School Performance Plan
2020-2021

School Name:

Destin 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
MAP	Measures of Academic Progress		

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 $ 767.00 will primarily be used for: Teacher and student curriculum needs.

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

Principal's Signature:
SAC Chairperson's Signature:

Okaloosa County School District

Vision Statement:

We inspire a lifelong passion for learning.

Mission Statement:

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

Core Values:

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

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

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

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

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

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

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

School Performance Team

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

Name	Title
Grant Meyer	Principal
Julie Dillon	Assistant Principal
Ila Reeder	ELA Chair
Merri Willis	Math Chair
Amy Giraldo	Social Studies Chair
Cory McElroy	Science Chair
Lee Ann Miller	5th Grade Chair
Katie Davies	5th Grade ELA
Autum Edgerton	5th Grade ELA
Margaret Markey	ESE Teacher
Denise Tucker	IR Teacher
Heather Soltis	Instructional Coach

Stakeholder Involvement: Describe the process taken to create the School Performance Plan.
DMS administration attends OCSD Principal's Meeting in spring 2020 for updates and discussion of 2020-2021 SPP focus areas. Administration facilitates school wide reflection on implementation of the 2019-2020 SPP. The DMS staff worked in departmental teams to reflect on what worked and reviewed last year's SPP goals as well as the district's focuses for this year. The department chairs met with each of their departments to review data, discuss the district's focuses and to create goals and implementation steps for our school. Each department chair returned a completed copy of revisions and the SPP plan was updated. In July, the updated adjustments were entered into the SPP template in August for Administrative review, as well as a review by the Leadership team. The SPP will be approved by SAC on October 1st. An implementation and monitoring guide will be created for the teachers to utilize in their classrooms.

School Profile

Destin Middle School is a public school in the Northwest section of the Florida Panhandle along Florida's beautiful Emerald Coast. The city of Destin has a population of approximately 13,700 full-time residents. The diverse population includes military, retirees, health care, entrepreneurs, and the hospitality industry. Approximately 779 students are currently enrolled in grades five through eight, with 150 of those students enrolled in the My School Online program.

The faculty and staff dedicate themselves to promoting excellence in academic achievement. Destin Middle School's curriculum offers opportunities and advantages for all levels of students. These efforts include Honors/Advanced, Career Training, Support Facilitation for ESE, Intensive Reading, and Intensive Math. We also offer courses for 7th and 8th grade students in which they are able to obtain high school credit. These courses are as follows: Spanish I, Fundamentals of Web Design, Foundations of Web-Design, Algebra I Honors, Geometry, and Physical Science Honors. Destin Middle School emphasizes the arts to encourage multiple types of intelligences found among our student population. Students may select electives such as: Beginning Band, Intermediate Band, Symphonic Band, Beginning Spanish, Weightlifting, Fitness and Tumbling, Business Keyboarding, Leadership, Physical Education, 2D/3D Art, Introduction to Technology/STEM, Exploring Technology/STEM, and Robotics/STEM. Courses are available for advanced students in the following subjects: Algebra I Honors, Geometry, Advanced Math Grades 5 - 7, World History Advanced, Advanced Civics, U.S. History Advanced, Advanced ELA Grades 6-8, Advanced Science Grades 6-8, and Physical Science Honors. Destin Middle School continues to offer a comprehensive sports program available for boys and girls as well as an array of extracurricular programs.

DMS is proud of its Florida A+ school ratings. Presently, our racial composition is as follows: 74% are Caucasian, 2% are Asian, 13% are Hispanic, 3% are African American and 8% are Multi-Racial. Destin Middle continues to be a school of choice from the neighboring military community of Bluewater Bay. We have approximately 39% of our student population who are on free or reduced lunch.

Community and parent support are crucial to Destin Middle School and is achieved through our School Advisory Council, PTSA, volunteer and mentoring programs.

Parent and Community Awareness

What does the data tell you regarding the positive aspects of your school?
According to the data from the Parent Satisfaction Survey, our parents are proud to have their children at Destin Middle School. The overall mean on the Parent Survey was 4.19, using a scale of 1 to 5. The survey indicated that our parents believe that learning is a high priority at Destin Middle School. Students at Destin Middle School are given the opportunity to participate in advanced course, as well as high-school credit courses. Students who display academic challenges are placed in Intensive classes to provide extra support. Our teachers differentiate their instruction and small groups, based on data, to remediate and/or enrich students, to ensure every student is successful.

What does the data tell you regarding the opportunities for improvement in your school?
The data from the Parent Satisfaction Survey displayed several areas of strengths, along with a few opportunities for improvements. One of the noted areas for improvements is parents would appreciate more positive phone calls, emails, or notes about their child from the school. DMS has taken a proactive approach to this concern and have taken the initiative to ensure that we increase our positive communication with parents. Positive postcards are mailed out on a monthly basis from teachers and staff to students who display a positive attitude. We have Students of the Month from each grade level and they are recognized on our Marquee, School Bulletin Board, School Newsletter, and on DMS Social Media platforms. We have also implemented the Hero program which awards student's points for good behavior, positive choices, and citizenship. Each month, the top students are recognized and prizes are awarded.

Provide a description of the various forms of communication to your community and parents.
Destin Middle School encourages all stakeholders to become involved in our school and support academic achievement for all students. We use several channels of communication to ensure that we reach all stakeholders. Our electronic forms of communication include the Destin Middle School webpage, the DMS Facebook page, weekly newsletter that is emailed to all parents, Remind phone messages, OCSD School App, Robo All Calls, and our scrolling marquee in front of our school. Our written forms of communication include our Weekly Newsletter that is published weekly and is emailed out to parents, information packets for new students, classroom newsletters, and letters mailed home.

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

ESSA Subgroup Focus
Subgroup: Students with Disabilities

School Focus
What is the cause(s) for this subgroup being an area of focus? Students with Disabilities is Destin Middle School's lowest sub-group on our ESSA report. Specifically, in ELA.

What are we doing to target this subgroup?
 	
  o Create a plan that provides teachers with all available data for our Students with Disabilities.
 	
  o Assist teachers to provide the least restrictive environment for our students to achieve learning gains and reach proficiency levels.
 	
  o Create PD time for ESE, ELA and Intensive Reading teachers to collaborate.

Targeted School-based Professional Development: ESE and ELA teachers will work with the Instructional Coach to create lessons that incorporate strategies that support ESE students, are engaging, appropriately rigorous and based on student data.

Action Steps for Implementation

Classroom Implementation Action Steps (Teachers and Students):
 	
  o Teachers will remind students of their allowable accommodations prior to testing and assignments.
 	
  o ESE teacher will model advocating needs in regard to ESE accommodations.
 	
  o Teachers will provide visual reminders and model strategies, vocabulary and note-taking strategies in order to assist SWD's comprehension on assignments.
 	
  o Teachers will provide strategies for recording of assignments and organizational skills Classroom Assistant will assist with small group instruction.
 	
  o Student will know and understand their accommodations and will appropriately self-advocate for these accommodations during class time and assessments.

o Students in Learning Strategies will have core class notebook checks.

School Implementation Action Steps (Administration, Teachers, and Students):

o School will offer Learning Strategies courses for Secondary.

o School will offer Unique Skills for 5th grade.

o ESE teacher will review IEP process with students in Learning Strategies class.

o ESE teacher/Admin will provide copies of IEP accommodations to all general education teachers.

Progress Monitoring			
Initiative	**How Will It Be Monitored**	**Frequency of Official Monitoring**	**Who is Responsible to Monitor**
Standards-based Data-driven Instruction	Data Chats	Quarterly	Administration, ESE Teacher
Student Conferencing	Conference Notes, Feedback Sheets	Monthly	Administration, ESE Teacher
Weekly Planner	Student Agendas	Weekly	ESE Teacher

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

School Action Plan
ELA: Reading & Writing - Elementary

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

Objectives:
The percentage of all curriculum students who will make learning gains in reading as defined by the State of Florida on the Florida Standards Assessment Test will be at least 72 %.
The percentage of students in the lowest 25% who will make learning gains in reading as defined by the State of Florida on the Florida Standards Assessment Test will be at least 70%.
The percentage of Level 4 and 5 students who will make learning gains in reading on the Florida Standards Assessment Test will be at least 81%

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

Elementary Central Focus: ELA Focus Grades 3-5
Keeping the end in mind, use the ELA Standards, Item Specifications, Achievement Level Descriptors (ALDs), and data (e.g., iReady, FSA, formative) to create lessons. • Collaboratively develop a culminating task (e.g., test, writing task, etc.) that reflects the standard(s) of focus • Use Item Specifications to create quality questions based on the standards and ALDs which prepare students for the developed culminating task • Investigate how to use grade-level texts from Journeys and supplemental materials as a resource to plan lessons which prepare students for the developed culminating task
School Focus
Targeted School-based Focus: Using Balanced Literacy model, create standards-based reading and writing instruction that ensures student engagement through purposeful interactions with TDQs
Targeted School-based Professional Development: o School-based professional development for district focus follow-up. o Teachers will be given an additional 1/2 day of PD following each school-based professional development, to collaborate with other teachers and instructional coach. o Collaboration to create culminating activities and/or formative assessments of various complexity aligned directly to Standards. o Collaboration to design formative assessments which are modeled after the FSA Item Specification. o Peer observations within/across schools. o Department planning, within grade levels to create lessons and assess data. o iReady Training to learn how to implement the program and utilize data.

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

- o Teachers will instruct the students on the components of Everyday Instructional Reading, to include text annotations, student talk, writing in response to reading.
- o Teachers will use high quality texts of varying genres aligned to standards during purposeful read aloud and mini lessons to model fluency, comprehension strategies, and higher-order thinking skills including rigorous TDQs at varying DOK levels.

- o Teachers will select appropriate complex texts and select TDQs with varying DOKs leading to a culminating task.

- o Teachers will analyze a variety of data to plan for differentiated instruction in small group and station tasks within the Balanced Literacy Model.

- o Teachers will utilize the Standards Resource Book/ ALDs to create and find questions that adequately address the depths of the standards.

- o Teachers will use weekly stations or small groups to differentiate classroom instruction.

- o Teachers will post learning targets on the board written as "I Can/Students Will" statements that clearly define the standards being studied to help guide instruction.

- o Teachers will follow the district provided Pacing Guide.

- o Teachers will analyze a variety of data (ALD's, iReady, FSA, Formative and Summative Assessments) to plan for differentiated instruction in small group and station tasks that provide remediation and/or acceleration.

- o Students will use components of Everyday Instructional Reading (i.e., text marking and annotations, student talk, writing through reading derived from the TDQ) during classroom instruction and stations.

- o Students will participate in purposeful student talk, and cooperative group discussions leading to writing.

- o Students will complete differentiated tasks that provide remediation and/or acceleration based on data during targeted small group instruction.

- o Teachers will provide time for students to work on iReady lessons, 2 -3 times per week.

Progress Monitoring:

Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who Is Responsible To Monitor
Standards-based TDQs written at varying level DOKs	Formal and Informal Evaluations, CWT's, Lesson Plans	Daily/Weekly	Administration, Teacher
Components of EIR: text-marking, annotations, small group	Formal and Informal Evaluations, CWT's, Lesson Plans	Daily/Weekly	Administration, Teacher
Differentiated Small Groups	Formal and Informal Evaluations, CWT's, Lesson Plans	Weekly/Monthly	Administration, Teacher

DMS - ELEMENTARY Writing Plan: 5th Grade

ELA: Text-based Writing
Targeted School-based Focus Based on FSA Writing Rubric: Evidence and Elaboration
Destin Focus:

How are we using TDQs to facilitate student engagement that prepares students for writing tasks?

- o   Teachers are creating TDQ's with the culminating task in mind.
- o   TDQ's lead students to the prompt they are asked to respond to.
- o   TDQ's are specific to the end task and help guide students thinking.

How are we using Student Talk as a method to facilitate synthesis in writing?

- o   Students are using student talk to discuss given topics.
- o   Student talk gives students the opportunity to grapple with a topic or question.
- o   Student talk gives students the opportunity to hear the opinions and ideas of others which they can build upon.

How do we integrate Writing strategies (i.e. SPEC, elaborative techniques,) into reading instruction to promote synthesis across sources?

- o   We use mentor text to provide examples of good writing.
- o   Students highlight the parts of a mentor text (thesis, counter claim, etc.).
- o   Students use a mentor text to point out elaborative techniques (SPEC).

o   We practice with paired passages so students understand why passages are paired, identify common themes, etc.

Targeted School-Based Professional Development:

o   Calibrating Destin Writes in November utilizing prompts from District exemplar sets.
o   School-based ELA professional development.
o   Teachers will meet following the central message professional development and at department meetings to work with instructional coach, other teachers and administration.
o   Writing-working group member will provide strategies and information, following each District writing-working training. Action Steps for Administration.
o   Teachers will meet following the central message professional development and at department meetings to work with instructional coach, other teachers and administration.
o   Provide substitutes for PD days.
o   Professional Development 1/2 day release to calibrate Destin Writes.
o   ELA teachers will be provided with Standards, Pacing Guides, Item Specifications, ALD's, and ELA curriculum resources.
o   Schedule and attend monthly grade level and department meetings to discuss SPP implementation.
o   Schedule an additional day each month for Department meetings that are grade level specific.
o   Schedule an additional day each month of PD meeting time for specific PD needs.
o   Provide teachers with SPP implementation and monitoring guide to assist with planning.
o   Create a schedule with common planning time for department areas within a grade level.

Writing Plan

Unpacking the Prompt: What does the prompt say, what does it mean, why does it matter?

o   Teachers will model how to unpack the prompt using common language.
o   Determine whether the prompt is informational or opinion and address the writing task. Students will develop a thesis statement based on the prompt's purpose.

Purposeful Text Marking:

o   Teachers will model reading the text closely and text marking, based on TDQs.
o   Students will closely read the texts and determine how they will text mark for evidence and elaboration staying focused on the purpose in order to have an organized essay.

Essay Planning:

- Addressing purposeful text marking: SPEC and specific annotations based on the prompt/text.
- Teachers will model planning for the essay, specifically how the text marking translates into student writing.
- Students will determine the writing task for Everyday Instructional Reading in all content areas.

Scaffolding Instruction:

- Teacher will provide explicit instruction on why multiple sources might be required to respond to a given prompt.
- Teacher modeling and through gradual release model we will build from one source to multiple sources.

Introduction and Conclusion:

- Students will practice writing introductions in response to reading during Everyday Instructional Reading.
- Teachers will provide explicit instruction on grabbing the reader's attention, answering the prompt, and writing a topic sentence and/or claim.
- Teacher will provide explicit teaching of summarizing skills with impactful concluding statement.
- Teacher will use FSA Writing Sampler Sets and Okaloosa Writing Exemplars to identify attributes of an introduction and conclusion.

Citing Evidence:

- Teachers will model how to text mark purposeful evidence and how to paraphrase evidence.
- Teachers will Instruct, model, and practice citing evidence with sentence stems. Explicit instruction in determining relevant vs. irrelevant evidence from student's own text marking.
- Students will practice citing evidence in both writing tasks and Everyday Instructional Reading tasks.

Elaboration:

- Teacher will instruct, model, and provide practice using the SPEC outline.
- Students will practice elaborating on evidence in writing tasks, student talk, and Everyday Instructional Reading tasks.

Transitions:

- Teachers will instruct students, model, and provide practice for students to create effective internal and external transitions.
- Students will practice writing (and adding) effective use of transitions in both writing essays and Everyday Instructional Reading tasks.

Content Specific Vocabulary:

o   Teachers will provide explicit instruction and practice on using context clues to identify content specific vocabulary.

Progress Monitoring:

o   (Peer)Rubrics/Calibrating & Editing Exemplars - Monthly/Quarterly
o   Transitions -Weekly/Monthly
o   Introductions/Conclusions - Monthly
o   Elaboration/Synthesis - Daily/Weekly

All monitored through Observations, Lesson Plans, Destin Writes Responsible for monitoring: Teachers, Administration

School Action Plan
ELA: Reading & Writing - Secondary

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

Objectives:
The percentage of all curriculum students who will make learning gains in reading as defined by the State of Florida on the Florida Standards Assessment Test will be at least 72 %.
The percentage of students in the lowest 25% who will make learning gains in reading as defined by the State of Florida on the Florida Standards Assessment Test will be at least 70%.
The percentage of Level 4 and 5 students who will make learning gains in reading on the Florida Standards Assessment Test will be at least 81%

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

Central Focus: ELA Focus

Keeping the end in mind, use the ELA Standards, Item Specifications, Achievement Level Descriptors (ALDs), and data (e.g., i-Ready, FSA, formative) to design engaging lessons:
- Use ELA resources such as *Florida Collection*s, iReady, and Common Lit to plan instructional lessons/units
- Develop FSA style questions and assessments to accompany instructional lessons/units
- Use data (e.g., iReady, FSA, formative) to drive whole group instruction and small groups

School Focus

Targeted School-based Focus: Using backward design to create differentiated tasks to include small group, whole group and cooperative learning opportunities that place a strong focus on student interaction and engagement

Targeted School-based Professional Development:

- Teachers will collaborate to determine common instructional focus areas that align with the focus standards from the county.

- Teachers will collaborate to design formative assessments using multiple resources (Commonlit.org, etc.).

- Teachers will participate in peer observations for targeted skill based strategic instruction.

- iReady Training to learn how to implement the program and utilize data.

Action Steps for Implementation

Classroom Implementation Action Steps (Teachers and Students):

- Teachers will follow the focus standards and Pacing Guide from the District.

- Teachers will use the gradual release model to scaffold the instruction of complex standards.

- ELA teachers will communicate/collaborate with IR teacher in order to align standards being taught.

- Teacher will communicate focus standards with IR and Learning Strategy teachers in order for them to support content vocabulary.

- Teachers will create and plan for Everyday Instructional Reading lessons that align to the Standards, Item Specifications, and ALDs/Learning Progressions utilizing the Curriculum Guides, Standards Resource Books, and other resources in order to ensure that instruction is standard-based and that students are purposefully interacting with text.

o   Teachers will instruct the students on the components of Everyday Instructional Reading, to include: (i.e., text marking and annotations, student talk, writing through reading derived from the TDQ) during classroom instruction and stations.

o   Students will use components of Everyday Instructional Reading (i.e., text marking and annotations, student talk, writing through reading derived from the TDQ) during classroom instruction and stations.

o   Teachers will model routines, procedures, and expectations for small groups, stations, and cooperative learning tasks.

o   Teachers will model vocabulary and comprehension strategies within context.

o   Students will participate in purposeful student talk, and cooperative group discussions leading to writing tasks based on TDQ's.

o   Teachers will analyze a variety of data (ALD's, iReady, FSA, Formative and Summative Assessments) to plan for differentiated instruction in small group and station tasks that provide remediation and/or acceleration.

o   Students will complete differentiated tasks that provide remediation and/or acceleration based on data during targeted small group instruction.

o   Teachers will select appropriate complex text and create TDQs with varying DOKs that lead to a Culminating Task requiring student behaviors described in the ALDs/Learning Progressions for target standard(s).

o   Students will analyze TDQs to encourage and guide purposeful student talk.

o   Teachers will select varied ELA text resources providing multiple media and formats for cross-referencing texts, infographics, and address speaking and viewing/listening standards.

o   Teachers will post Learning Targets on the board written as "I Can/Student Will" statements that clearly define the standard(s) being studied to help guide instruction.

Progress Monitoring

Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Teacher led small groups/cooperative learning	Formal and Informal Evaluations, CWT's, Lesson Plans	Weekly/Monthly	Teachers/Administration

Components of EIR: text marking, annotations, purposeful student talk	Formal and Informal Evaluations, CWT's, Lesson Plans	Daily/Weekly	Teachers/Administration

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

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

Central Focus: Text-based Writing

School Focus

Targeted School-based Focus:

Teaching how Analysis and Synthesis lead to Elaboration

How are we using TDQs to facilitate student engagement that prepares students for writing tasks?

- o Teachers are creating TDQ's with the culminating task in mind.
- o TDQ's lead students to the prompt they are asked to respond to.
- o TDQ's are specific to the end task and help guide students thinking.

How are we using Student Talk as a method to facilitate synthesis in writing?

- o Students are using student talk to discuss given topics.
- o Student talk gives students the opportunity to grapple with a topic or question.
- o Student talk gives students the opportunity to hear the opinions and ideas of others which they can build upon.

How do we integrate Writing strategies (i.e. SPEC, elaborative techniques,) into reading instruction to promote synthesis across sources?

- o We use mentor text to provide examples of good writing.
- o Students highlight the parts of a mentor text (thesis, counter claim, etc.).
- o Students use a mentor text to point out elaborative techniques (SPEC).
- o We practice with paired passages, so students understand why passages are paired, identify common themes, etc.

Targeted School-based Professional Development:

- Calibrating Destin Writes in November
- Utilizing prompts from District exemplar sets
- District ELA professional development with specific grade levels

- Teachers will meet following District PD and departmental meetings to work with instructional coach, other teachers, and administration.
- Writing-working group member will provide strategies and information, following each District writing-working training.

Writing Plan

Teachers will implement focused writing instruction for each component of the writing process, to include:

- o Unpacking the prompt through uniform text-coding.

- o Purposeful text marking and annotations based on TDQs and mini-writing lessons

- o Targeted lessons and exercises on strategic coding and eliminating distractors.

- o Outlines and SPEC charts will be utilized throughout writing lessons and Close Reads to assist students with planning for their essay(s).

- o Mentor texts will be used to model exemplar writing components such as introductions, transitions, elaborative strategies, and conclusions.

- o Modeling and practicing more mature transitional phrasing and varied sentence structure. Tying specific transitional words and phrases to matching formats and patterns of organization.

- o Analyzing and unpacking the prompt through uniform text-coding.

- o Introductions taught by analyzing a prompt, and cross-referencing multiple texts for shared ideas or themes, allowing students to practice constructing various introductions based on different patterns of organization.

- o Conclusions taught in tandem with intros. Mini-lessons on varied sentence structures, synonyms for verbiage used in the introduction, analogies, and if-then scenarios.

- o Emphasis on lead-ins and traditional transitions will be given grades 5 and 6 ELA classes, while grades 7 and 8 ELA students will focus on more mature transitional phrasing and varied sentence structure. Tying specific transitional words and phrases to matching text structures.

- o Explicit instruction in determining relevant vs. irrelevant evidence from student's own text marking.

- o Emphasizing strong elaboration through modeling and student talk when verbally citing evidence from text and then explaining why.

- o Instructing and modeling progression of analysis required for synthesizing from one text to multiple sources.

- o Utilizing multiple texts, in a variety of formats, to Claim-Support-Explain (CSE) to produce a well-reasoned written essay.

- o Utilizing FSA Writing Sampler Sets and Okaloosa Writing Exemplars to provide models of examples and non-examples during instruction.

- o Providing rubrics for students to practice referencing the rubric(s) when peer- and self-editing writing exercises and culminating tasks in class.
- o Utilizing (Peer) Rubrics for calibrating and editing exemplars.

Progress Monitoring

Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
(Peer)Rubrics/Calibrating & Editing Exemplars	Formal and Informal Observations, CWTs, Lesson Plans	Monthly/Quarterly	Teachers, Administration
Distractors in Text	Formal and Informal Observations, CWTs, Lesson Plans	Weekly	Teachers, Administration
Transitions	Formal and Informal Observations, CWTs, Lesson Plans	Weekly/Monthly	Teachers, Administration
Introductions/Conclusions	Formal and Informal Observations, CWTs, Lesson Plans	Quarterly	Teachers, Administration
Elaboration/Synthesis	Formal and Informal Observations, CWTs, Lesson Plans	Daily/Weekly	Teachers, Administration

Evaluation Following Mid-Year Data

Evaluation of Targeted School-based Focus & Implementation:

Refinement of Targeted School-based Focus:

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

ELA Levels 1 and 2 Focus

School Focus

Targeted School-based Focus:

Remediation in Intensive Reading Classes

Targeted School-based Professional Development:

- o IR class will consist of small group work including students on the iReady program, an intensive instruction group with the teacher and an independent reading group

- o Inclusion of qualitatively and quantitatively complex literature in the IR classroom from sources such as Common Lit and Novel studies.

- o iReady training and participate in on-site professional development with iReady representatives

- o Attend ELA PD for district

- o Intensive Reading and ELA teachers will meet following the central message professional development and at department meetings to work with instructional coach, other teachers and administration

- o Intensive Reading Teachers and Instructional Coach will meet to review the implementation of the iReady program with the coach providing additional support and modeling lessons, as needed to support IR teacher utilizing the balanced literacy model

- o Instructional coach will support the IR teachers in implementing the balanced literacy model and use of ALDs and Standards resource guides with iReady.

- o iReady Training to learn how to implement the program and utilize data.

Action Steps for Remediation

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

- o IR Teachers will incorporate complex literature into their small group/whole group instruction.

- o Teachers will check for understanding after giving an independent reading or writing task.

- o Teachers will teach pre-reading and pre-writing strategies in conjunction with the Standards.

- o Teachers will provide Standards based spiraling or remediation in small differentiated groups based on formative and summative assessment data.

- Teachers will provide regular opportunities for student talk through purposeful TDQs.

- Teachers will model open response questions or summaries of text and use exemplars in instruction.

- Teachers will instruct students on close reading protocol and strategies utilizing articles from iReady.

- Students will write to and answer TDQs at increasing DOK levels to scaffold support.

- Students will actively participate in iReady program/activities three class periods per week.

- Students will be given the opportunity to orally summarize text to ensure comprehension.

- Students will check grades online and note ways to improve, including study habits and complete work on time.

Progress Monitoring

Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
iReady participation	Student Progress Reports	2 – 3 times per week	Administration, IR Teacher
Student Conferencing	Conference Notes, Feedback Sheets	Monthly	Administration, IR Teacher

Evaluation Following Mid-Year Data

Evaluation of Targeted School-based Focus & Implementation:

Refinement of Targeted School-based Focus:

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

Pandemic ELA Instructional Gaps Focus

School Focus
Targeted School-based Focus: Design lessons to include spiraling activities for missed standards/concepts.

Action Steps for Implementation
Classroom Implementation Action Steps (Teachers and Students):   o Provide Summer Bridge ELA activities to cover possible missing standards/concepts from previous grade levels.   o Teachers will collaborate with other teachers from previous grade level, during pre-planning, to vertically align and discuss untaught standards/concepts.   o Teachers will use iReady data and formative assessments to assess prior knowledge to determine gaps and/or deficits in ELA concepts, prior to introducing new standards.   o Teachers will provide instruction on missing concepts to help bridge the gap.   o Teachers will provide spiral activities to remediate and reinforce ELA concepts through bell ringers and station activities.   o Students will participate in collaborative and small groups to work on missing standards/concepts and spiraling activities.

Progress Monitoring			
Initiative	**How Will It Be Monitored**	**Frequency of Official Monitoring**	**Who is Responsible to Monitor**
Incorporate opportunities to assess prior knowledge through formative assessments.	Observations, Formal and Informal Evaluations CWTs, Lesson Plans	Weekly/Monthly	Teachers, Administration
Develop lessons to cover missed standards/concepts and provide remediation.	Observations, Formal and Informal Evaluations CWTs, Lesson Plans	Weekly/Monthly	Teachers, Administration

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

School Action Plan
Social Studies

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

Objectives:
Civics The percentage of all curriculum students who will be proficient in Civics as defined by the State of Florida on the Florida Civics End-of-Course Exams will be at least 85%.

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

Central Focus: Social Studies Focus

Keeping the end in mind, create lessons based upon content standards
• Use the benchmark clarifications and content limits to inform lesson design where appropriate
    o Use Test Item Specifications to develop quality assessment items based upon benchmark clarifications and content limits (Civics and 11th United States History)
• Use resources effectively in classroom instruction and planning
    o Use textbooks, ancillary materials, FJCC, and SHEG, along with a thorough analysis of pre-selected FSA standards, for collaborative lesson planning (World History and 8th United States)
• Use engaging strategies and instructional Best Practices in lesson delivery and planning
    o Explore engaging classroom activities that support English Language Learners as well as students with general reading deficiencies for use in collaborative lesson planning (World History and 8th United States)
• Introduce instructional Best Practices and routines for lesson planning (New Social Studies Teachers)

School Focus
Targeted School-based Focus: Social Studies department will connect grade level standards and current pacing guide, keeping in mind the content limit specifications, focusing on student engagement, vocabulary, higher level thinking, and higher level questioning.
Targeted School-based Professional Development: o Collaborate with department to access documents available through multiple platforms/sources, such as graphic organizers o S/S teachers develop lessons with vocabulary, such as semantic feature analysis and other activities using Tier 2 and Tier 3 words o Attend district S/S PD, collaborate with other teachers of the same subject to improve teaching strategies and instructional methods o Peer observations within/across schools

Action Steps for Implementation
Classroom Implementation Action Steps (Teachers and Students): **6th Grade:** o Teachers will use new pacing guides and current standards to reorganize and incorporate higher level thinking into teaching lessons/units.

- In preparation for 7th grade standards, 6th grade teachers will integrate civics, economics, and geography standards in with World History standards, when appropriate.
- Sixth and seventh grade DMS teachers will meet for collaboration, in order to clarify civics concepts for introduction into 6th grade lessons, according to the district Pacing Guide.
- All S/S teachers will integrate map, chart, graph skills, and graphic organizers into their subjects. These lessons will emphasize the standards and include DBQ type analysis and include EIR strategies.

7th Grade:

- Teachers will use pacing guides and current standards to organize and incorporate higher level thinking into teaching units.
- Civics teachers will focus more on:
    - Origins & Purposes of Govt. Strategies
    - Govt. Policies & Procedures Strategies
- Teachers will create tests with high level, quality items based on benchmark clarifications and content limits.
- Civics teachers will continue to add relevant questions from previously covered content to discussions, study guides, vocabulary quizzes, and tests according to the Pacing Guide
- Teachers will use the FJCC website/materials that coordinate with the OCSD Pacing Guide. This resource includes a variety of graphic organizers and options for formative assessments throughout the units.
- Summative assessments will be created based on the FJCC materials, especially through the use of the practice questions/answers available for each unit. After creating a teacher made test, the teacher will turn the test into an administrator for approval of high level, quality items based on benchmark clarifications and content limits.
- All S/S teachers will integrate map, chart, graph skills, and graphic organizers into their subjects. These lessons will emphasize the standards and include DBQ type analysis and include EIR strategies.

8th Grade:

- Teachers will use pacing guides and current standards to organize and incorporate higher level thinking into teaching lessons/units.
- Teachers will receive training in My Career Shines in order to incorporate career education into the second semester curriculum.
- All S/S teachers will use course standards and Item Specs to develop lessons and teacher created questions (TDQs) and student created questions (SDQs) at various levels of complexity.

o All S/S teachers will integrate map, chart, graph skills, and graphic organizers into their subjects. These lessons will emphasize the standards and include DBQ type analysis and include EIR strategies.

o Students will be aware of the standards, learning targets and success criteria for lessons being taught.

o Students will use Every Day Instructional Reading components to develop their reading skills to gain deeper meaning from the text and develop critical thinking skills.

o Students will use appropriate strategies to analyze historical documents, charts, graphs, etc.

Progress Monitoring

Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Create Standards based lessons, using Pacing Guide, to incorporate higher-level questioning	Formal & Informal Evaluations, CWT's, Lesson Plans	Weekly/Monthly	Classroom Teachers, Administration
Purposeful Student Talk	Formal & Informal Evaluations, CWT's, Lesson Plans	Daily/Weekly	Classroom Teachers, Administration
DBQs	Formal & Informal Evaluations, CWT's, Lesson Plans	Semester	Classroom Teachers, Administration
Use of Multiple Sources	Formal & Informal Evaluations, CWT's, Lesson Plans	Weekly/Monthly	Classroom Teachers, Administration

Evaluation Following Mid-Year Data

Evaluation of Targeted School-based Focus & Implementation:

Refinement of Targeted School-based Focus:

School Action Plan
Math - Elementary

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

Objectives:
The percentage of all curriculum students who will make learning gains in math as defined by the State of Florida on the Florida Standards Assessment Test will be at least 78%.
The percentage of students in the lowest 25% who will make learning gains in math as defined by the State of Florida on the Florida Standards Assessment Test will be at least 70%.
The percentage of Level 4 and 5 students who will make learning gains in math on the Florida Standards Assessment Test will be at least 76%

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

Elementary Central Focus: Math Focus

Use OCSD M3 Standards-based planning document to create student-centered standards-based lessons

- Collaboratively review student data to select and develop whole-group and small-group lessons and routines
- Differentiate small group lessons using new HMH textbook resources; flipcharts

School Focus

Targeted School-Based Focus:

- Plan student centered lessons and small group differentiated activities based on collaborative data review to increase learning gains for all 5th grade students.
- Increase rigor of Bell-ringers/Problem of the Day to support student learning.

Targeted School-based Professional Development:

- Teachers will attend district PD to focus on strategies that support the standards.

- Collegial lesson planning using data (iReady, formative assessments, summative assessments).

- Utilize the M-3 document to assist with differentiated small groups.

- Gain knowledge of digital resources to increase rigor in instruction and learning.

- iReady Training to learn how to implement the program and utilize data.

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

- Teachers will post Learning Targets on the board written as "I Can/Students Will" statements that clearly define the standard(s) being studied to help guide instruction.
- Teachers will utilize the M3 document to assist with differentiated small groups and whole group instruction.

- o Teachers will incorporate digital resources to help provide individualized remediation, enrichment activities and fluency practice as needed (eg: iReady, Khan Academy, etc.).
- o Teachers will implement and model differentiated standard/domain-specific tasks that include higher-order questioning, use of mathematical practices, and student talk.
- o Teachers will use quarterly assessments throughout the year for spiraling back to previously covered content for bell work and small group instruction. Items will also be pulled and added to increase rigor on chapter tests.
- o Teachers will provide time for students to work in iReady program, 2 – 3 times per week.
- o Students will incorporate mathematical terms in their reasoning and justification of answers during student talk and assessments.
- o Students will complete differentiated tasks that provide remediation and/or enrichment based on data while in targeted small group instruction.
- o Students will complete lessons in iReady program, 2 – 3 times per week.
- o Students will self-check or peer-check group tasks, analyze errors, make corrections and participate in student talk.

Progress Monitoring:

Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who Is Responsible To Monitor
Small Groups/Cooperative Learning	Observations, Formal and Informal Evaluations CWTs, Lesson Plans	Weekly/Monthly	Teachers/Administrators
Collaborative review of data and use of digital resources	Grade Level/Dept. Mtg.	Monthly	Teachers/Administration
Utilization of M3 Document	Observations, Formal and Informal Evaluations CWTs, Lesson Plans	Weekly/Monthly	Teachers/Administration

School Action Plan
Math - Secondary

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

Objectives:
The percentage of all curriculum students who will make learning gains in math as defined by the State of Florida on the Florida Standards Assessment Test will be at least 85%.
The percentage of students in the lowest 25% who will make learning gains in math as defined by the State of Florida on the Florida Standards Assessment Test will be at least 70%.
The percentage of Level 4 and 5 students who will make learning gains in math on the Florida Standards Assessment Test will be at least 84%

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

Central Focus: Secondary Math Focus
Use Achievement Level Descriptors (ALDs) and Item Specifications to design interactive, engaging lessons with a strong focus on student-to-student interaction • Use math resources such as the textbook, Math Nation, Khan Academy, and technology to support the math content • Use the ALDs and Item Specifications to create rigorous questions mirroring the FSA item types • Use assessment data (e.g., FSA, iReady, formative assessments) to drive whole group instruction, differentiated activities, and spiraling tasks

School Focus
Targeted School-based Focus: Design interactive, engaging lessons with a focus on using ALD's, Item Specs and FSA type questions
Targeted School-based Professional Development: o Teachers will work with instructional coach, other teachers, and administration to create assessments using the Backward Design Process. o Teachers will participate in collegial conversations to discover new and exciting strategies to motivate and engage our students. o Common Planning to discuss use of ALD's and FSA type questions. o iReady Training to learn how to implement the program and utilize data.

Action Steps for Implementation
Classroom Implementation Action Steps (Teachers and Students): o Teachers will use course standards, Item Specifications, ALDs and Pacing Guides to develop lessons, complex questions, and assessments using Backwards Design Process. o Teachers will utilize ALDs and iReady assessments, as well as classroom formative and summative assessments to create necessary scaffolding and differentiated small groups. o Teachers will utilize Math Nation (8th grade) and other resources to support the students' comprehension of the standard. o Teachers will utilize OCSD Curriculum Resources and Item Specifications and assessment data to spiral standards. o Teachers will incorporate Item Specifications in their lessons to increase student familiarity with ALD levels and assessment verbiage.

- o Teachers will design formative and summative assessments using ALDs and Item Specifications to include varying item types.
- o Teachers will utilize a variety of instructional resources in order to ensure appropriate rigor (10-20% ALD 2, 60-80% ALD3, 10-20% ALD 4/5).
- o Teachers will post Learning Targets on the board written as "I Can/Students Will" statements that clearly define the standard(s) being studied to help guide instruction.
- o Students will work independently and/or in small groups that include cooperative learning groups and teacher led small group instruction.
- o Students will complete differentiated tasks that provide remediation and/or enrichment based on data while in small groups.
- o Students will self-check or peer-check group tasks, analyze errors, make corrections and participate in student talk.
- o Students will respond to FSA questions through modeling or justifying solutions through verbal and written responses.
- o Students will follow norms set for Student Talk and cooperative groups.

Progress Monitoring

Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Use of BDP to develop formative and summative assessments	Lesson-plans, Formal and Informal Observations, Grade Analysis	Weekly/Monthly	Classroom Teachers, Administration
Differentiated Small Groups	Observations, Formal and Informal Evaluations CWTs, Lesson Plans	Weekly/Monthly	Classroom Teachers, Administration
Utilization of ALD's and Item Specs	Observations, Formal and Informal Evaluations CWTs, Lesson Plans	Weekly/Monthly	Classroom Teachers, Administration

Evaluation Following Mid-Year Data

Evaluation of Targeted School-based Focus & Implementation:

Refinement of Targeted School-based Focus:

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

Math Levels 1 and 2 Focus

School Focus
Targeted School-based Focus: Use of student data (iReady, FSA) to identify student weaknesses and plan small group instruction
Targeted School-based Professional Development:

- o Utilizing iReady Reports to drive instruction and plan groups.

- o PD on effective use of differentiated strategies for lower-level learners.

- o iReady Training to learn how to implement the program and utilize data.

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

- o Teachers of Level 1 and 2 students will review student formative assessments and iReady data to identify missing math concepts to form small group instruction.

- o Teachers will use formative assessments, such as bell-ringers, exit-pass, and student talk to check for knowledge of math concepts.

- o Teacher will scaffold support as needed.

- o Teacher will provide practice of Standards using FSA type questions.

- o Teacher will provide peer support through buddy system and partner work to aid in mastering the Standards

- o Students will communicate level of understanding of concepts to teacher verbally and written.

- o Students will use appropriate student talk protocol when working with partner or in small group.

- o Students will be able to verbalize current math standards and ALDs.

- o Students will conference with their teacher and analyze testing data to identify areas or strands of weakness.

- o Intensive Math Teachers will have access to computer lab/laptops to use with their classes for individualized math computer remediation.

- o Intensive Math Teachers will use assessments from the general math class and iReady to guide their instruction in the remediation class.

- o Math remediation students will use iReady a minimum of 45 minutes each week.

o	Math remediation teachers will individually conference with students providing specific feedback regarding math progress and study habits.

Progress Monitoring

Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Purposeful small group learning tasks/stations	Observations, Formal and Informal Evaluations, CWT's, Lesson Plans	Weekly	Administration, IM/Classroom Teachers
Think Through Math program for students	Program Progress/Student Tracking	45 minutes per week	Administration, IM/Classroom Teachers
Teacher-Student data chat	Small-Group Chats, Lesson Plans	Monthly	Administration, IM/Classroom Teachers

Evaluation Following Mid-Year Data

Evaluation of Targeted School-based Focus & Implementation:

Refinement of Targeted School-based Focus:

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

Pandemic Math Instructional Gaps Focus

School Focus

Targeted School-based Focus:
Design lessons to include spiraling activities for missed standards/concepts.

Action Steps for Implementation

Classroom Implementation Action Steps (Teachers and Students):

- Provide Summer Bridge Math activities to cover possible missing standards/concepts from previous grade levels.
- Teachers will collaborate with other teachers from previous grade level, during pre-planning, to vertically align and discuss untaught concepts (5th grade will meet with Math Coach to discuss missed 4th grade Standards).
- Teachers will assess prior knowledge (using iReady, formative assessments, previous grade level Quarterly Assessments, etc.) to determine gaps and/or deficits in math concepts.
- Teachers will provide instruction on missed standards/concepts to help bridge the gap.
- Teachers will provide spiral activities to remediate and reinforce math standards/concepts.
- Students will participate in collaborative and small groups to work on missing concepts and spiraling activities.

Progress Monitoring

Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Incorporate opportunities to assess prior knowledge through formative assessments.	Observations, Formal and Informal Evaluations CWTs, Lesson Plans	Weekly/Monthly	Teachers, Administration
Develop lessons to cover missed standards/concepts and provide remediation.	Observations, Formal and Informal Evaluations CWTs, Lesson Plans	Weekly/Monthly	Teachers, Administration

Evaluation Following Mid-Year Data

Evaluation of Targeted School-based Focus & Implementation:

Refinement of Targeted School-based Focus:

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 80%.

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

Central Focus: Science Focus
Keeping the end in mind, use Standards and Item Specifications to design interactive and engaging 5E Science lessons
• Engaging whole group, cooperative group, and station learning opportunities with an emphasis on student-to-student interactions
• Use assessment data (e.g., SSA, Study Island, formative assessments) to drive the whole instruction, differentiated activities, and spiraling tasks that place a strong focus on student-to-student interactions

School Focus
Targeted School-based Focus: Utilize the 5E (Engage, Explore, Explain, Elaborate, and Evaluate) Instructional model to teach all standard based topics.
Targeted School-based Professional Development: o Teachers will attend district PD with other teachers in the district by grade level and content area to focus on strategies that support the standards. o Science teachers will meet monthly to discuss the book, "5 E Instructional Model: Creating Teachable Moments." 6th – 8th o Teachers will collaborate with other teachers from previous grade level, during pre-planning, to vertically align and discuss untaught standards. o Teachers will attend Student Island training to understand how to use the program.

Action Steps for Implementation
Classroom Implementation Action Steps (Teachers and Students): o Teachers will collaborate and design standard based lessons and activities around the 5E Instructional Model with an emphasis on Engage, Explore, and Evaluate in each unit taught throughout the year. o Teachers will implement three of the five E's in order on a routine basis. o Teachers will provide students with multiple opportunities to discuss, explore, and interact with different text sources to reinforce science standards. o Students will engage in labs/activities that explore standards using multiple science processes while conducting scientific investigations. o Students will keep a science journal to record classroom activities, notes, foldable, and other creations used to reinforce science content.

- Teachers will use formative and summative assessments as well as progress monitoring tools (i.e., Brain Pop, Study Island) to create small group instruction opportunities and conduct data chats with students.
- Students will participate in Study Island activities weekly.
- Teachers will spiral standards utilizing DOS (Daily Oral Science Reinforcements), Item Specs, Study Island, or Brain Pop throughout the year.
- Students will participate in cooperative learning groups/labs and engage in student talk to increase proficiency with standards.

Progress Monitoring

Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Design Standard Based Lessons	Observations, Formal and Informal Evaluations, CWTs, Lesson Plans	Weekly/Monthly	Teachers, Administrators
Utilize Formative Assessments	Observations, Formal and Informal Evaluations, CWTs, Lesson Plans	Weekly/Monthly	Teachers, Administrators
Cooperative Learning	Observations, Formal and Informal Evaluations, CWTs, Lesson Plans	Weekly/Monthly	Teachers, Administrators

Evaluation Following Mid-Year Data

Evaluation of Targeted School-based Focus & Implementation:

Refinement of Targeted School-based Focus:

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

Pandemic Science Instructional Gaps Focus

School Focus

Targeted School-based Focus:
Provide spiraling activities to cover missing standards/concepts from previous grade levels.

Action Steps for Implementation

Classroom Implementation Action Steps (Teachers and Students):
- o Provide spiraling activities to cover missing standards/concepts from previous grade levels, using District Spiraling Plan.
- o Teachers will collaborate with other teachers from previous grade level, during pre-planning, to vertically align and discuss untaught standards.
- o Teachers will provide spiral activities to remediate and reinforce missing science standards through bell ringers and cooperative learning activities.
- o Teachers will assess prior knowledge (using Study Island, formative assessments, etc.) to determine gaps and/or deficits in science concepts, prior to introducing new standards.
- o Students will participate in collaborative and small groups to work on missing standards and spiraling activities.

Progress Monitoring

Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Incorporate opportunities to assess prior knowledge through formative assessments.	Observations, Formal and Informal Evaluations, CWTs, Lesson Plans	Weekly/Monthly	Teacher, Administration
Develop lessons to cover missed standards/concepts and provide remediation.	Observations, Formal and Informal Evaluations, CWTs, Lesson Plans	Weekly/Monthly	Teacher, Administration

Evaluation Following Mid-Year Data

Evaluation of Targeted School-based Focus & Implementation:

Refinement of Targeted School-based Focus:

Accreditation Page

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

Strategic Plan Focus Area: Improving and Advancing Student Achievement	**Cognia Performance Standards related to this Focus Area**
- Ensure access for all students to rigorous and challenging curriculum - Address diverse educational needs through a coordinated support system - Integrate technology in learning by both educators and students - Use a variety of methods to communicate student progress with parents and stakeholders	**Leadership Capacity Domain** 1.1 The system commits to a purpose statement that defines beliefs about teaching and learning, including expectations for learners. 1.2 Stakeholders collectively demonstrate actions to ensure the achievement of the system's purpose and desired outcomes for learners. 1.3 The system engages in a continuous improvement process that produces evidence, including measurable results of improving student learning and professional practice. **Learning Capacity Domain** 2.1 Learners have equitable opportunities to develop skills and achieve the content and learning priorities established by the system. 2.5 Educators implement a curriculum that is based on high expectations and prepares learners for their next levels. **Resource Capacity Domain** 3.2 The system's professional learning structure and expectations promote collaboration and collegiality to improve learner performance and organizational effectiveness.

The students at DMS are provided the opportunity to take advanced classes as well as high school credit class. Various electives are provided for students to expand their choices based on student interest. This year we added a Coding class to prepare students for advanced STEM courses. Our MTSS committee meets regularly to discuss strategies for success to match struggling students' individual needs. These strategies range from obtaining a mentor to adding an intensive elective to their schedules. We offer intensive reading and math classes for all our students who have a Level 1 on FSA and Level 2 based on need. We offer after school math tutoring for all students as well as individualized teacher tutoring hours before or after school. Teachers utilize four Chromebook mobile carts for use during their classroom instruction, formative, and summative assessments. We offer Coding Fundamentals, Fundamentals of Web Design, Foundations of Web Design, Yearbook, and STEM as electives to prepare the students for technological success in high school and beyond. Parents and stakeholders are kept up to date through our School Website, Facebook, Remind texts, and our Weekly Digital Newsletter.

Accreditation Page

Strategic Plan Focus Area: Learning and Working in a Safe and Productive Environment	Cognia Performance Standards related to this Focus Area
• Provide adequate and appropriate facilities • Provide a culture conducive to learning and working • Maintain a safe learning and working environment	**Leadership Capacity Domain** 1.4 The governing authority establishes and ensures adherence to policies that are design to support system effectiveness. 1.7 Leaders implement operational processes and procedures to ensure organizational effectiveness in support of teaching and learning. **Learning Capacity Domain** 2.2 The learning culture promotes creativity, innovation, and collaborative problem-solving. 2.3 The learning culture develops learners' attitudes, beliefs, and skills needed for success. 2.9 The system implements processes to identify and address the specialized needs of learners. 2.12 The system implements a process to continuously assess its programs and organizational conditions to improve student learning. **Resource Capacity Domain** 3.7 The system demonstrates strategic resource management that includes long-range planning and use of resources in support of the system's purpose and direction. 3.8 The system allocates human, material, and fiscal resources in alignment with the system's identified needs and priorities to improve student performance and organizational effectiveness.

DMS's campus is complete with projectors, document cameras and WiFi connections in all the classrooms and up to date computer software maintained through a rotating refresh program. Our school climate is positive, professional and collaborative. On our AdvanceED survey teachers rated the collaborative opportunities we have very high. The students are encouraged to work cooperatively and discuss concepts through student talk in all classrooms. We maintain a consistent school wide student discipline plan in order to ensure maximum learning is taking place in all classrooms on campus. Regular Safety Drills are conducted as well as yearly review with SRO of safety procedures and protocol with an emphasis on areas that can be improved