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**8/14, 8/22, 8/23, 8/27, 8/31, 9/4, 9/5,  
9/6, 9/10, 9/11, 9/12, 9/21, 9/25**

**School Name: Max Bruner Jr. Middle School**  
**School Performance Plan**  
**2012 - 2013**

<p>All school advisory agendas, minutes, membership, and guidelines of operations are housed at the school site as well as the district office. These reflect the process used in the preparation and evaluation of the school performance plan and the school's annual budget. SAC funds in the amount of \$ 1384.94 will primarily be used for SPP/SIP initiatives</p> <p>The names represented below indicate approval of the SPP by SAC committee members.</p> <p>J Spolski Principal</p> <p>J McPhail SAC Chair</p>	<p><b>Legend</b></p> <p>AICE: Advance International Certificate of Education  AP: Advanced Placement  AYP: Adequate Yearly Progress  CCS: Common Core Standards  DA: Differentiated Accountability  DEA: Discovery Education Assessment  ED: Economically Disadvantaged  ELL: English Language Learners  ESE: Exceptional Student Education  FAIR: Florida Assessment for Instruction of Reading  FCAT: Florida Comprehensive Assessment Test  IB: International Baccalaureate  IEP: Individualized Education Plan  IPDP: Individualized Professional Development Plan  NGSSS: Next Generation Sunshine State Standards</p>	<p>NCLB: No Child Left Behind  PDSP: Professional Development Site Plan  PERT: Postsecondary Education Readiness Test (ACT's 10<sup>th</sup> Grade Assessment Test)  PLAN: Progress Monitoring Plan  PMP: Progress Monitoring System  PMS: Plan of Care  PPP: Pupil Progression Plan  Rtl: Response to Intervention  SAC: School Advisory Council  SAI: Supplemental Academic Instruction  SAT 10: Stanford Achievement Test  SESAT: Stanford Early School Achievement Test  SINI: Schools in Need of Improvement  SPP/SIP: School Performance Plan; School Improvement Plan  SWD: Students with Disabilities  VE: Varying Exceptionalities</p>
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## School Profile 2012 - 2013

### School Profile:

(Narrative)

Max Bruner, Jr., Middle School is a comprehensive middle school located in Fort Walton Beach, Florida, in the panhandle area. Approximately 850 students are enrolled in grades six through eight. The students at Bruner Middle School are residents of a community with a population of approximately 150,000. The ethnicity and religious orientation of the community is extremely diverse. The racial/ethnic groups represented at Bruner are white, black, Asian, Hispanic, and Multiracial. The white student population is 59%, the black student population is currently 21%, the Multiracial student population is 10 %, the Hispanic student population is 7 % and the Asian student population is 4 %. Bruner Middle School is a school full of fragile families with 52% of its students on free or reduced lunch. Bruner has 4 % of its population as Limited English Proficient including students from Russia, Thailand, Asia and Central America. The largest single employer is the military; tourism is the second largest provider of jobs in the area. Both the military and tourism strongly influence the mobility rate of our school.

The Bruner Middle School staff consists of highly qualified teachers, many holding advanced degrees. Although the average teaching experience amongst our teachers is more than 10 years, teacher training is still of utmost importance. Bruner teachers have received Professional Development in instructional strategies such as the Creating Independence through Student-owned Strategies (CRISS) project, Six Traits, Professional Learning Communities (PLCs), motivational book studies, and other literacy strategies. This year marks the second year of the school district's transition to the Charlotte Danielson Framework Evaluation System. This transition requires extensive training throughout the year for both teachers and administrators. Though Professional Development is accomplished in a variety of ways, the district early-release sessions support the main initiatives. In addition, Bruner serves as a student teacher center for the University of West Florida and Northwest Florida State Colleges.

Each year parents and students are asked to provide feedback about their experiences with Bruner and the services provided by our employees. The results this past year were consistent with previous years. First, parents strongly agree that Bruner emphasizes academic performance as the school's number one priority and clear expectations are communicated to students. Comments included, "*The staff members are encouraging and committed to educate my child, despite his disabilities. The teacher communication with me is extremely valuable. The teachers are very nice and welcome suggestions or modifications to deal with unique behaviors of my child.*" An area that parents agree needs to be addressed is awareness of the curriculum programs for the different grade levels and courses. These responses indicate that teachers and administrators need to target and focus on parent communication for the 2012-2013 school year.

Other important climate feedback from the survey included:

*I was very concerned about my child's well being at the school because it was her first year at middle school, but Bruner has made the entire transition process into middle school great. My daughter loves the school, teachers, sports, and clubs, and so do we! The school emphasizes the well-rounded individual including academics, social/personal relationships, and athletics. The variety of activities that keep him involved in his school community. The teachers are the number one asset at any school, and the teachers at Bruner are doing a great job.*

Although many parents seem to be aware of the extensive services provided by our staff, there seems to be some that remain uninformed. Therefore, it is critical that Bruner continues this tradition of excellence and works to streamline communication for Bruner's families.

Technology is an area of importance at Bruner as well. Bruner has two computer labs, a business lab, and a television broadcast studio. Teachers receive training each time a new technology resource is introduced into the district, such as My Learning Plan, DATASTAR, and Dashboard. Bruner has many teachers that use Mimeo's, Elmo's, and some are classified as Digital Educators. Bruner developed two Kindle classrooms to support and motivate struggling readers.

Our students are given extensive opportunities to develop their skills, talents, and abilities. We provide quality instruction for all students in each grade level. A full continuum of exceptional student education options, ranging from inclusion to resource classes for most subjects, is available, as well as co-taught and gifted classes. Alternative education and remedial/tutorial programs are offered for students in all grades. Sixth grade students will have the opportunity to participate in Bruner's Gender Specific Program in Math and Language Arts classes. Our students participate in a wide variety of athletic activities as well as social activities through clubs and team events.

Bruner Middle School boasts a wide selection of sports offerings for male and female students, including our award-winning teams of swimming, golf, track, cross country, tennis, volleyball, softball, baseball, basketball, and football. Our athletic teams are competitive with other district middle schools and win numerous championships. Our coaching faculty seeks to be positive role models as well as superior instructors of their sport.

Students have opportunities to participate in organizations geared towards academics and enrichment such as the Academic Team, the Math Counts Team, Builders Club and Beta Club. Band, Chorus, and other students are consistently awarded top honors for their performances and achievements. Students also have an opportunity to participate in the school-wide television broadcast (Morning Show) housed in the media center.

Bruner Middle School has been fully accredited by the Southern Association of Colleges and Schools. Many awards have been given to our school for outstanding achievements; Max Bruner Jr. Middle School has been recognized by the state of Florida as an A+ school for the past twelve years. Our parents, students, teachers, and community jointly contribute to and support our efforts to maintain this status.

Instructionally, all teachers are expected to implement research based practices defined and outlined by the OCS from the balanced literacy plan, the comprehensive math model, the k-12 reading plan, and the Pupil Progression Plan.

## School Profile 2012-2013

**School Vision:** Maximize educational systems that empower students to successfully transition into a globally competitive society.

### School Mission:

Perpetuate our commitment to educational excellence through:

- Rigorous and relevant curriculum
- Accountability
- Stakeholder relationships

### Belief Statements:

- Every student regardless of ethnicity, gender, economic status or disability is expected to reach his or her academic potential.
- Students and staff are held to high, measurable standards of performance and conduct.
- Students are provided a positive and safe learning environment.
- Students' needs drive resource decisions.
- Education is the shared responsibility of the entire community of stakeholders.
- Curriculum and instruction are research-based.
- Differentiated instruction is based on analysis and application of student achievement data.
- Comprehensive professional development is imperative for quality instruction and improved student performance.
- Grades are an accurate reflection of a student's academic progress and skill application, as defined by the Next Generation Sunshine State Standards, Common Core Standards, and/or course content.
- Upon graduation, students will be college and/or career-ready.

## Max Bruner Jr. Middle School Historical Data

Year	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
Reading (level 3, 4, 5)	67%	76%	74%	76%	76%	71%	78%	78%	74%	76%	64%
Math (level 3, 4, 5)	66%	76%	77%	78%	75%	75%	77%	75%	76%	75%	61%
Writing (3.5 or higher)	90%	93%	94%	92%	97%	96%	94%	95%	92%	89%	83%
Science (level 3, 4, 5)						62%	53%	59%	58%	64%	64%

### 2012 DATA CLUSTERS ON SPECIFIC GROUPS/SUBGROUPS

Student Group/Subgroup	Reading	Math	Writing	Science
% proficient 2012 FCAT	64%	61%	83%	63%
8 <sup>th</sup> grade FL Writes # scoring > 4.0	n/a	n/a	8	
Lowest 25% making learning gains	75%	57%	n/a	
African Americans Learning Gains	65%	64%	n/a	
Percent of free/reduced lunch	55%			
Minority Rate	47%			
# students retained for 2011-2012	40			
# students on Special Standards	28			

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	
Principal	Mr. John Spolski	Certificate: Biology and School Principal Masters Ed Leadership B.S. Cellular and Molecular Biology	6 years	12 years	A+ school twelve years straight Visited Washington D.C. and represented Florida as the President Elect 2012 of FASSP. Met with Congressmen and Staffers about educational issues. Recognized by the Department of Education with a <i>Principal Achievement Award for Outstanding Leadership</i> by the Commissioner of Education at The Principals Summit in Tallahassee.
Assistant Principal	Mrs. Pamela Hixson-Wells	Certificate: Special Ed, Middle School Integrated Curriculum Masters in Counseling/Psychology B.A. Political Science	10 years	4 years	Facilitated the Minority Council to focus on the achievement gap for many of our minority students. Continuing on with extended education through the local university pursuing a Specialist/Doctorate degree.

**Response to Instruction/Intervention (RtI)**

<b>School-Based RtI Team</b>
<p>Identify the school-based RtI Leadership Team.</p> <p><b>Principal/Assistant principal:</b> Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing RtI, conducts assessment of RtI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support RtI implementation, and communicates with parents regarding school-based RtI plans and activities.</p> <p><b>Guidance Counselor(s)</b> Facilitates the RTI process and provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, counselors link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.</p> <p><b>Exceptional Student Education (ESE) Teachers:</b> Participates in student data collection, integrates cores instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as co-teaching.</p> <p><b>Literacy Coach:</b> Develops, leads, and evaluates school core content standards/programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches; identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered “at risk;” assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.</p> <p><b>School Psychologist:</b> Participates in collection, interpretation and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities.</p> <p><b>Staffing Specialist-</b>Acts as a resource for both the guidance counselors and the teachers using expertise in intervention support, documentation, and assessment of students.</p> <p><b>Speech Language Pathologist:</b> Educates the team in the role language plays in curriculum, assessment, and instruction, as a basis for appropriate program design; assists in the selection of screening measures; and helps identify systemic patterns of student need with respect to language skills.</p>
<p>Describe how the school-based RtI Leadership Team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate RtI efforts?</p> <p>The leadership team will focus meetings around one question: How do we develop and maintain a problem-solving system to bring out the best in our schools, our teachers, and in our students?</p> <p>The team will meet once a month to engage in the following activities:</p> <p>Review universal screening data and link to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the team will identify professional development and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.</p>
<p>Describe the role of the school-based RtI Leadership Team in the development and implementation of the school improvement plan. Describe how the RtI Problem-solving process is used in developing and implementing the SIP?</p> <p>The RtI Leadership Team will meet with the School Advisor Council (SAC) to help develop the SIP. The team provided data on the following: Tier 1, 2, and 3 targets; academic and social/emotional areas that needed to be addressed; helped set clear expectations for instruction (Rigor, Relevance, Relationship); facilitated the development of a systemic approach to teaching (Effective questioning, teaching strategies, reading strategies) and aligned processes and procedures.</p>
<b>RtI Implementation</b>

Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior. **Baseline data:** Progress Monitoring and Reporting Network (PMRN); DEA Assessments, SRI Assessments, Florida Comprehensive Assessment Test (FCAT).  
Progress Monitoring: PMRN, DEA, SRI-IR classes only  
Frequency of Data Days: Monthly

Describe the plan to train staff on RtI.  
Professional development will be provided during preplanning and will occur throughout the year in addition early release activities will target student achievement. The RtI team will also evaluate additional staff PD needs during the monthly RtI Leadership Team meetings.

School: Max Bruner Jr Middle School	School Focus: Reading
District Goal:	Students shall demonstrate reading proficiency at or above expected grade level.

Reading Instructors/Recruitment: (Secondary)	8 Teachers with reading certification/endorsement	0 Teachers working towards reading certification/ endorsement.
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Objective R-1	The percentage of all curriculum students who will be proficient in reading as defined by the State of Florida on the Florida Comprehensive Assessment Test will be at least 70%. (District Objective: 68 +2 percentile points or <input type="checkbox"/> maintain 90-100%)
Objective R-2	The percentage of all curriculum students who will make learning gains in reading as defined by the State of Florida on the FCAT will be at least 75%. (District Objective: 73+ 2 percentile points or <input type="checkbox"/> maintain 90-100%)
Objective R-3	The percentage of students in the lowest 25% who will make learning gains in reading as defined by the State of Florida on the FCAT will be at least 80%. (District Objective: 78+ 2 percentile points or <input type="checkbox"/> maintain 90-100%)

Target Group(s) Supporting Data (summary) – Provide 3 year historical data chart	Strategies/Innovative methods & extended learning opportunities <small>Include technology and assessment</small>	Budget	Professional Development <small>(Identify measurable teacher outcome)</small>	Communication with Parents & Customer Relations <small>(Community/Parent awareness)</small>
All Curriculum Groups	<p>All students will be assessed for a lexile level. Lexile levels will be shared with content area teachers. Individualized materials/instruction will be used as appropriate.</p> <p>The master schedule was designed to provide both the Language Arts Department and the Math Department with common planning so that teachers can coordinate and plan.</p> <p>All AA teachers will participate in read alouds to their students for 10 minute intervals twice a week. The books will be chosen by the teacher but a list will be recommended by the Literacy Coach. Teachers will incorporate more feedback (Hattie HYS and Susan Brookhart Book on Feedback) to students in their classes.</p>	<p>\$100</p> <p>\$300</p>	<p><b>PDSP Focus:</b></p> <p>Ongoing (September – December); CCSS &amp; NGSSS Bridges Brain Compatibility Classroom Reading Strategies Book Study Text Complexity Training RAC WAC</p> <p>(October); SACS Accreditation Activity Read Aloud Training A/A</p> <p>(November); Feedback Achieve 3000</p> <p>(December); Word Walls and Comprehensive Instructional Sequencing</p>	<p>Emails Phone Letters</p> <p><a href="http://www.brunerspartans.com">www.brunerspartans.com</a></p> <p>The Shield newsletter along with Parent Nights, Open Houses, and STRIVE will be provided to aid parents in becoming more informed about school programs and policies, as well as, to help students with homework.</p>

<p><b>Level 1-2- Fragile 3's</b></p>	<p>RAC PROGRAM Pre-During-Post Reading Strategies Teachers in 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade (Reading Across the Curriculum) will submit evidence each nine weeks to demonstrate student mastery in literacy.</p> <p>Content area vocabulary terms and the use of functional and updated word walls should be implemented.</p> <p>All teachers will incorporate and model summarization and synthesizing strategies; such as: -Cornell Notes -Bell-work Summaries -3-5 Sentence Summaries</p> <p>Classroom libraries will ensure appropriate titles/topics as identified through interest inventories that focus on Popular Adolescent Literature (30% - 50 % of the libraries are informational reading selections).</p> <p>The Bruner Morning show will be utilized to promote literacy initiatives including advertising for the school wide book fair, testing tips, and highlighting book releases.</p> <p>Teachers will provide activities that include but are not limited to: stations, discussion groups, technology (Websites, Mimeo, Discovery Education).</p> <p>All teachers will use Dashboard and DEA to review FCAT sub-test scores in reading to identify students' strengths &amp; weaknesses. Teachers will follow the PPP to craft PMP/PMS for struggling students.</p> <p>Comprehensive Instructional Sequencing Training will assist teachers on planning and D.I. The CIS Model should increase rigor and relevance through real</p>	<p>Subs \$800</p>	<p>(January); FCAT 2.0 PARCC (February); Close Reads Text Complexity Training (March-May); CIS</p> <p><b>Objective/other:</b></p> <p>100% of teachers will receive PD in CIS units during second semester. The observation classroom teachers will showcase a CIS unit in February.</p> <p>100% of core teachers will participate in Reading Strategies Professional Development in the first semester.</p> <p>100% core teachers will learn and implement content specific strategies to raise student DEA/FCAT scores.</p> <p>100% of the Science and Social Studies teachers will provide products from the RAC Reading Across the Curriculum Initiative.</p>	<p>Open House Shield Emails Phone Letters <a href="http://www.brunerspartans.com">www.brunerspartans.com</a> Book Mark Newsletter</p>
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	<p>life learning experiences and assess higher order thinking skills such as problem solving tasks that require students to generate and test hypothesis.</p> <p>Intensive Reading teachers will incorporate activities that increase motivation and engagement in literacy learning through the use of strategies that help students take ownership for learning. Such activities include:</p> <ul style="list-style-type: none"> <li>-Novel Studies</li> <li>-Literature Circles</li> <li>-Interactive Reading Guides</li> <li>-Student Conference Logs</li> <li>-Read Alouds</li> </ul> <p>Teachers will hold data chats with students to review FCAT and DEA results and set goals based on those results.</p> <p>Teachers will incorporate strategies to improve comprehension, including:</p> <ul style="list-style-type: none"> <li>-Rereading to fix areas of confusion -</li> <li>-Clarifying unfamiliar vocabulary words</li> <li>-Selecting appropriate reading strategy for the text</li> <li>-Self-questioning</li> <li>-Reflection stems</li> <li>-Reading Response Logs/Comprehension -Journals</li> </ul> <p>6<sup>th</sup> grade teachers will differentiate materials, as well as process, and products. Differentiated instruction strategies will include using non-fiction texts with different lexile levels utilizing Achieve 3000.</p> <p>IR Teachers will help students make connections to the text using</p> <ul style="list-style-type: none"> <li>-Text to self</li> <li>-Text to world</li> <li>-Text to text</li> </ul>	<p>\$5000</p>	<p>100% of the teachers are expected to participate in Book Study Activity with the Literacy Coach.</p> <p>The Literacy Coach will receive formal training on the CIS Comprehensive Instructional Sequencing Model and share it with the administration and faculty.</p> <p>Motivation and stamina continue to be targets for the Bruner faculty. Each year the internal PD survey indicates that motivating students is an important area of need.</p> <p>All teachers except Reading teachers will submit evidence or products illustrating student mastery of a reading strategy and/or standard. This task, supported by the Literacy Coach, should be submitted at the conclusion of each nine weeks.</p>	
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<p><b>ELL Students</b></p>	<p>Teachers will analyze Level 1, 2, and 3 DEA scores to make decisions to guide reading instructional strategies and create probes to address areas of concern.</p> <p>The lowest achieving students will be placed in a double period block integrating reading and language arts.</p> <p>Remediation will be offered to lowest achieving students through before and after school tutoring.</p> <p>Specialized programs and materials will include:          -Achieve 3000          -Read 180          -Ed 20/20</p> <p>African American students struggling academically will be strongly encouraged to attend STRIVE and the Minority Council.</p> <p>The Literacy Coach/PD libraries will house text sets that include works authored by African American authors and/or contain African American characters.</p> <p>An interpreter will be assigned to classes containing non-English speaking students.</p> <p>ELL students will be provided resources to include but not limited to:          dictionaries          electronic translating devices          peer mentors</p> <p>ELL students will be provided with instruction using Rosetta Stone where appropriate.          Teachers will use visualization strategies that may include:          -Sketch to Stretch          -Graphic Organizers</p>	<p>\$5000</p> <p>\$200</p>	<p>100% of the 6<sup>th</sup> grade Language Arts teachers will receive training on Achieve 3000 reports.</p>	
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<p><b>ESE Students</b></p>	<p>-Guided Imagery -United Streaming</p> <p>Teachers will be aware of and accommodate specialized needs of SWD and goals of students as per IEP.</p> <p>Teachers will assist students with extended time using the (X2) method. ]</p>	<p>] ]</p>	<p>100% of the teachers will be made aware of the FIN workshops provided through UWF.</p>	
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- The process for administering formative and summative assessments (screening, diagnostic, & progress monitoring) is identified in the Okaloosa County Pupil Progression Plan

School: Max Bruner Jr. Middle School	School Focus: Math
District Goal:	Students shall demonstrate math proficiency at or above expected grade level.

Objective M-1	The percentage of all curriculum students who will be proficient in math as defined by the State of Florida on the Florida Comprehensive Assessment Test will be at least 70%. (District Objective: <input type="checkbox"/> +2 percentile points or <input type="checkbox"/> maintain 90-100%)
Objective M-2	The percentage of all curriculum students who will achieve FCAT adequate yearly progress in math as defined by the State of Florida on the FCAT will be at least 70%. (District Objective: <input type="checkbox"/> +2 percentile points or <input type="checkbox"/> maintain 90-100%)
Objective M-3	The percentage of students in the lowest 25% who will make learning gains in math as defined by the State of Florida on the FCAT will be at least 70%. (District Objective: <input type="checkbox"/> + 2 percentile points or <input type="checkbox"/> maintain 90-100%)
Objective M-4 (Secondary only)	The percentage of all curriculum students who will be proficient in math as defined by the State of Florida on the Florida Algebra I End-of-Course Exams will be at least 95%. (District Objective: <input type="checkbox"/> +2 percentile points or <input type="checkbox"/> maintain 90-100%)
Objective M-5 (Secondary only)	The percentage of all curriculum students who will be proficient in math as defined by the State of Florida on the Florida Geometry End-of-Course Exams will be at least 95%. (District Objective: <input type="checkbox"/> +2 percentile points or <input type="checkbox"/> maintain 90-100%)

Target Group(s) Supporting Data (summary) – Provide 3 year historical data chart	Strategies/Innovative methods & extended learning opportunities <small>Include technology and assessment</small>	Budget	Professional Development <small>(Identify measurable teacher outcome)</small>	Communication with Parents & Customer Relations <small>(Community/Parent awareness)</small>
ALL Curriculum Groups	<p>Common Planning initiatives were discussed with every teacher during Summer Sessions.</p> <p>The master schedule was designed to provide the most of the Math Department with common planning so that teachers can coordinate, plan, and work on Lesson Study.</p> <p>Teachers will work with elementary (Florosa, Edwins, Elliot Point, and Mary Esther) and Fort Walton Beach High School colleagues to vertically align the curriculum.</p> <p>All classrooms will use a Guided Math Approach combining whole group, small instructional and cooperative leaning groups along with independent practice and use the district comprehensive math model.</p> <p>All math teachers will participate in the RAC and WAC activities each nine weeks to focus on the eight essential math practices.</p>	Subs \$300	<p><b>PDSP Focus:</b></p> <p>Bruner math teachers will participate in Penda Math Software Webinars.</p> <p>All Intensive Math teachers will participate with feeder elementary schools to discuss needs and expectations for monthly collaboration meetings.</p> <p>Teachers will share classrooms and to determine how schools can help each other.</p> <p>District math specialist will work with the teachers and pacing guides to discuss topics and student mastery of clusters.</p>	<p>An Annual Family Math Night coordinated by volunteers to provide dinner and student math activities.</p> <p>Emails Phone Letters</p> <p><a href="http://www.brunerspartans.com">www.brunerspartans.com</a> The Shield</p>

	<p>Math teachers will implement writing activities to strengthen the students' ability to explain mathematical processes.</p> <p>Encourage students to participate in before and after school tutoring program taught by highly qualified math instructors.</p> <p>DEA tests will be administered during the first four weeks of school to determine readiness skills. Areas of need will be targeted and addressed.</p> <p>Teachers will provide PARCC like questions modeling multi-step complex thinking. These questions will be incorporated throughout the year and not be completed as a standalone unit.</p> <p>Students will be exposed to manipulative based instruction that provides concrete examples for abstract ideas and concepts learned during professional development opportunities.</p> <p>Students will be taught the importance and note taking skills and various methods of note taking. Time management and study skills/organization will also be an area of focus.</p> <p>Frequent, various formative assessments will be used to determine student understanding and progress. Formative assessments will include, but not limited to:</p> <ul style="list-style-type: none"> <li>Bell Ringers</li> <li>DEA Probes</li> <li>Exit Passes</li> </ul> <p>Teachers will incorporate activities that increase motivation and engagement in learning through the use of technology; such as:</p> <ul style="list-style-type: none"> <li>* Mimio</li> <li>* Computers on Wheels (COWS)</li> <li>* CPS</li> </ul>		<p>District math specialist will make resources available for teachers including but not limited to: Extramath, MobyMath, Sumdog, and AcceleratedMath</p> <p>Mrs. Bowell of FWBHS will conduct PARCC training during the January early release date.</p> <p><b>Objective/other:</b>  </p>	<p>newsletter along with Parent Nights, Open Houses, and STRIVE will be provided to aid parents in becoming more informed about school programs and policies, as well as, to help students with homework.</p>
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<p>6<sup>th</sup> Grade Intensive Math:</p>	<ul style="list-style-type: none"> <li>* On-line resources</li> <li>*BrainPop</li> <li>*Educational games</li> <li>*I-Pads &amp; Apps</li> </ul> <p>Throughout the nine weeks, students will use hands on manipulatives to reinforce their basic skills. This will include Versatiles, fraction bars, fraction tiles, chalk activities, and math card games. We will use these activities in the regular and advanced math classes at least 3-4 times every nine weeks.</p> <p>Students will complete a workbook titled “Getting Good Grades” through the first semester which will go over basic study skills with the students, how to stay organized in their classes, how to take good notes, and good test taking skills.</p> <p>Students will be completing the Spiral Review at the beginning of each class period. The spiral review corresponds with the 6th grade NGSSS and covers what the students are currently learning in class and also what they have already learned so far.</p> <p>The intensive math teachers will be holding students accountable for all of their grades, but especially for their grade in their math class. We will be rewarding our IM students with an incentive reward if they have made significant gains or have an A or B in their math class.</p>			
<p>6<sup>th</sup> Grade Regular and Advanced Math Classes:</p>	<p>Throughout the lessons, the teachers will introduce math lessons through a variety of multisensory approaches. Teachers will use things such as the online textbook, interactive Mimio activities, videos from Teacher Tube and</p>			

<p><u>7<sup>th</sup> grade Intensive Math</u></p> <p>Students not making Learning gains in Math and Performing in the Lowest Quartile in Math.</p>	<p>You Tube, videos from Brain Pop, and real life examples to help make the math concepts come to life for 6<sup>th</sup> grade math students.</p> <p>Students in advanced 6<sup>th</sup> grade math classes will also complete a project in which they will be designing a math board game that covers the sixth grade standards. They will then design and build this game and we will play this game in all math classes.</p> <ul style="list-style-type: none"> <li>- Students (individually and/or as a small group) will be required to complete an application product for the content being taught each nine weeks.</li> <li>- Students will be given a basic skills assessment each nine weeks.</li> </ul> <p>Students will weekly drill and practice over the multiplication chart 0 through 14. Test each nine weeks over the multiplication chart for speed and accuracy.</p> <p>Students will take a 3<sup>rd</sup> DEA test at the end of the school year.</p> <p>Teachers will use a variety of instructional techniques such as whole group instruction, small group instruction, partner teaching, and one on one to ensure that all students are learning effectively.</p> <p>The lowest achieving Level 1 students will have Intensive Math in addition to their regular math class.</p> <p>Remediation will be offered to lowest achieving students through specialized physical education pullout, and after school tutoring.</p> <p>Students will use hands on manipulatives weekly to reinforce</p>			
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<p><b><u>All Math 3 ADV. &amp; Algebra 1 Honors students:</u></b></p>	<p>their basic skills. This will include Versatiles, fraction bars, fraction tiles, chalk activities, math card games, and more.</p> <p>Students will use online computer programs weekly such as Discovery Education Assessment and Penda Learning in addition to activities from the online textbook to review concepts that they are currently learning in their regular math class as well as to reinforce basic skills that they need to improve.</p> <p>STRIVE will be provided to aid parents in becoming more informed about school programs and policies, as well as, to help students with academic success.</p> <p>Teachers will utilize on-line resources proved with the text to provide definitions and examples in alternate languages for ease in translating.</p> <p>All teachers will use culturally responsive strategies to increase comprehension.</p> <p>Daily integration of Technology to the math curriculum using the computer, calculators, projectors, I Pads, smart phones, etc.</p> <p>Use Math manipulatives to help students understand math concepts and relate abstract ideas about numbers and shapes to something students can see and touch.</p> <p>Use real-life applications of math concepts.</p> <p>Students may retake a test only if a student attends tutoring and completes remediation work.</p> <p>Weekly Math Events or Math Magic: Write and explain in</p>			
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<p>8<sup>th</sup> grade students</p>	<p>your own words using AAAWWUBBBS a page of a weekly math event from the newspaper article, magazine, book, internet, etc.</p> <p>Students may join Math Counts / Wizards of Math Club during Early Release Days. Students will work on Math Enrichment activities in the classroom and have a Friendly Math Competition using Math Counts Problems.</p> <p>Turn in a Semester Project:</p> <ol style="list-style-type: none"> <li>a. Create and Fly your Own Kite!</li> <li>b. Mathematician and Math Concepts Origination.</li> <li>c. Create a 3 Dimensional figure using Origami.</li> </ol> <p>Use diagnostic and self efficacy and math anxiety assessments.</p> <p>Tutoring:  7:00-7:45 AM on OFF duty days, Room 131  2:45-3:45 PM, Wednesdays, Room 135</p> <p>Higher order thinking and questioning will be included in all unit plans. Strategies include:</p> <ul style="list-style-type: none"> <li>*Open-Response Questions</li> <li>*Bloom's Taxonomy</li> <li>*QAR</li> <li>*Open-ended, student-generated questions</li> </ul> <p>Students will utilize computers to practice "computer based testing" in preparation for the state algebra and geometry end of course exam.</p> <p><u>Geometry</u>  Daily integration of Technology to the math curriculum using the computer, calculators, projectors, iPads, smart phones, etc.</p> <p>Use Math manipulatives to help students understand math</p>			
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<p>ELL Students</p>	<p>concepts and relate abstract ideas about numbers and shapes to something students can see and touch.</p> <p>Use real-life applications of math concepts.</p> <p>Students may retake a test only if a student attends tutoring and completes remediation work.</p> <p>Weekly Math Events or Math Magic: Write and explain in your own words a page of a weekly math event from the newspaper article, magazine, book, internet, etc. using AAAWWUBBBS</p> <p>Students may join Math Counts / Wizards of Math Club during Early Release Days. Students will work on Math Enrichment activities in the classroom and have a Friendly Math Competition using Math Counts Problems.</p> <p>Turn in a Semester Project:</p> <ol style="list-style-type: none"> <li>a. Investigate and discover properties of Geometric figures using patty paper.</li> <li>b. Teacher of the Day! Teach Geometry concepts to another Math class!</li> <li>c. A Power Point Presentation of Geometry History, Concepts, or applications.</li> </ol> <p>Use Lesson study to SWAP Teacher one day a month. The students will benefit from learning from another Math Teacher's teaching style.</p> <p>Tutoring: 2:45-3:45 PM, Wednesdays, Room 135</p> <p>An interpreter will be assigned to classes containing non-English speaking students.</p> <p>ELL students will be provided resources to include but not limited to:</p>			
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	<p>dictionaries          electronic translating devices          peer mentors</p> <p>ELL students will be provided with instruction using Rosetta Stone where appropriate.</p>			
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- The process for administering formative and summative assessments (screening, diagnostic, & progress monitoring) is identified in the Okaloosa County Pupil Progression Plan.

<b>School:</b> Max Bruner Jr. Middle School	<b>School Focus:</b> Writing
<b>District Goal:</b>	Students shall demonstrate writing proficiency at or above expected grade level.

<b>Objective</b>	The percentage of 8 <sup>th</sup> grade students scoring 4.0 and above on FCAT Writing will be at least 85%. (District Objective: 83 +2 percentile points or <input type="checkbox"/> maintain 90-100%)
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<b>Target Group(s) Supporting Data (summary) – Provide 3 year historical data chart</b>	<b>Strategies/Innovative methods &amp; extended learning opportunities</b> <small>Include technology and assessment</small>	<b>Budget</b>	<b>Professional Development</b> <small>(Identify measurable teacher outcome)</small>	<b>Communication with Parents &amp; Customer Relations</b> <small>(Community/Parent awareness)</small>
All Curriculum Groups	<p>New focus area for Writing information from the state and District will be shared with teachers.</p> <p>Teachers will use information from feedback book study in the revision/editing process. Teachers will model revisions paragraph by paragraph or students can use peers to read each other’s papers &amp; give suggestions.</p> <p>Anchor papers will be analyzed by students and teachers in addition class discussions will provide a forum to examine the characteristics /qualities of a 4, 5, or 6 paper.</p> <p>Teachers will provide copies of anchor papers and</p>	\$600	<p><b>PDSP Focus:</b></p> <p><b>Objective/other:</b>            100% core teachers will learn and implement content specific strategies to raise student DEA/FCAT scores.</p> <p>The Literacy Coach will receive formal training on the CIS</p>	<p>Emails            Phone            Letters</p> <p><a href="http://www.brunerspartans.com">www.brunerspartans.com</a>            The Shield newsletter along with Parent Nights, Open Houses, and STRIVE will be provided to aid parents in becoming more informed about school programs and policies, as well as, to help students with homework.</p>

<p>ESE Students</p>	<p>students will highlight accomplished examples, and then complete a paragraph practicing those elaboration techniques to revise their own writing.</p> <p>One of the timed writings will require the students to focus on making revisions and rewriting the prompt with acceptable changes. The second or third rewrite should be considerably modified and include vivid vocabulary.</p> <p>Students will receive instruction in writing and have opportunities to hone their writing skills across content areas, making use of appropriate instructional materials in writing.</p> <p>SACSEED AAAWWUBBIS BING BANG BONGO</p> <p>Students will complete 3 practice timed writes with rubrics.</p> <p>Teachers will assist each other and attend district trainings.</p> <p>Writing Across the Curriculum WAC</p> <p>Teachers will model steps in the writing process (to include meta-cognition), provide extensive samples of higher level writing and will expand writing emphasis to other curriculum areas. Students will use peer evaluation techniques to critique and enhance student writing.</p> <p>The literacy coach will model how to integrate reading and writing in all areas.</p>		<p>Comprehensive Instructional Sequencing Model and share it with the administration and faculty.</p> <p>Motivation and stamina continue to be targets for the Bruner faculty. Each year the internal PD survey indicates that motivating students is an important area of need.</p> <p>All teachers except Language Arts will submit students writing samples WAC at the conclusion of each nine weeks and support will be provided by the Literacy Coach.</p>	
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	<p>Students will receive instruction and practice in the 5 stages of the writing process: prewriting, drafting, revising, editing, and publishing writing. The expectation for recognition of student work will be elevated in all classes.</p> <p>All teachers will maintain a writing portfolio of student samples over time. At the end of the year, one selected sample will be sent to the next grade level.</p> <p>An ESE student who's IEP indicates a need for extra assistance in language will receive services from a certified resource teacher in an inclusion setting when possible. IEP goals and objectives will be based on the Sunshine State Standards.</p> <p>ESE students will have opportunity in their Learning Strategies class to review and reflect on writing lessons and continue revising and editing work from other classes</p> <p>Students with AIPs will receive assessment every nine weeks and have a midyear review.</p>			
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- **The process for administering formative and summative assessments (screening, diagnostic, & progress monitoring) is identified in the Okaloosa County Pupil Progression Plan.**

School: Max Bruner Jr. Middle School	School Focus: Science
District Goal:	Students shall demonstrate science proficiency at or above expected grade level.

Objective S-1 (Grades 5, 8)	The percentage of 8 <sup>th</sup> grade students who will be proficient in science as defined by the State of Florida on the Florida Comprehensive Assessment Test will be at least 70%. (District Objective: 68 +2 percentile points or <input type="checkbox"/> maintain 90-100%)
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Target Group(s) Supporting Data (summary) – Provide 3 year historical data chart	Strategies/Innovative methods & extended learning opportunities <small>Include technology and assessment</small>	Budget	Professional Development <small>(Identify measurable teacher outcome)</small>	Communication with Parents & Customer Relations <small>(Community/Parent awareness)</small>
All Curriculum Groups	<p>Participation in Reading Across the Curriculum and Writing Across the Curriculum by providing student samples of each, at least quarterly.</p> <p>Each science teacher will incorporate at least nine labs/activities (hands on) per semester.</p> <p>Grade level science teachers will collaborate on their respective curricula at least weekly, while keeping a sharp focus on the Common Core/CPALMS standards.</p> <p>Science teachers will give cumulative quarterly and semester exams to help prepare students for success on the End of Course exams.</p> <p>Science department is developing a CIS unit and it will be showcased for students and teachers.</p> <p>The Honors Physical Science course will incorporate at least 12 "hands on" labs/activities each semester. The goal</p>	\$4000	<p><b>PDSP Focus:</b></p> <p><b>Objective/other:</b></p>	<p>Emails Phone Letters</p> <p><a href="http://www.brunerspartans.com">www.brunerspartans.com</a></p> <p>The Shield newsletter along with Parent Nights, Open Houses, and STRIVE will be provided to aid parents in becoming more informed about school programs and policies, as well as, to help students with homework.</p>

	<p>includes purchasing several experimental kits/devices so all students can experience and gain a better understanding. There will be intensive application of math principles for physical science topics. The math application will include gathering data, analyzing data, graphing data, and identifying specific formulas to apply with certain sets as well as data problem solving.</p> <p>Science fair (Honors) - Bruner Middle School typically invites all 1st, 2nd and honorable mention science fair winners to participate in the District Science Fair. All noteworthy "Honors" science fair projects will be invited to participate in the District Science Fair.</p>			
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- **The process for administering formative and summative assessments (screening, diagnostic, & progress monitoring) is identified in the Okaloosa County Pupil Progression Plan.**



	<p>Informational Technology for high school credit and Web Design for high school credit are available for 7<sup>th</sup> and 8<sup>th</sup> graders.</p> <p>Eligible (Level 5 in both Math and Reading) 8<sup>th</sup> grade students will take the PSAT or the ACT Plan.</p> <p>Spanish I Honors will be offered for high school credit.</p>			
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<b>School: Max Bruner Jr. Middle School</b>	<b>School Focus: Gender Specific Program</b>
<b>School Focus</b>	The Gender Specific Program will add additional value to the middle school experience by offering a schedule for 6 <sup>th</sup> grade boys and girls in Math and Language Arts classes.

<b>Target Group(s) Supporting Data (summary)</b>	<b>Strategies/innovative methods &amp; extended learning opportunities Include technology and assessment</b>	<b>Budget</b>	<b>Professional Development (Identify measurable teacher outcome)</b>	<b>Communication with Parents &amp; Customer Relations (Community/Parent awareness)</b>
<b>6<sup>th</sup> grade students</b>	Under guidance from the board attorney, a voluntary program will be offered for boys and girls for the purpose of increased student achievement.  The master schedule will provide male and female groups the opportunity to receive language arts and math coursework in a controlled setting.	FTE supported according to OCSD Budget Plan.	Objective/other Core teachers of the Gender Specific Team will have access to student data and gender resources.	The Shield  Registration & Conference Sessions  Web Page  College Resource Services  Elementary school visits  Post cards

- The process for administering formative and summative assessments (screening, diagnostic, & progress monitoring) is identified in the Okaloosa County Pupil Progression Plan



# Common Core State Standards Implementation Plan

# 2012

The Common Core State Standards Initiative is a state-led effort coordinated by the National Governors Association Center for Best Practices (NGA Center) and the Council of Chief State School Officers (CCSSO). The standards were developed in collaboration with teachers, school administrators, and experts, to provide a clear and consistent framework to prepare our children for college and the workforce.

The NGA Center and CCSSO received initial feedback on the draft standards from national organizations representing, but not limited to, teachers, postsecondary educators (including community colleges), civil rights groups, English language learners, and students with disabilities. Following the initial round of feedback, the draft standards were opened for public comment, receiving nearly 10,000 responses.

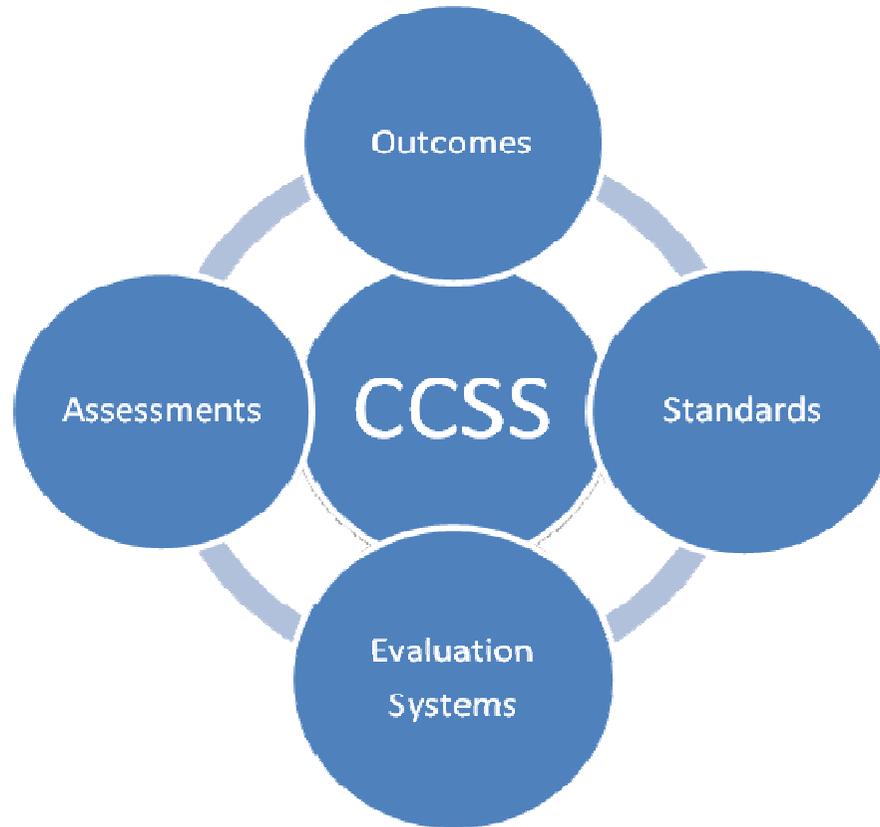
The standards are informed by the highest, most effective models from states across the country and countries around the world, and provide teachers and parents with a common understanding of what students are expected to learn. Consistent standards will provide appropriate benchmarks for all students, regardless of where they live.

These standards define the knowledge and skills students should have within their K-12 education careers so that they will graduate high school able to succeed in entry-level, credit-bearing academic college courses and in workforce training programs. The standards:

- Are aligned with college and work expectations;
- Are clear, understandable and consistent;
- Include rigorous content and application of knowledge through high-order skills;
- Build upon strengths and lessons of current state standards;
- Are informed by other top performing countries, so that all students are prepared to succeed in our global economy and society; and

- Are evidence-based.

# Standards-Based Instruction



*“The standards come alive when teachers study student work, collaborate with other teachers to improve their understanding of subjects and students’ thinking, and develop new approaches to teaching that are relevant and useful for them and their students” - Linda Darling-Hammond, 1997*

OKALOOSA COUNTY SCHOOL DISTRICT  
Bruner Middle School-CCSS Plan

**Common Core State Standards Implementation Plan**

<b>SCHOOL FOCUS:</b>	<b>The Bruner Community will work with students, parents and teachers together for shared goals, to ensure that students make progress each year and graduate from school prepared to succeed in college and in a modern workforce.</b>
<b>District Goal:</b>	<b>Maximize educational systems that empower students to successfully transition into a globally competitive society.</b>
<b>State Education Goals:</b>	<b>Student Performance, Learning Environment, Teachers and Staff, Parental, Family, and Community Involvement</b>
<b>SACS Correlation:</b>	<b>Communication Skills, Thinking and Reasoning Skills, Integrating and Expanding Knowledge</b>

<b>School Objectives:</b>	<ol style="list-style-type: none"> <li>1) <b>100% of the teachers at Bruner Middle School will have an understanding of the Common Core State Standards relating to their curriculum and courses).</b></li> <li>2) <b>100% of teachers will analyze the NGSSS and the CCSS and then document notable modifications within their standards and pacing guides.</b></li> </ol>
<b>District Objective:</b>	

<b>DISTRICT TARGETS</b>	<b>SUPPORTING DATA (Summary)</b>	<b>STRATEGIES (Include technology and instructional materials)</b>	<b>TRAINING (Identify measurable teacher outcomes)</b>	<b>CUSTOMER RELATIONS (Community/Parent awareness)</b>	<b>Person Responsible (Completed at semester)</b>
6th-8th grade students	Text Complexity as evidenced by FCAT 2.0 and EOC exams continues to be a problem. S. Greenberg indicated that text and text complexity was the primary factor altering students'	Teachers will use the:  Ten Guiding Text Complexity Principles from	The Language Arts teachers will review the ten guiding principles through early release time  The teachers will develop lessons that implement	The Shield Conference Sessions Web Page College Resource Services Elementary School Visits Middle School Visits High School Team Meetings	Administration Literacy Coach Department Heads Grade Level Chairs

	achievement levels.	Stuart Greenberg.	the ten principles on text complexity.	Faculty Meetings Post Cards	Teachers
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**OKALOOSA COUNTY SCHOOL DISTRICT  
Bruner Middle School-CCSS Plan**

<b>TARGET ZONES</b>	<b>TIMELINE/CHECKLIST</b>	<b>Desired Outcome(s)</b>	<b>TRAINING</b>  (Identify measurable teacher outcomes)	<b>CUSTOMER RELATIONS</b>	<b>Person Responsible</b> (Completed at semester))
<b>Administrators</b>  <b>Teachers</b>  <b>Students</b>  <b>Parents</b>  <b>Community</b>	<b>Meet with Curriculum Administrators-</b> Top Down Buy In  <b>SAC/PTA Events/Meetings-</b> Inform the Parents and Community Leaders-PR and Marketing for specific Grades/Groups  <b>Counselor Training/Registration-</b> Empower the other team  <b>Small Group Sessions for Families-</b> Evening & After School  <b>Progress Monitoring</b> Data from DEA and state assessments Student products  <b>Individual Student Conferences-</b> Personalize the experience for the youngster with an efficient process and careful schedule planning.  <b>Results –</b> As a result of the CCSS	Informed decisions by students/parents  Information is properly transferred to the customer  Achievement rates remain increase over time  Enrollment grows at a steady state in a linear fashion  FTE and project dollars are support the program  Program assists and builds students a stable foundation for middle and high	100% of the targeted schools South Zone Guidance Counselors, Teachers, and Administrators will be briefed on the program specifics.  Bruner Team will make visits as necessary to schools and community organizations explaining program offerings and details.	Brochures  Registration & Conference Sessions  Web Page  Elementary School Visits  Personalized Mailers  Post Cards  Data Sharing Opportunities	Administration  Literacy Coach  Department Heads  Grade Level Chairs  Teachers

	implementation, Bruner will observe an increase in overall student achievement	school			
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**OKALOOSA COUNTY SCHOOL DISTRICT  
Bruner Middle School-CCSS Plan**

TARGET ZONES	Question/Strategies	Desired Outcome(s)	TRAINING  (Identify measurable teacher outcomes)	CUSTOMER RELATIONS	Person Responsible (Completed at semester)
Administrators	<p><i><b>Are School Leaders focusing on behaviors that give priority to the Common Core Transition?</b></i></p> <p>Common Core Transition Points from the NGSSS Standards-based instruction <b>facilitated by learning goals</b></p> <p>Big ideas and learning goals guide the <b>development of curriculum maps</b></p> <p><b>Learning progressions or scales</b> describe expectations for student progress in attaining the learning goals</p> <p>Assessments used to <b>monitor student progress</b> are aligned directly to the learning progressions or scales</p> <p>Teaching big ideas <b>narrows the focus</b> and allows students to delve deeper for a greater depth of understanding</p>	<p>Informed decisions by students/parents</p> <p>Information is properly transferred to the customer</p> <p>Achievement rates remain or increase over time</p> <p>Enrollment grows at a steady state in a linear fashion</p>	<p>100% of the Guidance Counselors, Teachers, and Administrators will engage discussions on the CCSS program specifics.</p> <p>Bruner Team will make visits as necessary to schools and community organizations explaining CCSS details and the district requirements for progression.</p>	<p>Brochures</p> <p>Registration &amp; Conference Sessions</p> <p>Web Page</p> <p>Elementary School Visits</p> <p>Personalized Mailers</p> <p>Post Cards</p> <p>Summer Sessions</p>	<p>Administration</p> <p>Literacy Coach</p>

TARGET ZONES	SUPPORTING DATA (Summary)	Desired Outcome(s)	TRAINING  (Identify measurable teacher outcomes)	CUSTOMER RELATIONS	Person Responsible (Completed at semester)
<p><b>Teachers</b></p> <p><b>Students</b></p> <p><b>Parents</b></p> <p><b>Community</b></p>	<p>Grades 6–12 are covered in two content areas:</p> <p>1. English language arts teachers of history/social studies, science, and technical subjects.</p> <p>Each section uses the same CCSS anchor standards but also includes grade-specific standards tuned to the literacy requirements of the particular discipline(s).</p> <p>2. Mathematics</p> <p>Each section uses the same CCSS anchor standards but also includes grade-specific standards.</p>	<p>A well articulated CCSS implementation will assist and build students a stable foundation for middle school, high school and post secondary success.</p> <p>First semester: Teachers will analyze the NGSSS and the CCSS and then document how the anchor standards will be implemented (checklist form).</p> <p>Second semester: Teachers will analyze the NGSSS and the CCSS and then document notable modifications within their standards and pacing guides. The lesson plans may serve as the documentation to show transitional changes from NGSSS to CCSS.</p>	<p>Faculty Members, Department Heads, and Administrators will discuss and provide feedback on subject matter content and instructional design.</p> <p>Teachers will design engagement techniques and activities that support/reinforce the anchor standards and the Common Core State Standards with assistance from the Literacy Coach.</p> <p>School leaders will provide feedback regarding planning and instructional development.</p>	<p>Personalized Mailers</p> <p>Post Cards</p> <p>Data Chats</p> <p>Registration &amp; Conference Sessions</p>	<p>Administration</p> <p>Literacy Coach</p> <p>Department Heads</p> <p>Grade Level Chairs</p> <p>Teachers</p>

## Ten Guiding Principles for Text Complexity (Stuart Greenberg 2012 FL DOE)

1. Make close reading and rereading of texts central to lessons.
2. Provide scaffolding that does not preempt or replace text.
3. Ask text dependent questions from a range of question types.
4. Emphasize students supporting answers based upon evidence from the text.
5. Provide extensive research and writing opportunities (claims and evidence).
6. Offer regular opportunities for students to share ideas, evidence and research.
7. Offer systematic instruction in vocabulary.
8. Ensure wide reading from complex text that varies in length.
9. Provide explicit instruction in grammar and conventions.
10. Cultivate students' independence.

## SUPPLEMENTAL PAGE 2012- 2013

<b>Accreditation Standards</b>
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| <ol style="list-style-type: none"><li>1. Vision and Purpose</li><li>2. Governance and Leadership</li><li>3. Teaching and Learning</li><li>4. Documenting and Using Results</li><li>5. Resources and Support Systems</li><li>6. Stakeholder Communication and Relationships</li><li>7. Commitment to Continuous Improvement</li></ol> |
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GOAL 1: OCSD will develop innovative and relevant curricula which engage students and are tailored to their individual needs and aspirations.

The gender specific education program is available for 6<sup>th</sup> grade students in math and language arts.

GOAL 2: OCSD will ensure the achievement of high academic standards by all students as measured by national, state, and local standards.

Bruner has developed a course schedule that targets students across the curriculum from intensive reading and math to high school credit courses including: Spanish, IT, Web Design, Physical Science, Algebra I and Geometry.

GOAL 3: OCSD will ensure conditions are in place in order to optimize learning for all students.

Bruner is a comprehensive institution that caters to all learning styles as evidenced by the ESE course offerings and the resources available for student and families.

GOAL 4: OCSD will actively pursue family and community members to become our partners in the improvement of student performance and the process of school improvement.

Volunteers are an essential component of improvement and learning at Bruner as evidenced by the 5 Star Gold Award received from the State of Florida.

