



Date Submitted: 9/12/12

Dates of Revisions: 9/18/12

School Name: Destin Middle School

School Performance Plan

2012 - 2013

<p>All school advisory agendas, minutes, membership, and guidelines of operations are housed at the school site as well as the district office. These reflect the process used in the preparation and evaluation of the school performance plan and the school's annual budget. SAC funds in the amount of \$ 3100, will primarily be used for professional development and supplies.</p> <p>The names represented below indicate approval of the SPP by SAC committee members.</p> <p>Dr. Diane Kelley Principal</p> <p>Joy Makela</p>	<p>Legend</p> <p>AICE: Advance International Certificate of Education AP: Advanced Placement AYP: Adequate Yearly Progress CCS: Common Core Standards DA: Differentiated Accountability DEA: Discovery Education Assessment ED: Economically Disadvantaged ELL: English Language Learners ESE: Exceptional Student Education FAIR: Florida Assessment for Instruction of Reading FCAT: Florida Comprehensive Assessment Test IB: International Baccalaureate IEP: Individualized Education Plan IPDP: Individualized Professional Development Plan NGSSS: Next Generation Sunshine State Standards</p>	<p>NCLB: No Child Left Behind PDSP: Professional Development Site Plan PERT: Postsecondary Education Readiness Test PLAN: (ACT's 10th Grade Assessment Test) PMP: Progress Monitoring Plan PMS: Progress Monitoring System POC: Plan of Care PPP: Pupil Progression Plan RtI: Response to Intervention SAC: School Advisory Council SAI: Supplemental Academic Instruction SAT 10: Stanford Achievement Test SESAT: Stanford Early School Achievement Test SINI: Schools in Need of Improvement SPP/SIP: School Performance Plan; School Improvement Plan SWD: Students with Disabilities VE: Varying Exceptionalities</p>
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School Profile 2012- 2013

School Profile: (Narrative)

Destin Middle is a public school in the northwest section of the Florida Panhandle just outside of the waterfront community of Destin, along Florida's beautiful Emerald Coast. The city of Destin has a population of approximately 12, 800 full-time residents. The diverse population includes military, retirees, entrepreneurs, and the hospitality industry. Destin is a very popular fishing and tourist resort. Approximately 615 students are enrolled in grades five through eight currently, though we have a fluid enrollment that has risen as high as 660 students when our neighboring school district experienced parent concerns.

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, Web Design, Introduction to Technology, Algebra I Honors, Geometry I Honors, 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, Jazz Ensemble, Beginning Spanish, Dance, Team Sports, Tumbling, Physical Education, Art I, II and III, Introduction to Information Technology, and Web Design. Courses are available for advanced students in the following subjects: Algebra I Honors, Geometry Honors, Pre-Algebra 6th/7th, World Cultures Advanced, Advanced Civics, U.S. History Advanced, Advanced Language Arts I, II and III, Advanced Science I, Science II, Science III, and Physical Science Honors. Currently, our faculty is investigating offering courses in the future designated as "Pre-Advanced Placement" (Pre-AP), with the goal of ever-increasing rigor and preparation for entrance into competitive coursework at the high school level.

Destin Middle School provides a wide variety of community and award-winning school-based activities such as Symphonic Band, Dazzlers Dance Team, Twirlers, Beta Club, Academic Team, Math Counts, Builders Club, Spanish Club, Cued Speech Club, Fishing Club, and School Advisory Council. Our 2012 Band earned all Superior ratings at the district major performance assessments, as it has for the past several years. Last year we added a year-long band program for our 5th-graders, as well; it is our hope that by exposing our students to the principles and instruments of band early on, they will experience a life-long appreciation for the arts in general. We encourage our students to participate in any of the seventeen different sports that are offered at DMS and the many clubs and extracurricular activities, as research proves that involved students are more focused and engaged, are less likely to drop out, and are the most successful. This year, we look forward to the addition of an Interact Leadership Club to be sponsored by our local Destin Rotary. Our state-ranked Cheer and Dance teams prepare students for the competitive high school level. Our tumbling and dance classes frequently present performances for parents and the local community which showcase their dedication and talents.

Our media center, which contains over 10, 000 books, is a hub of activity for our students. The center has an interactive T.V. studio where students participate in producing a daily news show, as well as 20 computer stations. Students have access to the computers and printers throughout the day. We are working towards participating in the Overdrive subscription program, which involves a cyber library collection with digital check-out. This endeavor would tie in with our Bring Your Own Device pilot project this year.

Our school receives a great deal of community support. Every classroom is adopted through our Adopt-a-Class-Program which is sponsored by community businesses and local individuals. They provide financial support for teachers to purchase additional class materials. Parents are active volunteers and logged over 1500 hours during the 2011-2012 school year. In addition, we have been awarded both the Gold and Silver Awards for Outstanding Volunteer Participation.

The results of the 2012 Parent Climate Survey indicate a higher than district average score in several areas. Parents strongly agree that teachers are available for extra help, the principal is the right educational leader, the school is well maintained, and guidance provides for educational success.

We have high academic expectations for our students. We are the only middle school in the county to be awarded an A+ rating from the state of Florida for the past thirteen years (during the years it was measured by the state). We have met the NCLB endorsement for the period of time from 2003-2012 school years indicating AYP, with the exception of one year, 2009-2010. The 2009-2010 year marked the first time DMS did not meet AYP; this was in the area of Economically Disadvantaged. We missed it by only 6 points, but this group was a focal point for all instructors and support personnel from that point forward. Reflective of that added emphasis, we regained that coveted AYP status, and last year were the only middle school in Okaloosa county (in fact, we were the only secondary school in the district) to have made both the A+ grade and AYP! Destin Middle School ranked overall 1st or 2nd in math, reading, and 8th-grade science, and 1st in writing (greatest percent ≥ 3.5 and ≥ 4.0), based on Okaloosa School District's 2011-12 FCAT scores.

The Literacy Council voted to continue the use of the school-wide program Character Counts. Its Six Pillars (Trustworthiness, Responsibility, Respect, Fairness, Caring, and Citizenship) will continue to be discussed in Advisory through vignettes, true accounts from history, which focus on one of the pillars will be read over Splash TV, and the principles will be embedded everywhere applicable (discipline, classroom, lunchroom, etc.). In addition, we continue to purchase the agenda books that align with our Character Counts program. The Character Counts program and the student agenda books are complementary to each other.

In addition, we are implementing the ICU (Intensive Care Unit) initiative this year. This is a campus-wide system to support students in academic success by improving opportunities for parent awareness and student completion of missing work. We want our students to be mindful of the impact of incomplete or missing assignments and skills on meeting (or not meeting) their goals.

DMS statistics reveal a higher percentage of affluent families than some other schools in Okaloosa County; however, recent statistics reveal that our demographics are changing. Last year there were 138 students at DMS who qualified for free and reduced lunch and the previous years, there were 163 and 130, respectively.

SCHOOL YEAR	ENROLLMENT	FREE LUNCH	REDUCED LUNCH	TOTAL	%
1997-1998	526	40	31	71	13%
1998-1999	577	27	13	40	6%
1999-2000	538	26	13	39	7%
2000-2001	519	32	9	41	7%
2001-2002	611	33	14	47	7%
2002-2003	659	23	14	37	5%
2003-2004	716	43	12	55	7%
2004-2005	706	14	5	19	2%
2005-2006	665	45	21	66	9%
2006-2007	587	44	14	58	9%
2007-2008	569	52	17	69	12%
2008-2009	631	75	30	105	16%
2009-2010	621	105	26	130	20%
2010-2011	660	104	26	163	25%
2011-2012	604	112	26	138	23%

Presently our racial composition is as follows: 86% are Caucasian, 4% are Asian, 5% are Hispanic, 1% are African-American and 3% are Multi-Racial. Destin Middle is also a school of choice from the neighboring military community of Bluewater Bay.

School Profile **2012- 2013**

School Vision: Destin Middle School is a center for cooperative learning where the school, staff, parents, and community are dedicated to preparing students for academic and personal success. We strive to build in our students a foundation for success that will serve them well, both while they are here and after they leave us.

School Mission: Destin Middle School is committed to providing individual students opportunities to enrich the multi-dimensional person: the mind, through problem-solving and critical thinking activities; the body, through a wellness program (combining health, physical fitness, and nutrition); and character, through programs designed to build citizenship and promote a spirit of community. Furthermore, the DMS faculty will implement, support, monitor, and evaluate at least one action research project to focus on student motivation, engagement, conflict resolution, and inspiring student success.

Belief Statements: To accomplish the mission and vision of DMS, these belief statements are essential:

- We believe in challenging students with a relevant and rigorous curriculum.
- We believe that technology-media literacy is necessary for high school and college readiness.
- We believe in developing mutual respect between students and staff through character-building activities, team sports, and a variety of clubs.
- We believe in motivating students by challenging them to become well-rounded citizens of an ever-changing global world.

District Vision, Mission, and Belief Statements 2012- 2013

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

District Mission:

Perpetuate our commitment to educational excellence through:

- Rigorous and relevant curriculum
- Accountability
- Stakeholder relationships

District Belief Statements:

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

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

Highly Qualified Status Administrators: (Title I)		
Reading Instructors/Recruitment: (Secondary)	5 Teachers with reading certification/endorsement	2 Teachers working towards reading certification/ endorsement.

Objective R-1	The percentage of all curriculum students who will be proficient in reading as defined by the State of Florida on the Florida Comprehensive Assessment Test will be at least 86%. (District Objective: <input checked="" type="checkbox"/> +2 percentile points or <input type="checkbox"/> maintain 90-100%)
Objective R-2	The percentage of all curriculum students who will make learning gains in reading as defined by the State of Florida on the FCAT will be at least 91%. (District Objective: <input checked="" type="checkbox"/> + 2 percentile points or <input type="checkbox"/> maintain 90-100%)
Objective R-3	The percentage of students in the lowest 25% who will make learning gains in reading as defined by the State of Florida on the FCAT will be at least 70 %. (District Objective: <input type="checkbox"/> + 2 percentile points or <input type="checkbox"/> maintain 90-100%)

Target Group(s) Supporting Data (summary) – Provide 3 year historical data chart	Strategies/Innovative methods & extended learning opportunities <small>Include technology and assessment</small>	Budget	Professional Development <small>(Identify measurable teacher outcome)</small>	Communication with Parents & Customer Relations <small>(Community/Parent awareness)</small>																																																
Mean FCAT SSS Reading Score <table border="1"> <thead> <tr> <th>Grade</th> <th colspan="3">Year</th> </tr> <tr> <th></th> <th>2010</th> <th>2011</th> <th>2012</th> </tr> </thead> <tbody> <tr> <td>5</td> <td>359</td> <td>335</td> <td>232</td> </tr> <tr> <td>6</td> <td>364</td> <td>351</td> <td>236</td> </tr> <tr> <td>7</td> <td>349</td> <td>357</td> <td>243</td> </tr> <tr> <td>8</td> <td>349</td> <td>344</td> <td>251</td> </tr> </tbody> </table> <small>* In years past, DOE reported the Mean FCAT Equivalent Scale Score; this year they reported the Mean Developmental Scale Score</small> % Level 3-5 FCAT SSS Reading <table border="1"> <thead> <tr> <th>Grade</th> <th colspan="3">Year</th> </tr> <tr> <th></th> <th>2010</th> <th>2011</th> <th>2012</th> </tr> </thead> <tbody> <tr> <td>5</td> <td>38 93%</td> <td>52 81%</td> <td>45 77%</td> </tr> <tr> <td>6</td> <td>174 91%</td> <td>178 89%</td> <td>128 79%</td> </tr> <tr> <td>7</td> <td>176 88%</td> <td>169 91%</td> <td>155 77%</td> </tr> <tr> <td>8</td> <td>137 73%</td> <td>167 79%</td> <td>155 85%</td> </tr> </tbody> </table>	Grade	Year				2010	2011	2012	5	359	335	232	6	364	351	236	7	349	357	243	8	349	344	251	Grade	Year				2010	2011	2012	5	38 93%	52 81%	45 77%	6	174 91%	178 89%	128 79%	7	176 88%	169 91%	155 77%	8	137 73%	167 79%	155 85%	ALL STUDENTS In keeping with the theme of the Common Core (fewer, clearer, higher), we are seeking to implement fewer initiatives with greater fidelity and follow-through this year. All students should benefit from our faculty's work in these areas: <ul style="list-style-type: none"> • Master Teacher PD (weekly with reflection and follow-up) • Collaborative, departmentalized planning • Data Teams/Individual Data Chats • Text and Task Complexity • Common Core & PARCC Preparation across the Curriculum • Constructive Feedback • Shared DMS Drive (for retrieval and review of important training materials, course descriptions, standards, Power Points, handouts) 	Textbook funds Literacy Coach 1.0 Position \$64,000. Adopt a Classroom Funds \$25.00 Discretionary Funds (as needed and available)	PDSP Focus: Objective: The Literacy Coach and DMS teachers have completed a 3-year cycle of increasing rigor with best practice. This year, we will begin our work on a streamlined approach to a set of initiatives to assist our students in achieving success on the Common Core and PARCC. Our goal is to have 100% of current faculty trained in the identified strategies. All teachers will adhere to the NG-SSS, CCSS and county adopted curriculum guides and will adequately prepare	All teachers are encouraged to use Edmodo as a form of student and parent communication. Gradebook online is accessible to parents, equipped with a parent notification feature. Parent trainings are offered as needed. The DMS newsletter is published quarterly for parents and linked to the DMS website. DMS maintains a school website that consists of current events, schedules, calendars, valid information,
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% Level 1 & 2 FCAT SSS Reading Score

Grade	Year		
	2010	2011	2012
5	2 4%	12 19%	14 23%
6	17 9%	22 11%	34 21%
7	25 12%	16 8%	45 23%
8	50 26%	46 21%	26 15%

Sub-group Totals

Group	Total #		
	2010	2011	2012
F/R	163	178	137
ESE/S LD	64	65	30
Gifted	52	43	39

- All returning teachers are CRISS trained. New teachers will become CRISS trained.

FOR STUDENTS IN NEED OF SUPPORT

Intensive Reading Classes are required for all Level 1 and Level 2 students (with the exception of those falling within the pattern referenced by new State guidelines and may now be exempt from the IR class).

Intensive Reading teacher will work in a team with ESE teacher and Literacy Coach to closely analyze previous years' data. This specialized data team will determine best ways to move our students forward and to improve our schools' overall success rate with IR students.

Teachers will continue to receive Lexile levels for all students with a focus on IR students to enable scaffolded reading activities.

An RtI/MTSS team will conduct meetings as needed to discuss student interventions and implement the RtI/MTSS process with appropriate documentation. Members in attendance will be, but not limited to, Guidance Counselor, Staffing Specialist, ESE Teacher, School Psychologist as needed, Administrator, and Literacy Coach.

PMPs will be developed for Level 1 students and progress monitored at least 3 times per year, as prescribed in our PPP, to improve student performance.

Students may participate in a mentoring program (both with qualified adults and with appropriate high school students).

Teachers offer before and after school tutoring, as well as office hours, and are

Literacy Fund

District Funds

Intensive Reading Teachers \$64.100

their students for appropriate EOCs. Strict security guidelines will be followed regarding the EOCs.

Teachers will receive ongoing training and practice in the use of Data teams which will meet twice monthly to evaluate student needs, target instruction with specific strategies, create and collect data from a common assessment and reevaluate data to determine student mastery. Students who have not achieved proficiency will be identified for further instruction or support.

A mid-year review will be conducted within each department to analyze DEA test data for progress and regressions of students. Progress of students in targeted fragile groups will also be reviewed and discussed

Teachers will participate in collaborative, departmentalized planning and differentiated professional development activities to meet specific needs of the department.

All staff will participate in monthly professional development modules that address our school-wide targeted goals for the year.

- They include:
- Complex text & tasks

and contact information.

An electronic marquee announces up-coming events such as report card dates, mid-year reports, assessment times and other school functions.

Parents are able to request conferences with teachers via the guidance department.

Teachers use e-mail, agenda books, conferences, and phone calls as means of communication.

A parent climate survey is available for parents. Results are given to the staff for evaluation in May.

Parents are invited to a Readiness Day, Orientations, and Open Houses for each grade level. They are also invited to pep rallies and assemblies.

Teachers ---trained in providing meaningful feedback---will conduct individual conferences with students regarding their DEA results after testing. This practice will help identify student needs and modify instruction based on those needs. Alerting students of their own needs should help them self-monitor, as well.

This practice ties into our targeted Visible Learning

	<p>available for parent conferences as needed.</p> <p>Summer school will be provided for students who have scored a Level I or Level II on FCAT Reading.</p> <p>Any at-risk students who wish to participate in the Books and Bagel book club will have books provided by the Literacy Council.</p> <p>Support facilitation is provided for ESE students in content area classrooms. Teachers have been provided a list of their identified ESE students along with needed accommodations. Additionally they have resource notes (e.g., PMP, IEP, ELL, 504). This information is also available on the secured share drive.</p> <p>All teachers have been given the lists of Level 1 and Level 2 students, and are to identify their fragile 3 students and/or regressed students. Many of these students will be “adoptees”.</p> <p>Each teacher is advised to “adopt” two of our targeted AYP students to give extra encouragement, check up on, support, and recognize (year 3 of this practice). Our in-house Student Success Survey will be completed and returned by all teachers to our principal for reflection and advisement on how we are addressing the needs of our lowest 35%.</p> <p>All teachers will participate in the ICU program. This program identifies students who have not completed assignments and provides a framework within which students can successfully complete their assignments and master benchmarks. A key component of the ICU program is parent communication and administrative support.</p>		<p>(CIS, close reading, multiple texts, DBQ)</p> <ul style="list-style-type: none"> • Common Core across the curriculum • Visible Learning strategies • Constructive feedback /conferencing • Assessment capable learners • Micro teaching • Common Planning, and • Lesson Study <p>Teachers will receive a “Master Teacher” professional development pamphlet each week that will highlight topics that are relevant to highly effective teachers. Principal will lead the discussion on these materials during faculty meetings and provide follow up via e-mail We are working with the PD department to secure points for participation if teachers elect to complete the reflection component.</p> <p>Individual teachers will participate in workshops to implement new technologies in the classroom, particularly those relevant to our BYOD pilot. These will include: Edmodo, Poll Everywhere, digital portfolios, appropriate cyber research and citation. Digital educators, DMS peer teachers who are competent and comfortable in particular technologies and/or strategies, as well as company representatives, will facilitate and instruct on these</p>	<p>strategy of creating assessment capable learners.</p> <p>Parents will receive a copy of conference notes on a school-wide form.</p>
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	<p><u>SCHOOL-WIDE LITERACY INITIATIVES</u></p> <p>A Literacy Council will meet monthly and function as a synergistic team to support literacy projects, such as Read-Aloud Day and our literary magazine, Deep Waters</p> <p>Destin Middle School will continue its second year working in partnership with Panera Bread to offer a monthly “Books and Bagels” book club. This club discusses two books monthly and has an online discussion board using Edmodo. Destin Middle School teachers volunteer their time for this before school activity.</p> <p>Posters were created to display the ten Common Core ELA Anchor Standards . All teachers will display this laminated poster in his or her room. Teachers will use these standards in their instruction and reference the poster to raise student awareness that these concepts are relevant across the curriculum.</p> <p>Teachers will analyze released PARCC item specs and any new rubrics to ensure instruction aligns with current standards and evaluation instruments.</p> <p>All students will read independently once a week for thirty minutes during the Silent Sustained Reading Program (SSR) to increase reading stamina.</p> <p>Classroom libraries will be maintained in all content areas.</p> <p>Three balanced literacy Observation Classrooms will be fully implemented in Language Arts and Science.</p> <p>DEA probes will continue to be encouraged as a tool to target and strengthen instruction of Common Core and NG-SSS.</p>		<p>topics.</p> <p>Teachers will review FCAT scores and develop a written plan of focus to improve student learning (IPDP). Teachers are encouraged to consider Meaningful Feedback as a method to improve student learning. The Literacy Coach and effective peer mentors will provide assistance and support as needed.</p> <p>Teachers are strongly encouraged and will receive release time as requested to visit DMS classrooms and other schools to observe professional practices as an extension of professional development. Participants will follow-up in collegial discussions with the Literacy Coach (year 3).</p> <p>Volunteer (small group) book studies will be facilitated for the faculty with selected professional development books, to include <u>Visible Learning, Meaningful Feedback, Academic Conversations, Beyond the Numbers, Data Team Expectations & Learning Targets.</u></p> <p>Returning teachers will be offered the opportunity to attend Advanced CRISS training.</p> <p>Observation Classroom</p>	
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	<p><u>ASSESSMENT</u></p> <p>Students will receive DEA testing up to three times per year so that teachers may access current data on students to help identify needs and to modify instruction based on those needs, as well as to monitor and record reading achievement.</p> <p>Data teams will evaluate data results and identify instructional strategies that are the causal factor in student growth or decline.</p> <p>Teachers will conduct individual conferences with students regarding their DEA results after testing. This practice will help identify student needs and modify instruction based on those needs. Alerting students of their own needs should help them self-monitor, as well.</p> <p><u>TECHNOLOGY</u></p> <p>The FCAT Explorer, Fast Forward and Study Island programs, and other web-based activities will be utilized to engage students.</p> <p>DMS will pilot the BYOD (Bring Your Own Device) program this year. Students will be encouraged to use their own digital devices within the construct of planned lessons to increase engagement and improve proficiency in finding, using and producing information in the digital age.</p> <p><u>ADVANCED/GIFTED</u></p> <p>Teachers will coordinate vertical alignment in all gifted and advanced classes to ensure rigor and to build foundational skills for success at the high school level.</p>		<p>teachers will receive county-wide training focused on implementation of best practices in ELA and content area classrooms. Specific to this year will be Common Core training.</p> <p>Response to Intervention trainings will be held in August/September for all teachers to become familiar with the district's RtI/MTSS model.</p> <p>For the first time, DMS held an "Info Expo" to disseminate information on all the new and/or revisited initiatives to cover this year in a relaxed pace and setting: Meaningful Feedback, 90/90/90 study, Data Teams, ICU program, Common Core Implementation Plan, and Pre- AP for middle schools ! A majority of our faculty volunteered to attend prior to pre-planning.</p> <p><u>NEW TEACHERS</u></p> <p>New teachers will receive training on Data Star, DEA, and Gradebook that is facilitated by the LC.</p> <p>Any new teachers will be CRISS trained.</p> <p>New teachers will be provided a mentor to support them during their first year.</p>	
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	<p>Teachers will use document-based questioning techniques and multiple complex texts and tasks. Students will engage in text based evidence gathering to support an argument or thesis. Development of logic must be evident.</p>		<p>Objective/other:</p>	
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- **The process for administering formative and summative assessments (screening, diagnostic, & progress monitoring) is identified in the Okaloosa County Pupil Progression Plan.**

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

Objective M-1	The percentage of all curriculum students who will be proficient in math as defined by the State of Florida on the Florida Comprehensive Assessment Test will be at least 90%. (District Objective: <input checked="" type="checkbox"/> +2 percentile points or <input type="checkbox"/> maintain 90-100%)
Objective M-2	The percentage of all curriculum students who will achieve FCAT adequate yearly progress in math as defined by the State of Florida on the FCAT will be at least 91%. (District Objective: <input checked="" type="checkbox"/> +2 percentile points or <input type="checkbox"/> maintain 90-100%)
Objective M-3	The percentage of students in the lowest 25% who will make learning gains in math as defined by the State of Florida on the FCAT will be at least ____%. (District Objective: <input type="checkbox"/> + 2 percentile points or <input type="checkbox"/> maintain 90-100%)
Objective M-4 (Secondary only)	The percentage of all curriculum students who will be proficient in math as defined by the State of Florida on the Florida Algebra I End-of-Course Exams will be at least 90%. (District Objective: <input checked="" type="checkbox"/> +2 percentile points or <input type="checkbox"/> maintain 90-100%)
Objective M-5 (Secondary only)	The percentage of all curriculum students who will be proficient in math as defined by the State of Florida on the Florida Geometry End-of-Course Exams will be at least ____%. (District Objective: <input type="checkbox"/> +2 percentile points or <input type="checkbox"/> maintain 90-100%)

Target Group(s) Supporting Data (summary) – Provide 3 year historical data chart	Strategies/Innovative methods & extended learning opportunities <small>Include technology and assessment</small>	Budget	Professional Development <small>(Identify measurable teacher outcome)</small>	Communication with Parents & Customer Relations <small>(Community/Parent awareness)</small>
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Mean FCAT SSS Math Score

Grade	Year		
	2010	2011	2012
5	361	357	233
6	363	359	240
7	374	350	248
8	346	353	258

% Level 3-5 FCAT SSS Math

Grade	Year		
	2010	2011	2012
5	34	47	47
	85%	73%	80%
6	162	164	123
	86%	82%	76%
7	180	163	161
	90%	88%	80%
8	160	193	153
	86%	91%	84%

% Level 1 & 2 FCAT SSS Math Score

Grade	Year		
	2010	2011	2012
5	6	10	12
	15%	26%	20%
6	26	22	39
	14%	18%	24%
7	21	16	39
	11%	12%	20%
8	27	46	28
	14%	22%	16%

Sub-group Totals

Group	Total #		
	2010	2011	2012
F/R	163	178	137
ESE/S LD	64	65	30
Gifted	52	43	39

ALL STUDENTS

In keeping with the theme of the Common Core (fewer, clearer, higher), we are seeking to implement fewer initiatives with greater fidelity and follow-through this year. All students should benefit from our faculty's work in these areas:

- Master Teacher PD (weekly with reflection and follow-up)
- Collaborative, departmentalized planning
- Data Teams/Individual Data Chats
- Text and Task Complexity
- Common Core & PARCC Preparation across the Curriculum
- Constructive Feedback
- Shared DMS Drive (for retrieval and review of important training materials, course descriptions, standards, Power Points, handouts)
- All returning teachers are CRISS trained. New teachers will become CRISS trained.

FOR STUDENTS IN NEED OF SUPPORT

Intensive Math Classes are highly recommended for all Level 1 and Level 2 students.

An RtI/MLSS team will conduct meetings as needed to discuss student interventions and implement the RtI process with appropriate documentation. Members in attendance will be, but not limited to, Guidance Counselor, Staffing Specialist, ESE Teacher, School Psychologist as needed, Administrator, and Literacy Coach.

PMPs will be developed for Level 1 students and progress monitored at least 3 times per year, as prescribed in our PPP, to improve student performance.

PDSP Focus:

The Literacy Coach and DMS teachers have completed a 3-year cycle of increasing rigor with best practice. This year, we will begin our work on a streamlined approach to a set of initiatives to assist our students in achieving success on the Common Core and PARCC. Our goal is to have 100% of current faculty trained in the identified strategies.

All teachers will adhere to the NG-SSS, CCSS and county adopted curriculum guides and will adequately prepare their students for appropriate EOCs. Strict security guidelines will be followed regarding the EOCs.

Teachers will receive ongoing training and practice in the use of Data teams which will meet twice monthly to evaluate student needs, target instruction with specific strategies, create and collect data from a common assessment and reevaluate data to determine student mastery. Students who have not achieved proficiency will be identified for further instruction or support.

A mid-year review will be conducted within each department to analyze DEA test data for progress and regressions of students. Progress of students in

All teachers are encouraged to use Edmodo as a form of student and parent communication.

Gradebook online is accessible to parents, equipped with a parent notification feature. Parent trainings are offered as needed.

The DMS newsletter is published quarterly for parents and linked to the DMS website.

DMS maintains a school website that consists of current events, schedules, calendars, valid information, and contact information.

An electronic marquee announces up-coming events such as report card dates, mid-year reports, assessment times and other school functions.

Parents are able to request conferences with teachers via the guidance department.

Teachers use e-mail, agenda books, conferences, and phone calls as means of communication.

A parent climate survey is available for parents. Results are given to the staff for evaluation in May.

Parents are invited to a

	<p>Starting in late September, a math tutor will be available for indentified students to address targeted areas of weakness.</p> <p>Students may participate in a mentoring program (both with qualified adults and with appropriate high school students).</p> <p>Teachers offer before and after school tutoring, as well as office hours, and are available for parent conferences as needed.</p> <p>Summer school will be provided for students who have scored a Level I or Level II on FCAT Math.</p> <p>Support facilitation is provided for ESE students in content area classrooms. Teachers have been provided a list of their identified ESE students along with needed accommodations. Additionally they have resource notes (e.g., PMP, IEP, ELL, 504). This information is also available on the secured share drive.</p> <p>All teachers have been given the lists of Level 1 and Level 2 students, and are to identify their fragile 3 students and/or regressed students. Many of these students will be “adoptees”.</p> <p>Each teacher is advised to “adopt” two of our targeted AYP students to give extra encouragement, check up on, support, and recognize (year 3 of this practice). Our in-house Student Success Survey will be completed and returned by all teachers to our principal for reflection and advisement on how we are addressing the needs of our lowest 35%.</p> <p>All teachers will participate in the ICU program. This program identifies students who have not completed assignments and provides a framework within which students</p>		<p>targeted fragile groups will also be reviewed and discussed</p> <p>Teachers will participate in collaborative, departmentalized planning and differentiated professional development activities to meet specific needs of the department.</p> <p>Math teachers will receive targeted profession development on way to incorporate complex text and tasks into their curriculum.</p> <p>All staff will participate in monthly professional development modules that address our school-wide targeted goals for the year. They include:</p> <ul style="list-style-type: none"> • Complex text & tasks (CIS, close reading, multiple texts, DBQ) • Common Core across the curriculum • Visible Learning strategies • Constructive feedback /conferencing • Assessment capable learners • Micro teaching • Common Planning, and • Lesson Study <p>Teachers will receive a “Master Teacher” professional development pamphlet each week that will highlight topics that are relevant to highly effective teachers. Principal</p>	<p>Readiness Day, Orientations, and Open Houses for each grade level. They are also invited to pep rallies and assemblies.</p> <p>Teachers ---trained in providing meaningful feedback---will conduct individual conferences with students regarding their DEA results after testing. This practice will help identify student needs and modify instruction based on those needs. Alerting students of their own needs should help them self-monitor, as well. This practice ties into our targeted Visible Learning strategy of creating assessment capable learners. Parents will receive a copy of conference notes on a school-wide form.</p>
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	<p>can successfully complete their assignments and master benchmarks. A key component of the ICU program is parent communication and administrative support.</p> <p><u>SCHOOL-WIDE MATH INITIATIVES</u></p> <p>All teachers will be reminded of and will be expected to implement strategies that force students back into the text to interact with and to locate key informational items.</p> <p>Teachers will analyze released PARCC item specs and any new rubrics to ensure instruction aligns with current standards and evaluation instruments.</p> <p>Posters were created to display the eight Common Core math principles. All teachers will display this laminated poster in his or her room. Each month teachers will adopt one principle and incorporate it into their content area instruction.</p> <p>Use Math manipulatives such as 3-D forms to motivate and engage students as appropriate for content.</p> <p><u>ADVANCED/GIFTED</u></p> <p>Students will engage in tasks for which determining the solutions is not known in advance. They will apply and adapt a variety of appropriate strategies to solve problems (Higher Order Thinking).</p> <p>Geometry skills will be incorporated into practice and assessments across the department.</p> <p><u>ASSESSMENT</u></p> <p>Students will receive DEA testing up to three times per year so that teachers may access current data on students to help identify</p>		<p>will lead the discussion on these materials during faculty meetings and provide follow up via e-mail We are working with the PD department to secure points for participation if teachers elect to complete the reflection component.</p> <p>Individual teachers will participate in workshops to implement new technologies in the classroom, particularly those relevant to our BYOD pilot. These will include: Edmodo, Poll Everywhere, digital portfolios, appropriate cyber research and citation. Digital educators, DMS peer teachers who are competent and comfortable in particular technologies and/or strategies, as well as company representatives, will facilitate and instruct on these topics.</p> <p>Teachers will review FCAT scores and develop a written plan of focus to improve student learning (IPDP). Teachers are encouraged to consider Meaningful Feedback as a method to improve student learning. The Literacy Coach and effective peer mentors will provide assistance and support as needed.</p> <p>Teachers are strongly encouraged and will receive release time as requested to visit DMS classrooms and other schools to observe</p>
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	<p>needs and to modify instruction based on those needs, as well as to monitor and record math achievement.</p> <p>Data teams will evaluate data results and identify instructional strategies that are the causal factor in student growth or decline.</p> <p>Teachers will conduct individual conferences with students regarding their DEA results after testing. This practice will help identify student needs and modify instruction based on those needs. Alerting students of their own needs should help them self-monitor, as well.</p> <p><u>TECHNOLOGY</u></p> <p>The FCAT Explorer, Brain Child, IXL, Study Island programs, and other web- based activities will be utilized to engage students.</p> <p>DMS will pilot the BYOD (Bring Your Own Device) program this year. Students will be encouraged to use their own digital devices within the construct of planned lessons to increase engagement and improve proficiency in finding, using and producing information in the digital age.</p>		<p>professional practices as an extension of professional development. Participants will follow-up in collegial discussions with the Literacy Coach (year 3).</p> <p>Volunteer (small group) book studies will be facilitated for the faculty with selected professional development books, to include <u>Visible Learning, Meaningful Feedback, Academic Conversations, Beyond the Numbers, Data Team Expectations & Learning Targets.</u></p> <p>Returning teachers will be offered the opportunity to attend Advanced CRISS training.</p> <p>Response to Intervention trainings will be held in August/September for all teachers to become familiar with the district's Rtl model.</p> <p>For the first time, DMS held an "Info Expo" to disseminate information on all the new and/or revisited initiatives to cover this year in a relaxed pace and setting: Meaningful Feedback, 90/90/90 study, Data Teams, ICU program, Common Core Implementation Plan, and Pre-AP for middle schools! A majority of our faculty volunteered to attend prior to</p>	
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			<p>pre-planning.</p> <p><u>NEW TEACHERS</u></p> <p>New teachers will receive training on Data Star, DEA, and Gradebook that is facilitated by the LC.</p> <p>Any new teachers will be CRISS trained.</p> <p>New teachers will be provided a mentor to support them during their first year.</p> <p>Objective/other:</p>	
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- The process for administering formative and summative assessments (screening, diagnostic, & progress monitoring) is identified in the Okaloosa County Pupil Progression Plan.

School: Destin Middle School	School Focus: Writing
District Goal:	Students shall demonstrate writing proficiency at or above expected grade level.

Objective	The percentage of 8 th grade students scoring 4.0 and above on FCAT Writing will be at least 90%. (District Objective: <input checked="" type="checkbox"/> +2 percentile points or <input type="checkbox"/> maintain 90-100%)
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Target Group(s) Supporting Data (summary) – Provide 3 year historical data chart	Strategies/Innovative methods & extended learning opportunities <small>Include technology and assessment</small>	Budget	Professional Development <small>(Identify measurable teacher outcome)</small>	Communication with Parents & Customer Relations <small>(Community/Parent awareness)</small>																																														
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Sub-group Totals				<p>Staffing Specialist, ESE Teacher, School Psychologist as needed, Administrator, and Literacy Coach.</p> <p>Students will use weekly writing activities in response to reading materials in all IR classes.</p> <p>PMP's will be developed for students scoring 3.0 or less on the Destin Writes/Okaloosa Writes Assessment.</p> <p>Students may participate in a mentoring program (both with qualified adults and with appropriate high school students).</p> <p>Teachers offer before and after school tutoring, as well as office hours, and are available for parent conferences as needed.</p> <p>Support facilitation is provided for ESE students in content area classrooms. Teachers have been provided a list of their identified ESE students along with needed accommodations. Additionally they have resource notes (e.g., PMP, IEP, ELL, 504). This information is also available on the secured share drive.</p> <p>All teachers have been given the lists of Level 1 and Level 2 students, and are to identify their fragile 3 students and/or regressed students. Many of these students will be "adoptees".</p> <p>Each teacher is advised to "adopt" two of our targeted AYP students to give extra encouragement, check up on, support, and recognize (year 3 of this practice). Our in-house Student Success Survey will be completed and returned by all teachers to our principal for reflection and advisement on how we are addressing the needs of our lowest 35%.</p>	<p>assessment and reevaluate data to determine student mastery. Students who have not achieved proficiency will be identified for further instruction or support.</p> <p>A review of 2012 Destin & Florida writes scores will be conducted in August and then mid-year review will be conducted within the LA department to analyze DEA/Writing Prompt samples for progress and regressions of students. Of note will be department discussions on ways to grow more Level 6 writers. Progress of students in targeted fragile groups will also be reviewed and discussed.</p> <p>Teachers will review Florida & Destin Writes scores and develop a written plan of focus to improve student learning (IPDP). Teachers are encouraged to consider Meaningful Feedback as a method to improve student learning. The Literacy Coach and effective peer mentors will provide assistance and support as needed.</p> <p>Teachers will participate in collaborative, departmentalized planning and differentiated professional development activities to meet specific needs of the department.</p>	<p>A parent climate survey is available for parents. Results are given to the staff for evaluation in May.</p> <p>Parents are invited to a Readiness Day, Orientations, and Open Houses for each grade level. They are also invited to pep rallies and assemblies.</p> <p>Teachers ---trained in providing meaningful feedback---will conduct individual conferences with students regarding their DEA results after testing. This practice will help identify student needs and modify instruction based on those needs. Alerting students of their own needs should help them self-monitor, as well. This practice ties into our targeted Visible Learning strategy of creating assessment capable learners.</p> <p>Parents will receive a copy of conference notes on a school-wide form</p>
Group	Total #					
	2010	2011	2012			
F/R	166	178	137			
ESE/SLD	64	65	30			
Gifted	52	43	39			

All teachers will participate in the ICU program. This program identifies students who have not completed assignments and provides a framework within which students can successfully complete their assignments and master benchmarks. A key component of the ICU program is parent communication and administrative support.

SCHOOL-WIDE WRITING INITIATIVES

A Literacy Council will meet monthly and function as a synergistic team to support literacy projects, such as Read-Aloud Day and our literary magazine, Deep Waters.

Language Arts teachers will conduct a review of previous year's scored essays to determine areas of strength and weakness. This review will drive instruction and enable teachers to duplicate best practices to share building-wide and with peers across the county.

Teachers will analyze released PARCC item specs and any new rubrics to ensure instruction aligns with current standards and evaluation instruments.

The Common Core ELA State Standards will be integrated into all the content areas. Writing in response to complex text will be part of each teacher's 20 day lesson plan across the curriculum.

Posters were created to display the ten Common Core ELA Anchor Standards. All teachers will display this laminated poster in his or her room. Teachers will use these standards in their instruction and reference the poster to raise student awareness that these concepts are relevant across the curriculum.

Students will write, revise, and edit for

All staff will participate in monthly professional development modules that address our school-wide targeted goals for the year. They include:

- Complex text & tasks (CIS, close reading, multiple texts, DBQ)
- Common Core across the curriculum
- Visible Learning strategies
- Constructive feedback /conferencing
- Assessment capable learners
- Micro teaching
- Common Planning, and
- Lesson Study

Language Arts teachers will receive training from LC and peer mentors on the Common Core ELA State Standards. They will ensure that complex writing tasks are assigned in response to complex texts. This may include fiction, non-fiction, poetry and seminal documents.

Additionally, LA teachers will understand and share the new focus on conventions on FCAT Writes, both in isolated incidents and on the holistic rubric used in FCAT scoring. They will also share information relevant to the requirements of a 4.0 proficiency score with their students, parents, and colleagues.

	<p>accuracy in Language Arts classes (to include the new focus on conventions, as well as the new proficiency level of 4.0).</p> <p>Teachers all use a common set of editing marks (2nd year of practice). These marks are displayed on a highly visible poster in each classroom and referenced by all teachers during instruction and conferencing.</p> <p>Three balanced literacy Observation Classrooms will be fully implemented in Language Arts and Science.</p> <p>Writing to learn activities will continue to be implemented in all content areas to improve comprehension.</p> <p>Students will continue to write to explain how to solve problems in math classes.</p> <p>Students will continue to write periodic science lab reports to support conclusions.</p> <p>Students may utilize interactive notebooks/journals and research papers in Social Studies, Science, and Language Arts to strengthen vocabulary and comprehension.</p> <p><u>ASSESSMENT</u></p> <p>Language Arts teachers will assign one document-based writing assignment each quarter. The reference texts will be complex and 75% will be non-fiction. These essays will be scored using the FCAT 2.0 rubric and the 6-Traits of Writing Rubric. Teachers will conduct individual conferences with students regarding writing samples. This practice will help identify student needs and modify instruction based on those needs. Alerting students of their own needs should help them self-monitor, as well.</p>	<p>Teachers will receive a "Master Teacher" professional development pamphlet each week that will highlight topics that are relevant to highly effective teachers. Principal will lead the discussion on these materials during faculty meetings and provide follow up via e-mail We are working with the PD department to secure points for participation if teachers elect to complete the reflection component.</p> <p>Individual teachers will participate in workshops to implement new technologies in the classroom, particularly those relevant to our BYOD pilot. These will include: Edmodo, Poll Everywhere, digital portfolios, appropriate cyber research and citation. Digital educators, DMS peer teachers who are competent and comfortable in particular technologies and/or strategies, as well as company representatives, will facilitate and instruct on these topics.</p> <p>Teachers are strongly encouraged and will receive release time as requested to visit DMS classrooms and other schools to observe professional practices as an extension of professional development. Participants will follow-up in collegial discussions with the Literacy</p>	
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	<p>Students will maintain writing portfolios in Language Arts classes and will be available for conferences and/or review by administration.</p> <p>Parents will be alerted to the writing progress of individual students.</p> <p>Data teams will evaluate data results and identify instructional strategies that are the causal factor in student growth or decline.</p> <p>Student progress will be reviewed in department meetings during mid-year data analysis sessions, including any information gleaned from the DEA.</p> <p><u>TECHNOLOGY</u></p> <p>The FCAT Explorer, Brain Child, Fast Forward, Study Island programs, and other web- based activities will be utilized to engage students.</p> <p>DMS will pilot the BYOD (Bring Your Own Device) program this year. Students will be encouraged to use their own digital devices within the construct of planned lessons to increase engagement and improve proficiency in finding, using and producing information in the digital age.</p> <p><u>ADVANCED/GIFTED</u></p> <p>Teachers will coordinate vertical alignment in all gifted and advanced classes to ensure rigor and to build foundational skills for success at the high school level.</p> <p>Teachers will use document-based questioning techniques and multiple complex texts and tasks. Students will engage in text based evidence gathering to support an argument or thesis. Development of logic must be evident.</p>	<p>Coach (year 3).</p> <p>Volunteer (small group) book studies will be facilitated for the faculty with selected professional development books, to include <u>Visible Learning, Meaningful Feedback, Academic Conversations, Beyond the Numbers, Data Team Expectations & Learning Targets.</u></p> <p>Returning teachers will be offered the opportunity to attend Advanced CRISS training.</p> <p>Observation Classroom teachers will receive county-wide training focused on implementation of best practices in ELA and content area classrooms. Specific to this year will be Common Core training.</p> <p>Response to Intervention trainings/ MTSS will be held in August/September for all teachers to become familiar with the district's RtI/MTSS model.</p> <p>For the first time, DMS held an "Info Expo" to disseminate information on all the new and/or revisited initiatives to cover this year in a relaxed pace and setting: Meaningful Feedback, 90/90/90 study, Data Teams, ICU program, Common Core Implementation Plan, and Pre- AP for middle</p>	
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	<p>students will be provided choice assessment projects.</p>		<p>schools! A majority of our faculty volunteered to attend prior to pre-planning.</p> <p><u>NEW TEACHERS</u></p> <p>New teachers will receive training on Data Star, DEA, and Gradebook that is facilitated by the LC.</p> <p>Any new teachers will be CRISS trained.</p> <p>New teachers will be provided a mentor to support them during their first year.</p> <p>Objective/other:</p>	
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- The process for administering formative and summative assessments (screening, diagnostic, & progress monitoring) is identified in the Okaloosa County Pupil Progression Plan.

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

Objective S-1 (Grades 5, 8)	The percentage of 5 th & 8 th grade students who will be proficient in science as defined by the State of Florida on the Florida Comprehensive Assessment Test will be at least 78%. (District Objective: <input checked="" type="checkbox"/> +2 percentile points or <input type="checkbox"/> maintain 90-100%)
Objective S-2 (High school only)	The percentage of all curriculum students who will be proficient in science as defined by the State of Florida on the Florida Biology End-of-Course Exams will be at least %%. (District Objective: <input type="checkbox"/> +2 percentile points or <input type="checkbox"/> maintain 90-100%)

Target Group(s) Supporting Data (summary) – Provide 3 year historical data chart	Strategies/Innovative methods & extended learning opportunities <small>Include technology and assessment</small>	Budget	Professional Development <small>(Identify measurable teacher outcome)</small>	Communication with Parents & Customer Relations <small>(Community/Parent awareness)</small>																																													
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Sub-group Totals

Group	Total #		
	2010	2011	2012
F/R	163	178	137
ESE/S LD	64	65	30
Gifted	52	43	34

classroom setting with a reading certified teacher to develop content area reading proficiency.

Teachers will continue to receive Lexile levels for all students with a focus on IR students to enable scaffolded reading activities.

An RtI/MTSS team will conduct meetings as needed to discuss student interventions and implement the RtI/MTSS process with appropriate documentation. Members in attendance will be, but not limited to, Guidance Counselor, Staffing Specialist, ESE Teacher, School Psychologist as needed, Administrator, and Literacy Coach.

PMPs will be developed for Level 1 students and progress monitored at least 3 times per year, as prescribed in our PPP, to improve student performance.

Students may participate in a mentoring program (both with qualified adults and with appropriate high school students).

Teachers offer before and after school tutoring, as well as office hours, and are available for parent conferences as needed.

Support facilitation is provided for ESE students in content area classrooms. Teachers have been provided a list of their identified ESE students along with needed accommodations. Additionally they have resource notes (e.g., PMP, IEP, ELL, 504). This information is also available on the secured share drive.

All teachers have been given the lists of Level 1 and Level 2 students, and are to identify their fragile 3 students and/or regressed students. Many of these

meet twice monthly to evaluate student needs, target instruction with specific strategies, create and collect data from a common assessment and reevaluate data to determine student mastery. Students who have not achieved proficiency will be identified for further instruction or support.

A mid-year review will be conducted within each department to analyze DEA test data for progress and regressions of students. Progress of students in targeted fragile groups will also be reviewed and discussed

Teachers will participate in collaborative, departmentalized planning and differentiated professional development activities to meet specific needs of the department.

Science teachers will attend a training at Biophelia that integrates all content areas into a thematic unit that includes hands on research and field work.

All staff will participate in monthly professional development modules that address our school-wide targeted goals for the year. They include:

- Complex text & tasks (CIS, close reading--

Parents are able to request conferences with teachers via the guidance department.

Teachers use e-mail, agenda books, conferences, and phone calls as means of communication.

A parent climate survey is available for parents. Results are given to the staff for evaluation in May.

Parents are invited to a Readiness Day, Orientations, and Open Houses for each grade level. They are also invited to pep rallies and assemblies.

Teachers ---trained in providing meaningful feedback---will conduct individual conferences with students regarding their DEA results after testing. This practice will help identify student needs and modify instruction based on those needs. Alerting students of their own needs should help them self-monitor, as well. This practice ties into our targeted Visible Learning strategy of creating assessment capable learners.

Parents will receive a copy of conference notes on a school-wide form

	<p>students will be “adoptees”.</p> <p>Each teacher is advised to “adopt” two of our targeted AYP students to give extra encouragement, check up on, support, and recognize (year 3 of this practice). Our in-house Student Success Survey will be completed and returned by all teachers to our principal for reflection and advisement on how we are addressing the needs of our lowest 35%.</p> <p>All teachers will participate in the ICU program. This program identifies students who have not completed assignments and provides a framework within which students can successfully complete their assignments and master benchmarks. A key component of the ICU program is parent communication and administrative support.</p> <p><u>SCHOOL-WIDE SCIENCE INITIATIVES</u></p> <p>Weekly writing assignments will be used to enhance vocabulary and comprehension.</p> <p>FCAT workbooks will be used 1st and 2nd semester.</p> <p>To continue growth in vocabulary skills, interactive word walls will again be in place in all classrooms.</p> <p>Teachers will analyze released PARCC item specs and any new rubrics to ensure instruction aligns with current standards and evaluation instruments.</p> <p>Students will have one investigative laboratory project, demonstration, or experiment with each chapter.</p> <p>Students will maintain interactive notebooks to increase vocabulary, comprehension,</p>		<p>especially since most science teachers attended the summer workshops in this area, multiple texts, DBQ)</p> <ul style="list-style-type: none"> • Common Core across the curriculum • Visible Learning strategies • Constructive feedback /conferencing • Assessment capable learners • Micro teaching • Common Planning, and • Lesson Study <p>Teachers will receive a “Master Teacher” professional development pamphlet each week that will highlight topics that are relevant to highly effective teachers. Principal will lead the discussion on these materials during faculty meetings and provide follow up via e-mail We are working with the PD department to secure points for participation if teachers elect to complete the reflection component.</p> <p>Individual teachers will participate in workshops to implement new technologies in the classroom, particularly those relevant to our BYOD pilot. These will include: Edmodo, Poll Everywhere, digital portfolios, appropriate cyber research and citation. Digital educators, DMS peer teachers who are competent and comfortable in particular</p>	
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	<p>and note-taking skills.</p> <p>Students will design their own experiments with the option to participate in school, county and state-wide competition.</p> <p>Students will use interactive textbooks in Science classes to promote literacy skills.</p> <p>Inquiry based problem solving with real life events will be used. DMS takes full advantage of our rich and varied natural surrounding and incorporate them into our Science curriculum.</p> <ul style="list-style-type: none"> • We are investigating mounting an “eagle cam” on an osprey nest that is home to a breeding pair. • We cleared our on-site pond and use it to collect samples and take measurements. • This is the first year for our fishing club that was established in partnership with the Destin Fishing Museum and other local businesses. • We are participating in the Biophelia field experience that integrates all content areas into a thematic unit that includes hands-on research and field work. • Each 7th grade students design a build a cardboard boat using mathematic and scientific principles. These team manned water craft are raced in the Choctawhatchee Bay. <p>5th grade students will continue to be visited by local math and science experts in their field (including a retired astronaut). This is supported by our ongoing relationship with Eglin AFB. These experiences support STEMM initiatives and foster a love of exploration and adventure at an early age.</p> <p>Science & ELA teachers will work together to create cross curricular units that include</p>		<p>technologies and/or strategies, as well as company representatives, will facilitate and instruct on these topics.</p> <p>Teachers will review FCAT scores and develop a written plan of focus to improve student learning (IPDP). Teachers are encouraged to consider Meaningful Feedback as a method to improve student learning. The Literacy Coach and effective peer mentors will provide assistance and support as needed.</p> <p>Teachers are strongly encouraged and will receive release time as requested to visit DMS classrooms and other schools to observe professional practices as an extension of professional development. Participants will follow-up in collegial discussions with the Literacy Coach (year 3).</p> <p>Volunteer (small group) book studies will be facilitated for the faculty with selected professional development books, to include <u>Visible Learning, Meaningful Feedback, Academic Conversations, Beyond the Numbers, Data Team Expectations & Learning Targets</u>.</p> <p>Returning teachers will be</p>	
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	<p>science-based literature and complex non-fiction texts.</p> <p>Three balanced literacy Observation Classrooms will be fully implemented in Language Arts and Science.</p> <p>DEA probes will continue to be encouraged as a tool to target and strengthen instruction of Common Core and NG-SSS.</p> <p>Students will receive DEA testing up two times per year so that teachers may access current data on students to help identify needs and to modify instruction based on those needs, as well as to monitor and record reading achievement.</p> <p>Data teams will evaluate data results and identify instructional strategies that are the causal factor in student growth or decline.</p> <p>Teachers will conduct individual conferences with students regarding their DEA results after testing. This practice will help identify student needs and modify instruction based on those needs. Alerting students of their own needs should help them self-monitor, as well.</p> <p><u>TECHNOLOGY</u></p> <p>The FCAT Explorer, Brain Child, Study Island programs, and other web-based activities will be utilized to engage students.</p> <p>DMS will pilot the BYOD (Bring Your Own Device) program this year. Students will be encouraged to use their own digital devices within the construct of planned lessons to increase engagement and improve proficiency in finding, using and producing information in the digital age.</p>		<p>offered the opportunity to attend Advanced CRISS training.</p> <p>Science Department Head will continue to maintain a set of read-alouds appropriate for Science. LC will provide training/demonstration of use of read-alouds in Science.</p> <p>5th-grade science teacher/s to work collaboratively with elementary colleagues across other schools to glean best practices and to implement successful practices for our students in 5th-grade science. Participation in any offered district science workshops is an expectation.</p> <p>Observation Classroom teachers will receive county-wide training focused on implementation of best practices in ELA and content area classrooms. Specific to this year will be Common Core training.</p> <p>Response to Intervention trainings will be held in August/September for all teachers to become familiar with the district's RtI model.</p> <p>For the first time, DMS held an "Info Expo" to disseminate information on all the new and/or revisited initiatives to cover this year in a relaxed pace and setting: Meaningful Feedback, 90/90/90 study, Data Teams, ICU program,</p>	
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	<p><u>ADVANCED/GIFTED</u></p> <p>Teachers will coordinate vertical alignment in all gifted and advanced classes to ensure rigor and to build foundational skills for success at the high school level. DMS provided Physical Science Honors courses.</p> <p>Teachers will use document-based questioning techniques and multiple complex texts and tasks. Students will engage in text based evidence gathering to support an argument or thesis. Development of logic must be evident</p> <p>Students will read a novel related to Science concepts during the academic year (optional, per teacher). They will participate in classroom debates.</p> <p>Provide experiences in Higher Order Thinking using questioning strategies and Jamestown Readers.</p> <p>We are investigating implementation of "Pre-AP" core classes next year.</p>		<p>Common Core Implementation Plan, and Pre-AP for middle schools! A majority of our faculty volunteered to attend prior to pre-planning.</p> <p><u>NEW TEACHERS</u></p> <p>New teachers will receive training on Data Star, DEA, and Gradebook that is facilitated by the LC.</p> <p>Any new teachers will be CRISS trained.</p> <p>New teachers will be provided a mentor to support them during their first year.</p> <p>Objective/other:</p>	
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- The process for administering formative and summative assessments (screening, diagnostic, & progress monitoring) is identified in the Okaloosa County Pupil Progression Plan.

School:Destin Middle School	School Focus: College Readiness/Academic Acceleration
School Objective:	Destin Middle School will offer at least 6 classes for college credit. 90% of students will pass the end of course exam in these courses and receive high school credit. 90% of all Destin Middle School students will be enrolled in at least one honors class. The number of Middle School students enrolled in high school courses will increase by 5%.

Target Group(s) Supporting Data (summary) – Provide 3 year historical data chart	Strategies/innovative methods & extended learning opportunities <small>Include technology and assessment</small>	Budget	Professional Development <small>(Identify measurable teacher outcome)</small>	Communication with Parents & Customer Relations <small>(Community/Parent awareness)</small>																															
<p>% Passage of HS credit courses</p> <table border="1" data-bbox="188 571 548 887"> <thead> <tr> <th rowspan="2">Course</th> <th colspan="3">Year 20..</th> </tr> <tr> <th>10</th> <th>11</th> <th>12</th> </tr> </thead> <tbody> <tr> <td>Web Design</td> <td></td> <td></td> <td>33/96%</td> </tr> <tr> <td>IT</td> <td></td> <td></td> <td>74/100%</td> </tr> <tr> <td>Spanish</td> <td></td> <td></td> <td>38/100%</td> </tr> <tr> <td>Algebra I</td> <td></td> <td></td> <td>62/100%</td> </tr> <tr> <td>Geometry</td> <td></td> <td></td> <td>20/100%</td> </tr> <tr> <td>Science</td> <td></td> <td></td> <td>35/100%</td> </tr> </tbody> </table>	Course	Year 20..			10	11	12	Web Design			33/96%	IT			74/100%	Spanish			38/100%	Algebra I			62/100%	Geometry			20/100%	Science			35/100%	<p>DMS will pilot the BYOD (Bring Your Own Device) program this year. Students will be encouraged to use their own digital devices within the construct of planned lessons to increase engagement and improve proficiency in finding, using and producing information in the digital age.</p> <p>Destin Middle School will offer courses for High School Credit to include:</p> <ul style="list-style-type: none"> • Web Design Certification • Introduction to Technology • Spanish • Algebra I • Geometry • Physical Science Honors <p>Our principal and one other middle school principal attend the first-ever AP conference for the middle level this past summer (Pre-AP). As a result, our faculty is investigating & considering the implementation of “Pre-AP courses here in the future. Teachers of core courses bearing this title would have the responsibility to document more stringent higher order thinking strategies, use of quality outside resources, and capstone projects for involved students, as well as communicating with their high school feeder counterparts.</p>		<p>PDSP Focus: All teachers will participate in workshops to implement new technologies in the classroom, particularly those relevant to our BYOD pilot. These will include: Edmodo, Poll Everywhere, digital portfolios, appropriate cyber research and citation. Digital educators, DMS peer teachers who are competent and comfortable in particular technologies and/or strategies, as well as county and or company representatives, will facilitate and instruct on these topics.</p> <p>Objective/other:</p>	
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- **The process for administering formative and summative assessments (screening, diagnostic, & progress monitoring) is identified in the Okaloosa County Pupil Progression Plan.**

Title I Schools

School:

Instruction by highly qualified teachers	Strategies to attract highly qualified teachers	Plans for assisting preschool children in the transition from early childhood programs to local elementary programs (preschool transition strategies)

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

SUPPLEMENTAL PAGE 2012- 2013

Accreditation Standards

1. Vision and Purpose
2. Governance and Leadership
3. Teaching and Learning
4. Documenting and Using Results
5. Resources and Support Systems
6. Stakeholder Communication and Relationships
7. Commitment to Continuous Improvement

GOAL 1: OCSD will develop innovative and relevant curricula which engage students and are tailored to their individual needs and aspirations.

- DMS is involved in the “Bring Your Own Device” pilot program which, by design, engages students by allowing them to use their own smart devices in the instructional processes in class and for homework assignments. This practice is also relevant to a generation of students whose future careers will likely evolve using such technologies.
- DMS has implemented the ICU program in an effort to intervene and improve students’ academic habits before their grades take a downward spiral when that decline is due to missing assignments.
- Our school seeks out innovative means to keep students in school, engaged, and aware of their environment. One such initiative is the creation of our DMS Fishing Club. We have already partnered with both the Destin Fishing Museum and with the owner of Coastal Angler to provide enrichment experiences for our students. This is a very new endeavor, but it has already received much attention locally in that we’ve been asked to share the start-up process with others at the end of the year.

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

- DMS offers a full selection of rigorous courses for high school credit (Spanish, Algebra I, Geometry, Web Design, and IT).
- DMS has trained teachers who administer the DEA several times throughout the school year in order to gage student achievement and make instructional adjustments that assist in pushing students to succeed at their highest level of ability.

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

- Each DMS faculty member holds and advertises “office hours” that are open to all students who may come and receive homework assistance, review for tests, or seek general study guidance .
- Additionally, DMS provides more formal tutoring for students who are weaker in math and Language Arts/Writing after school hours and, where needed, during the school day.

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

- DMS actively encourages parents to attend SAC meetings, to become mentors, business partners, and volunteers. (To that end, most years we are recipients of both the Gold and Silver Volunteer Awards for volunteer hours donated to the school; as well, most years we have all of our classrooms “adopted” by business partners)

- The 5th-grade science program has been “adopted” by a retired NASA astronaut. We actively sought out this initiative during the one year that our science scores fell. After that initial year, he has asked to come back! We are delighted in that his adventure stories (with the science behind them) truly captivate the students and inspire their interest in STEM (and our science scores at that grade level continue to improve).

- We have partnered with the Destin Rotary Club to institute an Interact Club for our 7th- and 8th- graders. This club will emphasize the highest character traits and instill leadership, as well as partnership with the Destin Rotary Club by assisting with and engaging in a multitude of school and community projects [e.g., campus and boardwalk clean-ups (Litter Getters), Oodles of Noodles (for Harvest House), Backpacks in a Blessing (week-end snacks for F/R students), Destin Christmas Parade helpers, and many other initiatives to promote “Service Above Self”]. We are the first middle school in the area to have the Interact Club, but have already been approached about sharing the notion with other nearby Rotary Clubs.