

Date Submitted:

Dates of Revision:

School Performance Plan 2021-2022



School Name: N.W. Florida Ballet Academie

Legend

AICE	Advanced International Certificate of Education	MtSS	Multi-tiered System of Supports
AP	Advanced Placement	NGCAR-PD	Next Generation Content Area Reading Professional Development
DA	Differentiated Accountability	NGSSS	Next Generation Sunshine State Standards
ED	Economically Disadvantaged	PERT	Postsecondary Education Readiness Test
ELA	English Language Arts	PMP	Progress Monitoring Plan
ELL	English Language Learners	PMS	Progress Monitoring System
EOC	End of Course Exam	POC	Plan of Care
ESE	Exceptional Student Education	PPP	Pupil Progression Plan
ESSA	Every Student Succeeds Act	PSAT	Preliminary Scholastic Aptitude Test
FAIR	Florida Assessment for Instruction in Reading	SAC	School Advisory Council
F/R	Free & Reduced	SAI	Supplemental Academic Instruction
FS	Florida Standards	SAT 10	Stanford Achievement Test
FSA	Florida Standards Assessment	SESAT	Stanford Early School Achievement Test
IB	International Baccalaureate	SPP/SIP	School Performance Plan/School Improvement Plan
IEP	Individualized Education Program	SWD	Students with Disabilities
IPDP	Individualized Professional Development Plan	VE	Varying Exceptionalities

SAC Information

All school advisory agendas, minutes, memberships, and guidelines of operations are bound at the school site as well as the District Office. These reflect the process used in the preparation and evaluation of the School Performance Plan and the school's annual budget.

SAC funds in the amount of \$0.00 will primarily be used for: N/A

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

Principal's Signature
SAC Chairperson's Signature

Okaloosa County School District

Vision Statement:

We inspire a lifelong passion for learning.

Mission Statement:

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

Core Values:

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

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

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

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

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

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

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

School Performance Team

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

Name	Title
Mrs. Kelly Day	Administrator
Ms. Robin Murray	Instructor
Mrs. Krystle Goodwin	Instructor
Ms. Amy Figueroa	Instructor
Mrs. Sheri Rodriguez	Instructor
Mrs. Jan Strahan	Instructor
Ms. Erika Denney	Instructor
Ms. Staci Grevillius	Instructor
Mrs. Maria Erdberg	Instructor

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

Our faculty is a small, close working community of learners. Due to the working nature of this faculty, we labored together to modify and make changes to our SPP based on the data and needs of our students. We met as grade levels and groups to discuss both our strengths and needs as instructors, and the strengths and needs of our students. We aim to provide the best possible learning environment for our students.

School Profile

In 2002, a unique collaborative partnership of the Okaloosa County School District and the Northwest Florida Ballet (NFB) established the NFB Académie. Today, NFB Académie offers children who want to dance, regardless of their economic means, the opportunity to develop their natural abilities, and a strong academic program in a nurturing and supporting learning environment. The Académie provides Grades 3-8 students a demanding academic curriculum in an artistic environment supported by instruction in Ballet, Art, French, and Music. Académie studies are based on the district-adopted curriculum, which is aligned to both the Florida Standards and Next Generation Sunshine State Standards. The first of its kind in Florida, the school is open to all public, private, and charter school students in Okaloosa and surrounding counties (Santa Rosa and Walton). Through a contractual agreement between the local school district and the non-profit organization, certified academic teachers and support services provided by the public Okaloosa County School District are enhanced by the ballet company's professional instructors in classes held in Northwest Florida Ballet's dance facilities.

The Académie can serve 142 students. Each May, students are selected by audition for 3rd and 6th grade. Selection is based solely on the student's potential to learn to dance. Since the program's inception, Académie students have consistently excelled academically and received among the highest scores on the annual statewide assessments.

At the opening of the 2021-2022 school year, the population of the NFB Académie consisted of 8 male students and 126 female students for a total population of 134 students. The racial composition is as follows: 75% Caucasian, 4% African American, 7% Hispanic, 10% Multi-Racial, and 4% Asian.

In addition to the numerous practices and strategies outlined in the School Performance Plan that address the concerns of our students performing at, above, or below grade level, NFB Académie offers a co-curricular Arts integration program which includes music, drama/art French and Ballet which is taught daily.

Parent and Community Awareness

NWF Ballet Academie			No	Not Sure	Yes	
		Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
Question	Responses	Very Dissatisfied	Dissatisfied	Neither satisfied nor dissatisfied	Satisfied	Very Satisfied
As a parent, how satisfied were you with the mySchool Online program this year?	1				100%	
Do you plan to return your child to full-time brick & mortar classes next fall?	1				100%	
My child's school emphasizes academic performance as the number one priority.	3			33%	33%	33%
Our principal is an effective leader who meets the needs of our students.	3				33%	67%
As a parent, I am made aware of the curriculum program for my child's grade level or course.	3				67%	33%
The school uses a variety of methods for parent communication.	3				33%	67%
Parent input is valued at my child's school.	3				33%	67%
Clear expectations of conduct and behavior are communicated to my child.	3				33%	67%
I receive positive phone calls, emails, or notes about my child from the school.	3				33%	67%
My child's school maintains a safe environment.	3				33%	67%
My child's school treats everyone fairly, regardless of race, economic status, or other relationships.	3				67%	33%
School funds are used to support the school in a financially responsible manner.	2				50%	50%
The guidance department at my child's school provides for the educational success of my student.	2				50%	50%
I am satisfied that my child's teachers do a good job educating my child.	3				33%	67%
My child's school is well maintained.	3				33%	67%
The health services provided at my child's school support his/her wellness.	3			33%	33%	33%

Parent and Community Awareness

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

All questions were rated as agree or strongly agree. Due to the low number of parent responses, another survey needs to be conducted before the mid-year review of the SPP.

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

We received “neither agree or disagree” responses on our school emphasizing academic performance as a top priority and the health services provided to support children's wellness.

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

We communicate with our parents/guardians through Email, Facebook, Dojo, Canvas, newsletters, Remind, agendas and follow up phone calls.

School Action Plan

ESSA Subgroup: Strategies & Programs to Support the Objectives

ESSA Subgroup Focus
Subgroup: Black/African American students
School Focus
What is the cause(s) for this subgroup being an area of focus? The Black/African American subgroup is one of the lower subgroups on the ESSA report.
What are we doing to target this subgroup? The focus will be to close the achievement gap between the Black/African American subgroup and all other groups.
Targeted School-based Professional Development: During school-based PLC's, teachers will discuss strategies targeting areas of interest for this subgroup, communication techniques to increase parent involvement and the development of specific PBIS plans for attendance issues of this subgroup.
Action Steps for Implementation with a Strong Focus on Addressing Potential Learning Loss
Classroom Implementation Action Steps (Teachers and Students): <ul style="list-style-type: none">• Teachers will monitor absences and tardies, and increase parent contact/involvement by requiring parent signatures in student planners• Elementary teachers will provide incentives for improved attendance and academic achievement through the PBIS plan developed for their class• Middle school teachers will develop a PBIS plan applying to all classes for consistency• Students will self-monitor their attendance as noted in their personal planner• Students will provide documentation for all absences and tardies• Students will participate in a PBIS plan targeting attendance/tardies
School Implementation Action Steps (Administration, Teachers, and Students): <p>Administrator will provide time for PLC's</p> <p>Teacher will communicate regularly with the families of this subgroup</p>

Progress Monitoring			
Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Improved attendance	Attendance cards/gradebooks	Daily	CRT
Improved academic growth	Informal Assessments	On-going	CRT

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

ELA DATA

School FSA ELA (2018-2021) Proficiency (%)				Achievement Levels									Gender		Ethnicity						Status			Strands																				
				1L	1M	1H	2L	2H	3	4	5	3,4,5	M	F	A	B	H	I	M	W	ESE	ELL	F/R	Average Rating																				
Year	School	Grade	# Students Tested	% of Score	% of Score	% of Score	% of Score	% of Score	% of Score	% of Score	% of Score	% Proficient	# Total Population	% Proficient	# Total Population	% Proficient	# Total Population	% Proficient	# Total Population	% Proficient	# Total Population	% Proficient	# Total Population	% Proficient	Key Ideas	Craft & Struct	Intgr of Knowl	Language	Writing	Write: Pump/Org	Write: Evidence	Write: Convent.												
2018	NWF Ballet	3	41				5		51	27	17	95	6	83	35	97	1	100	1	100	4	100		6	100	29	93	1	100		18	89	66	75	60	83								
2019	NWF Ballet	3	44	5	2		2	11	20	50	9	80	7	86	37	78	2	100	6	67	5	60		3	100	28	82	4	50	2	0	21	81	64	71	57	86							
2021	NWF Ballet	3	35				6	14	29	34	17	80	1	100	34	79			2	50	2	50	1	100	3	100	27	81	2	50		11	73	71	68	59	83							
2018	District	3	2,520	1	3	9	9	13	31	24	11	66	1231	62	1289	69	50	76	292	47	285	51	9	67	259	68	1625	71	428	35	139	26	1403	55	59	65	50	74						
2019	District	3	2,460	1	3	9	9	12	29	27	10	66	1258	64	1202	68	42	83	293	50	293	51	9	78	232	64	1591	72	456	39	136	24	1317	55	56	66	51	84						
2021	District	3	2,261	2	4	11	10	11	30	25	7	63	1149	58	1112	67	60	72	264	48	303	43	5	60	228	64	1401	69	415	35	181	23	966	53	58	59	49	73						
2018	NWF Ballet	4	32			13	6	19	16	38	9	63	9	67	23	61			2	0	1	0		4	75	25	68	2	50		10	70	59	67	51	73	55	52	49	72				
2019	NWF Ballet	4	31				3	3	42	23	29	94			31	94	1	100			2	100		5	100	23	91	1	100		14	86	64	72	58	89	67	61	62	89				
2021	NWF Ballet	4	29					3	31	34	31	97	1	100	28	96			1	100	2	100		4	100	22	95	1	100		10	100	75	83	74	83	60	52	51	95				
2018	District	4	2,449	2	3	11	9	13	30	23	9	62	1259	59	1190	66	66	75	327	42	235	49	10	70	233	63	1578	68	443	31	106	21	1266	50	54	63	48	70	55	51	51	72		
2019	District	4	2,429	1	3	8	9	12	33	24	11	67	1183	62	1246	72	48	77	262	45	272	51	8	50	254	72	1585	73	437	35	114	26	1282	55	54	61	52	83	55	50	50	75		
2021	District	4	2,408	3	5	13	8	11	25	25	11	60	1272	56	1136	65	56	77	249	37	299	46	4	25	223	65	1577	66	480	31	133	18	984	46	54	65	55	72	53	48	47	74		
2018	NWF Ballet	5	21					10	38	33	19	90	1	100	20	90	1	0	3	100	1	100		1	100	15	93				7	86	69	83	67	87	63	58	56	86				
2019	NWF Ballet	5	18			6	6	11	22	50	6	78	3	67	15	80			2	50				4	75	12	83	2	100		5	80	58	74	64	87	61	57	49	94				
2021	NWF Ballet	5	21				5	5	19	48	24	90	2	100	19	89	2	100			2	100		1	100	16	88	1	100		5	100	78	80	79	86	74	69	67	98				
2018	District	5	2,376	1	3	8	12	12	30	23	11	64	1189	60	1187	69	65	71	257	50	232	59	8	50	239	58	1575	68	349	21	43	5	1170	53	61	71	61	78	58	54	51	77		
2019	District	5	2,466	1	2	8	9	13	29	27	11	67	1237	63	1229	70	64	78	323	47	236	51	8	75	232	64	1603	73	434	29	79	16	1205	55	53	72	58	83	63	59	56	84		
2021	District	5	2,202	2	3	10	10	14	27	23	11	61	1150	57	1052	66	44	82	244	44	276	44	6	67	207	57	1425	68	402	28	92	11	920	47	59	68	65	77	60	55	54	81		
2018	NWF Ballet	6	18			6			44	33	17	94	3	67	15	100	1	100			2	100		2	50	13	100	1	0		6	83	65	64	49	85	69	64	60	97				
2019	NWF Ballet	6	16			13		6	38	25	19	81			16	81	1	100	4	50	2	100		1	100	8	88				4	75	65	70	51	78	69	61	61	100				
2021	NWF Ballet	6	15					20	13	27	40	80	1	0	14	86	2	100						3	100	10	70				4	75	69	77	62	83	71	65	65	97				
2018	District	6	2,421	1	4	11	12	13	22	25	12	59	1211	54	1210	64	64	73	300	40	194	50	6	33	244	53	1613	64	406	18	43	7	1224	48	52	60	42	79	61	56	53	87		
2019	District	6	2,424	2	3	9	10	12	25	27	11	63	1203	58	1221	68	67	76	258	46	254	52	10	60	221	64	1614	67	348	23	63	3	1125	51	60	65	46	83	64	59	58	86		
2021	District	6	2,295	3	4	10	11	13	24	25	11	60	1127	55	1168	65	53	70	234	39	283	46	7	43	237	59	1481	66	390	24	84	13	968	45	53	66	48	73	61	54	53	89		
2018	NWF Ballet	7	13			8		8	23	31	31	85			13	85	2	100	1	0	1	100		2	100	7	86				3	67	63	66	58	75	81	77	75	100				
2019	NWF Ballet	7	16			6			38	31	25	94	2	50	14	100	1	100			2	100		2	50	11	100	1	0		5	80	67	77	60	78	69	64	61	97				
2021	NWF Ballet	7	10			20	10	20	10	30	10	50	1	0	9	56			1	0				2	50	7	57	1	100		2	0	55	63	60	75	54	45	45	90				
2018	District	7	2,215	2	3	12	13	14	23	21	12	56	1099	48	1116	63	58	64	257	42	190	46	9	44	197	49	1504	60	279	16	57	12	1015	42	52	55	50	67	63	57	56	91		
2019	District	7	2,421	2	3	12	11	13	25	21	12	58	1213	53	1208	64	65	75	308	41	205	44	8	50	241	56	1594	63	387	20	52	4	1138	47	52	62	52	65	63	58	56	87		
2021	District	7	2,247	2	5	14	12	13	24	20	11	54	1143	48	1104	61	65	71	259	36	255	41	8	75	217	48	1443	60	353	18	69	3	850	40	54	60	50	67	59	53	51	87		
2018	NWF Ballet	8	10						50	20	30	100	2	100	8	100								1	100	9	100	2	100		3	100	71	79	74	89	78	73	73	100				
2019	NWF Ballet	8	11				9		36	27	27	91			11	91	2	100	1	0	1	100		2	100	5	100				1	100	74	82	80	80	80	76	70	70	100			
2021	NWF Ballet	8	11			9			45	18	27	91			11	91	1	100	3	67				1	100	6	100				2	50	73	75	54	90	71	64	64	100				
2018	District	8	2,197	1	2	8	10	12	29	23	14	66	1096	62	1101	70	68	78	260	48	178	53	11	82	193	64	1487	70	260	30	43	2	961	52	58	70	59	87	73	68	67	95		
2019	District	8	2,224	1	3	9	9	11	30	23	13	66	1102	61	1122	70	62	73	257	48	193	51	6	50	198	63	1508	71	272	29	45	7	912	53	57	73	68	72	70	66	64	91		
2021	District	8	2,227	3	4	11	10	12	31	20	11	61	1092	57	1135	65	67	70	218	41	233	46	9	56																				

School Action Plan

ELA: Reading & Writing

District Goal:	Students shall demonstrate reading proficiency at or above the expected grade level.
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Elementary Objectives:	
The percentage of all curriculum students who will make learning gains in reading as defined by the State of Florida on the Florida Standards Assessment Test will be at least 80%.	
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 80%.	
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 80%	
Middle School Objectives:	
The percentage of all curriculum students who will make learning gains in reading as defined by the State of Florida on the Florida Standards Assessment Test will be at least 80%.	
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 80%.	
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 80%	

School Action Plan

ELA: Strategies & Programs to Support the Objectives

Elementary Central Focus: ELA Focus Grades 3-5

To address potential learning loss by accelerating student achievement through the use of evidence-based resources, district and school-based staff will analyze assessment data, collaborate to create engaging lessons, and provide intervention support.

- Develop engaging, standards-based lessons that bridge LAFS and B.E.S.T. Standards using data (e.g., FSA, formative, classroom assessments), the Item Specifications, and *Benchmark Advance* Standards document
- Utilize the ELA text book, *Benchmark Advance*, as a resource to plan targeted Tier I (whole group) instruction based on i-Ready data that incorporates text-dependent questions leading to a culminating task
- Analyze components of i-Ready (e.g., Teacher Toolbox, Personalized Online Instruction) to appropriately incorporate within the Balanced Literacy Model
- Strategically utilize the B.E.S.T. Standards Vertical Progression to ensure a successful transition from LAFS to B.E.S.T. Standards

School Focus

Targeted School-based Focus: Continue to engage our students with improved student learning gains in the areas of language and writing, with students setting goals for their achievement using the Balanced Literacy Model.

Targeted School-based Professional Development: Teachers will participate in cross grade level collaborations, and implementation of i-Ready strategies and the utilization of the new Benchmark Advance textbook and resources training, Bridge training and continued iReady Toolbox training.

Action Steps for Implementation with a Strong Focus on Addressing Potential Learning Loss

Classroom Implementation Action Steps (Teachers and Students):

- Teachers will utilize Input, Clarification, and Reasoning Charts in their student talk and small group discussions during EIRs.
- Teachers will imbed ALDs and TDQs, including Levels 3 and 4, into differentiated instruction.
- Teachers will utilize i-Ready data to differentiate routines and tasks, i.e. stations, teacher-led small groups, Benchmark Advance resources, novel studies that correlate with ELA standards.
- Teachers will use formative assessments to drive instruction and clarify misconceptions.
- Teacher will use i-Ready data to continuously monitor individual progress and engage students in rigorous tasks.
- Teachers will instruct students in text marking/note taking, writing through reading, and student talk during Everyday Instructional Reading.
- Teachers will instruct students in differentiated methods in finding text evidence, including paired text at appropriate Lexile levels.

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Progress Monitoring			
Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Teacher created TDQs including DOK Levels 3 and 4	Teacher lesson plans, walk through observations/evaluations	Monthly	CRT/Administrator
Formative assessment	Teacher lesson plans, walk through observations/evaluations	As needed	CRT/Administrator
Text-marking/EIR	Teacher lesson plans, walk through observations/evaluations	Weekly	CRT/Administrator
Goal Setting	Goal setting documents	Quarterly	CRT/Administrator

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

School Action Plan

ELA: Strategies & Programs to Support the Objectives

Middle School Central Focus: ELA Focus

To address potential learning loss by accelerating student achievement through the use of evidence-based resources, district and school-based staff will analyze assessment data, collaborate to create engaging lessons, and provide intervention support.

- Utilize the *myPerspectives* textbook as a resource to plan targeted Tier I (whole group) instruction based on i-Ready data that incorporates text-dependent questions leading to a culminating task
- Develop standards-based lessons that bridge LAFS and B.E.S.T. Standards using data (e.g., FSA, formative, classroom assessments), the Item Specifications, and *myPerspectives* Standards document
- Incorporate appropriate components of i-Ready for identified Tier 2 students within the ELA classroom (e.g., Diagnostic data, Teacher Toolbox, and Online Personalized Instruction) to differentiate instruction
- Incorporate appropriate components of i-Ready for Tier 3 students within the Intensive Reading classroom (e.g., Diagnostic data, Teacher Toolbox, Scaffolding Tools, and Online Personalized Instruction) to individualize instruction
- Strategically utilize the B.E.S.T. Standards Vertical Progression to ensure a successful transition from LAFS to B.E.S.T. Standards

School Focus

Targeted School-based Focus: Text marking and annotations specific to prompt; Identify key concepts and ideas in close reading and EIR; teach standards and prepare for FSA item specs/assessments using the Balance Literacy Model.

Targeted School-based Professional Development: During PLC's teachers will discuss the implementation of research-based strategies for annotation and Text-Dependent Questioning which include Item Specifications, iReady Toolbox and myPerspectives resources. Training opportunities will be provided on the new textbook series, Bridge training for LAFS to B.E.S.T. standards.

Action Steps for Implementation with a Strong Focus on Addressing Potential Learning Loss

Classroom Implementation Action Steps (Teachers and Students):

- Teacher will increase the level of complexity in TDQs with the rigorous levels of the standards and provide a grade level target for students to identify and use skills utilizing myPerspectives textbook and resources.
- Students will use effective marking and annotations when addressing a writing prompt.
- Teacher will instruct students in appropriate text-marking and annotation strategies and facilitate their implementation in classroom writing activities. TDQs/Essay/Webb's DOK levels 3-4. iReady data will be used to determine appropriate lessons.

- Teacher will lead the class in small group discussions and will encourage the students to engage with one another as outlined in the Balanced Literacy Model.

Progress Monitoring			
Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
TDQs/Essays	Lesson Plans/Walk through observations/Evaluations, myPerspectives Standards document	Students will write a series of essays each nine weeks, (no less than four) focusing on text-to-text comparison, synthesis, and critical analysis	CRT/Administrator
Text Marking/Citing Evidence	Lesson Plans/Walk through observations/Evaluations, myPerspectives Standards document	Intermittently	CRT/Administrator
Small group discussions	Lesson Plans/Walk through observations/Evaluations	Daily	CRT/Administrator

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

School Action Plan

ELA: Strategies & Programs to Support the Objectives

Central Focus: Text-based Writing

School Focus

Targeted School-based Focus: Purpose, Focus and Organization

Targeted School-based Professional Development: Teachers will participate in cross grade level collaborations, and implementation of i-Ready strategies, *Benchmark/myPerspectives* resources and collective problem solving

Writing Plan

- School writing plans attached to end of the SPP

Progress Monitoring

Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Teacher created TDQs including DOK Levels 3 and 4	Lesson plans, walk through observations/evaluations/Benchmark and myPerspectives Standards document and iReady teacher Toolbox resources	Monthly	CRT/Administrator
Formative Assessment	Lesson plans, walk through observations/evaluations/Benchmark and myPerspectives Standards document and iReady teacher Toolbox resources	As needed	CRT/Administrator
Text Marking/EIR	Lesson plans, walk through observations/evaluations/Benchmark and myPerspectives Standards document and iReady teacher Toolbox resources	Weekly	CRT/Administrator

Small group discussions	Lesson plans, walk through observations/evaluations	Daily	CRT/Administrator
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Evaluation Following Mid-Year Data
Evaluation of Targeted School-based Focus & Implementation:
Refinement of Targeted School-based Focus:

School Action Plan

ELA: Strategies & Programs to Support the Objectives

Elementary ELA Students Below Grade Level

School Focus

Targeted School-based Focus: By the end of school year, students will be able to utilize multiple texts for the purpose of analysis and synthesis in order to answer text-based questions on grade level (Based on 2021 FSA scores, focus will be this years' 8th grad ELA students)

Targeted School-based Professional Development: Teachers will participate in cross grade level collaborations, implementation of i-Ready strategies, *Benchmark* resources PD, and collective problem solving as outlined in the Balanced Literacy Model.

Action Steps for Remediation

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

- Teachers will write PMPs for those students scoring level 1 or 2 on the 1st iReady diagnostic assessment.
- Teachers will provide remediation/reinforcement for students using i-Ready Toolbox and Benchmark resources for individualized differentiated instruction in small group.
- Teachers will provide data to Administrator on students in data conferences.
- Students will read independently and with a teacher from fiction and nonfiction sources, and complete paired texted exercises for remediation purposes using Benchmark resources
- Students will read and text mark both fiction and nonfiction passages with guidance and modeling, until they have mastery

Progress Monitoring

Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
iReady, Benchmark resources	Computer based results/teacher assessments	Weekly	CRT
Data Collection	Data conferences	Quarterly	CRT/Administrator
POC Tutoring	CRT conducted	Weekly	CRT

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

School Action Plan

ELA: Strategies & Programs to Support the Objectives

Secondary ELA Students Below Grade Level

School Focus

Targeted School-based Focus: To improve learning gains and to move our Level 1s and 2s to Level 3s or higher by developing PMP based on specific data collected on the first diagnostic assessment

Targeted School-based Professional Development: Teacher will use myPerspective resources and research-based strategies for annotation and Text-Dependent Questioning which have been provided through district professional development and may be researched online. School PD days may be used for teacher requested PDs.

Action Steps for Remediation

Intervention Action Steps (Teachers and Students):

- Teachers will engage students in effective EIR strategies and differentiate to reach each student in their area of need by using myPerspective resources and the iReady Toolbox
- Students will annotate text and answer TDQs with guidance and modeling
- Teacher will utilize explicit instruction and small groups for Level 1, 2, and fragile 3s using iReady Toolbox and myPerspectives resources
- Teacher will use standards alignment and quarterly focus standards for reading using myPerspectives standards document and district provided pacing guides

Progress Monitoring

Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Essays	Lesson plans/Observations	Weekly	CRT/Administrator
Small group discussions	Lesson plans/Observations/myPerspective Resources	Daily	CRT/Administrator
Explicit instruction	Lesson plans/Observations/myPerspective Resources	Weekly	CRT/Administrator

Informal assessments	Lesson plans/Observations/myPerspective Resources	Weekly	CRT/Administrator

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

SOCIAL STUDIES DATA

U.S. History EOC (2018-2021) Proficiency (%)				Achievement Levels						Gender		Ethnicity						Status			Strands														
				1	2	3	4	5	3,4,5	M	F	A	B	H	I	M	W	ESE	ELL	F/R	Percent Correct														
Year	School	Test	# Students Tested	% of Score	% of Score	% of Score	% of Score	% of Score	% Proficient	# Total Population	% Proficient	# Total Population	% Proficient	# Total Population	% Proficient	# Total Population	% Proficient	# Total Population	% Proficient	# Total Population	% Proficient	# Total Population	% Proficient	Orig. and Purp. of Gov't (MS) Late 19th-20th(HS)	Role and Resp. of Cit. (MS) Global Military (HS)	Gov't Pol. And Proc. (MS) Intl. Peace (HS)	Org. and Func. Of Gov't (MS)								
2018	NWF Ballet	Civics	13	0	0	8	54	38	100		13	100	2	100	1	100		2	100	7	100			3	100	74	70	71	71						
2019	NWF Ballet	Civics	16	0	0	13	44	44	100	2	100	14	100	1	100		2	100	11	100	1	100		5	100	73	81	74	69						
2021	NWF Ballet	Civics	10	0	10	20	30	40	90	1	100	9	89		1	0		2	100	7	100	1	100		2	50	78	72	67	64					
2018	District	Civics	2,307	8	13	26	25	28	79	1,152	77	1,155	81	60	82	271	67	205	67	9	78	200	72	1562	83	295	50	62	31	1045	67	62	62	60	60
2019	District	Civics	2,487	8	14	25	25	28	78	1,233	78	1,254	78	70	91	313	65	200	71	7	71	244	76	1653	81	390	51	42	24	1134	69	61	69	60	58
2021	District	Civics	2,337	13	17	28	20	22	69	1,200	69	1,137	70	69	81	273	50	275	55	8	75	224	69	1488	75	367	40	76	18	879	58	61	60	56	53

School Action Plan

Social Studies

District Goal:	Students shall demonstrate social studies proficiency at or above the expected grade level.
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Objectives:
Civics The percentage of all curriculum students who will be proficient in Civics as defined by the State of Florida on the Florida Civics End-of-Course Exams will be at least 80%.

School Action Plan

Social Studies: Strategies & Programs to Support the Objectives

Central Focus: Social Studies Focus

To address potential learning loss by accelerating student achievement through the use of evidence-based resources, district and school-based staff will analyze assessment data, collaborate to create engaging lessons, and provide intervention support.

- Utilize Test Item Specification to plan instruction informed by benchmark clarifications and content limits (7th Civics, 11th United States History)
- Implement inquiry-based strategies to promote engagement
 - Create a culture of curiosity through the use of claims, evidence, and reasoning
 - Incorporate SHEG lessons (World History and United States History)
- Incorporate literacy strategies in the middle school classrooms
 - Explore multiple perspectives using primary and secondary sources
 - Include vocabulary and writing strategies to strengthen comprehension of content
 - Utilize web-based tools for building background knowledge

School Focus

Targeted School-based Focus: Civics & U.S. History DBQs; Engagement through dialogue and Socratic Seminars using articles, web-based tools and SHEG lessons

Targeted School-based Professional Development: Teacher will choose appropriate DBQs for students and will engage students in discussion aimed at critical analysis of primary and secondary sources using articles, web-based tools and SHEG lessons

Action Steps for Implementation with a Strong Focus on Addressing Potential Learning Loss

Classroom Implementation Action Steps (Teachers and Students):

- Teacher will select appropriate DBQ lessons based on Test Item Specification data.
- Teacher will model proper procedures and scaffold instruction using SHEG lessons and Mini Q's.
- Teacher will evaluate student work and provide appropriate feedback using formal and informal assessment data to allow for student self-monitoring.
- Teacher will select engaging topics to engender discussion and dialogue amongst students using Socratic Seminars.
- Teacher will moderate discussion and assist students in providing clarity and background information using web-based tools.
- Teacher will encourage students to engage one another directly in discussions.
- World History teachers will utilize a pacing guide that provides for vertical alignment between World History and Civics.

- Civics teacher will utilize FJCC lessons and strategies to engage critical analysis of primary and secondary sources
- Teachers will utilize resources for formative and summative assessments to allow for remediation or enrichment activities as need to differentiate instruction.

Progress Monitoring			
Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Civics & U.S. History DBQ lessons	Classroom discussions, student work, and teacher feedback	1 per quarter	CRT
Socratic Seminar	Teacher will moderate and provide feedback	1 per quarter	CRT
Debates	Teacher will moderate and provide feedback	1 per quarter	CRT
Pacing guides	Lesson plans	Weekly	CRT
Formative and Summative Assessments	Lesson plans	Weekly	CRT

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

MATH DATA

School FSA Math (2018-2021) Proficiency (%)				Achievement Levels									Gender		Ethnicity						Status			Strands																						
				1L	1M	1H	2L	2H	3	4	5	3,4,5	M	F	A	B	H	I	M	W	ESE	ELL	F/R	Average Rating																						
Year	School	Grade	# Students Tested	% Proficient	% Proficient	% Proficient	% Proficient	% Proficient	% Proficient	% Proficient	% Proficient	% Proficient	% Total Population	% Proficient	% Total Population	% Proficient	% Total Population	% Proficient	% Total Population	% Proficient	% Total Population	% Proficient	% Total Population	% Proficient	Num&Opp: Base10 (4-5) Ratio&Prop (6-7)	Num&Opp: Fract (3-4) Oper&Alg / Fract (5) NumSys (6-7)	Meas&Data / Geo (3-5) Stats&Prob (6-7) Stats&NumSys (8) Stats&NumSys (A1) Model w/Geo (Geo)	Geometry (6-8) Alg&Modl (A1) Cong.Sm,LR,Trig (Geo)	Opp&Alg / Base10 (3) Opp&Alg (4) Expr & Equat (6-8)	Functions (8) Func&Modl (A1) Circ,Meas,PropsEquat (Geo)																
2018	NWF Ballet	3	41			2	5		32	41	20	93	6	83	35	94	1	100	1	100	4	75		6	100	29	93	1	100		18	89		74		78			89							
2019	NWF Ballet	3	44		2	5	2	11	39	36	5	80	7	71	37	81	2	100	6	83	5	40		3	100	28	82	4	75	2	0	21	86		63		72		79							
2021	NWF Ballet	3	35	3		9	9	17	31	20	11	63	1	100	34	62			2	0	2	50	1	100	3	100	27	63	2	50			11	64		66		72		72						
2018	District	3	2,528	1	2	8	7	10	30	30	13	72	1,238	71	1,290	73	50	86	292	49	289	62	9	67	260	72	1628	77	434	42	143	48	1408	63		66		64		80						
2019	District	3	2,448	1	2	8	7	9	31	30	12	73	1,255	74	1,193	73	41	88	290	61	293	58	9	78	231	68	1584	79	447	55	136	35	1308	64		68		69		76						
2021	District	3	2,227	2	4	14	8	10	29	22	11	61	1,129	63	1,098	59	57	75	255	40	301	45	5	40	226	58	1383	68	400	35	181	34	941	50		68		68		68						
2018	NWF Ballet	4	32			9	13	6	28	28	16	72	9	67	23	74			2	0	1	0		4	75	25	80	2	100			10	50		73		71		75		73					
2019	NWF Ballet	4	31				10	3	23	35	29	87			31	87	1	100			2	100		5	100	23	83	1	100			14	86		79		71		74		81					
2021	NWF Ballet	4	29			3			28	52	17	97	1	100	28	96			1	100	2	100		4	100	22	95	1	100			10	100		83		74		73		77					
2018	District	4	2,482	2	3	10	7	8	30	26	14	70	1,279	73	1,203	67	66	79	333	48	244	57	11	91	234	71	1594	76	452	43	113	38	1292	59	73	66	69		73							
2019	District	4	2,437	2	2	9	7	7	28	27	19	74	1,188	73	1,249	76	49	92	262	55	276	64	8	50	253	74	1589	79	439	44	118	46	1286	65	74	63	68		69							
2021	District	4	2,410	4	5	14	8	8	26	22	13	62	1,275	62	1,135	61	55	84	250	34	301	45	4	50	222	64	1578	68	477	37	135	25	984	48	63	57	57		63							
2018	NWF Ballet	5	21				10		43	33	14	90	1	100	20	90	1	0	3	100	1	0		1	100	15	100					7	86		71		69		59							
2019	NWF Ballet	5	18			11	6	6	33	33	11	78	3	33	15	87			2	0				4	75	12	92	2	100			5	80		70		61		55							
2021	NWF Ballet	5	21			5			52	24	19	95	2	100	19	95	2	100			2	100		1	0	16	100	1	100			5	100		72		58		71							
2018	District	5	2,388	1	3	8	7	11	28	27	16	71	1,195	72	1,193	70	64	89	260	53	234	68	8	50	240	69	1582	74	354	38	46	26	1176	62	66	62	56		66							
2019	District	5	2,475	1	3	8	7	10	25	26	20	71	1,242	72	1,233	70	64	83	326	54	238	62	8	75	233	69	1606	76	438	43	81	36	1213	60	67	63	56		67							
2021	District	5	2,209	3	6	13	9	12	24	21	13	58	1,155	60	1,054	56	44	82	247	36	278	38	6	67	206	52	1428	66	399	29	95	19	925	44	61	47	58		61							
2018	NWF Ballet	6	12			8	8	33	42	8		50	2	50	10	50	1	0			1	0		2	0	8	75	1	0			4	25		61		43		59		34		47			
2019	NWF Ballet	6	12				8		67	25		92			12	92	1	100	4	100	2	50			5	100							3	100		75		69		42		41		61		
2021	NWF Ballet	6	10				10	10	10	60	10	80	1	100	9	78								3	100	7	71							3	67		59		68		65		48		69	
2018	District	6	2,068	1	3	11	11	13	29	24	8	61	1,026	56	1,042	65	48	77	276	45	180	52	6	67	211	54	1347	65	395	29	43	19	1094	50	65	51	63		44		54					
2019	District	6	1,981	2	3	9	10	14	30	25	8	62	960	61	1,021	63	46	80	231	43	216	51	8	38	179	62	1301	67	339	31	67	16	979	50	63	61	51		37		56					
2021	District	6	1,908	4	5	16	12	15	28	15	4	48	937	45	971	51	37	57	216	30	239	37	7	29	205	44	1204	54	367	19	86	19	859	35	47	52	44		29		48					
2018	NWF Ballet	7	12			8		8	50	33		83	1	100	11	82			1	100	1	100			1	100	9	78					4	50		67		48		65		33		30		
2019	NWF Ballet	7	15				7		13	67	13	93	2	50	13	100	1	100			1	100			3	67	10	100	1	0			5	80		68		67		73		55		48		
2021	NWF Ballet	7	14						36	36	29	100	1	100	13	100	2	100	1	100				2	100	9	100							3	100		65		71		71		58		53	
2018	District	7	2,331	1	3	8	6	9	30	26	18	73	1,164	74	1,167	73	61	77	275	56	185	58	7	29	213	71	1590	78	296	36	57	32	1113	62	62	48	62		48		49					
2019	District	7	2,527	1	3	8	7	9	28	27	18	73	1,291	74	1,236	72	69	83	313	53	231	58	10	80	253	68	1651	79	387	40	50	14	1183	62	62	53	58		49		41					
2021	District	7	2,210	2	4	11	9	12	30	20	12	62	1,104	64	1,106	61	66	76	243	35	273	48	3	67	211	56	1414	70	354	32	67	15	850	50	50	51	58		36		38					
2018	NWF Ballet	8	9				22	22	22	33		56	1	0	8	63					1	100					8	50	1	0			3	33				62		36		54		40		
2019	NWF Ballet	8	2						100			100			2	100									2	100										65		47		50		36				
2021	NWF Ballet	8	8						25	13	63	100			8	100			3	100					5	100	1	100					2	100				76		79		76		62		
2018	District	8	1,457	2	3	9	11	11	33	18	14	64	734	63	723	66	28	71	205	44	146	58	9	67	146	68	923	69	246	42	46	22	770	54				62		41		48		42		
2019	District	8	1,420	2	3	10	9	12	31	20	14	65	721	65	699	64	35	80	192	49	139	54	3	0	138	57	913	70	253	36	45	31	683	54				53		49		48		46		
2021	District	8	1,322	4	7	16	13	13	28	14	5	46	658	49	664	44	26	69	177	31	163	35	7	29	121	51	828	51	251	30	63	16	561	37				45		38		42		33		

School Action Plan

Math

District Goal:	Students shall demonstrate math proficiency at or above the expected grade level.
Elementary Objectives:	
The percentage of all curriculum students who will make learning gains in math as defined by the State of Florida on the Florida Standards Assessment Test will be at least 80%.	
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 80%.	
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 80 %	
Middle School Objectives:	
The percentage of all curriculum students who will make learning gains in math as defined by the State of Florida on the Florida Standards Assessment Test will be at least 80 %.	
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 80%.	
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 80 %	

School Action Plan

Math: Strategies & Programs to Support the Objectives

Elementary Central Focus: Math Focus

To address potential learning loss by accelerating student achievement through the use of evidence-based resources, district and school-based staff will analyze assessment data, collaborate to create engaging lessons, and provide intervention support.

- Use OCSD M3 standards-based planning document to create student-centered standards-based lessons
- Collaboratively review student data to select and develop whole-group and differentiated small group lesson, routines, emphasizing student discourse and building conceptual understanding
- Embed instructional strategies for all students' specific academic needs
- Investigate the B.E.S.T. Standards Vertical Progression to ensure a successful transition from MAFS to B.E.S.T. Standards

School Focus

Targeted School-based Focus: Movement from a basic understanding to a conceptual understanding of the standards and applying these through all components of the OCSD M3 Model.

Targeted School-based Professional Development: Elementary teachers will analyze and utilize i-Ready data to develop purposeful whole and small group instruction strategies. These will be fluid and will change with the instructional needs of the groups. Continued iReady training for the Toolbox resource will be provided as requested.

Action Steps for Implementation with a Strong Focus on Addressing Potential Learning Loss

Classroom Implementation Action Steps (Teachers and Students):

- Teachers will utilize i-Ready data to identify areas of need and remediation.
- Teachers will use spiraling activities, standard-based stations, and purposeful small group instruction to enhance mathematical instruction as outline by the OCSD M3 standard-based planning document.
- Students will actively participate in spiraling, math stations, student talk, and small group instruction as identified by i-Ready data.

Progress Monitoring

Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Small group instruction based on data	Lesson plans, walk through observations/evaluations	Weekly	CRT/Administrator

Standards-based stations	Lesson plans, walk through observations/evaluations	Weekly	CRT/Administrator
Balanced Math Model	Lesson plans, walk through observations/evaluations	Daily	CRT/Administrator
iReady	Lesson plans, walk through observations/evaluations	Weekly	CRT/Administrator

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

School Action Plan

Math: Strategies & Programs to Support the Objectives

Middle School Central Focus: Math Focus

To address potential learning loss by accelerating student achievement through the use of evidence-based resources, district and school-based staff will analyze assessment data, collaborate to create engaging lessons, and provide intervention support.

- Use assessment data (e.g., i-Ready data, FSA, formative, quarterly assessments) to drive, plan, and create instructional lessons, differentiated activities, and spiraling tasks
- Use math resources such as IXL, Math Nation, Ready Teacher Toolbox to support course standards as well as address content gaps
- Incorporate the use of an LMS (e.g., Google Classroom, Microsoft Teams, Canvas) in the classroom to accelerate student interaction and communication of course content, assignments, and remediation
- Investigate the B.E.S.T. Standards Vertical Progression to ensure a successful transition from MAFS to B.E.S.T. Standards

School Focus

Targeted School-based Focus: Based on a personal need's assessment, the teacher will determine an area of special interest that will improve his/her students' understanding of mathematical components tested at their grade level.

Targeted School-based Professional Development: Teacher may visit a Best Practice Team (PLC) or teacher selected professional development activity which incorporates small group and student talk components lesson. School-based allocated PD days will be utilized for the observation/training days.(IXL training, iReady teacher toolbox resources training)

Action Steps for Implementation with a Strong Focus on Addressing Potential Learning Loss

Classroom Implementation Action Steps (Teachers and Students):

- Teacher will use Course Standards, Item Specifications, Achievement Level Descriptors, FSA/iReady data to develop lessons, example questions, and assessments.
- Students will be able to write and answer FSA-like questions both in groups and individually.
- Teachers will utilize and students will take common formative assessments and summative assessments, which include spiraling of standards.
- Students will utilize student talk as a means to help effectively construct their knowledge using iReady resources and Google Classroom.
- Teachers will use the results of informal and formal assessment results to guide instruction and spiral material.

Progress Monitoring			
Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Utilize i-Ready data to focus on skills	Lesson Plans, i-Ready Reports, Walk throughs /evaluation	On-going	CRT/Administrator
Student Talk Math Protocols in intensive whole group instruction and cooperative group	Formal and informal evaluations/lesson plan	Quarterly	CRT/Administrator
Utilize electronic math resources to remediate and enrich understanding of math standards	Diagnostic assessments in the computer programs	On-going	CRT

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

School Action Plan

Math: Strategies & Programs to Support the Objectives

Elementary Math Students Below Grade Level

School Focus

Targeted School-based Focus: To increase the understanding and mathematical ability of our Level 1s and 2s and improve their learning gains

Targeted School-based Professional Development: Elementary teachers will analyze and utilize i-Ready data and Toolbox to develop purposeful small group instruction strategies during PLC/collaborative planning time.

Action Steps for Remediation

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

- Teachers will work with students in small group instruction on their individual needs using iReady resources.
- Teachers will use i-Ready data to identify areas of need and remediation.
- Teachers will use spiraling activities, standards-based stations, and purposeful small group instruction to enhance mathematical instruction using the OCSD M3model.
- Students will utilize i-Ready resources for remediation and reinforcement of identified deficient skills.
- Teachers will provide POC tutoring

Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Spiraling activities	Lesson plans/walk-throughs/informal assessments	Daily	CRT/Administrator
Small group instruction	Lesson plans/walk-throughs/informal assessments	Daily	CRT/Administrator
POC Tutoring	Lesson plans/walk-throughs	Weekly	CRT/Administrator
iReady	Lesson plans/walk-throughs/iReady data reports	Weekly	CRT/Administrator

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

School Action Plan

Math: Strategies & Programs to Support the Objectives

Secondary Math Students Below Grade Level

School Focus

Targeted School-based Focus: To improve gains and move Level 1s and 2s to grade level proficiency

Targeted School-based Professional Development: Teacher will engage students in effective strategies and differentiate instruction to reach each student in their area of need.

Action Steps for Remediation

Intervention Action Steps (Teachers and Students):

- Teacher will utilize i-Ready tests results, chapter test scores, classroom observations, and summative/formative assessments to determine remediation path.
- Teacher will provide effective spiraling.
- Teacher will create opportunities for purposeful student talk through standard based questions.
- Teachers will utilize Khan Academy, Brain Pop, and similar computer resources to reinforce mathematical concepts and materials from District Math curriculum site.
- Teachers will provide POC tutoring when funds become available.
- Students will use student talk as a means to help reinforce their understanding of concepts and standards.
- Students will utilize computer programs to assist in their motivational and flexible learning situations to help with their individual advancement.
- Students will participate in spiraling activities to reinforce their understanding of the standard or concept

Progress Monitoring

Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Teacher constructed assessments	Lesson Plans/walk through observations/evaluation	Bi-monthlly	CRT/Administrator
Tutoring	Tutoring Log	Weekly	CRT/Administrator

Spiraling activities	Lesson Plans/walk through observations/evaluation		CRT/Administrator

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

SCIENCE DATA

FCAT Science 2018-2021 Proficiency (%)				Achievement Levels						Gender		Ethnicity						Status			Strands														
				1	2	3	4	5	3,4,5	M	F	A	B	H	I	M	W	ESE	ELL	F/R	Percent Correct														
Year	School	Grade	# Students Tested	% of Score	% of Score	% of Score	% of Score	% of Score	% Proficient	# Total Population	% Proficient	# Total Population	% Proficient	# Total Population	% Proficient	# Total Population	% Proficient	# Total Population	% Proficient	# Total Population	% Proficient	# Total Population	% Proficient	# Total Population	% Proficient	Nature (MS)	Molecular (BIO)	Earth/Space (MS)	Classification (BIO)	Physical (MS)	Organisms (BIO)	Life (MS)			
2018	NWF Ballet	5	21	5	14	38	19	24	81	1	100	20	80	1	100	3	67	1	0		1	100	15	87			7	86	83	71	85	80			
2019	NWF Ballet	5	18	11	11	44	17	17	78	3	33	15	87			2	0			4	75	12	92	2	100		5	80	79	75	77	73			
2021	NWF Ballet	5	21	0	10	29	38	24	90	2	100	19	89	2	100			2	50		1	100	16	94	1	100		5	80	85	77	86	85		
2018	District	5	2,374	11	23	34	16	16	66	1,188	69	1,186	62	65	75	257	44	234	56	8	75	237	61	1573	71	351	31	45	16	1166	54	74	67	78	76
2019	District	5	2,463	14	23	30	17	16	63	1,235	64	1,228	61	64	67	323	38	234	47	8	63	231	59	1603	70	433	34	80	13	1200	49	73	71	72	71
2021	District	5	2,194	21	25	29	14	12	54	1,150	55	1,044	53	44	77	243	30	278	33	6	67	204	50	1419	62	395	24	95	6	912	39	65	64	74	71
2018	NWF Ballet	8	10	0	40	40	10	10	60	2	0	8	75							1	0	9	67	2	0		3	67	67	71	74	72			
2019	NWF Ballet	8	11	0	0	9	27	64	100		11	100	2	100	1	100	1	100		2	100	5	100			1	100	88	92	93	86				
2021	NWF Ballet	8	11	0	9	9	45	36	91		11	91	1	100	3	67				1	100	6	100			2	50	90	84	85	85				
2018	District	8	2,182	11	24	25	18	22	65	1,096	64	1,086	66	68	76	256	42	180	49	11	91	190	60	1477	71	260	29	45	4	953	49	70	68	75	72
2019	District	8	2,233	9	24	26	21	20	67	1,101	67	1,132	68	64	68	254	48	192	55	7	57	197	63	1519	72	277	33	44	11	909	52	69	75	76	70
2021	District	8	2,221	15	24	25	18	17	60	1,092	64	1,129	57	67	76	219	42	240	45	9	56	191	62	1495	65	275	27	68	7	771	47	68	68	68	70

School Action Plan

Science

District Goal:	Students shall demonstrate science proficiency at or above the expected grade level.
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Elementary Objectives:
The percentage of 5 th grade students who will be proficient in science as defined by the State of Florida on the Statewide Science Assessment (SSA) will be at least 80%.
Middle School Objectives:
The percentage of 8 th grade students who will be proficient in science as defined by the State of Florida on the Statewide Science Assessment (SSA) will be at least 80 %.

School Action Plan

Science: Strategies & Programs to Support the Objectives

Elementary Central Focus: Science Focus

To address potential learning loss by accelerating student achievement through the use of evidence-based resources, district and school-based staff will analyze assessment data, collaborate to create engaging lessons, and provide intervention support.

- Incorporate the use of a Learning Management System- LMS (e.g., Canvas) in the classroom to accelerate student interaction and communication of course content, assignments, and remediation
- Use assessment data (e.g., Study Island, quarterly assessments) to plan and create instructional lessons, differentiated activities, and spiraling tasks

School Focus

Targeted School-based Focus: To make science concepts relevant to students using the 5E Instructional Model

Targeted School-based Professional Development: Teacher will attend grade-level appropriate Science workshops that incorporate Canvas training and Study Island training

Action Steps for Implementation with a Strong Focus on Addressing Potential Learning Loss

Classroom Implementation Action Steps (Teachers and Students):

- Teachers will use course standards, Study Island data and item specifications to develop lessons, and teacher created TDQs at various levels of complexity including DOK Levels 3 and 4.
- Teachers will create opportunities for purposeful student talk through teacher created TDQs at various levels of complexity including DOK Levels 3 and 4.
- Teachers will routinely implement 3 of the 5Es in the 5E Instructional Model strategies specifically incorporating teacher created TDQs, text marking\note taking, student talk, and writing through reading to meet the science literacy standard requirements and assist students in mastering the Science standards.
- Teachers will administer Science Study Island quarterly.
- Teachers will design questions that mirror State Science assessments using web-based tools and Scholastic SuperScience.
- Teachers will utilize formative assessments to drive instruction and address misconceptions.
- Teachers will supplement science instruction with Florida COACH.

Progress Monitoring

Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Teacher created TDQs including DOK Levels 3 and 4	Lesson plans/walk throughs/evaluation	Weekly	CRT/Administrator
Standard-based hands-on activities	Lesson plans/walk throughs/evaluation	Monthly	CRT/Administrator
District formative assessments	Lesson plans/walk throughs/evaluation		CRT/Administrator
Study Island/Study Island Assessments	Lesson plans/walk throughs/evaluation	Weekly/Quarterly	CRT/Administrator

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

School Action Plan

Science: Strategies & Programs to Support the Objectives

Secondary Central Focus: Science Focus

To address potential learning loss by accelerating student achievement through the use of evidence-based resources, district and school-based staff will analyze assessment data, collaborate to create engaging lessons, and provide intervention support.

- Incorporate the use of a Learning Management System- LMS (e.g., Canvas) in the classroom to accelerate student interaction and communication of course content, assignments, and remediation
- Use assessment data (e.g., Study Island, quarterly assessments) to plan and create instructional lessons, differentiated activities, and spiraling tasks

School Focus

Targeted School-based Focus: To make science concepts relevant to students using the 5E Instructional Model

Targeted School-based Professional Development: Teachers will attend grade-level appropriate Science workshops

Action Steps for Implementation with a Strong Focus on Addressing Potential Learning Loss

Classroom Implementation Action Steps (Teachers and Students):

- Teachers will use course standards and item specifications to develop lessons, teacher created TDQs at various levels of complexity including DOK Levels 3 and 4.
- Teachers will create opportunities for purposeful student talk through teacher created TDQs at various levels of complexity including DOK Levels 3 and 4.
- Teachers will routinely implement 3 of the 5Es in the 5E Instructional Model strategies specifically incorporating teacher created TDQs, text marking\note taking, student talk, and writing through reading to meet the science literacy standard requirements and assist students in mastering the Science standards.
- Teachers will administer Science Study Island assessment quarterly.
- Teachers will design questions that mirror State Science assessments.
- Teachers will utilize formative assessments to drive instruction and address misconceptions.
- Students will utilize text marking/note taking, writing through reading, and student talk during the 5E instructional period.
- Teacher will provide POC tutoring.
- Students will use Study Island weekly to reinforce/remediate standard based science concepts.

Progress Monitoring			
Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Teacher created TDQs including DOK Levels 3 and 4	Lesson plans/walk throughs/evaluation	Weekly	CRT/Administrator
Standard-based Hands-on activities	Lesson plans/walk throughs/evaluation	Monthly	CRT/Administrator
District formative assessments	Lesson plans/walk throughs/evaluation	As needed	CRT/Administrator
Study Island	Lesson plans/walk throughs/evaluation	Weekly	CRT/Administrator
POC Tutoring	Informal Assessment	Weekly	CRT/Administrator

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

School Action Plan

CTE/STEMM: Strategies & Programs to Support the Objective

Describe how students are involved in CTE/STEMM activities at your school (e.g., clubs, programs, school initiatives, etc.)
<p>Students participate and receive lessons in computer technologies, digital citizenship Microsoft office suite and basic coding, cyber responsibility, and teamwork. These lessons involve science, technology, engineering, and math broadening students' communal responsibility. NFB Academie will be reaching out to the OCSD Program Director of Career and Technical Education to</p> <p>Students are provided with an opportunity to learn with the Emerald Coast Science Center monthly. The Science Center brings in hands-on activities which are STEMM related, to include robotics and a planetarium experience. The students are involved with this cooperative effort in grades 3-5.</p>



Accreditation Page

Accreditation Standards

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

Domain 1: Leadership Capacity

The capacity of leadership to ensure an institution's progress toward its stated objectives is an essential element of organizational effectiveness. An institution's leadership capacity includes the fidelity and commitment to its purpose and direction, the effectiveness of governance and leadership to enable the institution to realize its stated objectives, the ability to engage and involve stakeholders in meaningful and productive ways, and the capacity to implement strategies that improve learner and educator performance.

Standard 1.3

The institution engages in a continuous improvement process that produces evidence, including measurable results of improving student learning and professional practice.



Accreditation Page

Accreditation Standards

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

Domain 2: Learning Capacity

The impact of teaching and learning on student achievement and success is the primary expectation of every institution. An effective learning culture is characterized by positive and productive teacher/learner relationships, high expectations and standards, a challenging and engaging curriculum, quality instruction and comprehensive support that enable all learners to be successful, and assessment practices (formative and summative) that monitor and measure learner progress and achievement. Moreover, a quality institution evaluates the impact of its learning culture, including all programs and support services, and adjusts accordingly.

Standard 2.7

Instruction is monitored and adjusted to meet individual learners' needs and the institution's learning expectations.