



**Date Submitted: 9/14/2012**

**Dates of Revisions: 9/28/12**

# School Name: Meigs 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 \$1,506.00, will primarily be used for supplies and substitutes for Professional Development.</p> <p>The names represented below indicate approval of the SPP by SAC committee members.</p> <p>Mr. Lee Hale Principal</p> <p>Judge Jim Ward SAC Chair</p>	<p><b>Legend</b></p> <p>AICE: Advance International Certificate of Education          AP: Advanced Placement          AYP: Adequate Yearly Progress          CCSS: Common Core Standards          DA: Differentiated Accountability          DEA: Discovery Education Assessment          ED: Economically Disadvantaged          ELL: English Language Learners          ESE: Exceptional Student Education          FAIR: Florida Assessment for Instruction of Reading          FCAT: Florida Comprehensive Assessment Test          IB: International Baccalaureate          IEP: Individualized Education Plan          IPDP: Individualized Professional Development Plan          NGSSS: Next Generation Sunshine State Standards</p>	<p>NCLB: No Child Left Behind          PDSP: Professional Development Site Plan          PERT: Postsecondary Education Readiness Test (ACT's 10<sup>th</sup> Grade Assessment Test)          PLAN: Progress Monitoring Plan          PMS: Progress Monitoring System          POC: Plan of Care          PPP: Pupil Progression Plan          Rtl: Response to Intervention          SAC: School Advisory Council          SAI: Supplemental Academic Instruction          SAT 10: Stanford Achievement Test          SESAT: Stanford Early School Achievement Test          SINI: Schools in Need of Improvement          SPP/SIP: School Performance Plan; School Improvement Plan          SWD: Students with Disabilities          VE: Varying Exceptionalities</p>
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# School Profile

## 2012- 2013

### School Profile:

(Narrative)

Clifford Meigs Junior High School, established in 1967, at 150 Richbourg Avenue Shalimar, Florida, is a school rich with history. Prior to the school being designated as Clifford Meigs Middle School in 1989, the location was the home of Choctawhatchee Senior High School beginning in 1952. Choctawhatchee Senior High School was the first high school in the southern part of Okaloosa County. The land for the school was donated by Mr. Clifford Meigs whose family were early settlers to the area, particularly Shalimar. Choctawhatchee High School relocated to its present location on Racetrack Road in 1966. The close tie to Choctawhatchee High School is one that dates back many years and continues to this day.

Clifford Meigs Middle School located on the Florida Panhandle in Okaloosa County serves the residents of Shalimar and the surrounding areas of Fort Walton Beach, Hurlburt Air Force Base, Duke Field, the 7<sup>th</sup> Special Forces, and Eglin Air Force Base as well. Okaloosa County residents have “freedom of choice” in the selection of their child’s school through the utilization of zoning waivers. Approximately 90 students attend Meigs Middle School on a zoning waiver which is a tribute to the academic excellence stressed at the school. The parents of our students work in a number of different, diverse occupations working in high end technological fields with civil service or the military stationed at Eglin Air Force Base, Hurlburt Field, Duke Field, and the 7<sup>th</sup> Special Forces. Additionally, government contractors work to support the mission of these organizations. Due to our location along the Gulf of Mexico, some parents are employed in specialized areas in the oil and natural gas industries along the Florida, Alabama, Louisiana, and Texas coasts. A number of parents are employed in the service and fishing industry to support the local tourist industry also. Education, industry, and local business ownership are local employers. The second largest employer in Okaloosa County, behind the various military establishments, is the Okaloosa County School District. The local area affords parents and high school graduates with many local opportunities to attend college such as through the University of Florida Research and Engineering Institute, NOVA, University of West Florida, Northwest Florida State College, and Troy State University. All of these combined factors contribute to the local average income and educational level as being above the state and national norms.

Meigs Middle School is a school serving 540 students in grades six through eight where “*Game On*” is our motto this year! Achievement matters at Meigs Middle School as evidenced by 12 consecutive years of a school grade of an “A+!” While the standards in Florida are constantly changing and the rigor is being increased, the administration, teachers, students, and parents are rising to meet that challenge. The faculty and staff are undergoing a systemic change process as we transition from the Next Generation State Standards to the Common Core Standards, or national standards. The teachers and parents are working together to ensure that our students are prepared for the increased rigor at the high school level. Meigs Middle School students will graduate from high school 100% college and career ready! Through the Partnership for Assessment of Readiness for Colleges and Careers (PARCC) students will be expected to be assessed on tougher exams in Florida. The new testing is being piloted this school year with the new assessments replacing the FCAT in the spring of 2015. They will be more comprehensive assessments and allow for comparisons not only within the State of Florida; but on the national stage, as well. Scores will be able to be compared across states that are members of PARCC. Presently, there are 23 member states of PARCC. Students at Meigs Middle School are presently able to take the PSAT is an optional assessment. The PSAT serves as their initial measure of success on a test of this magnitude. The PSAT can be an exceptional indicator of success of the SAT which is typically taken as a junior in high school. Students performing at high levels are recognized at

the state and national levels. Additionally, students may elect to participate in the Duke Talent Identification Program (TIP) assessment which will provide the child and parents with feedback on their assessed areas. The TIP also recognizes state and national level placing students.

The racial composition of Clifford Meigs Middle School is a true reflection of the community that we serve. Of the 540 students presently enrolled, 83% are Caucasian, .04% are Asian, 17% are African-American, .07% are Hispanic, .01% are American Indian, and .003% are Pacific Islander. 51% of the students are on free or reduced lunch. This program, sponsored by the Federal Government, provides breakfast and lunch at a reduced rate or free rate based on the parents' income and qualifying standards set by the United States Department of Agriculture. The average daily attendance rate at Meigs Middle School is 96%.

The varied educational opportunities available at Meigs Middle School contribute to the success of our students and serve as a means to strive to meet all students' varied educational needs. The Talented and Gifted (TAG) students are served daily in a full day challenging program with certified teachers in gifted methods of instruction. Students qualify to be a part of this program by being identified by district and state criteria as Gifted, or by scoring at the top of their class and receiving a Level 4 or 5 on the Reading and Mathematics portions of the Florida Comprehensive Assessment Test (FCAT). College preparatory strategies are taught across the curriculum. Advanced and regular level classes are available in all core subjects. Meigs Middle School continues to support high academic rigor and encourages students to enroll in at least one advanced class yearly. Meigs Middle School offers an array of courses in which students can receive high school credit. Eligible students can enroll in Algebra 1 Honors, Geometry Honors, Physical Science Honors, Spanish Honors, Introduction to Technology, and Web Design. Intensive reading classes and after school tutoring are available to students who need additional assistance to reach grade level expectations. Our Exceptional Student Education (ESE) students receive instruction through small groups, computer learning software programs, a learning strategies class, and inclusion as appropriate. A self-contained class for students that qualify for Varying Exceptionalities (VE) focuses on basic reading skills, core academic skills, and daily living skills. These students participate annually in the State of Florida Special Olympics.

Meigs Middle School continues to offer a full competitive sports program available for boys and girls, as well as dance team, cheerleading, academic team, National Junior Beta Club, Student Council, Minority Council, Environmental Club, SWAT, Junior ROTC Prep, band and chorus programs, and Wildcat TV. Students are encouraged to be involved in the extracurricular and co-curricular activities that the school affords them.

Community and parent support of Meigs Middle School is achieved through an active School Advisory Council, and Parent Teacher Partnership Organization. Meigs Middle School qualifies each year for the Golden School Award sponsored by the Commissioner of Education recognizing volunteerism at the school site. One of the criteria for this distinguished award is to log at least twice as many volunteer hours as students enrolled in the school. Meigs Middle School is an active vital member of the Fort Walton Beach Chamber of Commerce and supports the efforts of the Okaloosa Public Schools Foundation and local businesses which recognize students through the Take Stock in Children Program, the mentoring program, and the Cox Inspirational Student Hero Program.

For the 2012-13 school year, Clifford Meigs Middle School has a number of students participating in different Exceptional Student Education Programs. They are as follows: 27 gifted students, 20 Language Impaired, 12 Speech, 1 Vision Impaired student, 30 students with a Specific Learning Disability, 5 students with Other Health Impaired, 6 students possess an Intellectual Disability, and 1 student is diagnosed as having the Autism Spectrum Disorder. Also, 1 student receives the services of Physical Therapy and Occupational Therapy. Meigs Middle School serves the educational needs of 6 English Language Learners. Meigs Middle School has 27 students with a 504 Plan. Teachers utilize the information on the IEP and the 504 Plan from the onset of the school year, to meet the needs of these students in their regular education classroom setting as well as in Exceptional Student Education classes.

The Okaloosa County School District (OCSD), coordinates The Annual Customer Satisfaction Survey for each of the schools in the district. In school year 2010-11, parents for the first time could submit their ballot and comments regarding their child's school online. Parents are satisfied with the education that their child(ren) receive at Meigs Middle School. The following comments were positive attributes of Meigs Middle School in the survey:

- My child's school emphasizes academic performance as the number one priority.
- Clear expectations of conduct and behavior are communicated to my child.
- My child's school maintains a safe environment.
- As a parent, I feel welcome at my child's school.
- The guidance department at my child's school provides for the educational success of my student.

Areas of concern from The Okaloosa County School District Customer Survey are indicated below. The items identified were:

- The school uses a variety of methods for parent communication.
- As a parent, I am made aware of the curriculum program for my child's grade level or course.
- School funds are used to support the school in a financially responsible manner.

The results from The Customer Satisfaction Survey for Clifford Meigs Middle School have been shared with the School Advisory Council, the Reading/Literacy Council, and the teachers. This survey is completed by parents and/or guardians only. The survey results are an additional piece of data used in the development of the School Performance Plan (SPP) and Professional Development Site Plan (PDSP) for Meigs Middle School. We are already addressing increased parent communication through our newsletter, improved school web site, signage usage in Shalimar city limits, and utilization of social media such as Facebook and twitter. The curricular programs have been realigned with our registration process. We have increased parental awareness of Meigs Middle School events through our Parent Partnership Group. Our change of leadership reflects a change of priority. Principal Lee Hale is focused on assisting the faculty, support personnel, parents, and students continually strive to make improvements at all levels and in all areas at Meigs Middle School! ***We are committed to continuous improvement!***

## HISTORICAL DATA

### School Percent Scoring Three and Above

Grade Level	Reading 2010	Reading 2011	Reading 2012	Math 2010	Math 2011	Math 2012	Writing Essay 2010 3.5>	Writing Essay 2011 4.0>	Writing Essay 2012 3.5>	Science 2010	Science 2011	Science 2012
6	81	81	73	65	69	70				NA	NA	NA
7	84	82	75	80	76	66				NA	NA	NA
8	80	73	75	89	89	77	90	81	78	73	70	68

#### Reading Scores

Percentage of Students by Achievement Level by grade															
Year	Level 1			Level 2			Level 3			Level 4			Level 5		
	6th	7th	8th	6th	7th	8th	6th	7th	8th	6th	7th	8th	6th	7th	8th
2010	8	6	4	12	10	16	35	35	41	27	33	32	18	16	8
2011	6	4	5	13	14	22	39	29	43	30	35	27	12	17	4
2012	8	5	7	19	2	19	38	35	32	23	23	27	13	18	15

  

Math Scores/Percentage of Students by Achievement Level by grade															
Year	Level 1			Level 2			Level 3			Level 4			Level 5		
	6th	7th	8th	6th	7th	8th	6th	7th	8th	6th	7th	8th	6th	7th	8th
2010	15	6	2	21	14	10	34	42	35	19	27	32	11	12	22
2011	11	6	2	20	17	9	30	34	46	27	30	25	12	13	19
2012	1	8	8	2	26	15	33	33	39	24	22	22	12	11	16

#### 8th grade 2011 FCAT Writes

Year	Students Tested	Mean Essay Score Combined†	Mean Scale Score
2010	197	4.2	NA
2011	205	4.2	NA
2012	160	3.3 (Change in Scoring)	NA

#### 8th Grade 2011 Science Scores

Percentage of Students by Achievement Level					
Year	Level 1	Level 2	Level 3	Level 4	Level 5
2010	6	22	47	19	6
2011	6	24	51	14	5
2012	6	26	46	17	5

**CLIFFORD MEIGS MIDDLE SCHOOL  
ALGEBRA 1 HONORS END OF COURSE EXAM  
2012**

<b>SY 2012</b>	<b>GRADE 7</b>	<b>100% of Students Scoring Level 3 or Higher</b>
<b>SY 2012</b>	<b>GRADE 8</b>	<b>98% of Students Scoring Level 3 or Higher</b>

**GEOMETRY END OF COURSE EXAM  
2012**

<b>SY2012</b>	<b>92% Scoring a Level 3 or Higher</b>
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## School Profile 2012- 2013

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

### School Mission:

Perpetuate our commitment to educational excellence through:

- Rigorous and relevant curriculum
- Accountability
- Stakeholder relationships

### Belief Statements:

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

<b>School:</b> Meigs Middle School	<b>School Focus:</b> Reading	
<b>District Goal:</b>	Students shall demonstrate reading proficiency at or above expected grade level.	
<b>Highly Qualified Status Administrators: (Title I)</b>	2	
<b>Reading Instructors/Recruitment: (Secondary)</b>	5 Teachers with reading certification/endorsement	0 Teachers working towards reading certification/ endorsement.
<b>Objective R-1</b>	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 84%. (District Objective: x +2 percentile points or <input type="checkbox"/> maintain 90-100%)	
<b>Objective R-2</b>	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 90%. (District Objective: x+ 2 percentile points or <input type="checkbox"/> maintain 90-100%)	
<b>Objective R-3</b>	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 90%. (District Objective: x + 2 percentile points or <input type="checkbox"/> maintain 90-100%)	



Target Group(s) Supporting Data (summary)	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><b>All curriculum groups</b></p> <p><b>2012 Percent Proficient (Scoring Level 3 or Higher): 75%</b></p> <p><b>2012 FCAT Reading percentages:</b></p> <p><b>Level 1: 7%</b>  <b>Level 2: 19%</b>  <b>Level 3: 35%</b>  <b>Level 4: 24%</b>  <b>Level 5: 15%</b></p>	<p>-Language Arts teachers will incorporate complex texts into the content area and scaffold with close reading activities. Teachers will conduct a Lesson Study using these activities. Teachers will debrief, revise, and reteach the lesson.</p> <p>-Teachers will continue to differentiate instruction with strategies such as: small groups, cooperative groups, multiple intelligence-based groups, stations, and inquiry-based groups.</p> <p><b>-A double period of 6<sup>th</sup> grade reading/language arts will be put in place to offer support to students with level 1 and 2 FCAT scores. An aide will be utilized to support the reading process.</b></p> <p>-Students will identify, learn, and reflect upon close reads taught in the content area.</p> <p>-DEA will be administered per the PPP and the data will be analyzed to drive instruction.</p> <p>-Core teachers will continue to use DATA STAR and Teacher DASHBOARD to identify students scoring less than 50% on sub skills and remediate with explicit instruction, scaffolding and RtI Tier 2.</p> <p>- All teachers will review analyze their FCAT data and revise their IPDP, if necessary, to address any new goals.</p> <p>-Grade Level Chairs will conduct regular team meetings to collaborate on instructional strategies, review student achievement and coordinate RtI services. Minutes will be submitted to the office.</p> <p>-Teachers will encourage students to use the Meigs Middle School Agenda Books to keep a record of assignments and activities. This</p>	<p>Discretionary Budget of the School</p> <p>Discretionary Budget</p>	<p><b>PDSP Focus:</b>  <b>Transition to CCSS</b></p> <p>-Increase knowledge of text complexity, close reading, and use Lesson Study to enhance student achievement.</p> <p>-Align instruction to CCSS through the use of multimedia.</p> <p>-How to assess CCSS formally and informally.</p> <p>-All teachers will incorporate lessons involving high student engagement.</p> <p>-All teachers will collaborate to find and incorporate complex texts and close reading lessons in their content areas.</p> <p>-All teachers will review DEA data and DEA content on the website to enhance curriculum.*This will be evidenced by cooperative PD groups, collaborating on Lesson Study and DEA Probes, collaborating with the Literacy Coach and will be documented in the lesson plans.</p> <p><b>Objective/other:</b>  <b>-Professional development, Lesson Study and Learning Communities will be organized for the purpose of researching instructional strategies aligned to CCSS.</b>  <b>-Communicate with parents and colleagues in a positive, proactive manner</b>  <b>- Professional development</b></p>	<p>Parents can access information about the school and their child in a variety of ways The staff and teachers use:</p> <ul style="list-style-type: none"> <li>-Meigs Interactive website</li> <li>-Edmodo</li> <li>-Grade book</li> <li>-Staff e-mail</li> <li>-Meigs Facebook page</li> <li>-Conferencing</li> <li>-Agenda Books</li> <li>-Telephone consults</li> <li>-SkiScoops</li> </ul> <p>- There will be two PARENT INFORMATIONAL MEETING ON COMMON CORE STANDARDS to help parents become aware of the CCSS and how it affects their students</p> <p>-Parents will be provided with information on how to access FCAT Explorer and Grade book</p> <p><b>-Post an article on the Meigs website and Facebook page monthly that provides information about adolescents and learning.</b>  <b>-Post an article on reading on the website monthly.</b></p> <p>-Information about the CCSS is on the school web site for parents to review.</p> <p>-Individualized communication as needed through the</p>

	<p>can be individualized to monitor specific academic and behavioral goals.</p> <p>-Teachers will use the OCSD Pacing Guides and follow the Course Code Descriptions to drive content instruction.</p> <p>-Students will be encouraged to participate in the Sunshine State Books Project-encouraging all middle school students to read the books. An award will be given at the end of the year and incentives will be continuous to encourage involvement, BOOKS AND BAGELS quarterly, and regularly access any on-line text components they may have.</p> <p>-Students will read complex texts closely and write to reflect on informational readings.</p> <p>-Students will analyze, interpret and evaluate a variety of literary genres independently and in the classroom.</p> <p>-Five OBSERVATION CLASSROOMS have been put in place and will model the BALANCED LITERACY CLASSROOM. Teachers may observe BEST PRACTICES in Science, Social Studies and Language Arts by collaborating with the Literacy Coach.</p> <p>-Core teachers will continue to use content-area reading strategies to scaffold highly complex text.</p> <p>-The Literacy Coach will encourage, assist, and support teachers as they establish and maintain a literacy-rich classroom. The LC will research and collaborate with teachers on writing /reading activities, close reading, complex texts, CRISS strategies, shared read-alouds, vocabulary development, classroom management and Literature Circles.</p>		<p>will follow the guidelines that were developed in the school level action plan by the Leadership Team.</p> <p>--All core teachers will provide direct, explicit instruction in subject area vocabulary development in for Tier 2 and Tier 3 words after professional development on best practices of vocabulary development.</p> <p>-Teachers will encourage students to read the Sunshine Books and participate in the Books and Bagels Book talks</p> <p>-Become an expert on NGSSS and Common Core Standards to be able to incorporate them into highly engaging lessons</p> <p>-Incorporate formative assessments to help drive daily instruction.</p> <p>-Teachers are encouraged to visit the OBSERVATION CLASSROOMS to find best practice strategies that may work in their classroom.</p> <p>-The OBSERVATION CLASSROOM TEACHERS will attend all required district trainings and showcase Meigs Balanced Literacy Program during the school year.</p> <p>-The IR teacher will attend all required district trainings and serve as a resource to the faculty for best practices and strategies in reading.</p> <p>-Teachers will be offered weekly strategies specific to each Teacher Evaluation</p>	<p>agenda book.</p> <p>-Advertisements about the Sunshine Books and the awards will be posted on the school website and discussed in all Language Arts classes.</p> <p>-Advertisements about Books and Bagels will be made through the NWF Daily News, school web site, daily announcements and Facebook. Parents will be encouraged to attend the Books And Bagels activities with their student.</p>
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	<p>-Teachers will have the opportunity to implement technology in the classroom such as COMPUTERS ON WHEELS, Classroom Performance Systems, Mimios, projectors, video cameras, document cameras and interactive websites. These technologies provide highly engaged learning activities, immediate feedback for students and assessments.</p> <p>-ALL students will be placed in an advanced Social Studies classes. Scaffolding and close reading will be used to ensure all students meet with success.</p> <p>-Teachers will utilize higher level thinking skills (WEBB) as well as Webb's DOK to encourage critical thinking skills. Advanced Placement strategies will also be utilized.</p> <p>-All Advisory classes will participate in CREW (CATS READING EVERYWHERE) three times per week minimum. Students will read self-selected texts. Advisory classes will be changed during the course of the year into self-selected activities of interest.</p> <p>-The LITERACY COUNCIL (Reading SPP Committee) spearheads a variety of activities to promote reading for pleasure and increase stamina in reading. The Literacy Council collaborates in Books and Bagels, guest speakers, contests, Book Fairs and showcasing student work.</p> <p>-Intensive Reading teacher and SLD teacher will meet monthly with the Literacy Coach as designated in the OCSD Reading Plan for middle grades.</p>		<p><b>Domain.</b></p> <p>-Teachers will have opportunities to participate in technology training at The Technology Lab.  <b>-Teachers will be offered PD on Discovery Education and writing probes specific to content area.</b></p> <p>-Civics teachers will continue to receive training to address the new course materials and collaborate to plan highly engaging lessons</p> <p>-Teachers will become familiar and learn to use CPALMS.org to assist with planning CCSS lessons.</p> <p>-All Advisory classes will read three times per week on specific days of the week.  -The Media Center will host a variety of activities to encourage visiting the Media Center and selecting books to read. A grant has been obtained that allows each student in the school the opportunity to select a free book to keep. Book and Bagels will be held quarterly to showcase new books and encourage book talks. The SUNSHINE STATE BOOKS will be advertised and students will be encouraged to read all of them for an award.</p>	<p>-Parents will be notified by different means to ensure that their child can attend various activities such as through the school website, callout, flyer, and agenda books.</p>
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	<p>-All LEVEL 1 and LEVEL 2 students will be placed in an Intensive reading class per PPP. All required assessments will be administered and the data analyzed to drive instruction. Writing will be an integral part of the IR Program as will reading informational text based on the OCSD K-12 Reading Plan.</p> <p>-All teachers will receive assessment results and will collaborate to plan direct and explicit instruction based on student's needs.</p> <p>-A PMP/PMS will be developed for each student requiring one according to the PPP.</p> <p>- The Intensive Reading teacher will use a variety of Balanced Literacy best practices in the classroom and differentiate instruction as needed for vocabulary /comprehension instruction using CRISS strategies WRITING TO LEARN.</p> <p>-The Intensive reading teacher will use various technologies such as Classroom Performance Systems, IPods, Mimio, Computers and electronic Readers to create a variety of highly engaging interactive lessons.</p> <p>-Best practices will be used while instructing from a variety of state adopted reading programs: Read XL, SRA, Corrective Reading, A+ Tutoring System, Integrated Learning Center Program, Six Minute Solutions for Fluency, Leveled Classroom readers (with audio support).</p> <p>-Instructional Strategies in the IR classroom</p>		<p>- Teachers and support staff will specifically address the educational and social needs of the lowest 35% population (deeming them at risk). They will collaborate to establish a support system to ensure success.</p> <p>-The Digital Educators will assist teachers with technology and serve as MENTORS to teachers as they develop engaging lessons.</p> <p>-The Language Arts Department will participate in a reading Book Adoption Process to ensure quality, complex texts for students in need of remediation and acceleration.</p> <p>-Literacy Coach will address how to administer the DEA, sign DEA security agreements and assist with scheduling and efficacy of the test Small group PD will be available to analyze DEA data and plan for instruction.</p> <p>-Plan of Care tutoring will be</p>	
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	<p>will be based on individual needs.</p> <ul style="list-style-type: none"> <li>- A classroom aide will provide scaffolding and support in the IR classrooms</li> <li>-Any student identified as having difficulty in reading will be provided the opportunity to attend after school tutoring.</li> <li>-Any ESE student identified as having difficulty in reading may be scheduled to attend a Learning Strategies Class.</li> <li>-A RESPONSE TO INTERVENTION TEAM will be put in place to provide support to teachers as they implement strategies for the improvement of academic skills or behavior. The Rtl Team will assist students who do not make adequate progress by collaborating on interventions and follow-up.</li> <li>-ELL: Additional reading strategies and support for ELL will include Best Practice ELL Learning strategies including (but not limited to: IR classes, support through tutoring and classroom aides, Rosetta Stone Language program, and Guidance Counselor support.</li> <li>-Data from CELLA, DEA, and other formative assessments will be used to guide differentiated instruction</li> <li>-STAR Reading Test will be administered to sixth graders and new students to obtain a lexile level.</li> <li>- All sixth grade students will conference with the teacher and take home an individual parent report.</li> <li>-Each ESE student will have appropriate goals on the IEP and each teacher will</li> </ul>	<p>Plan of Care Funds ]</p>	<p>offered in reading and all of the core academic courses.</p> <ul style="list-style-type: none"> <li>-The IEP will determine the placement of a student in Learning Strategies Class.</li> <li>-Staffing Specialists will keep all classroom teachers, ESE teachers, Rtl team, administration and Guidance apprised of any changes in paperwork, policies, procedures or individual student needs during the school year.</li> <li>-The Guidance Counselor will provide 504 plans, accommodations and support to classroom teachers.</li> <li>-The Guidance Counselor will monitor progress for all ELL students and maintain all LEP Plans.</li> <li>-The ESE teacher and classroom aides will provide support in Learning Strategies class and in regular classes as needed and dictated by IEPs</li> <li>-STAR Reading Test results will be shared with the student and parent as will the DEA results.</li> <li>-The ESE teacher and the Guidance Counselor will serve as a resource and liaison between the ESE student, parent and teacher.</li> </ul>	<ul style="list-style-type: none"> <li>-Parents of students eligible for tutoring will be notified by letter of the program particulars and will be encouraged to participate in this valuable after school program.</li> <li>-Parents will be invited to attend the PMP/IEP/LEP meetings to discuss strategies based on individual needs. ---</li> <li>-Parents will be encouraged to collaborate with teachers to help students navigate toward academic success by goal-setting and various strategies as a team approach. Parents will receive reports of student progress every four weeks</li> <li>-Parents of ELL students will be invited to attend an LEP meeting to determine best placement and strategies for learning.</li> <li>-Parent communications may be in the home language as needed.</li> <li>-Parents will be notified if a student is regressing. The Rtl team may be consulted as necessary.</li> <li>-ALL parents are encouraged to sign up for the GRADE BOOK NOTIFICATION SYSTEM to be alerted to a</li> </ul>
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	<p>receive a hard copy of all accommodations.</p> <p>-All students requiring a 504 Plan will be identified to their teachers and a plan provided.</p> <p>Additional support will be provided to ESE students in the form of a <b>Learning Strategies class</b> which will provide strategies and support to students in all classes.</p> <p>-Teachers will receive a list of at-risk students in targeted NCLB categories who have been identified to provide extra support and communication to.</p> <p>-The Guidance Counselor, teachers and administration will monitor student progress.</p> <p>-Students will repeat a failed course with another teacher whenever possible.</p> <p>-Students in need of a mentor will be placed in the program with parent permission for behavioral and academic support.</p> <p>-Students with a high academic average will be invited to attend an enrichment field trip</p>		<p>-The Guidance Counselor will provide the list of identified students and provide support to teachers and students.</p> <p>-Military unit collaboration with the 36<sup>th</sup> EWS and community members will be solicited to maintain a “mentor pool</p> <p>-All teachers will use complex text from Appendix B of CCSS to teach CCSS in the LA classroom. Students will learn strategies for test taking, decoding, phonics, and reading informational text.</p> <p>-The Guidance Counselor will provide 504 plans, accommodations and support to classroom teachers</p> <p>-Staffing Specialists will inform classroom teachers, ESE teachers, RtI team, administration and Guidance of any changes in paperwork, policies, procedures or individual student needs during the school year.</p> <p>-Maintain a mentor pool</p> <p>-Quarterly enrichment field trips will be taken by qualifying students.</p>	<p>drop in grades.</p> <p>-Parents will be invited to conferences to keep them apprised of the RtI process and participate in the development of any IEP, 504 Plan, PMP, or LEP. A translator will be supplied as needed.</p> <p>-Parents of ESE students will be invited by telephone and mail to participate in the development of the goals and IEPs.</p> <p>- Parents will receive reports of tests that have been given to students.</p> <p>-Parents of ESE students will be invited by telephone and mail to participate in the development of the goals and IEPs.</p> <p>-Language Arts teachers will conference with each child about their lexile score and apparent report will be sent home.</p> <p>-Credit Recovery Courses will be presented as an option in Summer Intensive Studies to parents by the counselor.</p> <p>-Parents will be notified of the enrichment field trips via letter.</p> <p>-Parents of students receiving an award will be issued an invitation by mail. Information will be placed on the school</p>
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	<p>at the end of every quarter.</p> <ul style="list-style-type: none"> <li>-Students with a high academic average as well as outstanding citizenship, reading, physical education contributions to Meigs Middle School will be invited to attend an end of year AWARDS CEREMONY to receive recognition for their achievements.</li> <li>-Parents will be encouraged to attend the informational meetings that will be scheduled for a variety of middle school topics.</li> <li>-Teachers will meet monthly to discuss and collaborate on strategies that improve student performance.</li> <li>-Teachers will use data provided by formative and summative assessment to drive instruction.</li> <li>-Teachers will collaborate to plan for NGSSS and CCSS that target specific skills.</li> <li>-Teachers will collaborate to offer their students consistent strategies throughout the day and brainstorm to offer needed interventions in academics or behavior.</li> <li>-All teachers will align Curricular and Instructional Materials (ACIM).</li> <li>-Students will become knowledgeable with Edmodo and teachers will use this as a learning platform.</li> <li>-All teachers will implement writing across the curriculum with an emphasis on responding to informational text.</li> <li>-All teachers will continue to teach content area writing specific skills to address short and extended response questions.</li> <li>-All teachers have MEIGS MINIMUM WRITING REQUIREMENTS posted. These minimum requirements will be for the entire</li> </ul>		<ul style="list-style-type: none"> <li>-8<sup>th</sup> Grade Team will collaborate with the administration in planning The Awards Ceremony at The Emerald Coast Conference Center.</li> <li>-Various teachers will be asked to help administration with the parent informational meetings- including the Leadership Team.</li> <li>-The content area teachers will collaborate in horizontal and vertical alignment meetings to design coherent instruction on all grade levels</li> <li>-Data analysis of results will be used in the development of teachers' IPDPs and data chats will be held.</li> <li>-A School Leadership Team for the implementation of CCSS has been identified and the LA Chairperson is on the team.</li> <li>-All core teachers will provide direct, explicit instruction in subject area vocabulary development in for Tier 2 and Tier 3 words after professional development on best practices of vocabulary development.</li> <li>-Digital Educators will assist with Edmodo training. Edmodo will be utilized by teachers in numerous content area classes. Edmodo is an additional tool to assist with writing.</li> <li>-Journal writing will continue.</li> <li>-Writing in reflection to informational passages and</li> </ul>	<p>website</p> <ul style="list-style-type: none"> <li>-Parents will be invited to informational meetings via the school web site, informational flyers, and our automated phone system.</li> <li>- Parents will be apprised of how to access student grades and FCAT data to help guide student success.</li> <li>-Parents will receive a call out on the telephone system when it is midterm of each grading period and report cards will be issued each 9 weeks.</li> <li>-Parents will be informed of the use of Florida Virtual School or Okaloosa Online if interested from the counselor.</li> </ul>
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	<p>school. The teachers collaborated and voted on the minimum acceptable requirements for all Meigs Wildcats:  <b>USE COMPLETE SENTENCES!</b>  <b>FOLLOW CAPITALIZATION RULES!</b>  <b>USE CORRECT PUNCTUATION!</b>  <b>WRITING MUST BE APPROPRIATELY LEGIBLE!</b></p>		<p>citing evidence from the text.  - All teachers will incorporate writing in their content area on a regular basis (the focus will be on responding to informational text).  -MEIGS MINIMUM WRITING REQUIREMENTS developed by faculty as a requirement in all content areas.  -Teachers will be offered PD on Discovery Education and writing probes specific to content area.</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: <a href="#">Meigs Middle School</a>	School Focus: Mathematics
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 72%. (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 72%. (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: 72+ 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 100%. (District Objective: <input type="checkbox"/> +2 percentile points or <input checked="" 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 92%. (District Objective: <input type="checkbox"/> +2 percentile points or <input checked="" type="checkbox"/> maintain 90-100%)

Target Group(s) Supporting Data (summary)	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>
<b>All Curriculum Groups</b>  <b>2012 Percent Proficient: 70%</b> (Scoring a 3 or higher)  <b>2012 FCAT MATH%:</b>  Level 1-9% Level 2-20% Level 3-35% Level 4-23% Level 5-13%  <b>2012 FCAT Geometry EOC: Level 3 or Higher: 92%</b>  <b>2012 FCAT Algebra 1 EOC: Level 3 or Higher: Grade 7: 100% Grade 8: 98%</b>	--Math strategies will include hands on activities, graphic organizers, groupings, Writing to Learn, think-pair-share, CPI Instruction, graphing calculators and web-based text support as needed. -Algebra teachers will align their curriculum with CCSS and the pacing guide.  -Geometry teachers will align their curriculum to the CCSS and pacing guide. -Math teachers will participate in a Lesson Study to enhance teaching strategies and moving toward the CCSS. Teachers will choose one of the 8 math practices to incorporate in their Lesson Study. Teachers will debrief, revise, and reteach the lesson. -Math students may have to opportunity to	Discretionary Budget of the School	<b>PDSP Focus:</b> Transition to CCSS -Increase knowledge of text complexity and close reading -Align instruction to CCSS through the use of multimedia -How to assess CCSS formally and informally -Writing in reflection to informational passages and citing evidence from the text. -Using CPalms teachers printed their updated Course Descriptions. <b>Objective/other</b> -Professional development, Lesson Study and Learning Communities will be organized for the purpose of researching instructional strategies aligned to CCSS. -Math teachers will provide	<a href="#">Parents will be kept up-to date on math activities via the website and teacher conferences.</a> -Parents will be encouraged to look at the Grade book website to gain information about their students' academic performance, attendance and FCAT results. -Algebra 1 and Geometry teachers will communicate with parents about the rigor and course expectations. Parents will also be advised of the EOCs. -Descriptions of the NGSSS and the CCSS will be available on the school website. -Parents will be informed of Plan of Care tutoring through

	<p>participate in after school tutoring as funding becomes available.</p> <p>-DEA will be administered per PPP for math students.</p> <p>-DEA Data will be analyzed by the classroom teacher and will be used to drive instruction.</p> <p>-DEA probes (Computer based instruction) will be used by classroom teachers to differentiate instruction and provide additional support to students.</p> <p>-Specific technology available as support to the math students are: Classroom Support Systems, project/document cameras, computer labs and mimios. Many of these technologies offer immediate feedback to the student.</p> <p>-Teachers will incorporate higher level thinking questions and complex text into daily lessons and require regular writing assessments.</p> <p>-Three digital educators will be available to provide support for digital technologies.</p> <hr/> <p><u>-The Language Arts OC Classrooms will provide writing training to the math teachers and collaborate on lessons.</u></p> <p><u>-Math Teachers will follow the Okaloosa District Pacing Guide and the OCSD Math Plan for all instruction.</u></p> <p><u>-Students will spend some class time in cooperative groups to collaborate and discuss writings</u> as it pertains the subject of math.</p>	<p>-Plan of Care Funding</p>	<p>after school tutoring.</p> <p>-Teachers will debrief, revise, and reteach the Lesson Study.</p> <p><b>-Professional development will follow the guidelines that were developed in the school level action plan by the Leadership Team.</b></p> <p><b>-Data talks will occur in conjunction with the development of the teacher's IPDP.</b></p> <p><b>-The Literacy Coach will provide instruction on the utilization of DEA probes.</b></p> <p><b>-All teachers will receive an updated copy of their course descriptions and curricular guides.</b></p> <p><b>-Teachers may register for technology classes through The Technology Lab at The Training Lab.</b></p> <p>-The Digital Educators will provide support and expertise to the classroom teacher.</p> <p>-The Digital Educators will attend all workshops required.</p> <p><u>-The Literacy Coach will provide professional development and modeling of the writing rubric.</u></p> <p><u>-The 2 Language Arts Observation Classrooms will be open for teachers to</u></p>	<p>various uses of media and technology.</p> <p>-DEA results will be shared with parents in conferencing.</p> <p>-Parents will be provided with information specific to FCAT math on the school website.</p>
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	<p><a href="#">-Teachers will continue to use AP strategies in math classes to add rigor to class work and increase critical thinking skills.</a></p> <p><a href="#">-Teachers will provide instruction using Highly effective Questioning Techniques and Comprehension Instruction Strategies.</a></p> <p>-The Academic Team and Tech Bowl are enrichment clubs that encourages students to participate in quiz bowls and learn how to work as a team.</p> <p>-ELL students will receive support as needed: vocabulary enhancement activities, class “buddies”, computer assistance, and note copying assistance.</p> <p>-The ESE teacher will assist and support the classroom teacher with appropriate math goals and objectives along with communicating all accommodations.</p> <p>-Eligible students may participate in a Learning Strategies Class that provides additional academic support to students.</p> <p>-The ESE teacher will monitor the progress of all ESE students.</p> <p>-The school Rtl Team is available for support and scaffolding for students as needed.</p> <p>- Students have an opportunity to participate in the Mentoring Program when appropriate.</p> <p>-Teachers will encourage and/or require the rigorous use of the agenda book to improve organizational skills.</p> <p>-Students with a high academic average will</p>	<p>Release time through Discretionary Budget for Subs.</p> <p>Students will pay a nominal</p>	<p><a href="#">observe best practices in writing-The Literacy Coach will ensure class coverage.</a></p> <p><a href="#">-Teachers will be encouraged to attend district –wide professional development workshops as it relates to their math skill set.</a></p> <p><a href="#">-Teachers collaborated on a WILDCAT MINIMUM WRITING GUIDE that will be posted in all classes.</a></p> <p><a href="#">-Teacher sponsorship of the Academic Team, Math Teach, and Tech Bowl will be provided.</a></p> <p><a href="#">-The Guidance Counselor will provide teachers information relevant to their ELL student and strategies to assist them in enhancing the student’s learning.</a> Teachers are encouraged to take ELL classes to enhance their knowledge of ELL strategies</p> <p><a href="#">-Learning Strategies Class must be included on the IEP</a></p> <p><a href="#">-The ESE teacher and the classroom aides will provide support per the IEP.</a></p> <p><a href="#">-Teachers will be aware of and put in place, all accommodations for all students with a 504 Plan, ELL Plan, or IEP.</a> Parents will be invited to participate in the PMP/PMS development as required.</p> <p><a href="#">-Students will be provided a mentor as needed.</a></p> <p><a href="#">-Agenda books will be provided to students free if needed.</a></p> <p><a href="#">-Enrichment field trip will be provided at the end of each</a></p>	<p>-Parents will be informed of minimum writing requirements in all core courses.</p> <p>-Parents will be invited to attend the Academic Bowls and tournaments.</p> <p>-Teachers will provide a description of the math software when appropriate in the PMP, ELL Plan, 504 Plan or IEP. Parents of LEP students will be invited to participate in the development of the LEP plan.</p> <p>-Teachers will notify parents when a student is having academic difficulties at the midpoint of each quarter.</p> <p>-The Rtl team will contact the parents when necessary to plan for academic success.</p> <p>-Students will receive a letter of invitation to the enrichment</p>
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	<p>be invited to participate in an enrichment field trip quarterly.</p> <p><u>-Students in level 1 or level 2 will receive additional support and instruction in the math class.</u></p> <p>-A PMP/PMS will be initiated per the PPP.</p> <p><u>- After school tutoring in math will be available for students</u> when funding becomes available.</p> <p>-Guidance support for struggling students is available as needed.</p> <p>-Students who repeat a failed math course with a different teacher when possible.</p> <p><u>-The ESE students will receive individualized math help according to their IEP: additional support from classroom aide or Study Skills Class.</u></p> <p><u>-Teachers will monitor Dashboard and FCAT STAR to monitor student progress.</u></p> <p><u>-Teachers will encourage the use of the agenda book by providing time for students to write down assignments and deadlines.</u></p> <p><u>-Five Observation Classrooms have been instituted to model best Literacy Practices. The emphasis on writing will be models for math teachers to observe</u> as vocabulary skills and writing is used in math; especially in word problems and understanding graphs and charts.</p> <p>- All teachers will align Curricular and Instructional Materials (ACIM)</p> <p>-The high school math classes will be aligned to the CCSS. ]</p>	<p>fee to participate.</p> <p>Plan of Care Funds.</p>	<p><b>quarter for high performing students.</b></p> <p><b>-Development of the PMP/PMS will be based on successful instructional strategies based on the students' learning style.</b></p> <p>-Teachers will provide after school tutoring.</p> <p>-Teachers will become familiar and learn to use CPALMS.org to assist with planning CCSS lessons to meet student educational needs.</p> <p>-Grades will be monitored at the mid-term and end of each grading period. Conferences will be scheduled as needed.</p> <p>-Goals on the IEP, ELL Plan, or 504 Plan will be followed as will all accommodations.</p> <p>-Results from Dashboard and FCAT Star will be used in designing instructional strategies and writing the teacher's IPDP.</p> <p>-Agenda book will be used in all core courses. Students will write assignments down each Mon. from the whiteboard.</p> <p>-Literacy Coach will provide classroom coverage for observations to occur by math teachers.</p> <p>-Teachers are invited to participate in NGCARPD professional development.</p> <p>- The content area teachers will collaborate in horizontal and vertical alignment meetings to design coherent instruction at all grade levels. -</p>	<p>field trip to share with their parents.</p> <p>-Parents will be invited to participate in PMP/PMS, IEP, 504 Plan, ELL Plan development.</p> <p>-Parents and students will be informed of after school tutoring through flyers, web site, FACEBOOK, and automated phone system.</p> <p>-Parents will be informed, by the counselor, that students may take a course using Credit Recovery in the Summer Intensive Studies Program. Also, parents will be informed of the utilization of Florida Virtual School or Okaloosa Online for course recovery or acceleration.</p> <p>Information on ACIM and CCSS is provided on the school web site.]</p>
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			-A School Leadership Team for the implementation of CCSS has been identified and the Math Chairperson is on the team.	
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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: <a href="#">Meigs Middle School</a>	School Focus: Writing
District Goal:	Students shall demonstrate writing proficiency at or above expected grade level.

Objective	The percentage of 8 <sup>th</sup> grade students scoring 4.0 and above on FCAT Writing will be at least 60%. (District Objective: <input type="checkbox"/> +2 percentile points or <input type="checkbox"/> maintain 90-100%)
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Target Group(s) Supporting Data (summary)	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><b>-All Curriculum Groups</b> 3.3 was the mean score 78% scored a Level 3.0 or higher</p> <p><a href="#">78% of Eighth graders scored a Level 3 or higher</a> <a href="#">32% of Eighth graders scored a Level 4 or higher</a></p>	<p><a href="#">Formative Assessments (Informational, persuasive and expository prompts) will be given to all Language Arts students to collect data to drive writing instruction.</a></p> <p>-Language Arts teachers will teach informational, persuasive, and expository writing skills using 6 Traits of Writing, peer conferencing, and the FCAT 2.0 Writing rubric.</p> <p><a href="#">-A formal prompt will be given every 9 weeks and a writing grade will be put in the grade book. Students will write to an informational prompt (CCSS aligned) each quarter.</a></p> <p><a href="#">-Writing conferences will be held with students to discuss writing strengths and weaknesses.</a> Students will edit their writing as a result of the conferences.</p> <p>-All content area teachers will <a href="#">collaborate and plan instructional writing lessons that correlate with NGSSS and Common Core Standards.</a></p> <p>-All content area teachers will plan lessons that are relevant to their skill set in writing.</p>	Discretionary Budget of the School	<p><b>PDSP Focus:</b></p> <ul style="list-style-type: none"> <li>- Transition to CCSS</li> <li>-Increase knowledge of text complexity and close reading</li> <li>-Align instruction to CCSS through the use of multimedia</li> <li>-How to assess CCSS formally and informally</li> <li>-Writing in reflection to informational passages and citing evidence from the text.</li> <li><a href="#">- To strengthen knowledge of writing in all content areas using informational text</a></li> <li><a href="#">-To collaborate with colleagues to prepare lessons incorporating reflective writing</a></li> <li><a href="#">-To learn strategies that strengthens focus on looking at the text for evidence in written reflections.</a></li> <li><a href="#">-To strengthen knowledge of NGSSS and incorporate the CCSS in planning.</a></li> <li><a href="#">- Professional development will be provided for explanation/understanding of the FCAT 2.0 Rubric and how that will impact content area instruction.</a></li> <li><b>-Professional development,</b></li> <li><b>-Lesson Study and Learning Communities will be organized for the purpose of</b></li> </ul>	<p>-Writing information and the rubrics will be posted on the school website.</p> <p><b>-A Parent Informational meeting will incorporate the new writing requirements in the agenda.</b></p> <p><b>-Parents may look through the student writing portfolios or request a conference at any time.</b></p> <p>- The grades in the Language Arts grade book will clearly reflect the writing grades.</p>

	<p>-All teachers will write regularly in their classroom and follow the Meigs Wildcat Writing Minimum Requirements.</p> <p>-<a href="#">Teachers will follow the Okaloosa District Pacing Guide for all instruction</a> and align curricular and instructional materials.</p> <p>-<a href="#">The Language Arts OC Classrooms will mentor and share writing lessons with content area teachers.</a></p> <p>-<a href="#">Students in Intensive Reading will receive additional support and instruction in the writing process</a> in the IR classroom. Monthly meeting with IR teacher and Literacy Coach at a minimum.</p> <p>- <a href="#">After school tutoring in writing will begin for students</a> when funding becomes available.</p> <p>-<a href="#">The Observation Classroom content areas are: Science, Social Studies and Language Arts. The OC teachers will attend all OC trainings and prepare a Showcase Day to share expertise with the other middle schools.</a></p> <p>- All teachers will align Curricular and Instructional Materials (ACIM).</p>	<p>Plan of Care Funds</p>	<p>researching instructional strategies aligned to CCS.</p> <p>-Professional development will follow the guidelines that were developed in the school level action plan by the Leadership Team.</p> <p><b>Objective/other:</b></p> <p>-<a href="#">Greater student achievement in writing</a></p> <p>-<a href="#">Greater student achievement in citing evidence from text.</a></p> <p>-The IR teacher and assistant will support the writing process through differentiated of instruction.</p> <p>-<a href="#">Teachers collaborated on a WILDCAT MINIMUM WRITING GUIDE that will be posted in all classes.</a></p> <p>-<a href="#">Plan of Care tutoring offered in Reading and Language Arts.</a></p> <p>-The Literacy Coach will ensure coverage of classes for teachers to observe.</p> <p>-<a href="#">A School Leadership team for the implementation of CCSS has been identified and the LA Chairperson is on the team.</a></p> <p>- Teachers will become familiar and learn to use CPALMS.org to assist with planning CCSS lessons.</p> <p>- The content area teachers will collaborate in horizontal and vertical alignment meetings to design coherent instruction on all grade levels.</p> <p>-Language arts teachers printed their current Course Description from CPalms.</p>	<p>-Parents and students will be informed of after school tutoring through automated phone system, flyers, web site, and FACEBOOK.</p>
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- **The process for administering formative and summative assessments (screening, diagnostic, & progress monitoring) is identified in the Okaloosa County Pupil Progression Plan.**



<b>School: Meigs Middle School</b>	<b>School Focus: Science</b>
<b>District Goal:</b>	<b>Students shall demonstrate science proficiency at or above expected grade level.</b>

<b>Objective S-1 (Grades 5, 8)</b>	<b>The percentage of 8<sup>th</sup> grade students who will be proficient in science as defined by the State of Florida on the Florida Comprehensive Assessment Test will be at least 70%. (District Objective: <input checked="" type="checkbox"/> +2 percentile points or <input type="checkbox"/> maintain 90-100%)</b>
<b>Objective S-2 (High school only)</b>	<b>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%) Not Applicable-Meigs Middle School does not offer Biology for high school credit.</b>

Target Group(s) Supporting Data (summary)	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>All Curriculum Groups (including NCLB subgroups)</p> <p>68% of Eighth grade science students scored a 3 or higher on the FCAT Science test</p> <p><b>2012 FCAT Science by Percentage:</b></p> <p>Level 1-6% Level 2-26% Level 3-46% Level 4-17% Level 5-5%</p>	<p>-All teachers will align Curricular and Instructional Materials (ACIM).</p> <p>-All teachers will follow the Science Pacing Guide.</p> <p>-Students will become knowledgeable with Edmodo and teachers will use this as a learning platform as needed.</p> <p>-A variety of complex texts and close reading strategies will be used in science to teach content area and writing.</p> <p>-All students will be required to produce a science fair project and present it in their classroom.</p> <p>-Teachers will select participants for the Regional Science fair.</p> <p>-All SRC Guidelines will be taught and followed. Science teacher will attend district SRC training.</p> <p>-All teachers will have a lab schedule to provide hands-on lab experiences in all classes.</p>	<p>Discretionary Budget of the School</p> <p>Subs paid for by BAO.</p> <p>Materials provided by grant.</p>	<p><b>PDSP Focus:</b></p> <p>-Transition to CCSS through aligning course descriptions and pacing guide.</p> <p>-Increase knowledge of text complexity and close reading</p> <p>-Align instruction to CCSS through the use of multimedia</p> <p>-Assess CCSS formally and informally using a variety of assessments.</p> <p>-Writing in reflection to informational passages and citing evidence from the text.</p> <p>- Teachers will become familiar and learn to use CPALMS.org to assist with planning CCSS lessons</p> <p>Objective/other: <b>- A School Leadership team for the</b></p>	<p>-Parent information presented during initial Open House on CCSS by grade level.</p> <p>-Information about CCSS is posted on the school web site.</p> <p>-Information about the science fair will be posted on the school website and parents are encouraged to attend informational meetings at the school.</p>

	<p>-Lab experiences will follow the course description but may include: using light microscopes, using LCD microscope projectors, using GPS for animal tracking, K-Nex building materials, computer technology, and dissections.</p> <p>-Students will attend The Nokuse Biophilia Center twice during the school year to take part in Life Science Activities and Environmental efforts in the Florida Panhandle.</p> <p>-Students will read complex texts and apply close reading skills in the science content area. Teachers will implement one formal close read per semester in science. Literacy Coach will provide feedback and professional development in close reading.</p> <p>- The Science Observation Classroom teacher will model text complexity lessons and close read strategies.</p> <p>-The Literacy Coach will assist in the implementation of text complexity and close reading strategies.</p> <p>-The Eighth grade Science teachers will administer a DEA pre-test and will use the data and the interactive website to drive instruction.</p> <p>-The high school science class, Physical Science 1, will be aligned to the CCSS.</p>		<p><b>implementation of CCSS has been identified and the Science Chairperson is on the team</b></p> <p><b>-Professional development, Lesson Study and Learning Communities will be organized for the purpose of researching instructional strategies aligned to CCS.</b></p> <p><b>-Professional development will follow the guidelines that were developed in the school level action plan by the Leadership Team</b></p> <p><b>-To increase student achievement in Earth and Space Science, and Life/ Environmental Science.</b></p> <p><b>-To increase awareness of Environmental impact of humans on the surrounding environment.</b></p> <p><b>-To increase knowledge of the Scientific Process</b></p> <p>-The content area teachers will collaborate in horizontal and vertical alignment meetings to design coherent instruction on all grade levels.</p>	<p>-Parents will be encouraged to follow student progress by accessing Parent Grade Book and Dashboard.</p> <p>-Parents will be informed of The Biophilia Center Field Trip and be offered an opportunity to attend as space permits.</p>
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<b>School: Meigs Middle School</b>	<b>School Focus: College Readiness/Academic Acceleration</b>
<b>School Objective:</b>	<b>Through the use of the Common Core Standards and Next Generation Sunshine State Standards, Meigs Middle School students will be prepared for the transition to the Partnership for Assessment of Readiness for Colleges and Careers (PARCC). It is our goal for 100% of our students to be college and or career ready.</b>

<b>Target Group(s) Supporting Data (summary)</b>	<b>Strategies/innovative methods &amp; extended learning opportunities</b> <small>Include technology and assessment</small>	<b>Budget</b>	<b>Professional Development</b> <small>(Identify measurable teacher outcome)</small>	<b>Communication with Parents &amp; Customer Relations</b> <small>(Community/Parent awareness)</small>
<b>All Curriculum Students:</b>	<p>-All classes will be aligned with NGSSS and content pacing guide. All teachers will have current copies of their Course Description from CPalms.</p> <p>-All students will attend one advanced class (Social Studies)</p> <p>-Eighth grade students will be offered high school credit courses:</p> <ul style="list-style-type: none"> <li>• Physical science Honors</li> <li>• Algebra 1 Honors</li> <li>• Geometry 1 Honors</li> <li>• Spanish 1 Honors</li> <li>• Web Design</li> <li>• Introduction to Technology</li> </ul> <p>--Seventh grade students may take the Duke Talent Identification Program (TIP) Assessment.</p> <p>-All students will be offered the opportunity to take the PSAT in October.</p> <p>-All students have an opportunity to participate on the Academic Competition Team, Math Competition, and Tech Bowl.</p>		<p><b>PDSP Focus:</b></p> <p>-Transition to CCSS -Increase knowledge of text complexity and close reading -Align instruction to CCSS through the use of multimedia -How to assess CCSS formally and informally -Writing in reflection to informational passages and citing evidence from the text.</p> <p><b>Objective/other</b></p> <p><b>-Professional development, Lesson Study and Learning Communities will be organized for the purpose of researching instructional strategies aligned to CCS.</b></p> <p><b>-Professional development will follow the guidelines that were developed in the school level action plan by the Leadership Team</b></p> <p>-The content area teachers will collaborate in horizontal and vertical alignment meetings to design coherent instruction on all grade levels.</p> <p>-Teachers will meet with feeder schools to align curriculum with elementary</p>	<p>-Parents will be notified of all deadlines for PSAT testing via website.</p> <p>-Parents will be notified of the TIP program and requirements.</p> <p>-Parent Information meetings will focus on curriculum requirements for advanced, Talented and Gifted, and Honors classes.</p> <p>-Spring registration conferences will clearly define high school credit courses.</p> <p>-Parents will be informed of the advanced class(es) their child is enrolled in.</p>

			<p>and high school.</p> <p>-Planning for the new school year course selection will begin with the Principal, Assistant Principal, and Counselor in November based on academic needs of students and legislative changes. Direction will be provided from district staff and the Superintendent. ]</p>	<p>-The Guidance Counselor and Assistant Principal will meet with upcoming 6<sup>th</sup> graders in the spring to provide a comprehensive overview of the course offerings at Meigs Middle School. Information will be provided for parents to review prior to course selection. ]</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: Meigs Middle 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)
[Not Applicable]		

- 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

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

- Students are afforded opportunities to enroll in courses for high school credit while in middle school.
- A variety of extracurricular activities, co-curricular activities, and electives are offered to meet middle school needs such as The Environmental Club, The SWAT Team, Informational Technology and Spanish 1.

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

- Continue to offer students the opportunity to take the PSAT and the Talent Identification Program Assessment (TIP) through Duke University.
- Offer courses for high school credit of increasing rigor such as Algebra 1 Honors, Geometry Honors, Physical Science 1 Honors, Informational Technology, Web Design 1, and Spanish 1.

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

- An increased emphasis on student technological skills will be an integral part of all core courses in order to prepare students for the PARCC.
- We also have targeted students who need additional behavioral and academic support through remediation, after school tutoring, and mentoring.

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

- Meigs Middle School will hold informational parent meetings to inform parents and students of the increased rigor and higher academic expectations for all 6<sup>th</sup> through 8<sup>th</sup> graders.
- Parents will continue to work closely with the school faculty and support personnel in the development, implementation, and oversight of the School Performance Plan and Professional Development Site Plan annually.

