Date Submitted:

Dates of Revision:

School Performance Plan
2023-2024

School Name:
DAVIDSON MIDDLE SCHOOL

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 $ will primarily be used for:

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

Principal's Signature
SAC Chairperson's Signature

OKALOOSA SCHOOLS

Our Vision:

Preparing today's students for success within and beyond the classroom.

Our Mission:

Placing students on a pathway to success by providing high quality instruction, a wide array of marketable experiences, and unparalleled extracurricular opportunities while developing relationships that meet both their academic and emotional needs.

Our Shared Values:
We are **PASSIONATE** about what we do.
We make **DATA-BASED** decisions.
We are personally **ACCOUNTABLE** and have courage to hold others accountable.
We **LISTEN** and seek to understand.
We are lifelong **LEARNERS**.
We are committed to **COACHING** and **DEVELOPING** our people.
We value **HUMILITY**.
We are grounded in the **RELATIONSHIPS** we build.

School Performance Team

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

Name	Title
Holly Tew	Principal
Laura King	Assistant Principal
Lauren Gouthro	ELA Department Chair
Ashley Hatcher	Math Department Chair
Angela Hritz	Social Studies Department Chair
Daniel Richards	7th Grade Department chair and Science Representative

Stakeholder Involvement: Describe the process taken to create the School Performance Plan.
Late Spring: Departments were given a list of the school focus targets from last year's SPP to reflect on their implementation throughout the year. Reflections were collected by grade level and department chairs to examine areas to include in the 23-24 SPP. A list of initiatives was then provided to each department to discuss and identify what they would like to focus on during this upcoming school year. Summer: The SPP team met multiple times to develop and collaborate on the SPP. The team discussed test results and adjusted the SPP based on needs reflected in the standardized test results. Preplanning: Administration will meet with department and grade level chairs to review the SPP with the expectation to review the classroom implementation plan initiatives for the 23-24 school year. Administration will share with the entire staff the expectation during weekly department meetings to discuss various initiatives and the implementation process in classrooms. August: Administration team met with district office to review and revise before presenting to the SAC.

School Profile

Davidson Middle School delivers a positive, inviting, educational environment driven by its beliefs and mission statement. Davidson Middle School is located in Crestview, Florida, a rural community of approximately 25,000. Davidson serves 1228 students and 48% of the school population receives Free or Reduced Lunches.

Davidson Middle School strives to provide a rigorous, stimulating academic environment in which students find both challenge and support. In English language arts, 54% of students scored at or above grade level, 74% scored at or above grade level in math, 57% scored at or above grade level in science and 66% scored at or above grade level on the Civics EOC.

59 teachers, 21 educational support personnel, a dean of students, and three administrators have adopted the balanced math and literacy model, including assessment, initial instruction, and intervention, as an integral part of the school curriculum. Davidson Middle School participates in the MTSS model for Intervention and uses a variety of purposeful instructional resources to provide differentiated instruction for students. Davidson Middle School has received the Golden School Award and has an active SAC committee. Davidson Middle School is fully accredited by the Southern Association of Colleges and Schools/Cognia.

Davidson Middle School is a 26-year-old facility with bright halls and well-equipped classrooms. The use of technology is a high priority, with one computer lab, Chromebooks in classrooms, and iPad carts available for classroom use Study Island, Math Nation, Classroom Performance Systems, a television broadcast studio, digital document readers, and other digital educational platforms being utilized. Teachers receive regular up-to-date training on county/school technology resources and software. Students are offered various sports activities, including cross country, volleyball, football, basketball, soccer, tennis, golf, track, baseball, softball, swimming, and flag football. Davidson offers the following opportunities for students to become involved: Academic Team, Student Council, NJHS, Minority Council, Buddy Program (Peer Mentor), Debate, RISE (Robotics Integration and STEMM Education), Python Coding, Web Design, Panther Trax Show, Yearbook, SSTRIDE, Band, Chorus, Dance, Cheerleading, Beginning Spanish, Spanish 1 Honors, Carpentry, Algebra 1 Honors, and Geometry Honors.

Parent and Community Awareness

Question	Responses	Very Low Quality Strongly Disagree	Low Quality Disagree	Neither High nor Low Quality Neither Agree or Disagree	High Quality Agree	Very High Quality Strongly Agree
My child's school emphasizes academic performance as the number one priority.	139	1%	6%	12%	40%	40%
Our principal is an effective leader who meets the needs of our students.	139	1%	4%	17%	34%	43%
As a parent, I am made aware of the curriculum program for my child's grade level or course.	138	9%	7%	15%	37%	32%
The school uses a variety of methods for parent communication.	139	3%	5%	15%	39%	38%
Parent input is valued at my child's school.	139	4%	7%	29%	34%	26%
Clear expectations of conduct and behavior are communicated to my child.	138	1%	4%	12%	38%	45%
I receive positive phone calls, emails, or notes about my child from the school.	139	14%	22%	21%	17%	26%
My child's school maintains a safe environment.	139	1%	6%	15%	35%	42%
My child's school treats everyone fairly, regardless of race, economic status, or other relationships.	137	5%	7%	18%	34%	35%
School funds are used to support the school in a financially responsible manner.	139	1%	4%	38%	30%	27%
The guidance department at my child's school provides for the educational success of my student.	139	1%	8%	27%	34%	29%
I am satisfied that my child's teachers do a good job educating my child.	139	1%	4%	12%	50%	33%
My child's school is well maintained.	139	1%	4%	13%	51%	31%
The health services provided at my child's school support his/her wellness.	139	1%	1%	36%	35%	27%
Overall, my child's school is welcoming and the staff is friendly and helpful when I have questions or concerns.	139	2%	1%	11%	40%	46%
My overall opinion of the quality of my child's school is	139	1%	5%	20%	37%	36%

Parent and Community Awareness

What does the data tell you regarding the positive aspects of your school?
According to the Parent and Community Awareness graph, the school is welcoming, and the staff is friendly and helpful when I have questions or concerns (86% agree or strongly agree). In addition, the school has clear expectations of conduct and behavior expected which are communicated to my child (83% agree or strongly agree).

What does the data tell you regarding the opportunities for improvement in your school?
According to the Parent and Community Awareness graph, 36% of parents disagree or strongly disagree that their child receives positive phone calls, emails, or notes from the school. Teachers will write two postcards during grade-level meetings which meet every two weeks. The administration team is collaborating and sending a weekly Panther Press to parents who have signed up for the information via email. The administration team will also host Davidson Deets monthly to discuss various topics with parents, such as FAST, curriculum, social media, etc..

Provide a description of the various forms of communication to your community and parents.
Davidson uses the following forms of communication: - Remind   - Email   - Canvas   - Google Classroom   - Robocall   - DMS Website

School Culture

What is your school's vision?

Davidson Middle School's vision for success incorporates the five pillars of Preparedness, Respect, Integrity, Determination, and Excellence (P.R.I.D.E.) to create an inclusive environment that enables all students to discover their interests and develop a passion for learning. Moreover, Davidson fosters an enthusiastic and creative culture so that ALL Panthers can strive to reach their full potential intellectually, emotionally, and physically in a positive, compassionate, and high-quality learning environment.

What action steps are you taking to achieve your school's vision?

Davidson utilizes a three-tiered framework of positive behavioral interventions and supports (PBIS) to improve and integrate data, systems, and practices affecting student outcomes every day. Our PBIS plan focuses on the five P.R.I.D.E. pillars. The Faculty, Staff, and Students continuously integrate these pillars throughout the teaching and learning environment to cultivate a positive and impactful culture. We also actively engage in a multi-tiered system of supports process to quickly identify students' needs and collaborate to develop strategies to meet them. In everything we do, we aim to prepare our students for success within and beyond the classroom.

School Action Plan
ESSA Subgroup: Strategies & Programs to Support the Objectives

ESSA Subgroup Focus
Subgroup: Students with Disabilities ESE

School Focus
What is the cause(s) for this subgroup being an area of focus? Davidson's students with disabilities scored below proficiency on FAST ELA and Math. Davidson's ESE students represent a diverse population. The ESE students should be a subgroup of focus due to their unique needs and the progressive model in our autism classrooms. Davidson assists teachers in providing the least restrictive environment for our students to achieve learning gains and reach proficiency levels.

Action Steps for Implementation
Academic Implementation: • Maximize the impact of our seven Learning Strategies classes taught by certified ESE instructors. Ensure students receive academic support and collaborate on training in self-regulatory skills to help them become increasingly independent. Monitor the ESE subgroup through monthly grade-level data chats. Collaborate on emerging strengths/weaknesses of strategies being used with students and discuss what can be done to have a greater positive impact on learning. • Learning Strategies classes will be utilizing the Lexia program which helps accelerate the development of literacy skills for students of all abilities, helping them shift from learning to read to reading to learn. • Provide push-in support for ESE students in general education ELA and math classes where students are scheduled accordingly. • Students with Autism may be placed in intensive reading for additional support beyond the CBS classroom.
Programmatic and/or Behavior Implementation: Develop a schedule during the summer to serve our ESE students in learning strategies classes or through push-in support. Adjustments will be made during the school year as needed based on the needs of students and changes in their IEP.

Progress Monitoring			
Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Student grade checks	Gradebook	Weekly	Teachers
Strategically planned IEP meeting days	Outlook calendar	Monthly	Administrator, ESE teachers
Small group lesson plans for push in support	Lesson plans, department discussions	Monthly	Administrator
Lexia	Walkthroughs	Weekly	Administration
Lexia Reports	Real-Time Student Data Reports	Weekly	Lexia Administrator
Evaluation Following Progress Monitoring Assessment			
Baseline Data			
Evaluation of Progress Monitoring Data:			
Refinement of Instructional Practices:			
Mid-Year Data			
Evaluation of Progress Monitoring Data:			
Refinement of Instructional Practices:			

School Action Plan
ELA: Reading & Writing

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

Objectives:
The percentage of all students who will be proficient in ELA as defined by the State of Florida on the third FAST progress monitoring will be at least 60%.

ELA Focus

While planning with the end in mind, focus on pacing and engagement strategies to support and enhance interactive whole-group instruction.

Planning- *Employ the backward design framework while incorporating a student-centered approach consisting of the following steps.*
- Identify the Desired Results (unit assessment benchmarks)
- Gather Evidence of Learning (selection tests, collaborative activities, and formative assessments)
- Design Interactive Whole-Group Instruction (*myPerspectives*, ELA Expectations, and engagement strategies)
- Measure Learning (unit assessment item analysis)

Pacing- *Utilize purposeful and informed strategies to maintain instructional flow.*
- Follow district and *myPerspectives* grade-level unit pacing guide.
- Consult unit assessments for tested benchmarks to inform instruction.

Presentation- *Incorporate strategies to make interactive whole-group instruction engaging and meaningful.*
- Gradual release of responsibility of *myPerspectives (I do, We do, You do, and You do it* alone.)
- Collaborative learning strategies, (*reciprocal teaching, etc.)*
- Student talk and movement strategies (g*allery walks, philosophical chairs, and conver-stations, etc.)*
- Metacognitive strategies (*thinking aloud and modeling*)
- Scaffolded checkpoints for understanding and feedback
- Discovery and inquiry strategies (*CRISS and s3strategies, etc.*)
- Text-Dependent Question practice and analysis

School Focus

Targeted School-based Professional Development:

1. New ELA Teachers
   - Voluntary flex days prior to preplanning: *Introduction to Our School* (e.g., culture, expectations, processes, and procedures)
   - Content Area- *Benchmark Bootcamp* (for new Grade 6, 7, and 8 ELA and IR and teachers who did not attend a July session at SRMS or Niceville)
   - Mentor Teacher support
   - Department Chair support
   - Quarterly: Model classrooms visits with coach or specialist

2. All ELA Teachers: Gradual Release Model and Components of Close Reading
   - Weekly-common planning
   - Observation Classroom visits (as needed)
   - Faculty meetings (best practice moments)
   - Department Chair support

3. All ELA Teachers: B.E.S.T. Benchmarks, myPerspectives resources, Common Assessments, and Content
   - Weekly planning and pacing grade-level calibration
   - Central message professional development- grades 6, 7, and 8
   - School-based professional development sessions (department chairs or specialist)
   - Grade-level progress monitoring using unit common assessments

4. Push-in Support
   -

ELA Classroom Instruction

Classroom Instruction:
1. Plans and practice reflect use of **Florida's BEST Standards for ELA,** *myPerspectives* **Unit Assessments**, and **engagement strategies** *to best deliver* interactive whole-group instruction.
   - Use engagement strategies that aid students in comprehending and analyzing text.
   - Journaling, discussing unit essential questions, activating prior knowledge, previewing, and making predictions (*pre-reading strategies*)
   - Student talk moves (*e.g., Turn and Talk, Conver-Stations, Gallery Walk, Philosophical Chairs, Fishbowl*)
   - Strategic use of FAST-like TDQs (*interactive whole-group, collaborative groups, and independent tasks*)
   - Purposefully text marking, annotating, and citing text evidence (during reading)
   - Reading across multiple texts within and across genres for common themes and topics
   - Writing through reading to demonstrate understanding and integration of knowledge
   - Summarize, paraphrase, quick writes, timed writing tasks, personal narratives, expository, and argumentative essays using *myPerspectives*
2. Classroom instruction aligns to the scope-and-sequence and *my*Perspectives planning guides. Departments will use the guides to…
   · ensure all state standards and benchmarks are addressed and the curriculum is covered in its entirety
   · foster grade-level collaborative planning designed to encourage sharing of best-practice strategies for instructional delivery
3. Explicitly model, integrate, and reinforce the six **B.E.S.T. ELA Expectations** in interactive whole-group instruction as described in the Florida's B.E.S.T. Standards: English Language Arts booklet (page 147).
   - Prompt students to justify reasoning based on text marking and annotating answers to TDQs, including making inferences to support comprehension of grade-level complex text(s).
   - Enhance student talk and promote active listening using collaborative techniques and protocols (e.g., wait time, conversation stems, discussion norms).
   - Utilize B.E.S.T. and *my*Perspectives rubrics to produce quality work using appropriate tone and voice in oral and written communication.
4. Interactive whole and small group instruction reflects the **Gradual Release Model**.

   - I do, We do, You do it together, and You do it alone.
     o Interactive Whole-Class Learning - *I do- teacher models and students mimic, and We do-guided interactive whole-group instruction*)
     o Peer-Group Learning - *You(students)-do it together with teacher support.*
     o Independent Learning - (*You (student)does it alone.*

- o Assessment (*Selection Tests and Common Unit Assessments*)
- o Analysis of assessment for reteaching and remediation of spotlight benchmarks.

Progress Monitoring

Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
B.E.S.T practices of **Interactive Whole Group** Instruction	Walkthroughs	Ongoing	Administration
Targeted utilization of myPerspectives for B.E.S.T benchmarks instruction and assessment	Common Assessment Reflections Backwards Design PLCs Notes Department Meeting Documentation	Monthly	Department Chairs and Administration
Embedding the components of close reading in classroom instruction	Walkthroughs	Ongoing	Administration
Utilization of pacing guides, curriculum resource guides, and common assessments	Backwards Design PLC Notes Department Meeting Documentation Common Assessment Reflections	Ongoing	Department Chairs and Administration

Evaluation Following Progress Monitoring Assessment

Baseline Data

Evaluation of Progress Monitoring Data:

Refinement of Instructional Practices:

Mid-Year Data

Evaluation of Progress Monitoring Data:

Refinement of Instructional Practices:

Text-based Writing Focus

Writing Plan: Utilize the new B.E.S.T. writing rubrics, *my*Perspectives resources, and FDOE-released prompts, passage sets, and student samplers to plan and deliver instruction centered around grade-level expectations for argumentation and the expository mode of writing.

1. Writing instruction occurs within the scope and sequence of *my*Perspectives lesson planning per Year-at-a-Glance documents for grades 6, 7, and 8.
   a. **Expository Instruction**
      i. Expository writing instruction in Unit 2 (grades 6 and 8) and Unit 5 (grade 7) of *my*Perspectives
      ii. B.E.S.T. expository writing rubric and FDOE samplers used with *my*Perspectives
      iii. Integrate writing and reading instruction throughout the year
      iv. Provide time for students to practice typing on Chromebooks within a designated amount of time.
   b. **Assessment**
      i. October Summative Assessment
         - FDOE Released Practice Prompt and Passage Set
   c. **Argumentation Instruction**
      i. Argumentative writing instruction in Unit 2 (grade 7), Unit 3 (grades 6 and 8) of *my*Perspectives
      ii. B.E.S.T. argumentation rubric and FDOE samplers infused throughout instruction
      iii. Integrate writing and reading instruction throughout the year
      iv. Provide time for students to practice typing on Chromebooks within a designated amount of time.
   d. **Assessment**
      i. January Summative Assessment
         - FDOE Released Practice Prompt and Passage Set
2. Instructional planning, delivery, and scoring reflect knowledge and use of B.E.S.T. Writing Rubrics, FDOE-released prompts, passage, sets, and student samples.
   a. **Purpose and Structure**- organizational structure, varied transitional routines, and effective introduction and conclusion strategies are embedded in *my*Perspectives in reading and writing instruction.
   b. **Development**- effective elaboration strategies, such as paraphrasing, citing text evidence, and rhetorical techniques, are woven into reading and writing instruction where appropriate.
   c. **Language**- integrated reading and writing lessons focus on varied sentence structure, academic vocabulary, grammar, and appropriate tone and voice.
3. Collaborative scoring will occur among teachers of the same grade-level**.**

School Focus

Targeted School-based Professional Development:

- Sessions for new teachers with coach or specialist (teachers hired between 2020-2023)

Progress Monitoring

Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
BEST Writing	Expository school-based collaborative scoring calibration session by grade levels	Once yearly	Administration
BEST Writing	Argumentation school-based collaborative scoring calibration sessions by grade levels	Once yearly	Administration
BEST Writing	Quick-writes, class essays, paragraph writing	Ongoing	Teacher

Evaluation Following Progress Monitoring Writing Assessment Grades 4-5

Baseline Data

Evaluation of Progress Monitoring Data:

Refinement of Instructional Practices:

Mid-Year Data

Evaluation of Progress Monitoring Data:

Refinement of Instructional Practices:

ELA Students Below Grade Level

ELA Interventions

Intensive Reading Instruction and/or Other Interventions:
- Intensive Reading classes will utilize the Read 180 program as designed.
- Intensive Reading teachers will work with the school's Instructional Coach and county coaches to implement the Read180 program with fidelity. This implementation will include using the resources provided for:
  - getting started lessons and initial diagnostic testing,
  - getting started on the Read180 computer app and using it with fidelity,
  - getting started with the Bookshelf and appropriate self-selection on books and completion of comprehension tests,
  - getting started working in whole-group lessons and small group lessons in the Workshop books,
  - getting started working in the Code App and Code workbooks, and
  - getting started in the Language Launch program for ELL students.
    - Once the program is up and running, the Intensive Reading teachers will work with the school's Instructional Coach as needed to ensure continued fidelity, to work with Progress Monitoring tools from the program, to examine and implement the Code lessons for students needing intensive interventions, and to explore other areas of the program to help our students with success.
    - The Intensive Reading teachers will also work with the coach as needed for assistance with the Fluency and Writing portions of the computer app including how to assess work submitted using the provided rubric, how to provide feedback to students, and how to provide additional lessons for students based in their needs in these areas.
- Additional reading support will be available for students in ESE Self-Contained, Learning Strategies, and ULS courses. Lexia seats will be available for these students.

Tutoring Plan: Before School –POC or Voluntary Tutoring
- Teachers may elect to tutor their own students if the master schedule permits (unpaid, non-POC).
- Teachers may follow the after-school tutoring plan below. Parents must provide transportation (POC).

During School – POC
- Teachers or hired tutors (retired teachers or substitutes) pull students out of an elective course once a day per week for tutoring.
  - Students should be prioritized by need as determined by FAST progress monitoring data or other diagnostic assessments.
  - Tutoring groups should not exceed eight students.
- Groupings and tutoring materials should be based upon skill levels.
  - Foundational skill-level groupings will use *Measuring Up Foundation*s (Levels F-H).

- o Comprehension skill-level groupings will use *Measuring Up Comprehension* (Levels F-H).
  - ▪ Progress Monitoring Tool for *Measuring Up* – District Created Tutoring Log and FAST reports
- o *IXL ELA* can be used for benchmark-specific tutoring of comprehension focused groups.
  - ▪ Progress Monitoring Tool – IXL Reports and FAST reports
- o Teachers or hired tutors (retired teachers or substitutes) push into content area classes to assist selected students.

After School – POC or Voluntary Training
- Selected students stay after one day per week for tutoring. Buses will be provided.
  - o Students will be prioritized by need as determined by FAST data and other assessments.
- Groupings and tutoring materials will be based upon skill levels.

Progress Monitoring

Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Read 180 Implementation	Walkthroughs	Weekly	Administration
Read 180 Implementation	Classroom visits	Monthly	Read 180 Administrator
Lexia	Walkthroughs	Weekly	Administration
Read 180 and Lexia Reports	Real-Time Student Data Reports	Weekly	Read 180 and Lexia Administrator

Evaluation Following Progress Monitoring Assessment

Baseline Data

Evaluation of Progress Monitoring Data:

Refinement of Instructional Practices:

Mid-Year Data

Evaluation of Progress Monitoring Data:

Refinement of Instructional Practices:

School Action Plan
Social Studies

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

Objectives:
Civics The percentage of all 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 75%.

School Action Plan
Social Studies: Strategies & Programs to Support the Objectives

Social Studies Focus

Engage in instructional routines that encourage historical thinking, discussion, and analysis of content through
• Delivering instruction that fosters student engagement via meaningful interactions with primary and secondary sources to include purposeful TDQs, text-marking and annotating, graphic organizers, and student-to-student interactions
• Utilizing multiple sources to build critical thinking, problem-solving, and participatory skills
    o Cite evidence to explain and justify reasoning and make inferences to support conclusions
    o Use a variety of collaborative techniques, active listening skills, and appropriate tone/voice when engaging in discussions both whole-group and collaboratively (e.g., Socratic Seminar, Gallery Walk, Conver-Stations)
    o Use the accepted rules governing a specific format to create quality work using appropriate tone/voice (e.g., Mini-Qs, text-based writing, and evidence-based arguments)
• Incorporating resources from the DBQ Project, FJCC, The National Archives, and Stanford History Education Group into lesson planning and instruction
• Planning instruction using backward design informed by course standards, test item specs (if applicable), pacing guides, and curriculum resource documents
• Analyzing quarterly assessment data in Civics and United States History (grade 11) to inform collaborative instructional planning

School Focus

Targeted School-based Professional Development:
1. New Social Studies Teachers: Introduction to the Basics (best practices)
    • Voluntary flex days prior to preplanning: *Introduction to Our School* (e.g., culture, expectations, processes, and procedures)
    • New Civics teachers- session with social studies specialist prior to classroom instruction (resources for instruction, including Test Item Specifications for the End of Course Examination)
    • All New Social Studies teachers- engagement strategies for interactive whole-group instruction (school-based professional development)
    • Classroom visits (as needed)
    • Department Chair and Mentor Teacher support
2. DBQ Project – Mini-Q Writing Activity
    • Central message professional development with school support (new World and United States History)
3. All Social Studies Teachers: Components of Close Reading and Common Assessments
    • Department meetings (backwards design, pacing, and common assessment analysis)
    • Central message professional development
    • Classroom visits (as needed)
    • Department Chair support
4. All Social Studies Teachers: Engagement Strategies (interactive whole-group instruction)
    • Central message professional development with school support
    • Classroom visits (as needed)
    • Department meetings (interactive whole-group strategy presentation)

Social Studies Classroom Instruction

Classroom Instruction:

1. Plans and practice reflect use of engagement strategies in interactive whole group instruction to enhance interpretation, analysis, and integration of standards-based *primary and secondary sources.*
- Select engagement strategies that strengthen connections to the text and aid in student comprehension.
    - Journaling, setting a purpose for reading, essential questions, using pre-reading strategies such as activating prior knowledge, previewing, and making predictions;
    - Interactive whole and small-group student talk (e.g., Turn and Talk, Think-Pair-Share, Stations, Gallery Walk, Socratic Seminar, Fishbowl) in which students follow protocols (eg. Conversation stems) that will foster an atmosphere of respect and enable students to learn collaboratively.
    - Use of text-dependent questions (TDQs) will guide students through complex text towards the culminating task/Social Studies standard.
    - Making connections, questioning, and visualizing (during reading)
    - Analyzing the text (during reading) using Thinking Like a Historian/SHEG skills such as Author's Perspective and Reliability.
    - Purposefully text marking, annotating, and citing text evidence (during reading)
    - Reading multiple texts, both primary and secondary sources, with the purpose of gaining varying points of view, and a deeper understanding of the topic.
    - Writing to learn- summarize, paraphrase, quick writes, exit passes, extended response, Mini-Qs
    - Mini-Q Hook activity, TDQs, and Trash-out session before writing.

2. Plans and practice reflect use of pacing guides, test item specs if appropriate, and common assessments.
    - United States History teachers utilize Test Item Specifications, standards, and curriculum guides for instructional planning and assessment.
    - Civics teachers use a variety of assessments that are based on Item Specifications, including multiple choice items, graphic organizers and Checks for Understanding paragraphs. These assessments will include domain specific vocabulary.
    - Civics teachers will spiral by adding relevant questions from previously covered content to discussions, study guides, vocabulary quizzes, and tests.
    - All teachers refer to standards and pacing guides to inform instructional planning and assessment.

3. Components of **Close Reading** are embedded in inquiry-based interactive whole and collaborative-group instruction.

- o Multiple standards-based primary and secondary sources
- o Purposefully marking and annotating text(s) for TDQs, prompts, and common assessments
- o Citing textual evidence when answering TDQs or writing
- o Note taking or graphic organizers to consolidate and synthesize information
- o Purposefully planned TDQs closely aligned to Florida standards
- o Accountable and purposeful student talk to deepen comprehension and encourage respectful discussions.
- o Writing through reading as a culminating task to demonstrate understanding and integration of knowledge

4. Documentation of Florida Required Instruction related to Social Studies courses.
   - o Consult standards, Test Item Specifications (if applicable), pacing guides, curriculum guides, and resource documents to inform both course demands and required instruction related to Florida Statutes 1003.42.

Progress Monitoring

Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Engagement strategies in interactive whole group instruction	Participation in Central Message PD Department Meeting Notes Common Planning Documentation Walkthroughs	Monthly	Department chairs and Administration
Interpretation, analysis, and integration of standards-based primary and secondary sources	Participation in Central Message PD Department Meeting Notes Common Planning Documentation Walkthroughs	Monthly	Department chairs and Administration
Mini-Qs (World and United States History) one per semester	Participation in Central Message PD Department Meeting Notes Common Planning Documentation Walkthroughs	Each semester	Department chairs and Administration
Use of pacing guides, test item specs, and standards	Participation in Central Message PD Department Meeting Notes Common Planning Documentation Walkthroughs	Monthly	Department chairs and Administration
Required instruction related to Florida Statutes 1003.42	Department Chair collecting Verification Forms Suite 360 Reports	Monthly	Department Chairs Suite 360 Administrators Student Services Liaison

Mid-Year Reflection of Instructional Practice
Mid-Year
Evaluation of Instructional Plan:
Refinement of Instructional Practices:

School Action Plan
Math

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

Objectives:
The percentage of all students who will be proficient in Math as defined by the State of Florida on the third FAST progress monitoring will be at least 80%.

School Action Plan
Math: Strategies & Programs to Support the Objectives

Math Focus

Utilize data-driven academic growth strategies to emphasize interactive whole group instruction and cooperative learning opportunities centered around students demonstrating success of course Benchmarks through:
• Use of the Backward Design Process with a focus on instructional strategies to support student collaboration opportunities with the primary resources being:
  ○ Benchmark Clarification Document
  ○ B.E.S.T. Instructional Guide for Math (B1G-M)
  ○ Mathematical Thinking and Reasoning Skills (MTRs)
• Strategic use of innovative technology as an instructional tool (iPads, Apple Classroom, digital timer, Kahoot, Features on IXL, etc.)
• Design formative and summative assessments as well as purposeful spiraling which are derived directly from the Benchmark Clarification Document and the B1G-M document
• Utilize approved instructional resources such as the adopted textbook to plan targeted interactive whole group instruction that promotes mastery of the Benchmarks.

School Focus

Targeted School-based Professional Development:

1. **New Teacher**
   - Voluntary Flex Days prior to Preplanning: Introduction to our school (e.g., culture, expectations, process, and procedures)
   - Content Area Introduction to the Basics Professional Development (Monthly)
   - Coaches/Specialist support
   - Mentor Teachers support
   - Visit Content Area Classroom to observe implementation of Best Practices

2. **Backward Design PLC: 1) Identify Benchmarks 2) Create Assessment 3) Instructional Planning**
   - Weekly: Department Planning Meeting for math teachers to collaboratively plan (on Friday) to review data from common assessments, collaborate and share instructional strategies as a team, SPP goals, and the implementation process and discuss pacing for each grade level.
   - Monitor pacing using the district provided course calendar
   - Analyze current B.E.S.T. Benchmarks with the use of the B1G-M document to determine focus for instruction.
     - Utilize the OCSD Benchmark Clarification document to ensure assessment questions adhere to the FAST Assessment limits and ALD levels
     - Utilize information in the B1G-M document on vertical alignment and potential learning gaps, instructional strategies, and common misconceptions
     - Utilize Instructional Tasks in the B1G-M document for teaching the complexity of the Benchmark and Instructional items to be used as evidence to demonstrate the students' understanding of the benchmark
   - Analyze common course assessment for alignment with the OCSD Benchmark Clarification document (UbD Stage 2) NOTE: Grade 6 – Algebra I Honors will be utilizing district-wide common assessments through the Edulastic platform.
   - Plan for Instruction including formative assessments with the use of OCSD Benchmark Clarification document, the B1G-M document and textbook (UbD Stage 3)
     - Incorporate scaffolded lessons, bridge learning gaps, making connections from prior learned concepts to grade level content
   - Share whole group instruction and cooperative learning opportunity strategies during weekly common planning
   - Review summative and iXL data to discuss implementation plan for spiraling during weekly common planning
   - Complete electronic documentation for attendance, accountability, and reflection of progress

3. **Strategy Focused Department Meeting: Interactive Whole Group and Cooperative Learning Opportunities**
   - Bimonthly meetings
   - Department Chair will select one teacher each month to share a successful whole group or cooperative learning opportunity strategy
   - Selected Teacher: Provide a video clip of the strategy in action to share and discuss
   - Share out textbook resource tips (digital component, content videos, item test bank)
   - Complete electronic documentation for attendance, accountability, and reflection of progress

4. **Modern Innovation and Technology Training (one-time training)**
   - New Teachers: iXL Training – provided on August 8 PD day
   - Experienced Teachers: iXL Training – provided on August 8 District Professional Learning Day
   - Apple Classroom for teachers with iPads – Schedule with Liz Bears, MIS
   - STEM Coach push in technical support
   - White-board interactive recording tool: Educreations

Math Classroom Instruction

Classroom Instruction:
Backward design Plans and Practice reflect use of resources, district pacing calendar, and knowledge of B.E.S.T. Math Benchmark to create interactive whole group instruction and cooperative learning opportunities.

1. **Interactive Whole Group Instruction**
   - Using "I do, we do, you do together, you do" gradual release to explicitly model skill/strategy/fluency leading to eventual independent practice will include warmups/skill checks to assess prior skills needed for success.
     - I do. - Teacher models math concept and processes based on B.E.S.T. Benchmark
     - We do. - Teacher uses guided instruction and strategic questioning to facilitate math concept
     - You do together. - Students collaboratively complete the assignments tightly aligned to the same concept and strategies previously taught while the teacher monitors.
     - You do it alone - Students demonstrate proficiency of unit objectives and Benchmarks independently. For example, homework, tests quizzes, exit passes or other independent assignment activities.
   - Incorporate the components of the Secondary Math Model (Getting Ready to Learn, New Learning, Practice Learning, and Reflection)
   - Provide rigorous questioning for Student talk
   - Incorporate technology to enhance instruction
     - Utilize an iPad to provide greater mobility in the classroom
     - Use of Apple Classroom to easily monitor iPads used by students in each of their classes
     - Use a screen casting interactive whiteboard and recording tool (i.e., Educreations, Explain Everything, etc.) to record teacher lessons to store on teacher's Canvas page. Record lessons for students and parents to access at any time for additional support of course work.
     - Use an interactive whiteboard drawing and recording tool (I.e., Educreations, Canvas, etc.) for students to record and share their thought process of solving math problems.

2. **Cooperative Learning Opportunities**
   - Establish classroom norms for working in cooperative groups
   - Using strategies to ensure participation of all students.
     - Assign roles as needed
     - Prepare materials so that all students can participate
     - Provide student talk question stems
     - Utilize a timer to keep students on task
   - Create clear expectations and exit assignment for cooperative learning activities

3. **Spiraling**
   - iXL practice will be used to build frequency and build mastery of course Benchmarks
   - Review Formative and summative assessment results to target unmastered Benchmarks
   - Incorporate at least 10% of spiraling material into summative assessments

4. **Classroom communication and resources are clear and consistent using the Canvas learning management system**
   - Minimum expectation of Canvas Classroom to include:

- o Up to date assignments (in class and homework)
- o Upload handouts used in the classroom
- o Calendar of upcoming assignments, quizzes, tests, etc.
- o Classroom resources for anytime access
- o Use Math Nation recorded videos/Teacher recorded videos (Educreations)

Progress Monitoring

Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Backward Design PLC	Electronic documentation (i.e., Google Forms, One Drive, Survey Monkey, etc.)	Weekly (during Common Planning Time on Fridays)	Administration/Department Chair
Use of B1G-M Document	Lesson Progression, Walkthroughs, observations	Monthly	Administration
Interactive Whole Group Instruction: (i.e., Student talk, use of Technology, appropriate rigor of activities, etc.)	Walkthroughs	Quarterly	Administration
Cooperative Learning Opportunities: (i.e., Student talk, use of Technology, appropriate rigor of activities, etc.)	Walkthroughs	Quarterly	Administration
Common Assessment Reflection	Data Chats	Quarterly	Administration
Collaborative Department Meeting	Electronic documentation (i.e., Google Forms, One Drive, Survey Monkey, etc.)	Bimonthly	Administration/Department Chair
Purposeful Spiraling Plan	Standards checklist posters/assessment data	Bimonthly	Administration/Department Chair

Evaluation Following Progress Monitoring Assessment

Baseline Data

Evaluation of Progress Monitoring Data:

Refinement of Instructional Practices:

Mid-Year Data

Evaluation of Progress Monitoring Data:

Refinement of Instructional Practices:

School Action Plan
Math: Strategies & Programs to Support the Objectives

Math Students Below Grade Level

Math Interventions

Intensive Math Instruction and/or Other Interventions:

1. **Foundational Skills class:** The course will utilize the IM Middle School Math Model with an emphasis on interactive whole group and differentiated small group instruction reflecting the gradual release of responsibility strategy (I do, We do, You do it together, and You do it alone).
   - Teachers will explicitly model, integrate and reinforce Florida's B.E.S.T. standards.
     - Students are instructed on grade level standards during interactive whole group instruction with lesson to include scaffolding to bridge learning gaps and help make connections from prior learned concepts to grade level content.
     - Collaborative strategies and protocols are in place (i.e., wait time, conversation stems, etc.) to enhance student talk.
     - Learning gaps are addressed during differentiated small group instruction based on formative assessments, summative assessments, and teacher observation.
     - Use of stations to differentiate for gaps in proficiency or for acceleration.
     - Student-teacher conferencing (which includes goal setting) will be in place to foster student growth.
     - Classroom routines and practices include explicit instruction on the M/J Foundational Skills in Mathematics 6-8 B.E.S.T. Standards included in the use of the OCSD Benchmark Clarification documents and the B1G-M documents.
     - Provide daily opportunities for students to build and practice basic math facts.
2. **Other Interventions:**
   - General math classes, struggling math students will use:
     - iXL assigned diagnostic lessons twice a week
     - iXL assigned basic math fluency lesson practice.
     - Prepare materials so that all students can participate

Tutoring Plan:
Administrator for Tutoring: Laura King

Overview of Program (e.g., during/before/after school, curriculum, groupings, etc.):
   - POC used for:

- o Push-in support: (e.g., substitutes, retired teachers, teachers on planning) – During class twice a week, students have support with direct whole instruction as well as in small group instruction to focus on foundational skills.
  - Targeted students: Foundational Skills (IM) and Regular 6, 7, and 8th grade classrooms
  - Progress Monitoring: data (e.g., FAST, district-wide common assessments through Edulastic platform)
- o Pull-out support – During elective classes twice a week, students with similar abilities work on strengthening foundational skills to then build to proficiency in grade level standards.
  - Targeted Students: Level 2 bubble students
  - Progress Monitoring: data (e.g., FAST, district-wide common assessments through Edulastic platform)
- o Before/after-school or virtual tutoring – students are invited twice a week to help support current course benchmark standards.
  - Targeted Students: Any student of concern
  - Progress Monitoring: data (e.g., FAST, district-wide common assessments through Edulastic platform)

Progress Monitoring

Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Implementing the Secondary Foundational Skills Math Model which reflects the Gradual Release of Responsibility Strategy	Walkthroughs	Monthly	Administration
Implementing B.E.S.T. standards with the use of the OCSD Benchmark Clarification document and the B1G-M document	Walkthroughs/Collegial Conversations	Bimonthly	Administration/Department Head
Fluency checks on basic math facts	Students maintain a math facts progress monitoring booklet	Weekly	Classroom Teacher
Purposeful Spiraling Plan	Standards checklist poster/assessment data	Bimonthly	Administration/Department Head
Push-in support	Electronic documentation (i.e., Google Forms, One Drive, survey Monkey, etc.)	Monthly	Administration/Department Head

Tutoring	Electronic documentation (i.e., Google Forms, One Drive, survey Monkey, etc.)	Monthly	Administration
Student accountability of progression towards mastery of course standards	Standards checklist	Weekly	Administration

Evaluation Following Progress Monitoring Assessment
Baseline Data
Evaluation of Progress Monitoring Data:
Refinement of Instructional Practices:
Mid-Year Data
Evaluation of Progress Monitoring Data:
Refinement of Instructional Practices:

School Action Plan
Science

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

Objectives:
The percentage of 8th 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 75%.

School Action Plan
Science: Strategies & Programs to Support the Objectives

Science Focus

Utilize the 5E Instructional Model to emphasize interactive whole group instruction and cooperative learning opportunities centered around students demonstrating mastery of course standards.

5E	Description	Instructional Focus
Engage	This lesson mentally engages students with an activity or question. It captures their interest, provides an opportunity for students to talk on what they know about the concept or skill being developed, and helps them to make connections between what they know and the new ideas.	· Instructional strategies that place a strong focus on student-to-student interactions and immediate feedback.
Explore	Students carry out hands-on activities in which they can explore the concept or skill. They grapple with the problem or phenomenon and describe it in their own words. This phase allows students to acquire a common set of experiences that they can use to help each other make sense of the new concept or skill.	· Instructional strategies (vocabulary, select student grouping, sharing out, group roles, etc.) that provide opportunities for all students to participate in rich student talk.
Explain	Building on background knowledge and experiences in Engage and Explore, the teacher frames instruction around the concepts and terms used by the students to develop explanations for the phenomenon they have experienced.	· Use of innovative technology as an instructional tool (i.e., Instructional applications, Canvas, Apple Classroom, Gizmos, Generation Genius, etc.).
Elaborate	This phase provides opportunities for students to apply what they have learned to new situations and so develop a deeper understanding of the concept or greater use of the skill. It is important for students to discuss and compare their ideas with each other during this phase.	· Incorporate complex (DOK 2 and 3) interactions with scientific text, including pictures, data charts and graphs, to incorporate purposeful text dependent questions (TDQ), text marking, annotating, and graphic organizers.
Evaluate	The final phase provides an opportunity for students to review and reflect on their own learning and new understandings and skills. It is also when students provide evidence for changes to their understandings, beliefs, and skills.	· Utilize data from Study Island, Quarterly Diagnostic tests, and classroom assessments to drive spiraling needs that support standard mastery.

- Deliver instruction that fosters *student engagement* via meaningful interactions with scientific text, including pictures, data charts and graphs, to include purposeful text dependent questions (TDQ), text marking, annotating, graphic organizers and teacher to student and student to student interactions.
- Utilize the 5E Instructional Model to create *interactive whole group instruction*.
  - **Engage** – Foster interest and create a common experience to build on.
  - **Explore** – Opportunity for students to examine a concept using concrete hands-on experiences.
  - **Explain** – Instruction to help students synthesize new knowledge and ask questions to further clarification.
  - **Elaborate** – Activity for students to apply what they have learned.
  - **Evaluate** – Formative or summative assessment.

- Strategic use of innovative technology as an instructional tool (i.e., Instructional applications, Study Island, Canvas, Apple Classroom etc.).

School Focus

Targeted School-based Professional Development:

1.New Teachers
- Voluntary Flex Days Prior to Preplanning: Introduction to our school (e.g., culture, expectations, process and procedures)
- Content Area Introduction to Basic Professional Development (Monthly)
- Coaches/Specialist support
- Mentor Teachers support
- Quarterly: Visit Content Area Classroom to observe implementation of Best Practices

2.5E Lesson Planning
- Weekly: Department planning meetings to review data from common assessments, collaborate and share instructional strategies as a team, SPP goals, and the implementation process and discuss pacing for each grade level.
- Monitor pacing using the district pacing guides
- Create a strong progress monitoring plan
    - Review Study Island data to create purposeful spiraling plan
    - New Teachers: Study Island training— Schedule with Tami Ellis
- Develop components of the 5E Instructional Model with a priority on Engage and Explore components
- New Teachers: 5E Instructional Model training— Schedule with Tami Ellis
- Complete electronic documentation for attendance, accountability, and reflection of progress

3. Strategy Focused Department Meeting: Interactive Whole Group and Cooperative Learning Opportunities
- Weekly meetings
- Department Chair will select one teacher each month to share a successful whole group or cooperative learning opportunity strategy
- Selected Teacher: Provide a video clip of the strategy in action to share and discuss
- Complete electronic documentation for attendance, accountability, and reflection of progress

4.Technology Training
- Apple Classroom for teachers with iPads— Schedule with Liz Bears
- (DoDEA Schools) STEM Coach push in technical support
- School Purchase: Lesson recording tool (Educreations, etc.) to include school-based training both virtual(live) and on-demand.

Science Classroom Instruction
Classroom Instruction:

1. 5E Instructional plans and practice reflect use of resources (i.e., digital textbook, Gizmos, school based purchased resource, etc.), pacing guides, and knowledge of state science standards to create interactive whole group and cooperate group instruction.

Interactive Whole Group Instruction
- Use details from Engage and Explore components of 5E Instructional model as common background knowledge to build on during the Explain instructional time.
- Build tier 3 vocabulary (SSA vocabulary list included on district pacing guide) through engaging vocabulary strategies
- Provide DOK 2 and 3 questions for student talk opportunities
- Incorporate technology to enhance instruction
  - Utilize an iPad to provide greater mobility in the classroom
  - Apple Classroom to monitor and allow students to present examples/work
  - Video clips, Interactives, virtual 3-D images, etc.
  - Textbook resource – Video Based Projects (Includes both whole group and cooperative group segments)

Cooperative Learning Opportunities
- Establish classroom norms for working in cooperative groups
- Use strategies to ensure participation of all students
  - Assign roles as needed
  - Prepare materials so that all students can participate
  - Provide student talk question stems
  - Utilize a timer to keep students on task
- Create clear expectations and exit assignment for cooperative learning activities
- Use text-dependent activities as a routine part of cooperative learning

2. Student progress is routinely monitored through consistent implementation of Study Island.
- Teacher Basic Level: Incorporate Study Island diagnostic before summative Evaluation component and use data for reteach/review purposes
- Teacher Advanced Level:
  - Use Study Island diagnostic as a pre-test to assess student understanding of specific standards before instruction.
  - Assign another diagnostic as a post-test to guide instructional needs and differentiated support for students.
- Participate in common quarterly diagnostic assessments pushed out through Study Island and use data for spiral activities
- Provide opportunities for students to reflect on Study Island data and make goals for improvement.

Progress Monitoring

Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor

5E Lesson Planning PLC	Electronic documentation (i.e. Google Forms, One Drive, Survey Monkey, etc.)	Weekly	Lead Course Teacher or Department Chair Administration
Strategy Focused Department Meeting	Electronic Documentation (i.e., Google Forms, One Drive, Survey Monkey, etc.)	Weekly	Lead Course Teacher or Department Chair
Strong Progress Monitoring: Study Island Usage	Study Island Report	Monthly	Department Chair Administration
Strong Progress Monitoring: Quarterly Diagnostics	Study Island Report	Quarterly	Department Chair Administration
Interactive Whole Group Instruction: i.e., student talk, use of technology, appropriate rigor of activities, etc.	Walk-throughs using Student Engagement Look/Listen form	Routinely	Administration

Mid-Year Reflection of Instructional Practice
Mid-Year
Evaluation of Instructional Plan:
Refinement of Instructional Practices:

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.)

Davidson offers a variety of CTE/STEMM courses which include Robotics, Coding, Python, Web Design, Carpentry, and SSTRIDE. These classes are available to students based on interest, with one exception. Our health occupations program, SSTRIDE, requires an application and interview process in accordance with its sponsor, The Florida State University.

Coding Fundamentals - The Coding Fundamentals course is the perfect course to introduce students to the fast-growing field of computer science through fun, skill-building applications. This course takes a wide lens on computer science by covering topics such as programming, physical computing, and HTML/CSS. Students engage with Coding Fundamentals as a medium for creativity, communication, problem-solving, and fun. The course inspires students as they build their own websites, apps, and games. Students in the Coding Fundamental course will gain a solid foundation in programming knowledge and skills. **Students will have the opportunity to earn a Digital Tools Certificate in ICT Web Essentials**

Introduction to Technology (STEM Year 1) - This course will introduce students to the world of programming, robotics, and game design. Students will learn the fundamentals of computer programming using Blocky, which is a JavaScript drag & drop block-coding. They will learn to use the design process to build and program Lego Spike Prime robots, as well as create interactive computer games. This course is an introduction to the ideas and methodologies of programming robots and games. **Students will have the opportunity to earn Digital Tools Certificates.**

Exploring Technology (STEM Year 2) - This course takes a deeper look into the world of computer programming and the logic behind it all. Hone your skills, increase your content knowledge, and learn through the applications of computer-aided design. Students will learn the basics of 3-D printing and rapid prototyping. You will use the design process to test, evaluate, and refine your solutions to open-ended problems in the world of technology and robotics. **Students will have the opportunity to earn a Digital Tools Certificate in Programming and Logic.**

THINK PYTHON (STEM Year 3) - This course introduces students to the programming language of Python. Python is the leading language used today, from game coding to artificial intelligence coding. Learning Python is ideal for beginners because it is both powerful and easy to learn. In this project-based course, students will learn the fundamentals of Python code and then transition into more complicated programming tasks. Along the way, students will be exposed to Python's amazing tools that can help turn data into information. This course can be the gateway into the study of Artificial Intelligence and Data Science (forecasted to be a top growing job for the next 10 years). **Students have the opportunity to earn an industry certification in Python Coding Apprentice. No prior coding/programming experience required.**

Fundamentals of Web & Software Development - The Fundamentals of Web and Software Development is where you will learn the basics of HTML, the publishing language of the Web, and CSS, and how pages get their style. Students will create their own live home pages to serve as portfolios of their creations. By the end of the course, students will be able to explain how web pages are developed and viewed on the internet, analyze and fix errors in existing websites, and create their very own multipage website. **Students will have the opportunity to earn an MTA Intro to Programming Using HTML & CSS Industry Certification.**

Foundations of Web Design - This Web design course is a foundational course that introduces students to basic Web design using HTML5 (Hypertext Markup Language) and CSS (Cascading Style Sheets). Through the course, students are introduced to planning and designing effective Web pages from

start to finish while having fun doing it. The combination of hands-on learning and teacher instruction gives the student a well-rounded background in Web design. **Students will have the opportunity to earn the CIW Advanced HTML5 & CSS3 Specialist Certification. This class meets both the practical arts and online course requirements for high school graduation.**

Skills to Build 1 - In Skills to Build 1, students will have the opportunity to work with their hands as they learn the art of the construction industry. Equipment safety and the construction process provide students with the foundational knowledge of the industry. Students will work on tangible projects while gaining industry skills. **Students will have the opportunity to take the HBI Pre-Apprenticeship Training and Core Industry Certification.**

Skills to Build 2 - Skills to Build 2 allows students to continue building their skills in the world of construction. Students will build upon the techniques and skills learned in the previous course in the fundamentals of construction, safety, tools, and math, all through hands-on learning. Students will also develop leadership skills by working cooperatively with their peers in class. Reading blueprints, designing, building projects, testing scale model structures, and working with projects will help students understand all aspects of the construction industry. **Students will have the opportunity to earn industry certifications.**

SSTRIDE Health Occupations - SSTRIDE© is a partnership between DMS, SRMS, CHS and The Florida State University College of Medicine. The mission of SSTRIDE© is to identify students who have a genuine interest in pursuing a career in science, technology, engineering, mathematics, healthcare, or medicine. Students start in the 8th grade and continue the program through the Allied Health Institute at CHS. In addition to coursework, the program provides enrichment and student development. Students should contact Ms. Stockton to begin the application and interview process. If selected, guidance will update students' course requests.

cognia™	# Accreditation Page

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

Domain 1 2.2 Learning Capacity Standards	Standard The learning culture promotes creativity, innovation, and collaborative problem-solving.

- Learners are engaged in projects and inquiry-based activities across courses and subjects using strategies that require student collaboration, self-reflection, and the development of critical thinking skills. Teachers use technology as an instructional resource and learning tools. ELA implements Socratic Seminars, novel studies with culminating projects and essays. Electives--Robotics (STEM/project-based learning), leadership (service-based learning), journalism (producing a published product); broadcast journalism (producing a daily television show), critical thinking (research, a variety of presentations).

- Educators implement specific actions and instructional activities to ensure learner engagement and development of creative, innovative, and problem-solving skills such as backward design-thinking with the end in mind, develop a rubric, then plan the method of instruction. Educators also break longer assignments into smaller more manageable parts.
- Data is collected, analyzed and used to measure the development of creativity, innovation and problem-solving of learners using student designed rubrics.
- Educators demonstrate shared beliefs about learner engagement and development of creative, innovative, and problem-solving skills in all courses and subjects during department and grade level meetings.