthen spiraling strategies.

Action Steps for Implementation:
School Implementation Action Steps:
The students who received a Level 2 on FCAT or EOC test will be placed in a math tutoring/remediation program specifically designed with emphasis in spiraled math concepts
Classroom Implementation Action Steps (Teachers and Students):
1. Data analysis will be performed by teacher on assessments.
2. Spiral strategies will be incorporated in the classroom.
3. Students will be encouraged to attend tutoring sessions.

Progress Monitoring:

Initiative	How Often	How Will It Be Monitored	Who Is Responsible To Monitor
Implemtation of sprilating strategies	Weekly	Walk-throughs, Lesson Plans	Administration
Data Chats	Quarterly	Lesson Plans, Progress Chats	Administration
PLCs	Monthly	PLC Action Plan and Discussion	Administration, PLC Team

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

Math SWD Focus
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
Science

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

Objective:
The percentage 8th 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 75 %.

Science Proficiency (By School)

Science: Data

FCAT SCIENCE 2013-2015 Proficiency (By School/Grade)

Year	School	Grade	# Students Tested	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	% Proficient	M	F	A	B	H	I	M	W	ESE	ELL	F/R
2015	Stemm	08	61	0%	3%	15%	21%	61%	97%	97%	96%	100%	100%			100%	96%	100%		93%
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%											

GRADE 8 — FCAT SCIENCE 2013-2015 STRANDS (By School)

	Year	Name	# Students Tested	Overall	Male	Female	A	B	H	I	M	W	ESE	ELL	F/R
NATURE	2015	Stemm	61	86%	86%	87%	86%	91%			86%	86%	82%		80%
	2015	District	2,198	68%	67%	70%	74%	57%	62%	75%	68%	71%	52%	34%	61%
ERTH/SPC	2015	Stemm	61	84%	86%	80%	73%	78%			90%	84%	87%		78%
	2015	District	2,198	64%	65%	63%	65%	50%	59%	66%	66%	67%	50%	39%	57%
PHYSICAL	2015	Stemm	61	88%	88%	88%	80%	90%			90%	88%	80%		86%
	2015	District	2,198	71%	72%	70%	75%	59%	67%	74%	73%	73%	57%	43%	65%
LIFE	2015	Stemm	61	85%	88%	82%	77%	88%			90%	84%	80%		82%
	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… answer questions and problems tied directly to their knowledge of the standards through formative and summative assessments and participate in close reading, student talk, and lab activities to focus on item specs.

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

School-based:
1.   Based on teacher need and interest, professional development will be offered pertaining to the Student Talk Process or individual components of the process. 2.   Utilize school-based professional development days to develop close reading lessons with a focus on text-marking and item spec identification. 3.   Utilize school-based professional development days to plan and implement the use of "5 Practices for Orchestrating Productive Text-Based Discussions in Science" book.

Action Steps for Implementation:
School Implementation Action Steps:
1. Meet with the faculty to create a Needs Assessment survey regarding standards based instruction and assessments.
2. Develop an implementation plan and schedule for Formative Assessments of standards and specs by September 4th.
3. During PLC meetings, members will bring exemplars of student work.
4. Discussions will focus on successes, questions, and concerns in regards to standards based instruction and assessment implementation.
Classroom Implementation Action Steps (Teachers and Students):
1. Teachers will implement Standards Based Instruction and Assessments as discussed in district PD or at faculty PLC meetings in classroom instruction.
2. Teachers will implement practices discussed in "5 Practices for Orchestrating Productive Text-Based Discussions in Science" by Cartier, Smith, Stein, Ross.
3. Teachers will create and model purposeful text marking/note-taking strategies to aid comprehension and facilitate student response to text dependent questions.
4. Students will complete formative/summative assessments on standards and item specs.
5. Students will participate in student talk activities based on item specs and standards.
6. Students will read complex passages for a purpose.
7. Students will re-read text and mark the text appropriately.
8. Students will take notes on the passage.
9. Students will answer text dependent questions.
10. Close reading will extend in to discussion and writing.
11. Students will routinely write and answer questions of varying complexity constructed from standards and Item Specs.

Implementation Monitoring:

Initiative	How Often	How Will It Be Monitored	Who Is Responsible To Monitor
Classroom implementation of Formative Assessments on standards and item specs	Quarterly	Lesson plans, faculty discussion, department meetings	Classroom teacher, Administration
Classroom implementation of close reading protocols.	Quarterly	Lesson plans, Walkthroughs, Faculty Discussion, Student Exemplars	Administration, Classroom teacher
District PLCs	Quarterly	PLC Action Plans	Administration, Classroom teacher, District PD Leader

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… demonstrate proficiency in science as defined by the State of Florida on the Florida Comprehensive Assessment Test and District EOCs.

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: • 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: 1.　　Teachers will take advantage of district level training, site based collaboration, and teacher reflection to build skills.   2.　　Teachers will be taught frequency, progress monitoring, and assessment as it pertains to purposeful spiraling protocols.

Action Steps for Implementation:

School Implementation Action Steps:

1. Teachers will utilize school-based professional development days to monitor benchmark progress following formative assessments.

2. Teachers will use formative feedback (such as DEA and Formative Assessments) to help drive instruction and to help identify standards to spiral.

Classroom Implementation Action Steps (Teachers and Students):

1. Teachers will implement purposeful spiraling protocols discussed in district PD or at faculty PLC meetings in classroom instruction.

2. Teachers will create bell ringer "Question of the Day" to review benchmarks based on testing data.

3. Teachers will create and implement activities/labs to review benchmarks in need of remediation based on data from DEA and Formative Assessments.

4. Teachers will include Nature of Science questions on all major classroom assessments, both summative and formative.

5. Eighth grade teacher will implement 10 weeks of mini lab lessons to review Earth/Space and Life Science Benchmarks prior to the state assessment.

6. Students will take DEA tests based upon district calendar.

7. Students will take classroom Formative/Summative Assessments based upon teacher discretion.

8. Students will monitor their progress on benchmark mastery through classroom assignments and assessments.

Implementation Monitoring:			
Initiative	**How Often**	**How Will It Be Monitored**	**Who Is Responsible To Monitor**
Implementation of DEA Testing in the classroom.	Three times per year	Assessment, Data Analysis, Faculty Discussion	Administration, Classroom Teacher
Classroom Implementation of Purposeful spiraling	Monthly	Lessons Plans, Walkthroughs, Faculty Discussion	Administration, Classroom Teacher
Implementation of Remediation	As Needed	Lesson Plans, Walkthroughs	Administration, Classroom Teacher
Implementation of Purposeful Spiraling on Assessments	As Needed	Lesson Plans, Faculty Discussion	Classroom Teacher

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**

	6th Grade	7th Grade	8th 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 two or more of the Early Warning Indicators			

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

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**

1a. The Okaloosa STEMM Academy will continue to offer an accelerated track of study in all math and science courses.In support of this goal, the Okaloosa STEMM Academy will focus on Florida Standards and NGSSS Standards alignment at each level within each subject area.

1b. In support of this goal the Okaloosa STEMM Center was created giving Okaloosa STEMM Academy students innovative and relevant curriculum as identified at the STEM Summit; enhanced with articulation with community partners: Doolittle Innovative Dimensions Laboratory, Engineers for America, Boeing, Air Force Research Lab, et. al.

3. In support of this goal, the Okaloosa STEMM Academy provides digital textbooks and laptops to all students which include a variety of engaging media.

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**