



Date Submitted: 9/15/15

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 \$2165, will primarily be used for \_\_\_\_\_

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

Grant Meyer

Principal's Signature

Heather Peters

SAC Chairperson's Signature

# School Performance Plan

20<sub>15</sub> - 20<sub>16</sub>

School Name: W. C. Pryor 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
Grant Meyer	Principal
Peggy Nehring	Assistant Principal
Ron Panucci	Assistant Principal
Melissa Ellenburg	School Counselor
Leslie Sintes, Stephanie Randall, Pam Summers,	Math Department
Leeann Miller, Linda Tyce	Instructional Coaches
Sandra Gainey	Social Studies Department
Toni Bevino, Trish Sawdon, Sandra Goulding	Intensive Reading, ESE
Chelsea Mattson	Science Department
Tasha Bates, Cathy Beaudoin, Glenda Nibert, Deann Deiler	English Language Arts Department

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

1. Administration attends OCSD Principal's Meeting in Spring 2015 for updates and discussion of 2015-16 SPP focus areas. 2. Administration facilitates schoolwide reflection on implementation of the 2014-15 SPP to determine successes and opportunities for growth moving into the next school year. The staff worked in departmental teams to reflect on what worked, what did not work, why, and PD needs. Reflections were collected and used as a resource for 2015-16 SPP development. 3. Administration presents focus areas, timeline, resources (including SPP workshops) for 2015-16 SPP to faculty and encourages participation. 4. Administration and instructional staff attend OCSD-hosted SPP workshops to collaborate with district personnel and other schools on SPP action plan ideas. 5. Departmental teams collect and analyze data to determine teacher and student needs. 6. Departments develop and submit draft SPP. 7. Administration reviews draft submissions, collaborates with department heads and instructional coaches to revise. 8. SPP submitted to OCSD Curriculum Department for feedback and recommendations. 9. Administration and faculty make final revisions. 10. School Advisory Council reviews and approves SPP. 11. SPP submitted to OCSD for School Board approval.

## School Profile

W. C. Pryor Middle School, established in 1958, remains dedicated to providing a supportive, challenging and disciplined environment that promotes academic and personal success for every child. This commitment to success is a shared responsibility among the 600+ students as well as their parents, teachers, administrators, and the community. As a result, Pryor has proudly achieved A+ status for 14 years.

The school staff serves a diverse population. Pryor is home to many ESE and ELL students. Additionally, over 60% of the students are eligible for free or reduced meals. A dedicated staff utilizes a variety of effective teaching strategies to meet the educational goals of each student. Pryor students continue to excel in the areas of reading, math, and writing. With strong emphasis on teamwork, the school is organized with an Anchor Committee made up of key leaders serving as the grade level/department leaders to coordinate school improvement and student performance efforts throughout the school. Teachers participate in extensive training to implement the focus areas of each year's School Performance Plan. Teachers advocate for all students' learning, advanced learners, struggling students, English Language Learners, Exceptional Education students through c Technology and computer-assisted models of instruction are available to students as a means of supporting the curriculum not supplanting it. With the assistance of an Instructional Literacy Coach and an Instructional Math Coach, Pryor faculty implements best practice strategies to support Florida Standards, Okaloosa County, school, and parent expectations in science, social studies, language arts and math.

Pryor implements a school-wide approach for discipline, instruction and motivation so that students and teachers can develop a respectful, nurturing relationship with academic progress as the main objective. A step-plan is in place to ensure disciplinary consistency, and parent communication is a vital part of this plan.

At Pryor, student learning is a chief priority, and the commitment to continuous improvement is a prerequisite for student success. Pryor's goal is to provide rigor for all students; however, with such a diverse population, students need different levels of support in order to master the rigorous curriculum. Parent participation is also welcomed and encouraged at Pryor. Parents have the opportunity to participate on school committees as well as volunteer and chaperone activities.

## Community and Parent Awareness

<b>Pryor Middle</b>														
	<b>0271</b>		<b>Strongly Agree</b>		<b>Slightly Agree</b>		<b>Slightly Disagree</b>		<b>Strongly Disagree</b>		<b>No Opinion</b>		<b>Total Responses</b>	
	2015	2014	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>	47%	76%	40%	17%	4%	2%	6%	5%	2%	0%	47	58	
2. <i>Our principal is an effective leader who meets the needs of our students.</i>	51%	67%	21%	16%	11%	3%	4%	3%	13%	10%	47	58		
3. <i>As a parent, I am made aware of the curriculum program for my child's grade level or course.</i>	53%	69%	15%	17%	13%	10%	13%	0%	6%	3%	47	58		
4. <i>The school uses a variety of methods for parent communication.</i>	40%	66%	32%	28%	17%	5%	9%	2%	2%	0%	47	58		
5. <i>Parent input is valued at my child's school.</i>	38%	67%	32%	16%	6%	9%	13%	3%	11%	5%	47	58		
6. <i>Clear expectations of conduct and behavior are communicated to my child.</i>	57%	81%	26%	16%	6%	2%	9%	2%	2%	0%	47	58		
7. <i>My child's school maintains a safe environment.</i>	53%	76%	23%	16%	13%	5%	6%	3%	4%	0%	47	58		
8. <i>Homework is used to reinforce what is taught in the classroom.</i>	49%	59%	36%	24%	11%	12%	2%	3%	2%	2%	47	58		
9. <i>My child's school treats everyone fairly, regardless of race, economic status, or other relationships.</i>	47%	60%	23%	17%	6%	2%	11%	12%	13%	9%	47	58		
10. <i>School funds are used to support the school in a financially responsible manner.</i>	49%	63%	15%	18%	6%	2%	4%	0%	26%	18%	47	57		
11. <i>As a parent, I feel welcome at my child's school.</i>	57%	74%	19%	16%	4%	5%	11%	4%	9%	2%	47	57		
12. <i>The guidance department at my child's school provides for the educational success of my student.</i>	49%	51%	13%	23%	9%	7%	11%	4%	19%	16%	47	57		
13. <i>I am satisfied that my child's teachers do a good job educating my child.</i>	51%	68%	34%	19%	9%	9%	6%	4%	0%	0%	47	57		
14. <i>My child's school is well maintained.</i>	53%	70%	30%	18%	6%	9%	6%	2%	4%	2%	47	56		
15. <i>The amount of time required for my child's homework assignments is appropriate.</i>	53%	56%	23%	19%	11%	14%	13%	11%	0%	0%	47	57		
16. <i>The health services provided at my child's school support his/her wellness.</i>	51%	63%	23%	18%	0%	4%	2%	0%	23%	16%	47	57		
<b>Total Survey Results</b>	<b>50%</b>	<b>67%</b>	<b>25%</b>	<b>18%</b>	<b>8%</b>	<b>6%</b>	<b>8%</b>	<b>4%</b>	<b>9%</b>	<b>5%</b>				

## Community and Parent Awareness

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

Positive aspects at Pryor include:

- Pryor emphasizes academic performance as the number one priority.
- Clear expectations of conduct and behavior are communicated to students.
- Pryor is a well-maintained school.
- Parents are satisfied that Pryor teachers do a good job of educating their children.
- Homework is used to reinforce what is taught in the classroom.

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

Opportunities for improvement at Pryor include:

- The role that the guidance department plays in the educational success of students.
- The value of parent input at Pryor Middle School
- The curriculum program for their children's courses
- Increasing participation in the climate survey

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

- |                               |                              |                            |   |
|-------------------------------|------------------------------|----------------------------|---|
| • School and Teacher websites | • Student Planner            | • Registration Fair        | • 8th grade Conferencing                      |
| • Facebook                    | • Online Grades / Attendance | • 6th grade Survivor       | • Parent meetings with extracurricular groups |
| • Twitter                     | • ConnectEd calls            | • Newsletter/School Scoops | • Electronic signs                            |
| • "Good News" post cards      | • Progress Reports           | • Curriculum Guide         | • Parent Conferences                          |
| • Remind 101                  | • Open House                 | • IEP/504/ELL meetings     | • Orientation                                 |

## 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
Pryor	2013	A	63	63	65	65	42	42	66	71	74	74	77	YES	25	50	607	900	NA	62	48
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

Pryor	2014	A	62	62	62	62	53	53	62	70	77	71	78	YES	31	48	614		NA	59	48
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				
Pryor	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*

<b>District AMO:</b>	<b>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     %.</b>	
<b>District Goal:</b>	<b>Students shall demonstrate reading proficiency at or above the expected grade level.</b>	
<b>Reading Instructors/Recruitment (Secondary):</b>	2 Teachers with reading certification/endorsement	2 Teachers working towards reading certification/endorsement

<b>Objectives:</b>
<b>AMO:</b> 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     %.
<b>AMO:</b> The percentage of SWDs who will be proficient in reading on the Florida Standards Assessment Test will be at least     %.
<b>AMO:</b> 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)	94	14%	40%	29%	17%	46%	49%	43%	40%	23%	18%	50%	80%	65%	42%	0%	30%
2014 Post Test (C)	155	16%	25%	39%	19%	59%	57%	61%	100%	42%	50%	0%	62%	67%	43%	40%	52%
2015 Post Test (C)	131	10%	56%	31%	3%	34%	33%	36%	100%	17%	29%	50%	53%	39%	29%	9%	33%
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)	89	10%	42%	39%	9%	48%	47%	50%	100%	50%	33%	100%	50%	48%	37%	0%	55%
2014 Post Test (C)	117	21%	34%	26%	19%	45%	47%	44%	75%	40%	39%	0%	71%	47%	27%	30%	36%
2015 Post Test (C)	127	25%	54%	20%	1%	20%	26%	14%	0%	17%	15%	33%	5%	32%	27%	5%	21%
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)	31	19%	39%	32%	10%	42%	38%	44%	100%	20%	33%		67%	46%	25%	25%	43%
2014 Post Test (C)	103	10%	22%	47%	21%	68%	64%	72%	80%	54%	46%	100%	86%	75%	50%	0%	63%
2015 Post Test (C)	195	5%	33%	50%	12%	62%	63%	60%	83%	49%	38%	50%	92%	70%	30%	15%	53%
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	94	62	58	65	70	57	63	63	55	63	56	50	58
	2014	155	62	63	61	75	56	55	20	64	66	54	52	59
	<b>2015</b>	<b>131</b>	<b>64</b>	<b>63</b>	<b>65</b>	<b>83</b>	<b>65</b>	<b>63</b>	<b>67</b>	<b>64</b>	<b>63</b>	<b>56</b>	<b>58</b>	<b>64</b>
	<b>District</b>	<b>1,236</b>	<b>68</b>	<b>67</b>	<b>69</b>	<b>73</b>	<b>63</b>	<b>64</b>	<b>64</b>	<b>70</b>	<b>69</b>	<b>55</b>	<b>55</b>	<b>64</b>
Language	2103	94	49	52	47	50	44	32	63	40	59	48	25	45
	2014	155	52	54	50	75	43	46	40	49	58	43	40	48
	<b>2015</b>	<b>131</b>	<b>44</b>	<b>45</b>	<b>42</b>	<b>29</b>	<b>40</b>	<b>42</b>	<b>65</b>	<b>49</b>	<b>45</b>	<b>44</b>	<b>34</b>	<b>43</b>
	<b>District</b>	<b>1,236</b>	<b>53</b>	<b>52</b>	<b>54</b>	<b>62</b>	<b>44</b>	<b>48</b>	<b>43</b>	<b>52</b>	<b>55</b>	<b>44</b>	<b>37</b>	<b>49</b>
Information	2103	94	54	55	53	52	53	44	40	68	58	54	32	52
	2014	155	61	61	62	71	58	58	42	58	65	51	62	57
	<b>2015</b>	<b>131</b>	<b>62</b>	<b>62</b>	<b>61</b>	<b>80</b>	<b>57</b>	<b>64</b>	<b>65</b>	<b>70</b>	<b>61</b>	<b>58</b>	<b>55</b>	<b>61</b>
	<b>District</b>	<b>1,236</b>	<b>66</b>	<b>66</b>	<b>67</b>	<b>72</b>	<b>60</b>	<b>63</b>	<b>53</b>	<b>69</b>	<b>67</b>	<b>57</b>	<b>54</b>	<b>63</b>
Writing	2103													
	2014													
	<b>2015</b>	<b>131</b>	<b>57</b>	<b>56</b>	<b>58</b>	<b>91</b>	<b>55</b>	<b>54</b>	<b>69</b>	<b>60</b>	<b>58</b>	<b>55</b>	<b>48</b>	<b>57</b>
	<b>District</b>	<b>1,236</b>	<b>66</b>	<b>64</b>	<b>68</b>	<b>73</b>	<b>59</b>	<b>59</b>	<b>62</b>	<b>69</b>	<b>67</b>	<b>53</b>	<b>47</b>	<b>61</b>

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	89	51	49	53	100	57	58	50	33	47	58	42	54
	2014	117	39	38	40	44	37	42	0	43	38	35	35	36
	<b>2015</b>	<b>127</b>	<b>47</b>	<b>49</b>	<b>45</b>	<b>50</b>	<b>48</b>	<b>40</b>	<b>44</b>	<b>45</b>	<b>52</b>	<b>62</b>	<b>31</b>	<b>48</b>
	<b>District</b>	<b>1,233</b>	<b>59</b>	<b>58</b>	<b>60</b>	<b>63</b>	<b>54</b>	<b>53</b>	<b>62</b>	<b>62</b>	<b>61</b>	<b>51</b>	<b>37</b>	<b>55</b>
Language	2103	89	52	52	50	57	46	44	64	62	54	47	38	53
	2014	117	55	55	56	64	56	52	43	47	58	49	36	52
	<b>2015</b>	<b>127</b>	<b>37</b>	<b>36</b>	<b>38</b>	<b>50</b>	<b>37</b>	<b>33</b>	<b>55</b>	<b>34</b>	<b>39</b>	<b>40</b>	<b>26</b>	<b>37</b>
	<b>District</b>	<b>1,233</b>	<b>50</b>	<b>48</b>	<b>53</b>	<b>55</b>	<b>46</b>	<b>44</b>	<b>65</b>	<b>51</b>	<b>52</b>	<b>41</b>	<b>27</b>	<b>45</b>
Information	2103	89	48	49	47	100	49	48	63	63	44	42	38	49
	2014	117	63	64	62	90	59	55	40	66	68	57	42	60
	<b>2015</b>	<b>127</b>	<b>56</b>	<b>61</b>	<b>52</b>	<b>60</b>	<b>49</b>	<b>50</b>	<b>63</b>	<b>62</b>	<b>62</b>	<b>54</b>	<b>41</b>	<b>57</b>
	<b>District</b>	<b>1,233</b>	<b>69</b>	<b>68</b>	<b>70</b>	<b>71</b>	<b>62</b>	<b>60</b>	<b>69</b>	<b>72</b>	<b>71</b>	<b>61</b>	<b>40</b>	<b>65</b>
Writing	2103													
	2014													
	<b>2015</b>	<b>127</b>	<b>53</b>	<b>54</b>	<b>52</b>	<b>70</b>	<b>50</b>	<b>47</b>	<b>63</b>	<b>54</b>	<b>57</b>	<b>57</b>	<b>36</b>	<b>54</b>
	<b>District</b>	<b>1,233</b>	<b>69</b>	<b>66</b>	<b>72</b>	<b>73</b>	<b>64</b>	<b>63</b>	<b>71</b>	<b>70</b>	<b>71</b>	<b>57</b>	<b>40</b>	<b>64</b>

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	31	47	56	41	67	23	56		56	59	42	58	43
	2014	103	62	57	68	60	65	46	80	69	64	54	29	57
	<b>2015</b>	<b>195</b>	<b>71</b>	<b>69</b>	<b>72</b>	<b>75</b>	<b>69</b>	<b>66</b>	<b>67</b>	<b>78</b>	<b>72</b>	<b>64</b>	<b>44</b>	<b>67</b>
	<b>District</b>	<b>1,305</b>	<b>75</b>	<b>73</b>	<b>77</b>	<b>78</b>	<b>70</b>	<b>71</b>	<b>75</b>	<b>80</b>	<b>76</b>	<b>66</b>	<b>49</b>	<b>71</b>
Language	2103	31	50	49	51	60	42	47		87	48	38	40	49
	2014	103	70	69	72	72	68	54	60	83	74	54	44	70
	<b>2015</b>	<b>195</b>	<b>62</b>	<b>60</b>	<b>63</b>	<b>77</b>	<b>56</b>	<b>52</b>	<b>69</b>	<b>73</b>	<b>65</b>	<b>53</b>	<b>37</b>	<b>59</b>
	<b>District</b>	<b>1,305</b>	<b>66</b>	<b>65</b>	<b>68</b>	<b>71</b>	<b>61</b>	<b>58</b>	<b>69</b>	<b>69</b>	<b>68</b>	<b>54</b>	<b>41</b>	<b>61</b>
Information	2103	31	48	44	52	67	40	56		45	51	42	50	45
	2014	103	60	62	57	67	50	62	67	52	64	52	52	54
	<b>2015</b>	<b>195</b>	<b>59</b>	<b>61</b>	<b>57</b>	<b>70</b>	<b>51</b>	<b>49</b>	<b>80</b>	<b>65</b>	<b>63</b>	<b>49</b>	<b>38</b>	<b>53</b>
	<b>District</b>	<b>1,305</b>	<b>61</b>	<b>61</b>	<b>61</b>	<b>63</b>	<b>56</b>	<b>55</b>	<b>75</b>	<b>62</b>	<b>63</b>	<b>51</b>	<b>39</b>	<b>56</b>
Writing	2103	31	29	38	22	0	20	0		33	46	50	0	22
	2014	103	73	70	76	60	67	62	100	86	77	69	44	68
	<b>2015</b>	<b>195</b>	<b>68</b>	<b>68</b>	<b>67</b>	<b>75</b>	<b>61</b>	<b>57</b>	<b>65</b>	<b>77</b>	<b>72</b>	<b>61</b>	<b>44</b>	<b>63</b>
	<b>District</b>	<b>1,305</b>	<b>72</b>	<b>70</b>	<b>74</b>	<b>76</b>	<b>67</b>	<b>64</b>	<b>70</b>	<b>76</b>	<b>73</b>	<b>58</b>	<b>46</b>	<b>67</b>

## **School Action Plan**

### ***ELA (Reading): Assessment Data Analysis***

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

- \* All grades 6 - 8 demonstrate strength in literature based on DEA.
- \* 8th grade students' proficiency rose from 42% to 62% on DEA
- \* Semester exam writing data from 2014-15 demonstrated that Pryor was on par with other OCSD middle schools.
- \* 6th grade ESE students scored at or above District average on DEA overall.
- \* IR students demonstrated a 126 point average Lexile gain.
- \* Only 5% of 8th grade students scored a level 1 on DEA.
- \* 8th grade students scoring 4-5 on DEA equals OCSD average.

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

- \* Based on DEA Test C data, overall proficiency declined from previous 2 years.
- \* 15% or less of ELL students scored proficient on DEA Test C.
- \* ESE students did not demonstrate growth on DEA Test C.
- \* Only 20% of 7th grade students who tested DEA Test C scored proficient.

# 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...** critically read and analyze various forms of complex texts through the process of close reading: purposeful reading, annotating the text, note-taking, responding to text dependent questions, student talk, writing through reading, 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. Teachers will receive training on the ELA Curriculum Guides, LAFS, ELA formative assessments, and C-Palms.
2. Implement cross-curricular PLCs to focus on specific aspects of close reading which are applicable to multiple disciplines.
3. Collaborate with colleagues on OCS D-provided half-day professional development days to share and implement successful close reading resources.
4. The Instructional Coach will deliver school-based professional development protocols for purposeful reading, annotating the text, note-taking, responding to text dependent questions, student talk, writing through reading, and everyday instructional reading.

5. Introduce and present a schoolwide format for note taking and annotating the text.
6. New ELA teachers will collaborate with literacy coach, department head, and mentor teachers to understand and implement Florida State Standards.
7. New ELA teachers will receive targeted Close Reading professional development prior to the start of OCSD-provided half-day professional development days.
8. Instructional Rounds will occur as needed for specific professional development opportunities.

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

1. Teachers will discuss and share student progress on teacher-created standards-based lessons with Administration.
2. Administration will schedule time for teachers to share exemplary lessons and student work samples aligned with Florida Standards during professional development, faculty meetings, grade level, and department meetings.
3. Administration will schedule time for the ELA department to meet with other teachers to develop and share a designated school wide format for note-taking procedures and text marking symbols.
4. With support from the Instructional Coach, ELA teachers will establish a baseline for Close Reading by September 4, 2015.

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

1. Teachers will implement Close Reading protocol in their classrooms.
2. Students will interact with shorter complex passages and reading for a specific purposes incorporating everyday instructional reading.
3. Teacher will utilize strategies from Fisher and Frey's, Text Dependent Questions for teachers to develop questions for students.
4. Students will be able to respond to thought-provoking questions based on evidence from the text.
5. Teachers will design instruction which includes a variety of formative assessments to check for understanding of reading comprehension and text dependent questions.
6. Students will use multiple sources to answer text dependent questions with responses containing direct text evidence.
7. Teachers will use school wide symbols, marks, and characters for shallow initial text marking and a system for deeper coding connected to TDQs. All students will have access to and practice the same type of text marking.
8. Students will engage in meaningful, collaborative discussions and share their responses after having read designated portions of the text.
9. Students will apply close reading strategies when presented with information as they engage in everyday instructional reading.
10. Teachers will provide direct instruction that focuses on Florida State Standards through elements of fiction and nonfiction texts.
11. Students will demonstrate proficiency on Florida State Standards through formative and summative assessments using fiction and nonfiction texts.

<b>Progress Monitoring:</b>			
<b>Initiative</b>	<b>How Often</b>	<b>How Will It Be Monitored</b>	<b>Who Is Responsible To Monitor</b>
Implementation of close/critical reading protocols	Weekly	Walk Throughs, Lesson Plans, Data Chats, Instructional Rounds	Administration, Instructional Coach
PLCs	Monthly	Walk Through during PLCs	Administration, Instructional Coach
Florida Standards/FSA	Monthly	Lesson Plans	Administration
Data Driven Instruction	Quarterly	Data Chats using DEA scores, student grades	Administration

<b>Evaluation:</b>
<b>Evaluation of Goal &amp; Implementation (Completed at the Beginning of Second Semester):</b>
<b>Refinement of Goal (Completed at the Beginning of Second Semester):</b>



# 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...** demonstrate mastery in composing a well-written opinion/argumentative and informational essay by showing: evidence of unpacking the prompt, marking the text, planning for the essay, incorporating transition words, evidence and citations, and content specific vocabulary.

#### 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. Professional development during ELA department meetings will target specific writing instructional needs including.
2. Instructional coach will support ELA department with strategies focused on writing skills acquisition.
3. Utilize school-based professional development days to develop lessons to require writing from multiple sources with a focus on introductions, conclusions, citing evidence, elaboration, transitions, and content-specific vocabulary.
4. Professional development will include emphasis on elaboration.

4. Instructional Rounds will occur as necessary for specific writing needs.
5. New ELA teachers will participate in writing calibration training with the Instructional Coach and the ELA Department Head.
6. New ELA teachers will receive targeted professional development on Writing Workshop in the classroom through professional development release days and/or classroom modeling during the first nine weeks.
7. Teachers will collaborate to create and analyze classroom lessons, rubric implementation, and scoring calibration using the FSA writing rubric.
8. ELA teachers will develop a department-wide text marking system to provide students with feedback on their writing, e.g. color coding CSE.
9. School-based professional development days will be used to develop writing lessons focusing on informational/ argumentative writing.
10. ELA teachers will develop and provide school wide focus activities related to the writing process for PIERS.

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

1. Administration will meet with ELA department to prioritize specific needs of ELA teachers regarding the writing protocol.
2. Administration will work with Instructional Coach and ELA department head to establish a timeline for teaching writing strategies targeting informational/argumentative writing sequences.
3. Administration will facilitate embedding discussions and strategies on writing into faculty meetings, grade level, department meetings, bulletin, and newsletter.
4. Administration will conduct principal/teacher Data Chats to discuss writing progress using baseline ELA and school wide Pryor Writes progress monitoring exercises.
5. Administration will provide teachers with the opportunity to share exemplar lessons/strategies and student samples during PD, faculty meetings, PLCs, and department meetings.
6. Administration will provide ELA teachers time with and support from the Instructional Coach to collaborate on rubric implementation and calibration of scoring student writing samples based on the FSA writing rubric.
7. Administration will provide support such as time with the Instructional CTeachers will prepare writing lessons with a focus on informational and argumentative writing.
8. Administration will ensure that a test schedule is followed, training is conducted, and materials are provided to administer school wide writing exercises:
  - A. Baseline, individual ELA classrooms 6th/7th/8th grade by September 4, 2015
  - B. School wide Pryor Writes progress monitoring, argumentative November week of 8th
  - C. School wide Pryor Writes progress monitoring-week of 21th January, informative

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

1. Teachers will teach the FSA writing rubric for argumentative/informational writing.
2. Teachers will implement focused writing instruction for each component of the writing process aligned with LAFS standards in their classroom: unpacking the prompt, marking the text, planning for the essay, developing an introduction, formulating a conclusion, incorporating transition words, evidence and citations, and elaboration.

3. Teachers will implement strategies from Writing Workshop in the classroom on a weekly basis.
4. Students will use Pryor ELA graphic organizers such as "Unpack the Prompt" and the "Editing and Revising Checklist" to demonstrate understanding of the prompt.
5. Students will use school wide text marking format and note-taking procedures dependent upon traditional and electronic presentation of text in preparation for responding to a prompt.
6. Students will use a teacher-created planning sheet to organize their ideas for the writing process.
7. Students will refer to teacher-created anchor charts and incorporate varied transition words in their writing.
8. Students will engage in student discussion to identify and highlight textual evidence to support response to TDQ (writing prompt) using strategies such as graphic organizers, warrant workouts, "quote sandwich."
9. Students will write using text, infographics, and multi-media sources to draw a conclusion and/or an argument on a single subject.
10. Students will participate in a weekly Writing Workshop which will address segments of the FSA writing rubric in all ELA classrooms.
11. Teachers will provide targeted instruction using Claim-Support-Explain with emphasis on elaboration.
12. Students will use multiple texts in a variety of formats to Claim-Support-Explain (CSE) to produce a well-reasoned written argument.
13. Teachers will provide opportunities for students to use different technology platforms in class.
14. Students will complete tasks using different technology platforms.

<b>Progress Monitoring:</b>			
<b>Initiative</b>	<b>How Often</b>	<b>How Will It Be Monitored</b>	<b>Who Is Responsible To Monitor</b>
Classroom implementation of FSA Writing protocol with Close Reading Component	Weekly	Walk throughs, Lesson Plans, Data Chats, Instructional Rounds	Administration, Instructional Coach
Writing Workshop	Weekly	Walk throughs, Lesson Plans, Data Chats	Administration, Instructional Coach
PLCs	Monthly	Agenda, Walk Through during PLCs	Administration Instructional Coach
Writing Data Chats	Quarterly	Calibrated progress monitoring scores, classroom writing samples,	Department Head, Administration
Meetings: Faculty, Department, Grade Level	Monthly	Meeting attendance, agendas	Department Head, Administration

<b>Evaluation:</b>
<b>Evaluation of Goal &amp; Implementation (Completed at the Beginning of Second Semester):</b>
<b>Refinement of Goal (Completed at the Beginning of Second Semester):</b>

## School Action Plan

### *ELA: Strategies & Programs to Support the Objectives*

<b>ELA Focus 3 (Optional)</b>
<b>Focus:</b>
<b>Goal: By the end of the year, we expect our students to be able to...</b>

<b>Professional Development and Activities:</b>
<b>School-based:</b>

<b>Action Steps for Implementation:</b>
<b>School Implementation Action Steps:</b>
<b>Classroom Implementation Action Steps (Teachers and Students):</b>

<b>Progress Monitoring:</b>			
Initiative	How Often	How Will It Be Monitored	Who Is Responsible To Monitor

<b>Evaluation:</b>
<b>Evaluation of Goal &amp; Implementation (Completed at the Beginning of Second Semester):</b>
<b>Refinement of Goal (Completed at the Beginning of Second Semester):</b>

## School Action Plan

### *ELA: Strategies & Programs to Support the Objectives*

<b>ELA Levels 1 and 2 Focus</b>
<b>Focus: Intensive Reading (IR)</b>
<b>Goal: By the end of the year, we expect our students to be able to... accomplish significant gains toward grade-level Lexile scores.</b>

<b>Professional Development and Activities:</b>
<b>School-based:</b>
1. Teachers will receive training on the Okaloosa County Curriculum Guide, LAFS and C-Palms.
2. IR teachers will identify Florida Standards that are not covered using Achieve 3000 and establish a plan to address those standards in the IR classroom.
2. IR teachers will work with instructional coach to incorporate Achieve 3000 into IR classroom instruction.
3. School-based PD plan/schedule will focus on strategies to help IR students improve Lexile score.
4. Embed discussions and strategies on helping students improve Lexile into PLC's, grade level, and department meetings.
5. Conduct Administrator/Teacher Data Chats to discuss Lexile growth progress.
6. Monitor Level Set Assessments and Student Progress through Achieve 3000.

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

1. Administration will arrange for IR teachers to receive training on components of the balanced literacy model (Close Reading, Word Study, Writing Through Reading, Small Group Instruction, Read Alouds, Literature Circles, Independent Reading) as part of routine instruction.
2. Administration will provide resources (desks, chairs, technology, training) for IR teachers to implement small group strategic instruction.
3. Pryor will host a Family Book Night/School Home Connection that will include sharing with families how to use Achieve3000 in the classroom and at home.
4. Pryor will provide after school tutoring (Plan of Care).
5. Administration will group IR teachers with ELA to participate in PD that addresses incorporating components of the Close Read protocol into everyday instructional reading.
6. Administration will arrange support for CARPD teachers such as Instructional Coach and training to be able to incorporate the Balanced Literacy model into content area classes.

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

1. IR teachers will address all Florida Standards using each component of the balanced literacy model (Close Reading, Word Study, Writing Through Reading, Small Group Instruction, Read Alouds, Literature Circles, Independent Reading) as part of routine instruction.
2. IR teachers will implement small group strategic instruction.
3. IR teachers will implement vocabulary instruction using word walls specific to tier II and tier III vocabulary.
4. Students will use Achieve 3000 two times per week to target a minimum of 40 lessons per semester at a minimum of 75% accuracy.
5. IR teachers will incorporate components of the Close Read protocol into everyday instructional reading.
6. CARPD teachers will incorporate the Balanced Literacy model into content area classes.
7. IR teachers will conduct individual student conferences to monitor progress and Lexile growth.
- 8.. IR teachers will monitor independent practice.
9. IR teachers will incorporate use of differentiated guided small group instruction to include use of Achieve Boost materials.
10. Students will work independently with text at their Lexile level; students will work in small groups and with teacher using on grade level text (stretch



articles).

6. IR teachers will diagnose each student, adjust instruction accordingly, and closely monitor student progress.

<b>Progress Monitoring:</b>			
<b>Initiative</b>	<b>How Often</b>	<b>How Will It Be Monitored</b>	<b>Who Is Responsible To Monitor</b>
Implementation of Achieve 3000 in classroom instruction	Weekly	Walk throughs, lesson plans, Lexile progress chats, Instructional Rounds	Administrator, Instructional Coach
PLCs	Monthly	Walk Through during PLCs	Administration
Monitoring Level Set and Lexile progress	Quarterly	Lexile Progress Chats	Administrator, Instructional Coach
Family Book Night/School Home Connection	Once	Agenda, Attendance Log	Administration, Guidance Counselor
Balanced Literacy Model and Close Read Components in Everyday Instructional Reading	Monthly	Walk throughs, Lesson Plans	Administration

<b>Evaluation:</b>
<b>Evaluation of Goal &amp; Implementation (Completed at the Beginning of Second Semester):</b>
<b>Refinement of Goal (Completed at the Beginning of Second Semester):</b>

## School Action Plan

### *ELA: Strategies & Programs to Support the Objectives*

ELA Subgroup Focus	
<b>Subgroup:</b> ELL Students	<b>Focus:</b> Increased growth in Lexile score
<b>Goal:</b> By the end of the year, we expect our students to be able to... critically read and analyze various forms of complex texts through the process of close reading: purposeful reading, annotating the text, note-taking, responding to text dependent questions, student talk, writing through reading, and everyday instructional reading.	

Professional Development and Activities:
<b>School-based:</b> <ol style="list-style-type: none"><li>1. Teachers will receive training on the Okaloosa County Curriculum Guide, LAFS and C-Palms.</li><li>2. Schedule the beginning ELL students into a computer lab one class period per day with a English certified, ESOL-endorsed teacher and an interpreter to focus on language acquisition.</li></ol>

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

1. Ensure ELL students use Imagine Learning and Rosetta Stone in class at least two times per week.
2. Schedule the beginning ELL students into a computer lab one class period per day with a English certified, ESOL-endorsed teacher and an interpreter to focus on language acquisition.
3. Request iPads to be assigned to ELL students to aid in language acquisition.
4. Schedule outreach events such as literacy nights for families of ELL students.
5. Provide after-school tutoring for ELL students.

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

1. Teachers will conduct individual student conferences to monitor progress and Lexile growth.
2. Teachers will implement ESOL strategies (such as nonlinguistic representation-writing directions on the board, diagramming challenging concepts, modeling steps of a process, showing; pairs and/or small group work; scaffolding with heritage language; sentence frames; preteaching) to support ELL student learning.
3. ELL students will use technology (iPads, translation apps, Rosetta Stone, Achieve3000) to effect language acquisition
4. Students will work independently with text at their Lexile level in English and/or in their heritage language as a scaffold; students will work in small groups with teacher using on grade level text in English and/or in their heritage language as a scaffold.
4. Teachers will diagnose each student, adjust instruction accordingly, and closely monitor student progress.

<b>Progress Monitoring:</b>			
<b>Initiative</b>	<b>How Often</b>	<b>How Will It Be Monitored</b>	<b>Who Is Responsible To Monitor</b>
Implementation of Achieve 3000 in classroom instruction	Weekly	Walk throughs, lesson plans, Lexile progress chats, Instructional Rounds	Administrator, Instructional Coach
PLCs	Monthly	Walk Through during PLCs	Administration
Monitoring Level Set and Lexile progress	Quarterly	Lexile Progress Chats	Administrator, Instructional Coach
Family Literacy Night	Once per semester	Agenda, Attendance Log	Administration, Guidance Counselor
Imagine Learning and Rosetta Stone	Weekly	Application-based reports, Data Chats	Teacher, Administration

<b>Evaluation:</b>
<b>Evaluation of Goal &amp; Implementation (Completed at the Beginning of Second Semester):</b>
<b>Refinement of Goal (Completed at the Beginning of Second Semester):</b>

## School Action Plan

### *ELA: Strategies & Programs to Support the Objectives*

#### **ELA SWD Focus**

**Focus:** Close Reading/Text-Dependent Questions

**Goal: By the end of the year, we expect our students to be able to...** read and answer Florida Standard-Based text-dependent questions by utilizing Close Read Strategies that incorporate Key Ideas and Details, Craft and Structure, and Integration of Knowledge and Ideas through reading and writing.

#### **Professional Development and Activities:**

##### **School-based:**

1. Teachers of SWD will work with instructional coach focusing on strategies that encompass Close Reading with differentiation, scaffolding and spiraling of standards to meet the needs of the students.
2. ESE cohort group to utilize school-based professional development days to identify and develop strategic instruction of multi-lexile level lesson plans with a focus on reading and answering text-dependent questions that are differentiated based on reading and writing goals in IEP.
3. Instructional Rounds to be conducted quarterly with opportunity for debriefing after school.

**Action Steps for Implementation:**

**School Implementation Action Steps:**

1. Monthly ESE cohort meetings to monitor progress of reading and writing goals and address concerns of SWD.
2. PD or staff meeting to address mandated accommodations of SWD and offer suggestions for strategies and differentiation to meet the needs of the SWD.
3. ESE teachers will monitor SWD and collaborate in person or via email with one or more general education teachers on a monthly basis for consultation report purposes.
4. Teachers will be given copies of SWD's IEP goals and accommodations and will be responsible to adhere to them.
5. Teachers will differentiate according to student needs.

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

1. Teachers will accommodate according to SWD IEP.
2. Teachers will review areas of need based on individual goals.
3. Teachers will use flexible grouping including whole group and small group instruction to aid in student learning.
4. Teachers will teach SWD grade-level standards-based curriculum, differentiating and accommodating as needed, taking into consideration student's readiness, interest, and learning style.

**Progress Monitoring:**

<b>Initiative</b>	<b>How Often</b>	<b>How Will It Be Monitored</b>	<b>Who Is Responsible To Monitor</b>
ESE Cohort Group	Monthly	Meeting Notes	Staffing Specialist/Administration
Differentiated Instruction	Daily	Walk Through, Lesson Plans	Administration
Student Progress Monitoring	Monthly	IEP Consultation Reporting	Staffing Specialist
IEP Mandated Accommodations	Beginning of school year	Walk Through, Lesson Plans	Administration
Delivery of Goals and Accommodations to SWD teachers	Beginning of school year and after IEP	Signature Form	Staffing Specialist

<b>Evaluation:</b>
<b>Evaluation of Goal &amp; Implementation (Completed at the Beginning of Second Semester):</b>
<b>Refinement of Goal (Completed at the Beginning of Second Semester):</b>

# School Action Plan

## *Social Studies*

<b>District Goal:</b>	<b>Students shall demonstrate social studies proficiency at or above the expected grade level.</b>
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<b>Objectives:</b>
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<b>Civics</b> 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 70 %.
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# 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
Pryor	190	18%	21%	32%	17%	11%	61%	63%	58%	100%	48%	33%	100%	64%	71%	40%	7%	52%	60%	100%	40%	96%			
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	Pryor	222	54%	57%	50%	69%	47%	45%	54%	62%	56%	45%	35%	47%	43%	69%	33%
	2015	Pryor	190	48%	49%	47%	68%	45%	36%	42%	43%	54%	35%	25%	44%	37%	66%	
	2015	DISTRICT	2,124	58%	59%	57%	66%	49%	50%	63%	59%	60%	44%	31%	51%	50%	33%	70%
Role	2014	Pryor	222	54%	57%	52%	55%	45%	45%	42%	63%	60%	43%	31%	50%	46%	68%	17%
	2015	Pryor	190	53%	54%	51%	67%	49%	41%	64%	50%	58%	41%	27%	48%	44%	68%	
	2015	DISTRICT	2,124	62%	61%	63%	67%	51%	54%	66%	63%	65%	48%	33%	56%	55%	33%	74%
Govt	2014	Pryor	222	52%	54%	51%	56%	45%	46%	42%	58%	56%	48%	37%	48%	45%	63%	33%
	2015	Pryor	190	52%	54%	49%	68%	46%	41%	64%	52%	57%	53%	24%	48%	44%	65%	
	2015	DISTRICT	2,124	61%	61%	60%	65%	52%	53%	71%	61%	63%	47%	34%	55%	53%	39%	72%
Funct	2014	Pryor	222	49%	50%	48%	43%	39%	46%	50%	55%	53%	39%	30%	44%	41%	61%	33%
	2015	Pryor	190	48%	51%	46%	62%	39%	34%	47%	50%	56%	37%	29%	43%	38%	67%	
	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...** demonstrate proficiency in Social Studies standards through the use of text marking, note-taking, writing through reading, text-dependent questions, and collaborative student talk. Additionally, at least 70% of Civics students will show proficiency on the Florida Civics End of Course Exam.

### Professional Development and Activities:

#### School-based:

1. Social studies teachers will develop Close Reading lessons in collaboration with the ELA department.
2. Social Studies teachers will collaborate to develop standards-based lessons to include informational text and text-dependent questions with an emphasis on student talk.
3. Civics teachers will participate in intensive professional development to develop standards-based lesson plans to include observations of other Civics classes.
4. Peggy Renihan from FJCC will provide embedded coaching support to Civics teachers along with the instructional coach.
5. Social studies teachers will collaborate to develop lessons based on the OCS D pacing guide to ensure that teachers are following the pacing guide in a timely manner.
6. The instructional coach will deliver Professional Development trainings to reinforce strategies to increase comprehension in everyday instructional reading to be embedded in Social Studies curriculum. Instructional coach will work one-on-one with social studies teachers to model and support implementation of best practices.
7. All social studies teachers and ELA teachers will attend training with the central message during four half days of release time. After the training, social studies teachers will collaborate to plan for implementation of the strategies in their content area.
8. All social studies teachers who have not been trained with the DBQ Project, will attend training on September 2, 2015 in order to teach students to analyze primary documents.
9. All social studies teachers who have been trained with the DBQ Project, will attend a refresher-training presented by the instructional coach at their school

site.

10. All social studies teachers will collaborate with the instructional coach to implement close reading strategies with the DBQ Project materials.

11. Professional Learning Communities (PLC) will meet monthly to exchange ideas and collaborate on how to improve student performance.

12. Instructional Coach and teachers will work to create a schedule for collaboration, implementation, and progress monitoring.

13. Social studies teachers will share exemplar lessons and student samples during department meetings and PLC.

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

1. Administration will provide time for civics teachers to meet with Peggy Renihan and Instructional Coach to learn how to use strategies and resources provided by the Florida Joint Center for Citizenship.
2. Social Studies department will examine various components of grade-level (6, 7, 8) Document Based Questions (DBQ) to be implemented in the classroom.
3. During department meetings, Social Studies will review the progress of the pacing guide as the primary tool for driving instruction.
4. Administration will provide Social studies teachers time to review pacing guides and placemats to align DBQ instruction with the curriculum guide.
5. Administration will work with Instructional Coach and teachers to create a schedule for collaboration, implementation, and progress monitoring.
6. Social studies teachers will share exemplar lessons and student samples during department meetings and PLC.

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

1. Teachers from the Social Studies department will execute cross-curricular lessons to include standards from both Social Studies and ELA disciplines.
2. Students will engage in rigorous lessons as they share ideas with each other on Social Studies content that lends itself to debate and public speaking (part of ELA standards).
3. Teachers will select and use appropriate grade-level texts from primary sources to supplement units.
4. Students will analyze and evaluate primary sources.
5. Students will participate in everyday instructional reading of sources relevant to the topics being covered.
6. Teachers will examine implement the close reading protocol with the DBQ Project material in classroom instruction.
7. Students will reread, mark text, and take notes in order to answer text-dependent questions for specific purposes:
  - What does the text say (key ideas and details)
  - How does the text work (structure and author's craft)
  - What does the text mean (intertextual connections and author's purpose)
8. Students will respond to text in writing and discussion in order to complete a multi-paragraph essay utilizing the steps outlined in the DBQ process.

9. Teachers will use test item specs as bell ringers daily.

<b>Implementation Monitoring:</b>			
<b>Initiative</b>	<b>How Often</b>	<b>How Will It Be Monitored</b>	<b>Who Is Responsible To Monitor</b>
Pacing Guide	Monthly	Lesson Plans	Department Chair, Administration
Test Item Specs Bell Ringers	Weekly	Walk-Throughs	Teacher, Administration
Implementation of Close Reading using DBQ materials	Each semester	Walkthroughs, Lesson Plans, Sharing of exemplars during department meetings	Social Studies Department Chair, Administration
Implementation of Close Reading strategies during Everyday Instructional Reading	Weekly	Walkthroughs, Lesson Plans	Administration

<b>Evaluation:</b>
<b>Evaluation of Goal &amp; Implementation (Completed at the Beginning of Second Semester):</b>
<b>Refinement of Goal (Completed at the Beginning of Second Semester):</b>

## 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...** demonstrate mastery of writing skills and the writing process in order to compose an informational and argumentative essay.

#### **Professional Development and Activities:**

##### **School-based:**

1. Social studies teachers will participate in OCSD half-day central message PD monthly.
2. Instructional coach will support Social Studies department with professional development focused on components of effective writing including: unpacking the prompt, marking the text, planning for the essay, writing the essay
3. Social studies teachers will collaborate to develop standards-based lessons which include reading informational text and responding to text-dependent questions in writing.
4. Social studies teachers who have not been trained with the DBQ Project will attend training to be able to teach students to evaluate and write about primary documents.
5. Social studies teachers will collaborate with ELA teachers to calibrate writing samples.
6. Social studies teachers will receive targeted training on how to text code for deeper meaning.
7. Social studies teachers will receive training in note-taking strategies to help with the DBQ process.

<b>Action Steps for Implementation:</b>
<b>School Implementation Action Steps:</b>
<ol style="list-style-type: none"> <li>1. Administration will schedule time and support from Instructional Coach for social studies teachers to collaborate for calibration of scoring writing samples.</li> <li>2. Administration will schedule time and support for social studies teachers to receive targeted training on how to text code for deeper meaning.</li> <li>3. Instructional coach and ELA department head will provide social studies teachers with training in note-taking strategies to help with the DBQ process.</li> </ol>
<b>Classroom Implementation Action Steps (Teachers and Students):</b>
<ol style="list-style-type: none"> <li>1. Teachers from ELA department will review/proofread written responses to writing prompts which require students to defend their position on a controversial Social Studies topic.</li> <li>2. Students will make appropriate corrections and self-reflect upon their own writing by utilizing school-wide text-marking and coding.</li> <li>3. Students will respond appropriately to text in writing and discussion in order to complete a multi-paragraph essay utilizing the steps outlined in the DBQ process.</li> </ol>

<b>Implementation Monitoring:</b>			
<b>Initiative</b>	<b>How Often</b>	<b>How Will It Be Monitored</b>	<b>Who Is Responsible To Monitor</b>
Annotation	Weekly	Walk-throughs, Lesson plans	Administration
School wide text marking	Weekly	Walk-throughs, Lesson plans	Administration
Primary documents	Monthly	Walk-through, Lesson Plans, Department Meetings, PLC agendas	Administration, Department Head, Instructional Coach
Writing Components	Monthly	Walk-through, Lesson Plans, Department Meetings, PLC agendas	Administration, Department Head, Instructional Coach
Calibrating writing responses	As needed-semester	Observation, Writing Samples	Peer monitoring-ELA, Social studies teachers

<b>Evaluation:</b>
<b>Evaluation of Goal &amp; Implementation (Completed at the Beginning of Second Semester):</b>
<b>Refinement of Goal (Completed at the Beginning of Second Semester):</b>

# School Action Plan

## *Math*

<b>District AMO:</b>	<b>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     %.</b>
<b>District Goal:</b>	<b>Students shall demonstrate math proficiency at or above the expected grade level.</b>

<b>Objectives:</b>	
<b>AMO:</b>	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     %.
<b>AMO:</b>	The percentage of SWDs who will be proficient in math on the Florida Standards Assessment Test will be at least     %
<b>AMO:</b>	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)	53	4%	30%	66%	0%	66%	62%	70%	75%	69%	0%	75%	58%	33%	71%	67%	
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)	54	41%	56%	4%	0%	4%	0%	6%	8%	5%	0%	0%	0%	0%	0%	0%	2%
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)	29	3%	31%	66%	0%	66%	57%	73%	100%	50%	75%	100%	69%	53%	100%	63%	
District 2015	990	8%	31%	51%	10%	61%	61%	61%	76%	50%	65%	80%	72%	61%	41%	42%	53%

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	53	52	53	52	51	54	44	61	51	44	49	52
	District	1,211	67	67	67	73	60	63	56	69	68	54	51
Expression	2015	53	52	48	55	54	52	50	50	50	47	49	52
	District	1,211	64	62	65	68	60	60	50	64	65	52	49
Geometry	2015	53	67	65	70	61	71	80	85	65	56	69	69
	District	1,211	71	71	72	72	59	72	68	72	73	57	57
Statistics	2015	53	49	44	54	51	50	17	54	47	40	48	50
	District	1,211	47	47	48	57	45	50	23	49	47	35	46

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	54	47	44	49	48	49	20	53	43	50	47	47
	District	1,172	64	65	64	80	61	58	40	62	65	55	54
Expression	2015	54	31	29	32	28	31	33	33	33	30	29	29
	District	1,172	49	49	49	65	46	44	33	51	49	44	35
Geometry	2015	54	29	25	31	26	30	13	32	29	28	25	27
	District	1,172	57	57	57	69	51	50	46	57	58	48	32
Statistics	2015	54	30	32	29	35	27	70	30	28	29	24	31
	District	1,172	53	55	51	63	48	44	47	52	55	45	34

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	29	61	55	67	50	63	69	100		56	55	67	61
	District	990	72	72	72	82	71	70	70	78	71	62	54	68
Expression	2015	29	56	55	57	70	47	58	60		61	52	70	55
	District	990	56	57	55	66	53	55	64	57	56	47	49	52
Geometry	2015	29	60	61	60	60	58	48	80		65	57	57	59
	District	990	63	63	62	66	58	65	74	66	63	54	57	59
Statistics	2015	29	56	59	53	25	63	50	25		58	62	25	55
	District	990	60	59	60	65	51	62	70	66	60	53	50	55

School	# Students 2015	Test Score			Strand 1	Strand 2	Strand 3
		*2013	*2014	2015	2015	2015	2015
<b>FSA: Algebra 1 EOC</b>		Pass %			Algebra & Modeling (%)	Functions & Modeling (%)	Statistics & The Number System (%)
<b>Pryor</b>	<b>55</b>	100	93	<b>100</b> +7			
<b>DISTRICT</b>	<b>2,210</b>	77	74	<b>81</b> +7			
<b>STATE</b>		64	66	<b>67</b> +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?**

100% of Pryor students who took the FSA Algebra I EOC passed. Students enrolled in this course are appropriately placed. Students are learning standards to be able to pass the exam. • 93% of Geometry students scored proficient per the year-end Geometry assessment (DEA). • Number of grade 6 math students at proficiency: 33% to 64%, gains • Percent of grade 6 proficient math students who took Test C: 66% • Percent of grade 6 proficient ELL math students who took Test C: 71% • Strongest grade 6 math strands with notable improvement: Ratios, Numbers, Statistics • Number of grade 8 math students at proficiency: 31% to 58%, gains • Percent of grade 8 proficient math students who took Test C: 66% • Percent of grade 8 proficient ELL math students who took Test C: 100% • Percent of grade proficient SWD / ESE math students who took Test C: 53% • Strongest grade 8 math strands with notable improvement: Numbers, Functions • Strongest grade 7 math strands with notable improvement: Numbers, Geometry

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

• Weakest grade 6 math strands: Expressions • Number of grade 7 math students at proficiency: 32% to 41%, gains • Weakest grade 7 math strands, regression or no improvement: Ratios, Expressions, Statistics • Gains of SWD/EBD students in grade 6: 33% • Gains of SWD/EBD students in grade 8: 0% • Weakest grade 8 math strands, some regression or no improvement: Expressions, Geometry, 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...** use appropriate math practices, student talk and multiple approaches to problem solving in order to move from basic comprehension (computational) to deeper understanding (inferential/analytical) of the FL math 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 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. Based on teacher need and interest, a portion of the half day district provided professional development will focus on FSA standards and grade specific item specifications. (September 14/15, October 9/12, November 5/6, January 20/21).
2. During department meetings, grade-level meetings and PLCs differentiated by grade level, course and/or teacher needs, teachers will focus on designing/sharing of multiple activities, instructional strategies, formative and summative assessments as well as the scope and sequence of district curriculum guide.
3. School-based PD (4 days), supported by the Math Coach, will provide collaborative opportunities to investigate standards-based best practices and resources.
4. Instructional Rounds: observation of and reflection upon best practices utilized in other classrooms, not limited to math classrooms or classrooms at Pryor Middle School.
5. DEA training will be provided by Instructional Coach to assist teachers with administration, pulling reports, and analyzing data.

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

1. Administrators will create a school-based calendar of professional development, department, faculty, school leadership team meetings. Scheduled dates for the year will be provided at the beginning of the school year.
2. Administrators and teachers will communicate Standards and grade-level expectations to students and families.
3. Teachers will be scheduled to participate in the school-based District-provided PD training.
4. Administration will schedule time for teachers to participate in school-based PLCs and department meetings which will meet at least once a month.
5. Administration will provide substitutes for teachers to participate in at least one Instructional Round to observe best practices, multiple activities and instructional strategies utilized in other math classrooms. Dates and observations will be determined per math department needs and will occur during the first semester.

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

1. Teachers will implement the best practices of a Standards-Based classroom by following the researched based practice of: Select standards from among those students need to know. → Design an assessment through which students will have an opportunity to demonstrate those things. → Decide what learning opportunities students will need to learn those things. → Plan instruction to assure that each student has adequate opportunities to learn. → Use data from assessments to give feedback, reteach, or move to the next level.
2. Teachers will familiarize and utilize the District Curriculum Pacing Guides to direct their sequencing and pacing of instruction for their course(s), understanding that there will be the need to continually model and adjust instruction for students to have adequate opportunity to learn.
3. Teachers will utilize a variety of instructional resources to create and implement multiple activities and strategies. Among those resources would be those provided in the District Curriculum Pacing Guide, during professional development, district provided programs/resources and/or any that the teacher has personally researched.
4. Teachers will familiarize and utilize the DOE established Item Specifications/Assessment Limits when designing both instruction and assessments, both formative and summative.
5. Teachers will incorporate best practices learned from their Instructional Round observation(s).
6. Teachers will continue to model for students in daily lessons to demonstrate mastery of the concepts.
7. The 8 Mathematical Practices will continue to be embedded throughout each unit of study (HOW).

8. Teachers will conduct both formative and summative assessments aligned with standards to provide effective feedback to students regarding their learning.
9. Students will participate in math talk using appropriate mathematical language.
10. Teachers will continue to implement researched-based math talk strategies (small group, stations, partners, journaling, etc.) for student proficiency of the standards.

<b>Progress Monitoring:</b>			
<b>Initiative</b>	<b>How Often</b>	<b>How Will It Be Monitored</b>	<b>Who Is Responsible To Monitor</b>
FSA standards and grade specific item specifications: design formative and summative assessment	Weekly	Lesson plans, Walk Through, PLCs, Department Meetings, Teacher Created Assessments	Math Teachers, Administration, Math Coach
FSA standards and grade specific item specifications: utilize multiple activities and strategies	Weekly	Lesson plans, Walk Through, PLCs	Math Teachers, Administration
FSA standards and grade specific item specifications: embed math practices, student talk, spiraling, effective feedback	Weekly	Lesson plans, Walk Through, PLCs,	Math Teachers, Administration
Instructional Round	Once During First Semester	Reflection; Lesson Plan (incorporation of newly observed best practice)	Math Teachers, Administration
Mathematical Practices and Effective Feedback	Daily	Lesson Plans, Walkthroughs	Math Teachers, Administration

<b>Evaluation:</b>
<b>Evaluation of Goal &amp; Implementation (Completed at the Beginning of Second Semester):</b>
<b>Refinement of Goal (Completed at the Beginning of Second Semester):</b>



## 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. Based on teacher need, a portion of the half-day district provided professional development will focus on purposeful spiraling activities. (September 8/9, October 7/8, November 2/3, January 11/12).
2. During the district provided half-day sessions, department meetings, and PLCs, teachers will focus on designing/sharing of multiple activities, instructional strategies, formative and summative assessments that include spiraling activities.
3. School-based PD (4 days), supported by the Math Coach, will provide training on the development of lessons/units/assessments that integrate purposeful spiraling of student needs based upon data collection.
4. The Instructional Coach will provide DEA training on how to access, administer, pull reports, and analyze data.
5. Data analysis: using DEA, Think Through Math reports, and teacher-created assessments, teachers will determine areas that need to be targeted (grade level and course standards)

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

1. Administrators will create a school-based calendar of professional development, department, faculty, school leadership team meetings. Scheduled dates for the year will be provided at the beginning of the school year.
2. Teachers will communicate standards-based and needs-based purposeful spiraling expectations to students and families.
3. Teachers will participate in scheduled school-based District-provided PD training.
4. Teachers will participate in school-based PLCs and department meetings which will meet at least once a month.
5. Teachers will analyze student data, such as DEA, to identify areas that need to be spiraled.
6. Teachers will use pre-requisite course level standards during the 1st quarter to begin spiraling in targeted areas.
7. Teachers will use District Curriculum guides to map out yearly instructional plans.

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

1. Teachers will implement the best practices of a Standards-Based classroom by following the researched based practice of: Select standards from among those students need to know. → Design an assessment through which students will have an opportunity to demonstrate those things. → Decide what learning opportunities students will need to learn those things. → Plan instruction to assure that each student has adequate opportunities to learn. → Use data from assessments to give feedback, reteach, or move to the next level.
2. Teachers will employ diagnostic and prescriptive teaching strategies along with purposeful spiral review of math skills as determined by student and class performance, FSA, and DEA data to ensure student proficiency.
3. Students will engage in frequent and various opportunities to review math content/skills and/or receive additional instruction as needed through a variety of best-practice strategies (EXAMPLE NEEDED).
4. Bellringers and classroom assessments, both formative and summative, will include spiraled content.
5. Students will complete spiraled tasks routinely in class and on assessments.
5. Teachers will use data from classroom assessments to determine target areas for purposeful, spiraled instruction and to drive further instruction.

<b>Progress Monitoring:</b>			
<b>Initiative</b>	<b>How Often</b>	<b>How Will It Be Monitored</b>	<b>Who Is Responsible To Monitor</b>
District Provided Professional Development (1/2 day)	As scheduled	Attendance sign in (MLP), meeting notes	Math Coach and Administration
District Provided Professional Development (school-based)	As scheduled	School Calendar, attendance sign in (MLP), meeting notes	Math Teachers and Administration
School based PLCs/Department meeting	Monthly	School Calendar, meeting notes & debrief	Math Teachers and Administration
Purposeful Spiraling	Weekly	Lesson Plans, Walkthroughs, Observations	Math Teachers, Administration, Students
Data Analysis	As needed	Lesson plans, Assessments, PLC sharing, Data chats	Math Teachers and Administration

<b>Evaluation:</b>
<b>Evaluation of Goal &amp; Implementation (Completed at the Beginning of Second Semester):</b>
<b>Refinement of Goal (Completed at the Beginning of Second Semester):</b>

## School Action Plan

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

#### **Math Levels 1 and 2 Focus 1**

**Focus:** Standards-based learning via Think Through Math

**Goal:** **By the end of the year, we expect our students to be able to...** apply the strategies and concepts learned in Intensive Math to access grade-level mathematics content and persevere in solving complex problems.

#### **Professional Development and Activities:**

##### **School-based:**

1. To provide IM teachers with the skills necessary to successfully implement Think Through Math (TTM) program, the school will follow up District-provided July 14 training with TTM webinars and scheduled school visits from TTM coach.
2. IM teachers will participate in professional development to:
  - Create and use standards-based math stations to facilitate differentiated small group instruction and implementation of the TTM program.
  - Plan purposeful differentiated small-group instruction focusing on spiraled standards to include math-rich student discussion.

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

1. IM teachers and administration will ensure classrooms/labs are equipped with working laptops/headphones readied for student use of TTM.
2. July 14: IM teachers will attend OCSD TTM professional development.
3. July 17: IM teachers will meet with administration to create an action plan for TTM implementation including a schedule for TTM use, station rotations, small and whole group instruction, and use of instructional aide.
4. Teacher professional development needs will be determined through discussion with IM teachers, administration, and math coach. Topics to include:  
  
Implementing standards-based tasks, spiraled tasks, stations, classroom management, analyzing student data (TTM, DEA), development of standards-based math rich discussion starters and probing questions within a variety of student collaboration tasks, using data to design spiraled domain-specific math tasks to be incorporated within a variety of learning experiences to include student discourse/MP3, such as in stations, collaborative student group work, teacher-led tasks, online diagnostic-prescriptive exercises, etc.
5. Administration will schedule students into grade level IM classes based on district policy and student needs.
6. IM teachers will collaboratively review student DEA 2014 and fall 2015-16 data to identify spiral standards, tasks, to begin the first quarter.
7. (September/January/May) IM teachers and the math coach will review TTM diagnostic data and DEA data to monitor the effectiveness of IM program and to make necessary adjustments to student learning goals and IM school action plan.
8. The instructional math coach and IM teachers will review TTM school/class data reports to monitor progress and to assess the implementation fidelity of the TTM program. Adjustments will be made in the online TTM program and in related instruction to support findings. These meetings will occur as necessary and will be scheduled at the request of the teacher.

**Classroom Implementation Action Steps (Teachers and Students):\****Teachers:**

1. IM teacher will administer the TTM diagnostic assessment at beginning/mid/post year intervals and provide feedback to individual students using the messaging feature of the TTM program, printed reports, and student counsel.
2. IM teacher will regularly identify the objectives and activities for the instructional aide within the IM class and share these objectives with the aide so that the time the aide spends in the classroom is targeted and effective.
3. As deemed appropriate, the teacher can employ the option of built-in incentives in the TTM program to promote student-motivation.

4. IM teacher will monitor TTM student data reports weekly to plan for instruction and to modify student learning goals as needed.
5. IM teacher will implement standards/domain-specific math tasks based on student progress in TTM, varied assessments, and from standards' prerequisites.
6. IM teacher will present and facilitate opportunities for student math-rich discussions during small and/or whole group instruction regularly.

Students:

1. Students will take a TTM diagnostic three times during the school year (pre/mid/post) and self-monitor progress using built in features of the TTM program on a regular basis.
2. Students will engage in 30-45 minutes of individualized TTM instruction two to three times weekly.
3. Students will review and maintain spiraled content through a variety of teacher-designed tasks.
4. Students will engage in math-rich discussion during small group and/or whole group lessons regularly.
5. Students will utilize incentives built into the TTM program to build self-efficacy.

<b>Progress Monitoring:</b>			
<b>Initiative</b>	<b>How Often</b>	<b>How Will It Be Monitored</b>	<b>Who Is Responsible To Monitor</b>
Think Through Math Implementation	Initiate Fall 2015 with ongoing program evaluation	Lesson plans, Walk-throughs, TTM reports	Administration, Teacher, Math Coach
Student math-rich discussions	Regularly/weekly	Lesson plans, Walk-throughs, Assessments,	Teacher, Administration
Small group instruction/stations/variety of student groupings	Daily	Walk-throughs/student progress reports/Data chats	Teacher, Administration, Math Coach
Student support: counseling	Daily	Walk-throughs, Lesson plans, Student progress reports,	Administration
Spiraling	Weekly	Student journals, lesson plans	Administration

<b>Evaluation:</b>
<b>Evaluation of Goal &amp; Implementation (Completed at the Beginning of Second Semester):</b>
<b>Refinement of Goal (Completed at the Beginning of Second Semester):</b>

## School Action Plan

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

<b>Math Levels Subgroup Focus</b>	
<b>Subgroup:</b> ELL students	<b>Focus:</b> Standards-based instruction and spiraling
<b>Goal:</b> By the end of the year, we expect our students to be able to... orally state steps used to solve word problems derived from state standards and purposefully spiraled tasks.	

<b>Professional Development and Activities:</b>
<b>School-based:</b> 1. ELL support staff will meet with Math teachers individually and/or in department meetings to share specific strategies that can be used in the math classroom.



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

Math teachers will use ELL strategies in math instruction to assist ELL students in verbalizing mathematical steps used to solve problems.

ELL students will become familiar with Khan Academy and/or Think Through Math program which offers lessons in both Spanish and English.

ELL students will use math manipulatives to reinforce mathematical concepts.

Administration will provide resources for teachers to use with ELL students (Spanish version of text, interpreters, iPads assigned to ELL students)

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

1. One-on-one comprehension checks with a peer tutor, teacher, or teacher assistant.
2. Routinely assign word problems.
3. Use online-translator for word problems.
4. Identify key words in mathematical problems for aid in comprehension by using math text - coding strategy and mathematical vocabulary guide.
5. Additional pause and talk time during student talk.
6. Elicit non-verbal feedback such as "thumbs-up or thumbs-down" to check for understanding.

<b>Progress Monitoring:</b>			
<b>Initiative</b>	<b>How Often</b>	<b>How Will It Be Monitored</b>	<b>Who Is Responsible To Monitor</b>
ELL Resources: Use of Spanish-print versions of math texts, to be used along side English text versions; ELL resources, paraprofessional assistant-interpreter, ipads, online language support program, translation apps	Daily	Walk-throughs, online program progress reports, ipad-check-out records	Administration, Guidance, teachers
Assessments will include word problems.	regularly- during 9 weeks	grades/ online grades; teachers	teachers
Whole and small group instruction/individual-differentiated/stations/variety of student groupings/private student counsel	weekly	Walkthroughs/student progress reports-- class grades/Evaluation reports from DEA and class assessments	teacher; math coach support; ELL paraprofessional aide; administration

<b>Evaluation:</b>
<b>Evaluation of Goal &amp; Implementation (Completed at the Beginning of Second Semester):</b>
<b>Refinement of Goal (Completed at the Beginning of Second Semester):</b>

## School Action Plan

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

#### **Math SWD Focus**

**Focus:** SWD/ESE students, especially EBD students within the SWD population

**Goal:** By the end of the year, we expect our students to be able to... understand content area vocabulary and demonstrate knowledge and problem-solving skills.

#### **Professional Development and Activities:**

##### **School-based:**

1. Math teachers of ESE students, including the teacher for EBD students, will receive training and/or support during district math professional development training, including training/support through the Instructional Math Coach and/or in the math department meetings and math department PLC meetings on appropriate standards-based instructional strategies.
2. Math teachers of ESE students, including the teacher for EBD students, will receive training and/or support during district math professional development training, including training/support through the Instructional Math Coach and/or in the math department meetings and math department PLC meetings on purposeful spiraling, based on standards-based pre-requisites, DEA and TTM data.

#### **Action Steps for Implementation:**

##### **School Implementation Action Steps:**

1. Instructional Math Coach will select standards-based instructional strategies at differentiated levels to be the focus of the Professional Development.
2. Instructional Math Coach will provide training to the faculty as scheduling permits or during half day trainings if time permits.
3. Department Chairs and Administration will schedule department meetings and faculty meetings to train teachers on the strategies in groups of 2 or 3 at a time, with PD groupings determined based on teacher-needs.

##### **Classroom Implementation Action Steps (Teachers and Students):**

1. All teachers of SWD students will teach math content-related vocabulary acquisition strategies to their students.
2. All teachers of SWD students will teach students to apply problem-solving strategies to standards-based tasks and assessments.

<b>Progress Monitoring:</b>			
<b>Initiative</b>	<b>How Often</b>	<b>How Will It Be Monitored</b>	<b>Who Is Responsible To Monitor</b>
Progress monitoring of SWD students	Three times per year	DEA, progress reports; data chats	teacher; Guidance; math coach; administration
Assessments will include vocabulary and problem-solving tasks	Weekly	grades online or grade reports, lesson plans; standards 'spiral-review' student-progress checklists	teacher; math coach, administration
Small group instruction/individual-differentiated math support/stations/variety of student groupings/private student counsel	Weekly	Walkthroughs/student progress reports-- class grades/Evaluation reports from DEA and class assessments	teacher; math coach support; administration

<b>Evaluation:</b>
<b>Evaluation of Goal &amp; Implementation (Completed at the Beginning of Second Semester):</b>
<b>Refinement of Goal (Completed at the Beginning of Second Semester):</b>

# School Action Plan

## *Science*

<b>District Goal:</b>	<b>Students shall demonstrate science proficiency at or above the expected grade level.</b>
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<b>Objective:</b>
The percentage 8 <sup>th</sup> 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 70 %.

# 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	Pryor	08	185	8%	26%	31%	21%	14%	66%	70%	62%	70%	44%	53%		65%	75%	37%	20%	57%
2014	Pryor	08	188	14%	26%	23%	23%	13%	60%	62%	58%	91%	43%	65%	50%	50%	64%	52%	0%	52%
2015	Pryor	08	199	13%	30%	19%	17%	22%	58%	66%	49%	83%	35%	35%	100%	92%	68%	27%	0%	45%
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)												
				All Students		Gender		Ethnicity						Status		
		Year	Name	# Students Tested	Overall	Male	Female	A	B	H	I	M	W	ESE	ELL	F/R
NATURE	2013	Pryor	185	69%	70%	69%	77%	57%	67%		72%	72%	53%	47%	66%	
	2014	Pryor	188	67%	65%	69%	78%	62%	70%	73%	68%	67%	59%	33%	65%	
	2015	Pryor	199	66%	67%	65%	71%	58%	54%	77%	78%	71%	56%	25%	59%	
	2015	District	2,198	68%	67%	70%	74%	57%	62%	75%	68%	71%	52%	34%	61%	
ERTH/SPC	2013	Pryor	185	70%	74%	66%	65%	61%	64%		69%	75%	63%	43%	68%	
	2014	Pryor	188	64%	67%	62%	74%	56%	64%	63%	57%	67%	62%	29%	61%	
	2015	Pryor	199	62%	67%	57%	69%	52%	51%	80%	74%	67%	50%	29%	57%	
	2015	District	2,198	64%	65%	63%	65%	50%	59%	66%	66%	67%	50%	39%	57%	
PHYSICAL	2013	Pryor	185	69%	70%	68%	69%	56%	64%		69%	74%	55%	43%	64%	
	2014	Pryor	188	69%	69%	70%	81%	62%	71%	77%	68%	71%	60%	43%	66%	
	2015	Pryor	199	73%	77%	69%	84%	65%	62%	80%	88%	77%	62%	36%	67%	
	2015	District	2,198	71%	72%	70%	75%	59%	67%	74%	73%	73%	57%	43%	65%	
LIFE	2013	Pryor	185	71%	73%	69%	70%	61%	66%		69%	76%	61%	45%	67%	
	2014	Pryor	188	68%	68%	68%	75%	60%	65%	70%	64%	71%	62%	32%	65%	
	2015	Pryor	199	70%	74%	67%	76%	63%	61%	70%	83%	74%	57%	37%	64%	
	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... demonstrate proficiency on all grade level standards as assessed on 8th grade FCAT 2.0 and 6th and 7th grade semester exams.

### 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. Work with reading instructional coach to create a reference sheet for strategies and resources to use with close reading components.
2. Conduct a book study of selections from 5 E Instructional Model Creating Teachable Moments by Rodger W. Bybee.
3. Create text dependent questions and inquiry labs based on standards and item specs for each grade level.
4. Cross-curricular PLCs and department meetings will address shared strategies for everyday instructional reading to use in the science classroom.
5. Teachers will collaborate to develop spiraled lessons focusing on science power standards.

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

1. Create a school based calendar for unit lab dates for each science teacher.
2. School will purchase copies of the 5 E Instructional Model Creating Teachable Moments/Bybee books for the book study.
3. Implement close read components during everyday instructional reading.
4. Implement standard focused text dependent questions in weekly lessons and on all assessments.

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

1. Teachers will incorporate elements of Close Reading in Everyday Instructional Reading.
2. Teachers will administer one lab per unit.
3. Students will use close read components to critically read lab procedures and formally write a research based hypothesis and experiment conclusion.
4. Teachers will ask text dependent FCAT-like questions of varying complexity in bellwork, labs, class/homework, quizzes, and tests to increase student comprehension of science standards.
5. Students will discover, collaborate, and self-assess answers to text dependent questions aligned with science standards.
6. Students will create their own text dependent questions to administer to other students in the classroom.

**Implementation Monitoring:**

<b>Initiative</b>	<b>How Often</b>	<b>How Will It Be Monitored</b>	<b>Who Is Responsible To Monitor</b>
Standards Monitoring	3 times-October, January, May	DEA	Department Head, Administration
Standards-Based Instruction	Semester	Data Chats	Administration
Text Dependent Questions	Monthly	Lesson Plans and Department Meetings	Teachers, Department Head, Administration
Close Reading Component	Monthly	Walkthroughs	Administration



<b>Evaluation:</b>
<b>Evaluation of Goal &amp; Implementation (Completed at the Beginning of Second Semester):</b>
<b>Refinement of Goal (Completed at the Beginning of Second Semester):</b>

## 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...** recall and understand previously learned standards and demonstrate proficiency growth on formal assessments, including, but not limited to DEA.

#### 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. Work with instructional coach to identify and address missed standards on DEA to determine grade level specific spiraling topics.
2. Creation of spiraled lesson plans and TDQs for switched classrooms to increase knowledge of previous learned standards.
3. Sharing of exemplar lessons/student work that is focused on the identified need of increasing proficiency of nature of science standards.

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

1. Create calendar dates for when science teachers will switch departmental focus areas to increase understanding of previously learned standards.
2. Set calendar dates for DEA test dates (Sept, Feb, May).
3. Use missed standards from DEA to create lessons on targeted focus areas.
4. Administer DEA.

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

1. Teachers will create lessons focused on missed DEA standards.
2. Teachers will reteach deficient concepts as indicated by DEA and previous assessments.
3. Teachers will administer daily bellwork that spirals previously learned standards.
4. Teachers will incorporate at least two spiraled questions on every summative assessment.
5. Teachers will instruct another teacher's class on targeted spiraled lessons.
6. Students will use close read components to readdress standards based on missed DEA questions.
7. Students will travel to other teachers within the department to participate in spiraled lessons aligned with power standards.
8. Teachers will use item specs to guide Tier II and Tier III vocabulary instruction.

**Implementation Monitoring:**

<b>Initiative</b>	<b>How Often</b>	<b>How Will It Be Monitored</b>	<b>Who Is Responsible To Monitor</b>
Collaborative Teaching	Monthly	Department Meeting	Department Head
Spiraled Assessment	Monthly	Lesson Plans, Department Meeting	Administration, Department Head
Spiraling Focus	3 times(October, January, May)	DEA, Data Chats, Department Meeting	Administration, Department Head

<b>Evaluation:</b>
<b>Evaluation of Goal &amp; Implementation (Completed at the Beginning of Second Semester):</b>
<b>Refinement of Goal (Completed at the Beginning of Second Semester):</b>

## 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 <sup>th</sup> Grade	7 <sup>th</sup> Grade	8 <sup>th</sup> Grade
Attendance below 90% regardless of excused absences or suspensions			
One or more suspensions (in or out of school)			
Course failure in ELA	4	4	3
Course failure in math	3	8	26
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.
<p>Intensive Reading and Math classes, Math Mini-Block classes, After School Tutoring, Edgenuity Credit Recovery class and SIS, STP, Attendance reporting, Truancy</p> <p>Child Study, MTSS, Guidance Lunch Bunch, School Social Worker, Staffing Specialist, ESE Services</p> <p>Parent Contact-telephone calls, conferences</p> <p>ELA, Math, and Functions of Behavior strategies specific to student need as indicated in the OCSD MTSS manual and determined through the MTSS process</p>





## 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

Course offerings are tailored to address students of varying educational needs, including those who excel and those who are in need of additional support: Intensive Reading, Intensive Math, Block and Modified Block scheduling; CHOICE classes including technology, manufacturing, engineering, robotics, web design, IT; variety of other electives such as band, chorus, PE; high school credit classes in math, technology, science, foreign language. Course offerings include advanced classes aimed to prepare students for high school success in AP and IB programs. Pryor offers a rigorous advanced program. SAILS, whereby students are expected to succeed in a minimum of 3 advanced classes, participate in community service, complete a personal project, and enjoy a special interest homeroom. Quality instruction through PD based on analysis of student data. Data Chats with teachers to monitor student achievement. Pryor houses five computer labs and four mobile iPad/Chrome/laptop labs. Technology is regularly embedded into instruction for all learners: Intensive Math and Intensive Reading students spend three days per week working with individualized instruction to work toward proficiency. Core classes use available technology for School Advisory Council composed of staff, parents, community members meets regularly to collaborate on key decisions impacting the school; Parents for Pryor supports Pryor Middle School to enhance the students' learning environment through volunteerism and fundraising. To involve families in their students' education, Pryor conducts Orientation, Open House, Sixth Grade Survivor, Curriculum Fair, Family Literacy nights for English Language Learners, and conferences tailored to the needs of individual students. To keep parents aware of events and encourage their participation, Pryor maintains current and relevant Facebook Page, Twitter account, school website, and individual teacher web pages.

### 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

Adequate and appropriate facilities are provided through:

Administration oversees facility maintenance.

Maintenance and custodial services are provided to ensure upkeep and safety.

Cafeteria staff follows state, federal, and local regulations for food and nutrition.

Pryor provides a culture conducive to learning and working:

Guidance ensures students are appropriately placed into courses and monitors pupil progression.

ESE department manage individual case loads through partnership with classroom teachers, students, and parents to ensure progress toward meeting identified goals.

MTSS process is in place to identify academic, behavioral, and attendance concerns and address students' needs through interventions.

Department and grade level meetings are conducted monthly to address SPP focus area action plans, pacing guides, teaching strategies, and student progress.

Professional Learning Communities focus on various topics (such as, student engagement, technology, cross-curricular instruction) to advance student learning and promote professional growth.

Pryor maintains a safe learning and working environment:

School Resource Officer is onsite daily.

Teachers and staff have assigned duty stations.

Building is secured.

A tiered discipline plan prevents disruption during class.

A crisis plan is in place to address emergencies that may be encountered at the school.

The school conducts requisite safety drills.