

Date Submitted: 9-10-2021

Dates of Revision: 10-1-21

# School Performance Plan 2021-2022



**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

## SAC Information

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

SAC funds in the amount of \$    will primarily be used for:

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

<b>Principal's Signature</b>
<b>SAC Chairperson's Signature</b>

# 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 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
Dr. Belinda Small	Principal
Julie Dillon	Assistant Principal
Karl Schroeder	Assistant Principal
Becky Heyse	Math Chair
Cory McElroy	Science Chair
Ryan Patterson	Social Studies Chair
Cassandra Hardy	ELA Chair
Heather Soltis	Instructional Coach
Julie Campbell	5 <sup>th</sup> Grade Chair/ELA/Social Studies
LeeAnn McLenahan	5 <sup>th</sup> Grade Math/Science
Terry Gulledge	5 <sup>th</sup> Grade Math/Science
Taylor Destito	Math Teacher

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

DMS administration attended OCSD Principal's Meeting in summer 2021 for updates and discussion of 2021-2022 SPP focus areas. Administration facilitates school wide reflection on implementation of the 2020-2021 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 input to add to the SPP for the 2021 – 2022 school year. In July, the SPP team met for an SPP Summer Splashdown to review data, discuss new SPP initiatives, and collaborate to update the SPP for each department. In August, after receiving FSA data, the SPP was reviewed and revised again to ensure that gaps in learning were addressed. The 2021 – 2022 SPP was entered into the template in late August Administrative review, as well as a review by the Leadership team. The SPP will be submitted in early September and DMS Administration will meet with Curriculum and Instruction in mid-September to review. Suggested revisions will be entered and final SPP will be approved by SAC in early October. An SPP implementation and monitoring guide will be created for the teachers to utilize in their classrooms and for Administration to monitor the implementation of the SPP.

## 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 825 students are currently enrolled in grades five through eight. 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 can 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 intelligence 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: 76% are Caucasian, 2% are Asian, 10% 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

Destin Middle			No	Not Sure	Yes	
		Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
Question	Responses	Very Dissatisfied	Dissatisfied	Neither satisfied nor dissatisfied	Satisfied	Very Satisfied
As a parent, how satisfied were you with the mySchool Online program this year?	5			20%	40%	40%
Do you plan to return your child to full-time brick & mortar classes next fall?	5			80%	20%	
My child's school emphasizes academic performance as the number one priority.	33			18%	39%	42%
Our principal is an effective leader who meets the needs of our students.	33	6%	3%	15%	33%	42%
As a parent, I am made aware of the curriculum program for my child's grade level or course.	33		6%	18%	52%	24%
The school uses a variety of methods for parent communication.	33	3%	3%	9%	45%	39%
Parent input is valued at my child's school.	33	6%	6%	27%	33%	27%
Clear expectations of conduct and behavior are communicated to my child.	33	6%	3%	3%	45%	42%
I receive positive phone calls, emails, or notes about my child from the school.	33	3%	21%	27%	30%	18%
My child's school maintains a safe environment.	33			21%	42%	36%
My child's school treats everyone fairly, regardless of race, economic status, or other relationships.	33	6%	3%	21%	33%	36%
School funds are used to support the school in a financially responsible manner.	33			27%	45%	27%
The guidance department at my child's school provides for the educational success of my student.	33			18%	48%	33%
I am satisfied that my child's teachers do a good job educating my child.	33			12%	33%	55%
My child's school is well maintained.	33		6%	12%	36%	45%
The health services provided at my child's school support his/her wellness.	33			24%	45%	30%

## Parent and Community Awareness

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

The data is a small sample size. Parents in this survey tell us they are highly satisfied with teachers and are aware of the curriculum. The focus of the school based on the results may lead us to feel that parents have no disagreement that the academic focus for DMS is strong and healthy, and the school is well-maintained from their perspective.

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

Overall, the small participant sample size is limiting trends for improvement from parent perspective. Therefore, the greatest takeaway for an area of improvement is to significantly increase the number of participants in the survey.

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

Our communication with Parents and Community includes the following: Front Sign, Webpage updated routinely with upcoming and important dates, Social Media (Twitter, Facebook School Page, Facebook PTO Page), Teacher weekly newsletters to parents, Destin Splash updated monthly, Callouts, Emails, direct phone contact, positive post cards (monthly).

# School Action Plan

## *ESSA Subgroup: Strategies & Programs to Support the Objectives*

### ESSA Subgroup Focus

**Subgroup: Students with Disabilities - ESE**

### School Focus

#### **What is the cause(s) for this subgroup being an area of focus?**

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?**

- Create a plan that provides teachers with all available data for our Students with Disabilities.
- Assist teachers to provide the least restrictive environment for our students to achieve learning gains and reach proficiency levels.
- 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 with a Strong Focus on Addressing Potential Learning Loss

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

- Teachers will remind students of their allowable accommodation prior to testing and assignments.
- ESE teacher will model advocating needs regarding ESE accommodations.
- Teachers will provide visual reminders and model strategies, vocabulary and note-taking strategies in order to assist SWD's comprehension on assignments.
- Teachers will provide strategies for recording assignments and organizational skills. Classroom Assistant will assist with small group instruction.
- Students will know and understand their accommodation and will appropriately self-advocate for their accommodation during class time and assessments.
- Students in Learning Strategies will have core class notebook checks.
- ESE teacher will use the iReady Toolbox for instructional groupings and targeted lessons, based on students' data.



- ESE teacher will introduce weekly vocabulary words to increase student vocabulary and support ELA and core classes.
- ESE teacher will collaborate with ELA teachers to support skills being taught in class.

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

- School will offer Learning Strategies courses for Secondary.
- School will offer Unique Skills for 5th grade.
- ESE teacher will review IEP process with students in Learning Strategies class.
- ESE teacher/Admin will provide copies of IEP accommodation to all general education teachers.
- ESE Teacher, Admin, and Den Ed teachers will review iReady data to monitor growth and needs.

<b>Progress Monitoring</b>			
<b>Initiative</b>	<b>How Will It Be Monitored</b>	<b>Frequency of Official Monitoring</b>	<b>Who is Responsible to Monitor</b>
Standards-based Data-driven Instruction	Data Chats, Informal and Formal Observations	Weekly/Monthly	Classroom Teacher, ESE Teacher, Administration
Student Conferencing	Conference Notes, Student Feedback	Monthly	Classroom Teacher, ESE Teacher, Administration
Weekly Planner	Student Agendas	Weekly	Classroom Teacher, ESE Teacher

**Evaluation Following Mid-Year Data**

**Evaluation of Targeted School-based Focus & Implementation:**

**Refinement of Targeted School-based Focus:**

# ELA DATA

School FSA ELA (2018-2021) Proficiency (%)				Achievement Levels									Gender		Ethnicity						Status			Strands Average Rating																		
Year	School	Grade	# Students Tested	1L	1M	1H	2L	2H	3	4	5	3,4,5	M	F	A	B	H	I	M	W	ESE	ELL	F/R	Key Ideas	Craft & Struct	Ingr of Knwl	Language	Writing	Write: Purp/Org	Write: Evidence	Write: Convent.											
2018	Destin Mid	5	194	1	5	7	13	13	25	25	12	62	99	49	95	75	3	33	5	40	15	60	21	67	150	63	24	8	7	14	77	52	60	72	60	80	58	56	52	76		
2019	Destin Mid	5	201		2	8	7	16	25	26	14	66	96	57	105	74	6	83	11	45	16	44	1	100	15	47	152	71	30	33	13	15	77	55	55	72	58	85	67	63	60	87
2021	Destin Mid	5	180	2	2	8	11	10	31	23	14	67	96	64	84	71	4	75	10	50	34	59			12	50	120	73	15	20	13	15	55	56	62	70	65	77	60	54	54	82
2018	District	5	2,376	1	3	8	12	12	30	23	11	64	1189	60	1187	69	65	71	257	50	232	59	8	50	239	58	1575	68	349	21	43	5	1170	53	61	71	61	78	58	54	51	77
2019	District	5	2,466	1	2	8	9	13	29	27	11	67	1237	63	1229	70	64	78	323	47	236	51	8	75	232	64	1603	73	434	29	79	16	1205	55	53	72	58	83	63	59	56	84
2021	District	5	2,202	2	3	10	10	14	27	23	11	61	1150	57	1052	66	44	82	244	44	276	44	6	67	207	57	1425	68	402	28	92	11	920	47	59	68	65	77	60	55	54	81
2018	Destin Mid	6	173	1		6	11	14	20	32	17	68	80	68	93	69	5	80	2	50	15	53	1	0	14	43	136	73	14	29	8	13	71	59	56	65	49	82	66	61	57	93
2019	Destin Mid	6	200	4	2	9	10	12	24	28	15	66	106	55	94	78	5	40	4	25	21	52			19	58	151	70	22	23	14	7	79	56	59	64	48	85	67	64	60	88
2021	Destin Mid	6	187	2	2	5	4	13	25	32	18	74	93	68	94	81	3	67	7	71	26	50			7	71	144	79	14	36	12	25	51	65	58	72	54	79	64	57	57	94
2018	District	6	2,421	1	4	11	12	13	22	25	12	59	1211	54	1210	64	64	73	300	40	194	50	6	33	244	53	1613	64	406	18	43	7	1224	48	52	60	42	79	61	56	53	87
2019	District	6	2,424	2	3	9	10	12	25	27	11	63	1203	58	1221	68	67	76	258	46	254	52	10	60	221	64	1614	67	348	23	63	3	1125	51	60	65	46	83	64	59	58	86
2021	District	6	2,295	3	4	10	11	13	24	25	11	60	1127	55	1168	65	53	70	234	39	283	46	7	43	237	59	1481	66	390	24	84	13	968	45	53	66	48	73	61	54	53	89
2018	Destin Mid	7	186	2	3	6	9	14	20	31	16	67	84	55	102	76	5	60	5	20	20	70			14	50	142	70	24	33	11	18	63	52	58	59	54	70	67	61	60	92
2019	Destin Mid	7	175	1	1	6	8	12	28	27	17	72	86	70	89	74	3	100	1	100	16	44	1	0	15	60	139	76	14	36	8	0	65	60	58	67	56	69	69	64	61	93
2021	Destin Mid	7	197	2	2	9	16	13	25	21	13	59	97	52	100	66	5	60	11	18	20	40	1	100	15	47	145	66	26	27	12	8	43	40	59	62	52	70	62	56	55	90
2018	District	7	2,215	2	3	12	13	14	23	21	12	56	1099	48	1116	63	58	64	257	42	190	46	9	44	197	49	1504	60	279	16	57	12	1015	42	52	55	50	67	63	57	56	91
2019	District	7	2,421	2	3	12	11	13	25	21	12	58	1213	53	1208	64	65	75	308	41	205	44	8	50	241	56	1594	63	387	20	52	4	1138	47	52	62	52	65	63	58	56	87
2021	District	7	2,247	2	5	14	12	13	24	20	11	54	1143	48	1104	61	65	71	259	36	255	41	8	75	217	48	1443	60	353	18	69	3	850	40	54	60	50	67	59	53	51	87
2018	Destin Mid	8	188	1	1	3	6	10	40	26	13	79	77	78	111	80	3	33	6	50	13	54	1	100	14	71	151	84	13	46	4	0	53	70	63	73	63	89	73	68	66	96
2019	Destin Mid	8	195	2	3	8	7	12	28	30	12	70	91	68	104	71	4	75	9	22	23	65			14	71	145	73	21	43	10	20	56	63	60	75	69	73	71	68	66	90
2021	Destin Mid	8	198	1	5	13	11	12	29	18	12	59	100	47	98	71	7	43	7	29	21	48			11	45	152	64	24	25	11	0	61	59	59	62	50	80	65	61	59	82
2018	District	8	2,197	1	2	8	10	12	29	23	14	66	1096	62	1101	70	68	78	260	48	178	53	11	82	193	64	1487	70	260	30	43	2	961	52	58	70	59	87	73	68	67	95
2019	District	8	2,224	1	3	9	9	11	30	23	13	66	1102	61	1122	70	62	73	257	48	193	51	6	50	198	63	1508	71	272	29	45	7	912	53	57	73	68	72	70	66	64	91
2021	District	8	2,227	3	4	11	10	12	31	20	11	61	1092	57	1135	65	67	70	218	41	233	46	9	56	190	64	1510	65	278	23	64	3	777	48	60	63	48	78	64	60	59	85

## **School Action Plan**

### *ELA: Reading & Writing*

<b>District Goal:</b>	<b>Students shall demonstrate reading proficiency at or above the expected grade level.</b>
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<b>Objectives:</b>	
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 74%.	
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 72%.	
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 82%	

# School Action Plan

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

### **Central Focus: ELA Focus Grades 3-5**

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

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

### **School Focus**

#### **Targeted School-based Focus:**

Developing engaging, standards-based lessons to teach the LAFS and bridge the BEST standards using the Balanced Literacy Model, teachers will implement standards-based reading and writing instruction that ensures student engagement and learning.

#### **Targeted School-based Professional Development:**

- School-based professional development for district Bridge training.
- Collaboration to create or change Benchmark Advanced assessment questions or activities to address LAFS standards.
- Peer observations within the school/grade level.
- Department planning weekly.
- iReady training to implement the program and utilize data to drive instruction.



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

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

- Teachers will use i-Ready historical data to conference with students for goal setting.
- Students will use data chats to monitor, reflect, set goals, and take action.
- Teachers will use resources such as the Bridge Document, the Resource Guide, Scholastic, Newsela, Common lit, and Flocabulary to supplement LAFS standards.
- Teachers will use the iReady Reading and Writing books to focus on specific skills, determined from iReady data.
- Teachers will provide time for students to work on their i-Ready Personalized Path 2 – 3 times per week for 45 minutes.
- Teachers will use iReady Toolbox as a resource to plan lessons for whole class and small group instruction.
- Teachers will post learning targets on the board to clearly define the standards addressed through instruction.
- Multiple sources will be used to synthesize and build knowledge of standards. Example: compare and contrast, analyzing authors purpose of similar topics, etc.

### Interactive Whole Group Instruction:

- Teachers will use the “I do, we do, you do” gradual release model to explicitly model skills and strategies eventually leading to independent practice.
- Students will actively listen, take notes, and ask questions for clarification.
- Teachers will instruct the students on the components of Everyday Instructional Reading, to include text annotations, student talk, and writing in response to reading.
- Articulate the focus of the mini-lesson (i.e., standards, ALD/LP, skill, concept)
- Teachers will post and discuss Learning Targets to connect new learning to prior knowledge

### Read Aloud:

- Teachers will use the strategy and text, based on the suggested sequence in Benchmark Advance.
- Students will use vocabulary and comprehension strategies to engage with text.
- Teachers will model purposeful student talk strategies.
- Students will use student talk norms and cooperative group discussions leading to writing.
- Articulate the focus of the Read Aloud (i.e., standards, ALD/LP, skill, concept)
- Teachers will model and create opportunities for students to make inferences and cite text evidence to support a response.

### Small Group Instruction:

- Teachers will use data to create flexible groupings and focus on mini lessons that can reinforce or enrich learning with identified students.
- Students will collaborate with peers and respond to a given task or TDQ. Mini-lesson focus (standards, ALD/LP) could be reinforced/enriched with identified students.
- Create opportunities for small group discussions.
- Ask clarifying questions to ensure understanding of the lesson and comprehension of the material.

**Stations/Cooperative Learning Groups:**

- Teachers will model the procedures and expectations and monitor the learning groups.
- Students will interact with text in a variety of ways, working with peers to hone new learning.
- Students will rely on notes, activities, and classroom learning to complete assignments.
- Teachers will use formative and iReady data to differentiate station materials.
- Teachers will plan learning group activities with a variety of text, including iReady Reading and Writing workbooks.

**Text-Based Writing:**

- Teachers will implement the school’s writing plan allowing the students to progress through the entire writing process.
- Students will plan and draft writing using the FSA Rubric.
- Teachers will include multiple ways for students to demonstrate understanding of the mini-lesson focus through writing and/or student talk

<b>Progress Monitoring</b>			
<b>Initiative</b>	<b>How Will It Be Monitored</b>	<b>Frequency of Official Monitoring</b>	<b>Who is Responsible to Monitor</b>
Teacher led small groups/cooperative learning	Formal & Informal Evaluations, CWT's, Lesson Plans	Weekly/Monthly	Teachers, Administration
Components of EIR: text marking, annotations, purposeful student talk	Formal & Informal Evaluations, CWT's, Lesson Plans	Weekly/Monthly	Teachers, Administration
IReady Diagnostics and Data Chats	Growth on iReady, Teacher/Student Data Chats	Monthly, September, January, May	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*

### **Middle School Central Focus: ELA Focus**

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

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

### **School Focus**

#### **Targeted School-based Focus:**

Using the Gradual Release model, teachers will explicitly teach LAFS standards and bridge the BEST standards using small group, whole group and cooperative learning opportunities that place a strong focus on student achievement and engagement in reading and writing.

#### **Targeted School-based Professional Development:**

- School-based professional development for district Bridge training.
- Collaboration to create or change *myPerspectives* assessment questions or activities to address LAFS standards.
- Collaboration with Instructional Coach through modeling, coaching cycles, and planning.
- Weekly department meetings for planning and assisting with programs such as Canvas, online textbook, etc.
- i-Ready training to implement the program and utilize data to drive instruction.

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

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

- Teachers will analyze a variety of data, specifically i-Ready & FSA, to conference with students for goal setting and plan differentiated instruction that provides remediation or acceleration.
- Students will use data chats to monitor, reflect, set goals, and take action.
- Teachers will use resources such as the Bridge Document, the Resource Guide, *myPerspectives*, Commonlit, and *Florida Collections* to supplement LAFS standards.
- Teachers will use components of Everyday Instructional Reading such as text marking, annotating, student talk, TDQs and writing through reading through guided, independent, and collaborative work.
- Teachers will provide time for Tier 2 students to work on their i-Ready Personalized Path 45 minutes per week.
- All students will complete the grade-level lessons in the i-Ready Workbook before the spring FSA.
- Teachers will post learning targets on the board to clearly define the standards addressed through instruction.

### Direct Instruction “I do it”:

- Teachers will use the “I do, we do, you do” gradual release model to explicitly model skills and strategies eventually leading to independent practice.
- Teachers will utilize Think Aloud strategies and modeling to show students how to text mark and annotate the text based on the specific standards or TDQs. Example of text marking: “Circle dialogue that propels actions” for RL.1.3.
- Students’ annotation will be written in the margin explaining why or how for the TDQ.
- Students will actively listen, take notes, and ask questions for clarification.

### Guided Instruction “We do it”:

- Teachers will purposely select text from the EIR PD, Teacher Toolbox, or textbook, based on standards, that provides additional modeling.
- Students will interact with the teacher during the process by reading, writing, copying notes or asking questions.
- Teachers will model purposeful student talk strategies.
- Students will use student talk norms and cooperative group discussions to deepen comprehension.

### Collaborative Learning “You do it together”:

- Teachers will use data to create flexible groups and focus on mini lessons that reinforce or enrich learning with identified students.
- i-Ready Workbook lessons will be completed in pairs or small groups based on the Instructional Grouping Report.

- Students will collaborate with peers and respond to a given task or TDQ.
- Teachers will model the procedures and expectations and monitor the learning groups by clarifying confusion and providing support.
- Students will interact with text in a variety of ways, working with peers to hone new learning.
- Students will rely on notes, activities, student talk, and classroom learning to complete assignments.

**Independent Practice “You do it”:**

- Teachers will evaluate and provide feedback in order to determine the level of understanding which will guide future instruction.
- Students will work independently, complete tasks, and take responsibility for the outcome.
- i-Ready quizzes at the end of each lesson will be given so teachers can gauge the success of the individual student with the specific standard.

<b>Progress Monitoring</b>			
<b>Initiative</b>	<b>How Will It Be Monitored</b>	<b>Frequency of Official Monitoring</b>	<b>Who is Responsible to Monitor</b>
Teacher led small groups/cooperative learning	Formal & Informal Evaluations, CWT's, Lesson Plans	Weekly/Monthly	Teachers, Administration
Components of EIR: text marking, annotations, purposeful student talk	Formal & Informal Evaluations, CWT's, Lesson Plans	Weekly/Monthly	Teachers, Administration
IReady Diagnostics and Data Chats	Growth on iReady, Teacher/Student Data Chats	Monthly, September, January, May	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?

- Teachers are creating TDQ's with the culminating task in mind.
- TDQ's lead students to the prompt they are asked to respond to.
- 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?

- Students are using student talk to discuss given topics.
- Student talk gives students the opportunity to grapple with a topic or question.
- 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?

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

- Unpacking the prompt through uniform text-coding.
- Purposeful text marking and annotations based on TDQs and mini-writing lessons
- Targeted lessons and exercises on strategic coding and eliminating distractors.
- Outlines and SPEC charts will be utilized throughout writing lessons and Close Reads to assist students with planning for their essay(s).
- Mentor texts will be used to model exemplar writing components such as introductions, transitions, elaborative strategies, and conclusions.
- Modeling and practicing more mature transitional phrasing and varied sentence structure. Tying specific transitional words and phrases to matching formats and patterns of organization.
- Analyzing and unpacking the prompt through uniform text-coding.
- 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.
- Conclusions taught in tandem with intros. Mini-lessons on varied sentence structures, synonyms for verbiage used in the introduction, analogies, and if-then scenarios.
- 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.
- Explicit instruction in determining relevant vs. irrelevant evidence from student's own text marking.
- Emphasizing strong elaboration through modeling and student talk when verbally citing evidence from text and then explaining why.
- Instructing and modeling progression of analysis required for synthesizing from one text to multiple sources.
- Utilizing multiple texts, in a variety of formats, to Claim-Support-Explain (CSE) to produce a well-reasoned written essay.
- Utilizing FSA Writing Sampler Sets and Okaloosa Writing Exemplars to provide models of examples and non-examples during instruction.

- Providing rubrics for students to practice referencing the rubric(s) when peer- and self-editing writing exercises and culminating tasks in class.
- Utilizing (Peer) Rubrics for calibrating and editing exemplars.
- I-Ready Writing books will be used to improve writing skills and instruction.

<b>Progress Monitoring</b>			
<b>Initiative</b>	<b>How Will It Be Monitored</b>	<b>Frequency of Official Monitoring</b>	<b>Who is Responsible to Monitor</b>
(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
Introduction/Conclusions	Formal and Informal Observations, CWTs, Lesson Plans	Quarterly	Teachers, Administration
Elaboration/Synthesis	Formal and Informal Observations, CWTs, Lesson Plans	Daily/Weekly	Teachers, Administration

<b>Evaluation Following Mid-Year Data</b>
<b>Evaluation of Targeted School-based Focus &amp; Implementation:</b>
<b>Refinement of Targeted School-based Focus:</b>

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

**ELA Students Below Grade Level**

**School Focus**

**Targeted School-based Focus:**

Remediation in Intensive Reading Classes and ELA classes

**Targeted School-based Professional Development:**

- 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
- Inclusion of qualitatively and quantitatively complex literature in the IR classroom from sources such as Common Lit and Novel studies.
- Attend ELA PD for district
- 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
- 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
- Instructional Coach will support the IR teacher in implementing the balanced literacy model and use of ALDs and Standards resource guides with iReady.
- iReady Training to learn how to implement the program and utilize data.



## Action Steps for Remediation

### Intervention Action Steps (Teachers and Students):

- IR Teachers will incorporate complex literature into their small group/whole group instruction.
- Teachers will check for understanding after giving an independent reading or writing task.
- Teachers will teach pre-reading and pre-writing strategies in conjunction with the Standards.
- 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 to include goal setting and student conferencing.
- 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.
- Remediation Plan: Tier 3 students who are identified as Tier 3, based on FSA and iReady, will receive a multi-level system of support to include: Intensive Reading, Small Group pull-outs from PE class 1 – 2 days per week, Small Group support in ELA classroom, and iReady instruction 45 minutes per week. Tier 2 students who are identified as Tier 2, based on FSA and iReady, will be pulled in small groups during their ELA class and iReady instruction 45 minutes per week. Some Tier 2 students will also be placed in Intensive Reading and have small group pull-out during PE.

## Progress Monitoring

Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
IReady Diagnostics Data	Growth on iReady, Teacher/Student Data Chats	September/January/May	IR Teacher, Classroom Teachers, Administrators
IReady Participation	Progress Reports	2 – 3 times per week	IR Teacher, Classroom Teachers, Administrators
Student Conferencing	Conference Notes, Feedbacks Sheets	Monthly	IR Teacher, Administrators

<b>Evaluation Following Mid-Year Data</b>
<b>Evaluation of Targeted School-based Focus &amp; Implementation:</b>
<b>Refinement of Targeted School-based Focus:</b>

# SOCIAL STUDIES DATA

U.S. History EOC (2018-2021) Proficiency (%)				Achievement Levels						Gender		Ethnicity						Status			Strands														
				1	2	3	4	5	3,4,5	M	F	A	B	H	I	M	W	ESE	ELL	F/R	Percent Correct														
Year	School	Test	# Students Tested	% of Score	% of Score	% of Score	% of Score	% of Score	% Proficient	# Total Population	% Proficient	# Total Population	% Proficient	# Total Population	% Proficient	# Total Population	% Proficient	# Total Population	% Proficient	# Total Population	% Proficient	# Total Population	% Proficient	# Total Population	% Proficient	Orig. and Purp. of Gov't (MS)	Late 19th-20th(HS)	Role and Resp. of Cit. (MS)	Global Military (HS)	Gov't Pol. And Proc. (MS)	Intnl. Peace (HS)	Org. and Func. Of Gov't (MS)			
2018	Destin Mid	Civics	195	3	7	19	28	43	<b>90</b>	89	87	106	93	5	80	5	100	21	81			14	93	150	91	25	72	11	45	68	82	70	71	66	70
2019	Destin Mid	Civics	178	8	15	24	27	26	<b>78</b>	86	79	92	76	3	100	3	100	16	69	1	100	15	67	140	79	15	60	8	13	64	73	59	69	59	58
2021	Destin Mid	Civics	203	7	16	27	28	23	<b>77</b>	101	77	102	77	5	100	12	67	22	55	1	100	15	67	148	82	27	67	12	50	45	76	66	64	58	58
2018	District	Civics	2,307	8	13	26	25	28	<b>79</b>	1,152	<b>77</b>	1,155	<b>81</b>	60	<b>82</b>	271	<b>67</b>	205	<b>67</b>	9	<b>78</b>	200	<b>72</b>	1562	<b>83</b>	295	<b>50</b>	62	<b>31</b>	1045	<b>67</b>	<b>62</b>	<b>62</b>	<b>60</b>	<b>60</b>
2019	District	Civics	2,487	8	14	25	25	28	<b>78</b>	1,233	<b>78</b>	1,254	<b>78</b>	70	<b>91</b>	313	<b>65</b>	200	<b>71</b>	7	<b>71</b>	244	<b>76</b>	1653	<b>81</b>	390	<b>51</b>	42	<b>24</b>	1134	<b>69</b>	<b>61</b>	<b>69</b>	<b>60</b>	<b>58</b>
2021	District	Civics	2,337	13	17	28	20	22	<b>69</b>	1,200	<b>69</b>	1,137	<b>70</b>	69	<b>81</b>	273	<b>50</b>	275	<b>55</b>	8	<b>75</b>	224	<b>69</b>	1488	<b>75</b>	367	<b>40</b>	76	<b>18</b>	879	<b>58</b>	<b>61</b>	<b>60</b>	<b>56</b>	<b>53</b>

# School Action Plan

## *Social Studies*

<b>District Goal:</b>	<b>Students shall demonstrate social studies proficiency at or above the expected grade level.</b>
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<b>Objectives:</b>
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<b>Civics</b> The percentage of all curriculum students who will be proficient in Civics as defined by the State of Florida on the Florida Civics End-of-Course Exams will be at least 85 %.
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# School Action Plan

## *Social Studies: Strategies & Programs to Support the Objectives*

### **Central Focus: Social Studies Focus**

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

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

### **School Focus**

#### **Targeted School-based Focus:**

Teachers use grade level standards, pacing guides, and content limits to create engaging lessons that focus on student engagement, vocabulary, higher-level thinking, and higher-level questioning.

#### **Targeted School-based Professional Development:**

- Collaborate with department to access documents available through multiple platforms/sources, such as graphic organizers
- S/S teachers develop lessons with vocabulary, such as semantic feature analysis and other activities using Tier 2 and Tier 3 words
- Attend district S/S PD, collaborate with other teachers of the same subject to improve teaching strategies and instructional methods
- Peer observations within the school.

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

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

#### 6th Grade:

- 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.
- Teachers will meet for collaboration, in order to clarify civics concepts for introduction into 6th grade lessons, according to the district Pacing Guide.
- 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.
- Students will be aware of the standards, learning targets, and success criteria for the lesson being taught.
- Students will utilize appropriate strategies to analyze historical documents.

#### 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.

- Students will be aware of the standards, learning targets, and success criteria for the lesson being taught.
- Students will utilize appropriate strategies to analyze historical documents.

**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 to develop lessons and teacher created questions (TDQs) and student created questions (SDQs) at various levels of complexity.
- 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.
- Students will be aware of the standards, learning targets and success criteria for lessons being taught.
- Students will use Every Day Instructional Reading component to develop their reading skills to gain deeper meaning from the text and develop critical thinking skills.
- Students will use appropriate strategies to analyze historical documents, charts, graphs, etc.

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

**Evaluation Following Mid-Year Data**

**Evaluation of Targeted School-based Focus & Implementation:**

**Refinement of Targeted School-based Focus:**





# School Action Plan

## *Math*

<b>District Goal:</b>	<b>Students shall demonstrate math proficiency at or above the expected grade level.</b>
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<b>Objectives:</b>	
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 74%.	
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 71%.	
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 85%	

## **School Action Plan**

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

#### **Elementary Central Focus: Math Focus**

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

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

#### **School Focus**

##### **Targeted School-based Focus:**

- Plan student centered lessons and small group differentiated activities based on collaborative data review to increase learning gains for all 5<sup>th</sup> grade students
- Increase rigor of Bell ringers to support student learning.
- Use iReady to bridge learning gaps and reach math growth goals.

##### **Targeted School-based Professional Development:**

- Teachers will attend district PD to focus on strategies that support the current standards and the new BEST Standards.
- Collegial lesson planning utilizing the M-3 document and shared teaching strategies.
- Teachers will use post planning to gain knowledge of new Best Standards and align them with instruction for the upcoming year.
- Teachers will attend IReady training to learn how to implement the programs.
- Teachers will attend training on LMS to learn how to communicate course content, assignments, and remediation.

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

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

- Teachers will utilize the M3 document to develop standards-based lessons, complex tasks, and assessments that include varying item types.
- Teachers will use iReady data, as well as classroom formative and summative assessments to create necessary scaffolding and differentiated small groups.

### Mini-Lessons:

- Teacher will post and communicate Learning Targets on the board as “I Can/Students Will” statements that clearly define the standard(s) being studied to help guide instruction.
- Teachers will implement and model differentiated standard/domain specific tasks that include higher-order questioning, use of mathematical practices, and student talk.
- Teachers will use multiple formative approaches to check for understanding throughout the lesson (e.g. student discourse, conferencing, exit-tasks)
- Students will incorporate mathematical vocabulary in their reasoning and justification of answers during student talk and assessments.
- Students will engage in challenging learning tasks regardless of their learning needs (e.g. home language support, disability, advanced learner).

### Small Groups/Stations:

- Teachers will provide students with opportunities to complete differentiated tasks that provide remediation and/or enrichment independently and in collaboration.
- Teachers will plan lessons using the Balance Math Model to include time for students to work in whole groups, small groups, and individually.
- Teachers will provide feedback to students about their problem-solving processes.
- Teachers will incorporate digital resources to help provide individualized remediation, enrichment activities and fluency practice as needed. (e.g. iReady, Khan Academy, etc.)
- Students will work independently and/or in small groups that include cooperative learning groups and teacher led small group instruction.
- Students will self-check or peer-check group tasks, analyze errors, make corrections and participate in student talk.
- Students will represent problem and solution methods using visual models, concrete objects, and make connections between the representations.

- Students will complete differentiated tasks that provide remediation and/or enrichment based on data while in targeted small group instruction.

**Routines:**

- Teachers will provide opportunities and structure for students to participate in math discourse and communicate their mathematical reasoning.
- Teachers will incorporate specific time in their lessons for students to work in iReady 2 – 3 times per week.
- Students will participate in small group activities and follow norms for student talk, including using mathematical vocabulary to express their mathematical thinking and problem solving.
- Students will work in iReady program 2 – 3 times per week and monitor their lesson pass rate.

**Fluency:**

- Teachers will incorporate digital resources to help provide individualized remediation, enrichment activities and fluency practice as needed. (e.g. iReady, Khan Academy, etc.)
- Students will have extensive opportunities to participate in remedial, enrichment activities and fluency practice.

<b>Progress Monitoring</b>			
<b>Initiative</b>	<b>How Will It Be Monitored</b>	<b>Frequency of Official Monitoring</b>	<b>Who is Responsible to Monitor</b>
Differentiated Small Groups	Formal & Informal Evaluations, CWT's, Lesson Plans	Weekly/Monthly	Teachers, Administration
iReady Diagnostics and Data Chats	Growth on iReady, Teacher/Student Data Chats	Monthly, September, January, May	Teachers, Administration
Utilization of M3 Document	Formal & Informal Evaluations, CWT's, Lesson Plans	Weekly/Monthly	Teachers, Administration

<b>Evaluation Following Mid-Year Data</b>
<b>Evaluation of Targeted School-based Focus &amp; Implementation:</b>
<b>Refinement of Targeted School-based Focus:</b>

# School Action Plan

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

### **Middle School Central Focus: Math Focus**

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

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

### **School Focus**

#### **Targeted School-based Focus:**

Teachers will design interactive, engaging lessons that include small group, whole group, and cooperative learning activities. Lessons will focus on incorporating standards-based tasks and questions.

#### **Targeted School-based Professional Development:**

- Teachers will participate in collegial conversations to discuss ways to implement best mathematics teaching practices.
- IReady and iXL training to learn how to implement the programs.
- Teachers will attend training on LMS to learn how to communicate course content, assignments, and remediation.
- Teachers will meet as a department on a monthly basis to analyze data and investigate BEST Standards vertical transition.

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

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

- Teachers will use course standards, Item Specs, ALDs, and pacing guides
- Teachers will use course standards, Item Specifications, ALDs and Pacing Guides to develop lessons, complex tasks, and assessments using that include varying item types.
- Teachers will utilize iReady assessments, as well as classroom formative and summative assessments to create necessary scaffolding and differentiated small groups.
- Teachers will utilize Math Nation (Algebra & Geometry), iReady, iXL, and other resources to support the students' mastery of the standards.
- Teachers will use a variety of resources including OCSD Curriculum Resources, Item Specifications, and assessment data to spiral standards.
- Teachers will incorporate Item Specifications in their lessons to increase student familiarity with ALD levels and assessment type questions.
- Teachers will post Learning targets in student-friendly language that clearly define the standards being studied to help guide instruction.
- Students will engage in complex math tasks that include error analysis and encourage math discourse.
- Students will respond to FSA questions through modeling or justifying solutions through verbal and written responses.
- Students will work independently and/or in small groups that include cooperative learning groups and teacher led small group instruction.
- Students will complete differentiated tasks that provide remediation and/or enrichment based on data while in small groups.
- Students will follow norms set for Student Talk and cooperative groups.
- i-Ready Workbook will be used in small groups and to supplement lessons.

### Progress Monitoring

Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Formative and Summative Assessments	Gradebook, CWTs, Lesson Plans, Formal and Informal Observations	Weekly/Monthly	Classroom Teachers, Administration

Differentiated Small Groups	Formal & Informal Evaluations, CWT's, Lesson Plans	Weekly/Monthly	Classroom Teachers, Administration
IReady Diagnostics and Data Chats	Growth on iReady, Teacher/Student Data Chats	Monthly, September, January, May	Classroom Teachers, Administration

<b>Evaluation Following Mid-Year Data</b>
<b>Evaluation of Targeted School-based Focus &amp; Implementation:</b>
<b>Refinement of Targeted School-based Focus:</b>



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

**Math Students Below Grade Level**

**School Focus**

**Targeted School-based Focus:**

Teachers will use student data (iReady, FSA, Student Assessments) to identify skill deficits and plan small group remedial instruction.

**Targeted School-based Professional Development:**

- Teachers will participate in collegial conversations to discuss ways to provide remedial instruction.
- Teachers will attend iReady and iXL training to learn how to implement the programs and utilize data.
- Teachers will meet as a department on a monthly basis to analyze data to drive instruction.

**Action Steps for Remediation**

**Intervention Action Steps (Teachers and Students):**

- Teachers of Tier 2 and Tier 3 students will review student formative assessments and iReady data to identify missing math concepts to form small group instruction.
- Teachers will use formative assessments, such as bellringers, exit-pass, and student talk to check for knowledge of math concepts.
- Teacher will scaffold support as needed.
- Teacher will provide peer support through buddy system and partner work to aid in mastering the Standards
- Students will communicate level of understanding of concepts to teacher verbally and written.
- Students will conference with their teacher and analyze testing data to identify areas or strands of weakness.
- Math Teachers will use assessments from the general math class and iReady to guide their instruction for targeted small groups.
- Teachers will incorporate time into their lessons for small groups and iReady usage.
- Tier 3 students will use iReady a minimum of 45 minutes each week in their math class.

**Progress Monitoring**

<b>Initiative</b>	<b>How Will It Be Monitored</b>	<b>Frequency of Official Monitoring</b>	<b>Who is Responsible to Monitor</b>
Purposeful small group learning tasks/stations	CWTs, Informal/Formal Observations, Lesson Plans	Weekly/Monthly	Classroom Teachers, Administration
iReady Diagnostics, Weekly Progress/Participation, and Data Chats	Growth on iReady Diagnostics, Weekly iReady Report, Teacher/Student Conversations	Weekly, Monthly, After iReady Diagnostics (September, January, May)	Classroom Teachers, Administration

**Evaluation Following Mid-Year Data**

**Evaluation of Targeted School-based Focus & Implementation:**

**Refinement of Targeted School-based Focus:**

# SCIENCE DATA

FCAT Science 2018-2021 Proficiency (%)				Achievement Levels						Gender				Ethnicity								Status						Strands														
Year	School	Grade	# Students Tested	1		2		3		4		5		3,4,5		M		F		A		B		H		I		M		W		ESE		ELL		F/R		Percent Correct				
				% of Score	% of Score	% of Score	% of Score	% of Score	% of Score	% Proficient	# Total Population	% Proficient	# Total Population	% Proficient	# Total Population	% Proficient	# Total Population	% Proficient	# Total Population	% Proficient	# Total Population	% Proficient	# Total Population	% Proficient	# Total Population	% Proficient	# Total Population	% Proficient	# Total Population	% Proficient	# Total Population	% Proficient	# Total Population	% Proficient	Nature (MS)	Molecular (BIO)	Earth/Space (MS)	Classification (BIO)	Physical (MS)	Organisms (BIO)	Life (MS)	
2018	Destin Mid	5	193	13	23	33	19	12	64	99	58	94	70	3	33	5	40	15	53		21	57	149	67	24	21	7	14	75	52	73	67	77	73								
2019	Destin Mid	5	199	17	23	30	15	16	61	95	62	104	60	6	50	11	45	16	44	1	100	15	27	150	67	30	40	13	8	75	44	75	72	70	69							
2021	Destin Mid	5	180	24	22	32	12	11	54	96	58	84	50	4	75	10	50	34	26		12	50	120	63	15	20	13	0	55	42	67	63	72	70								
2018	District	5	2,374	11	23	34	16	16	66	1,188	69	1,186	62	65	75	257	44	234	56	8	75	237	61	1573	71	351	31	45	16	1166	54	74	67	78	76							
2019	District	5	2,463	14	23	30	17	16	63	1,235	64	1,228	61	64	67	323	38	234	47	8	63	231	59	1603	70	433	34	80	13	1200	49	73	71	72	71							
2021	District	5	2,194	21	25	29	14	12	54	1,150	55	1,044	53	44	77	243	30	278	33	6	67	204	50	1419	62	395	24	95	6	912	39	65	64	74	71							
2018	Destin Mid	8	189	5	15	26	23	30	79	79	80	110	79	3	67	6	50	13	62	1	100	14	64	152	84	13	38	4	0	54	67	78	76	81	77							
2019	Destin Mid	8	195	5	19	22	28	26	76	92	78	103	74	4	50	9	56	23	70		14	71	145	79	21	52	10	30	56	68	75	78	80	76								
2021	Destin Mid	8	192	15	20	24	19	22	66	98	65	94	66	6	50	6	50	21	52		11	45	148	70	22	32	10	0	59	69	71	70	69	72								
2018	District	8	2,182	11	24	25	18	22	65	1,096	64	1,086	66	68	76	256	42	180	49	11	91	190	60	1477	71	260	29	45	4	953	49	70	68	75	72							
2019	District	8	2,233	9	24	26	21	20	67	1,101	67	1,132	68	64	68	254	48	192	55	7	57	197	63	1519	72	277	33	44	11	909	52	69	75	76	70							
2021	District	8	2,221	15	24	25	18	17	60	1,092	64	1,129	57	67	76	219	42	240	45	9	56	191	62	1495	65	275	27	68	7	771	47	68	68	68	70							

## **School Action Plan** *Science*

<b>District Goal:</b>	<b>Students shall demonstrate science proficiency at or above the expected grade level.</b>
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<b>Objectives:</b>
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The percentage of 8 <sup>th</sup> 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 82%.
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# School Action Plan

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

### **Central Focus: Science Focus**

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

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

### **School Focus**

#### **Targeted School-based Focus:**

Using the 5E instructional model, teachers will create lessons that address learning loss, provide intervention, and accelerate student achievement.

#### **Targeted School-based Professional Development:**

- 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.
- Teachers will collaborate with other teachers from previous grade level, during pre-planning, to vertically align and discuss untaught standards.
- Teachers will attend Student Island and Canvas training to understand how to use the program.

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

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

- 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.
- Teachers will implement three of the five E's in order on a routine basis.
- Teachers will provide students with multiple opportunities to discuss, explore, and interact with different text sources to reinforce science standards.
- 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.
- Teachers will create differentiated activities to reinforce science standards, provide interventions, and address gaps in learning.
- 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.
- Students will engage in labs/activities that explore standards using multiple science processes while conducting scientific investigations.
- Students will keep a science journal to record classroom activities, notes, foldable, and other creations used to reinforce science content.
- Students will participate in Study Island activities weekly.
- Teachers will spiral standards from previous grade levels through bellringers, Study Island, and Item Specs.

### Progress Monitoring

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

<b>Evaluation Following Mid-Year Data</b>
<b>Evaluation of Targeted School-based Focus &amp; Implementation:</b>
<b>Refinement of Targeted School-based Focus:</b>

## School Action Plan

### *CTE/STEMM: Strategies & Programs to Support the Objective*

**Describe how students are involved in CTE/STEMM activities at your school (e.g., clubs, programs, school initiatives, etc.)**

Destin Middle School has a unique opportunity to introduce CTE/STEMM to our 5<sup>th</sup> grade students through their WHEEL electives. Students in 5<sup>th</sup> grade spend 9 weeks in STEMM and another 9 weeks in Coding/Computers, which allow them to gain an interest in CTE/STEMM and make the choice to continue with the programs throughout middle school. Our CTE course offerings are Coding Fundamentals, Fundamentals of Web Design, and Foundations of Web Design (High School Credit). Our STEMM course offerings are STEM 1 – Introduction to Technology, STEM 2 – Exploring Technology, and STEM 3 – Exploring Robotics. A school initiative was to revamp an old CTE room first provide better vision/service/and technology positioning as well as attract new energy and life to our programs. CAPE funding assisted in the renovation. We have an FLL Robotics team that includes working with drones. Three new CTE/STEMM clubs are added choices for this year. These clubs include the following exciting additions: Girls Who Code 5th-8th, Marlins Code Club 5-8<sup>th</sup>, and Future Business Leaders of America (FBLA) 7<sup>th</sup>-8<sup>th</sup>. We feel FBLA will be a complementary club that fits perfectly with the needs of CTE/STEMM as future leaders in the workforce.





# Accreditation Page

## Accreditation Standards

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

### Domain 1: Leadership Capacity

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

### Standard 1.3

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

As a project of collective teacher efficacy, during pre-planning teachers collaboratively agreed on the given state of learning losses due to Covid-19 and various other factors, teachers and students will commit to doubling up efforts to regain academic ground. The collective goal is to move student growth on average 1.4 years for 9 months during one academic year. This decision was reached using a goal setting process that included all teachers. The continuous improvement process will include our commitment to the Tiered Layers of Support using blended teaching models and teacher led small groups. Opportunities to excel beyond the 54-minute classroom time will be offered. Measurable results will be based on student performance on the iReady diagnostic and FSA results.



# Accreditation Page

## Accreditation Standards

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

### Domain 2: Learning Capacity

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

### Standard 2.7

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

The SPP is an descriptive and detailed outline that specifies all instruction and how to monitor the results periodically. The Pupil Progression Plan is a document that decisions are expected to be made by instructional staff to meet moving needs of individual learners and adjustments. This combined process uses all programs and support services to maximize student growth and ultimately the culture of growth at Destin Middle School.