



Date Submitted:

Dates of Revisions:

Clifford Meigs Middle School

School Performance Planning 20₁₁- 20₁₂

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 : Remediation in math and reading. Funds will be used to educationally assist our Economically Disadvantaged Students.

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

Dr. Lamar White
Principal

Mr. Jim Ward
SAC Chair

Legend

AP:	Advanced Placement	PDSP:	Professional Development Site Plan
AYP:	Adequate Yearly Progress	PERT:	Postsecondary Education Readiness Test
CCS:	Common Core Standards	PLAN:	(ACT's 10 th Grade Assessment Test)
DEA:	Discovery Education Assessment	PMP:	Progress Monitoring Plan
ED:	Economically Disadvantaged	PMS:	Progress Monitoring System
ELL:	English Language Learners	POC:	Plan of Care
ESE:	Exceptional Student Education	PPP:	Pupil Progression Plan
FAIR:	Florida Assessment for Instruction of Reading	Rtl:	Response to Intervention
FCAT:	Florida Comprehensive Assessment Test	SAC:	School Advisory Council
IB:	International Baccalaureate	SAI:	Supplemental Academic Instruction
IEP:	Individualized Education Plan	SAT 10:	Stanford Achievement Test
IPDP:	Individualized Professional Development Plan	SESAT:	Stanford Early School Achievement Test
NGSSS:	Next Generation Sunshine State Standards	SINI:	Schools in Need of Improvement
NCLB:	No Child Left Behind	SPP:	School Performance Plan
		SWD:	Students with Disabilities
		VE:	Varying Exceptionalities

School Profile 2011- 2012

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

School Profile: (Narrative)

Clifford Meigs Junior High School, established in 1967, is a school rich with history. Prior to the school being designated as Clifford Meigs Middle School in 1989, this school was the home of Choctawhatchee High School beginning in 1952 when it officially opened its doors. Choctawhatchee 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 moved 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.

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, 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 80 students attend Meigs Middle School on a zoning waiver which is a tribute to the academic excellence at the school. The parents of our students are employed in a number of diverse occupations working in high end technological fields with civil service or are active duty military stationed at Eglin Air Force Base, Hurlburt Air Force Base, or Duke Field. Additionally, government contractors work to support the mission of these organizations. Due to our location on the Gulf of Mexico, a number of parents are employed in the service industry to support the local tourist economy. Education, retail, and business ownership are local employers, as well. The local average income and educational level is well above the state and national norms. Meigs Middle School is supported by faculty, staff, parents, students, the administration, and members of the community. Meigs Middle School is a school serving 565 students in grades 6 through 8 "Where Achievement Matters!"

The racial composition of Meigs Middle School is a reflection of that found in the community that we serve. Of the 565 students presently enrolled, 82% are Caucasian, 0.6% are Asian, 16% are African-American, .08 % are Hispanic, .01 % are American Indian, and .005 % are Pacific Islander. 22% of the students are on free and reduced lunch. This program, sponsored by the Federal Government, provides breakfast and lunch at a reduced rate or free 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 95%.

Meigs Middle School earned an A+ rating from the State of Florida for the tenth consecutive school year! The Florida Comprehensive Assessment Test (FCAT) 2011 results for Meigs Middle School showed progress in specific grades levels in reading and mathematics. The data also showed some slight declines in some tested grade levels in reading, science, and mathematics, as well. A school wide emphasis will be on providing greater

assistance to Economically Disadvantaged Students in reading and mathematics since these are the two areas that resulted in Meigs MS not achieving Adequate Yearly Progress (AYP) under the federal guidelines. 95% of the criteria were met for Adequate Yearly Progress.

The varied educational programs available at Meigs Middle School contribute to the success of our students and serve as a means to strive to meet all students' 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 portion of the 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. 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 provided 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 Program.

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

Community and parent support of Meigs Middle School is demonstrated through an active School Advisory Council, Parent Teacher Organization (PTO), and Booster Club. 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 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 2011-12 school year, Clifford Meigs Middle School has a number of students participating in different Exceptional Student Education Programs. They are as follows: 33 gifted students, 23 Language Impaired, 11 Speech, 3 deaf students, 24 students with a Specific Learning Disability, 7 students with Other Health Impaired, 8 students possess an Intellectual Disability, and 1 student is diagnosed as having the Autism Spectrum Disorder. Five students were retained at the end of the 2010-11 school year. One of the students was a seventh grader and four students were in eighth grade. Teachers are able to utilize this information 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 Haas Center at the University of West Florida, in Pensacola, Florida, coordinates an annual customer satisfaction survey for each of the schools in the Okaloosa County School District (OCSD). In school year 2011, 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 received at Meigs Middle School. The following comments were positive attributes of Meigs Middle School in the survey:

- My child and I know what is expected of him/her when it comes to conduct and behavior at school (97%).
- My child's school emphasizes academic performance as the number one priority (93%).
- My child's school maintains a safe environment (92%).
- As a parent, I feel welcome at my child's school (90%).

Some areas of concern in The Haas Center Survey are indicated below. The following areas, although rated above average, had the lowest marks in the 2010-11 survey for Meigs Middle School. These items were identified as:

- My child has utilized the services in the school health room (61%).
- The health services at my child's school meet my child's needs (68%).
- As a parent, I am informed about the type of questions on FCAT and the skills required to be successful (71%).
- My child's school spends its money on the right things (73%).

The results from the Customer Satisfaction Survey for Clifford Meigs Middle School have been shared with the members of the School Advisory Council, the Reading/Literacy Team, 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 continually striving to find ways to make improvements at all levels and in all areas at Meigs Middle School.

OKALOOSA COUNTY SCHOOL DISTRICT

VISION, MISSION, BELIEF STATEMENTS

Vision Statement:

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

Mission Statement:

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 will be 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 Profile 2011- 2012

School Vision: The vision of Clifford Meigs Middle School is to provide a strong foundation for lifelong learning by nurturing, guiding, and challenging each of our students to be a responsible, productive citizen in a global society.

School Mission: The mission of Meigs Middle School is to provide a rigorous and challenging curriculum using data driven instruction to meet individual needs and to maximize learning opportunities. The focus is on student achievement, using student needs to drive financial decisions, and maintaining honesty with parents regarding the academic performance of their children.

Belief Statements:

1. Teachers, administrators, parents and community members share the responsibility of advancing the school's mission.
2. The commitment to continuous improvement is imperative if our school is going to enable students to become confident, self-directed, lifelong learners.
3. A safe and physically comfortable environment promotes student learning.
4. Student learning and progress are chief priorities for the school
5. Each student is a valued individual with unique physical, social, emotional and intellectual needs.
6. Students learn in different ways and should be provided with a variety of instructional strategies and practices to support their learning styles.
7. Students need to not only demonstrate their understanding of essential knowledge and skills, but also need to be actively involved in solving problems, making decisions, and producing quality work.
8. Cultural diversity can increase students' understanding and appreciation.

School Percent Scoring Three and Above

Grade Level	Reading 2009	Reading 2010	Reading 2011	Math 2009	Math 2010	Math 2011	Writing Essay 2009 3.5>	Writing Essay 2010 3.5>	Writing Essay 2011 4.0>	Science 2009	Science 2010	Science 2011
6	84	81	81	66	65	69				NA	NA	NA
7	87	84	82	83	80	76				NA	NA	NA
8	72	80	73	86	89	89	92	99	81	69	73	70

Reading Scores															
Percentage of Students by Achievement Level by grade															
Year	Level 1			Level 2			Level 3			Level 4			Level 5		
	6th	7th	8th												
2009	4	2	5	12	11	23	35	30	38	36	42	27	13	15	7
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

Mathematics Scores															
Percentage of Students by Achievement Level by grade															
Year	Level 1			Level 2			Level 3			Level 4			Level 5		
	6th	7th	8th												
2009	11	8	2	23	9	13	25	33	42	29	32	25	12	18	19
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

8th grade 2011 FCAT Writes			
Year	Students Tested	Mean Essay Score Combined†	Mean Scale Score
2009	222	4.1	NA
2010	197	4.2	NA
2011	205	4.2	NA

8th Grade 2011 Science Scores					
Percentage of Students by Achievement Level					
Year	Level 1	Level 2	Level 3	Level 4	Level 5
2009	7	24	46	17	6
2010	6	22	47	19	6
2011	6	24	51	14	5

Percentage of Students in Subgroup scoring Level 1 or 2 on FCAT 2011 Reading		
Grade	Students with Disabilities	Econ. Disadv. Students
6th	4%	12.5%
7th	3%	4%
8th	3%	5%

Percentage of Students in Subgroup that have Regressions (1 or more levels) 2011 FCAT				
Students with Disabilities			Econ. Disadv. Students	
Grade	Reading	Math	Reading	Math
6th	5%	9.6%	13%	9%
7th	5%	2%	6%	6.5%
8th	4%	0	9%	2.5%

Percentage of Students in Subgroup scoring Level 3-5 that have Regressions (1 or more levels)				
Students with Disabilities			Econ. Disadv. Students	
Grade	Reading	Math	Reading	Math
6th	3%	3%	9%	8%
7th	3%	2%	7%	5%
8th	4.5%	2.4%	10%	8%

School: Clifford Meigs Middle School	School Focus: Reading
District Goal:	Students shall demonstrate reading proficiency at or above expected grade level.
NCLB Goal:	86% of each student subgroup will meet NCLB state proficiency targets for AYP in the critical area of reading based on the school vision.

Highly Qualified Status Administrators: (Title I)	2	
Reading Instructors/Recruitment: (Secondary)	5 Teachers with reading certification/endorsement	0 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 82%. (District Objective: X <input type="checkbox"/> +2 percentile points or <input type="checkbox"/> maintain 90-100%)
Objective R-2	The percentage of all curriculum students who will achieve FCAT adequate yearly progress in reading as defined by the State of Florida on the FCAT will be at least 88%. (District Objective: <input type="checkbox"/> + 2 percentile points or <input type="checkbox"/> maintain 90-100%)

Target Group(s) Supporting Data (summary) – Provide 3 year historical data chart	Strategies/Innovative methods & extended learning opportunities <small>Include technology and assessment</small>	Budget	Professional Development <small>(Identify measurable teacher outcome)</small>	Communication with Parents & Customer Relations <small>(Community/Parent awareness)</small>
All Curriculum Groups (including NCLB subgroups) 2011 FCAT Reading by Content Area (Percentage) 79% Vocabulary 72% Reading Application 78% Literary Analysis: Fiction and Nonfiction 76% Informational Text/Research Process (3 yr. historical data is provided on the Profile Page.)	*Core teachers will implement differentiated strategies including small groups, cooperative grouping activities, open-ended activities, multiple-intelligence based groups, stations, centers and tiered activities *DEA will be administered to all students twice during the school year with Intensive reading Students taking the DEA three times. Teachers will analyze this data and use the results to drive instruction. *Core teachers will continue to use Teacher Dashboard and Data Star to identify students scoring less than 50% in the identified sub skills and provide	Regular ed. teacher- \$64,400 (with benefits) from discretionary budget. 3.60 tchrs. paid from Class Size Reduction-Project 4125. 8.95 tchrs. paid from Equalization Allocation Project 5126.	PDSP Focus: *All staff will incorporate literacy-rich learning experiences into their classrooms as evidenced by lesson plans, peer collaboration through Lesson Study and DEA Probes, and the RtI Process Objective/other: *Apply parent conferencing and positive	*At the beginning of the year parents will be given instructions and encouraged to access grades on-line and may elect to receive e-mail notification. * The school website www.meigsmiddleschool.com is updated regularly to keep all parents and community members informed of daily and ongoing events and announcements. *Parents will receive reports of student progress

	<p>direct explicit instruction as need within their content area.</p> <p>*All teachers will review and disaggregate their students' FCAT scores and End of Course scores and meet with the Administration to set Individual Professional Development Plan (IPDP) goals, discuss the assessments needed to show progress and share this data at periodic intervals.</p> <p>* Grade Level Chairs will conduct regular team meetings to collaborate on instructional strategies and coordinate focused reading lessons.</p> <p>*Teachers will encourage the students to use their agenda books and monitor their use of it as necessary for individuals needing personal academic and achievement goals. The agenda book is a reference book for positive study skills and also deals with bullying and on-line safety. These skills will be discussed during Advisory classes.</p> <p>*Teachers will follow the Pacing Guides for all core courses.</p> <p>*Students will be encouraged to participate in the Accelerated Reader Program and the FCAT Explorer Program. Various on-line components of the students' textbooks will be offered as well.</p> <p>*Students will read, analyze, interpret, and evaluate a variety of literary genres on their independent and instructional reading level within the classroom setting.</p> <p>*Four Observation Classrooms in</p>	<p>Supplemental Academic Instruction Project 3161-1 tchr. salary. Response to Intervention Project 0110 pays .25% of tchrs. salary.</p> <p>4 Grade Level Chairs-No Supplement</p> <p>Students purchase agenda books for \$7.00 each</p> <p>Pacing Guides provided by the BAO.</p> <p>FCAT Explorer free service provided by the FL DOE.</p> <p>Classroom libraries & class sets of books available through LC.</p>	<p>communication techniques early in the school year using various media (conferences, GradeBook Program, e-mail, LinkIt, telephone conferences as evidenced by Domain 3 artifacts)</p> <p>*NGSSS and Common Core Standards will be addressed in Early Release Sessions along with High Complexity Questions and Reading Stamina</p> <p>* Teachers are encouraged to attend Instructional Technology classes offered through OCSD.</p> <p>* The Intensive reading teacher will attend all required OCSD Reading trainings held in the district.</p>	<p>through various parent contact methods such as: Grade Book Parent Viewer, e-mail notification, phone contacts, mailed letters, agenda books, and parent teacher conferences, etc.</p> <p>*Communicate with parents through notes from the teacher(s) in the agenda books.</p> <p>*Parents will be provided with information on how to utilize the FCAT Explorer Program.</p> <p>*Communicate with parents about reading skills tested on the FCAT through articles on the school website.</p>
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	<p>Science, Social Studies and Language Arts will be utilized by teachers to observe best practices allowing for collaboration with the Literacy Coach.</p> <p>* Core teachers will use content area pre-reading strategies and post- reading strategies as they apply to their specific content.</p> <p>* The Literacy Coach will encourage, assist, and support teachers to establish and maintain a literacy-rich classroom environment including a variety of reading and writing activities, continuous strategies based on student learning styles, comprehension strategies, text complexity development, shared read-alouds and vocabulary instruction.</p> <p>*Teachers will have the opportunity to implement digital technologies such as Classroom Performance Systems, Mimios, projectors, Video cameras, document cameras and Computers On Wheels. These technologies provide variety, immediate feedback and assessment.</p> <p>*All students will be placed in Advanced Social Studies Classes. Scaffolding activities will be used based on individual student needs. New 7th grade course, Civics, is introduced this school year.</p> <p>*Teachers will utilize higher level thinking skills (based on Webb), college preparatory and AP strategies to encourage critical thinking as appropriate in each class.</p> <p>* Students will receive instruction and</p>	<p>Other books available in Media Ctr. Media Ctr. received \$2,280 to purchase new books.</p> <p>50% Literacy Coach Position \$32,750 -Paid from Title 11 Grant.</p> <p>Technology training free at Tech Lab. Tech Lab provides funding for subs.</p> <p>5 tchrs. teach Social Studies classes. All 7th gr. Social Studies tchrs. received training in Civics instruction. No fee for training. LC conducts during ER</p>	<p>*RtI Early Release and workshops will address understanding /applying data and instructional resources to improve student achievement.</p> <p>*Teachers will be offered additional learning opportunities on differentiated/tiered instruction in the core courses.</p> <p>* Teachers will specifically address the learning/social needs of economically disadvantaged students and collaborate with content area colleagues for best instructional strategies.</p> <p>*Teachers received district led training on the new 7th grade Civics course prior to the beginning of the school year. Students received new Civics books.</p>	<p>*Teachers will explain at the beginning of the year why all students are placed in an Advanced Social Studies class to parents at Orientation, Open House and during the registration process in the spring.</p>
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	<p>practice interpreting and writing short and extended response items in all core content area classes.</p> <p>*All Advisory classes will participate in CREW: Cats Reading Everywhere twice a week. Students will read self-selected texts.</p> <p>*The Literacy Council (Reading and SPP Committee) will sponsor "Books and Bagels" throughout the year to encourage reading and "Book Talks." These meetings will be held before school for interested students.</p> <p>*Increase students' reading stamina.</p> <p>* All Level 1 and 2 students will be placed in an Intensive Reading Program (waivers will be addressed as needed).</p> <p>*District required assessments (DEA) will be administered to all students including IR students.</p> <p>*A PMP/PMS will be developed for students as required by the Okaloosa District Pupil Progression Plan.</p> <p>* Results of assessments will be shared with the teaching staff to provide data for direct and explicit vocabulary/comprehension instruction based on individual student needs.</p> <p>* The Intensive reading teacher will use various technologies, such as Classroom Performance System, IPods, Mimio, Computers, and Electronic Readers to create a variety of interactive lessons.</p> <p>* The Intensive reading teacher will use differentiated instructional strategies through a balanced literacy approach.</p> <p>*Best practices will be used while using</p>	<p>Additional instruction provided during ER.</p> <p>Costs absorbed through community donations.</p> <p>IR Teacher-\$64,400 Project 6120 (Secondary Reading Initiative)</p> <p>ESE Assistant-Project 9162 and Reading Assistant will help students with various technologies. IDEA Project 2475-.09 ESE tchr., 1</p>	<p>*Encourage greater participation of students in a group that loves reading by sharing strategies with teachers.</p> <p>*Review with teachers how to administer the DEA with their students. LC will directly assist new teachers.</p> <p>*All core teachers will provide explicit instruction in vocabulary development in their subject area with coaching by Literacy Coach.</p> <p>*Technology training available through the district Technology Department. Subs are paid for through this dept.</p>	<p>*Parents will receive information on the school web site about "Books and Bagels."</p> <p>*Parents will be invited to attend PMP/IEP/LEP meetings to discuss strategies based on individual needs. Parents will be encouraged to collaborate with teachers to help students with academic progress through goal setting and various strategies. Parents will receive reports of student progress every four weeks.</p> <p>* Parents of ELL students will be invited to attend an</p>
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	<p>a variety of state adopted reading programs: Read XL, SRA Corrective Reading, A+ Tutoring System, Integrated Learning Center Program, and Six Minute Solutions for Fluency, CRISS Strategies, and Leveled Classroom Readers with audio support.</p> <p>*Instructional strategies will rely heavily on individual student needs.</p> <p>*A classroom aide will provide support and scaffolding in Intensive Reading classrooms.</p> <p>* Any student identified as having difficulty in reading will have the opportunity to attend after school tutoring, attend a Learning Strategies class as required or receive help from classroom aides.</p> <p>*A Response to Intervention (RtI) Team will be in place to assist teachers as they implement strategies to improve student academic/social behavior. Students failing to make adequate progress with these strategies will be brought before the committee for further interventions and continued follow-up.</p> <p>*ELL: Additional reading strategies and support for the ELL students will include interventions in Developmental Language. These interventions may include: Intensive Reading classes, classroom support through tutoring and classroom aides, Rosetta Stone Language Program.</p> <p>* The Guidance Counselor will monitor progress for all ELL students and maintain LEP Plans.</p>	<p>interpreter, .225 Staffing Specialist</p> <p>*Reading remediation teacher-\$64,400 av. cost (with benefits) paid through Project 6120. Reading classroom assistant-\$31,600.00 50% paid out of Project 6120 and 50% discretionary budget.</p> <p>After School Tutoring Funds from SAC</p> <p>Comprised of team leaders, counselor, school psychologist, staffing specialist, administrator,</p>	<p>*Select teachers will attend the FIN Training on Differentiated Instruction. Workshops provided by the OCS.D.</p> <p>*Training provided during monthly Early Release Staff Development opportunities.</p> <p>*Teachers will work in Learning Communities during ER.</p> <p>*The RtI Team will have a Learning Community on ER that specifically learns about the RtI process in greater detail through a book read.</p> <p>*ELL students will be supported by trained teachers in ELL strategies. More teachers will be encouraged to receive the district offered training during the school year.</p>	<p>LEP meeting to determine best placement and learning strategies.</p> <p>* Communications will be sent home in the language spoken in the home when available and as needed.</p> <p>* Parents will be notified if a student is regressing in courses. The RtI team may be consulted as necessary.</p> <p>*A minimum of two parent conferences will be held, with the classroom teachers, during the RtI process prior to any formal evaluation.</p> <p>*Parents will be invited to participate in the development of their child's IEP, 504 Plan, PMP, or LEP.</p> <p>*Parents of students eligible for after school tutoring will be notified via a letter describing the program, the hours, and days of the week of the</p>
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	<ul style="list-style-type: none"> * Data from DEA, CELLA, etc will be used to differentiate instruction. * STAR Reading test will be used to test all sixth graders and new students to obtain a lexile level. *ESE teacher will assure that students have appropriate goals on their IEPs and that each teacher receives a copy of their accommodations. *The counselor will provide a copy of the 504 Plan accommodations to teachers. * The ESE teacher will teach a Learning Strategies Class and will consult regularly with teachers to monitor progress of ESE students * The ESE teacher will provide Professional Development in reading strategies to provide support for teachers. * The ESE teacher and classroom aides will provide support in the classroom as needed and specified by IEPs. * The Guidance Counselor will provide a list of targeted students in the NCLB categories (specifically economically disadvantaged) scoring a level 1 or 2 in reading. * The Guidance counselor and teachers will monitor student progress. * The Okaloosa County District NCLB Specialist will be utilized if students are not showing signs of progress by the end of the first nine weeks. * Students will repeat failed courses with a different teacher when available. * A Credit Recovery Class will be taught for student having failed more than one 	<p>etc.</p> <p>Counselor- \$85,400 from discretionary budget.</p> <p>Classroom assistant -\$31,600.00 paid from Project 9162</p> <p>12 mo.</p> <p>Counselor ESE teacher, 1 SLD tchr., Discretionary Budget</p> <p>SLD teacher provides instruction on Learning Strategies</p> <p>1 ESE tchr. & classroom assistant (50% in ESE & 50% in Secondary Reading Initiative)</p> <p>1 12 mo. counselor @ \$85,400 from discretionary funds</p> <p>1 class of</p>	<p>*Teachers attending FIN Workshop should be able to provide an overview of strategies to assist students in differentiation of instruction for regular ed. students, ESE students and ELL students.</p> <p>*Counselor will provide an overview of accommodations which are appropriate to be used for children with varying learning issues. Will differentiate between accommodations and modifications.</p> <p>*Staffing Specialist will keep ESE teachers apprised of any changes to paperwork, policies, or procedures during the yr.</p>	<p>program for their child..</p> <p>*Language Arts teachers will communicate with parents their child's performance on the STAR.</p> <p>*Parents will be invited to participate in the development of their child's ELL Plan. Translators will be invited if needed.</p> <p>*Student progress will be monitored at the mid-point of the grading period as well as at the end of the nine weeks.</p> <p>*Data from DEA, CELLA will be shared with parents.</p> <p>*STAR Reading results will be provided to parents of 6th graders and new students.</p> <p>*IEP development will</p>
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	<p>course in a content area. 1 class period is what is taught of Credit Recovery.</p> <ul style="list-style-type: none"> * Students will be placed in a mentoring program as needed to help students with academic and behavior issues. * Teachers will discuss and share strategies that improve student performance (Best Practices) in Learning Communities. * Teachers will discuss and collaborate on teaching skills that target learning strategies, skill needs and behavioral objectives in Learning Communities. * Teachers will keep apprised of student academic behavior via GradeBook and FCAT Data STAR and PAWS and periodically conference with students to help them set goals. * Students will be able to access computer software in order to reinforce and build skills in deficit areas. * A Credit Recovery Course will be available to students who have need of this class. * Teachers will be encouraged to monitor student use of the agenda book and give instruction to organize materials and set goals. * After school tutoring is available, when funds are available, to reinforce skills. * Students with a high academic average will be offered an opportunity to attend an enrichment field trip at the end of every quarter. * Students with a high academic average at the end of the year will attend an Awards Ceremony to receive recognition 	<p>Credit Recovery Mentoring-free service</p> <p>Early Release once a month for Professional Development.</p> <p>1 Credit Recovery Class taught during the year-1 tchr. paid for six classes in lieu of 5. Cost for teaching additional class period-\$7,056 per yr. Teachers @ \$64,400 av. cost (with benefits)</p> <p>After school tutoring and enrichment field trips paid with SAC funds.</p> <p>Nominal cost.</p>	<p>*During Early Release, various Learning Communities will be operational at one time. Sharing of research based best practices is an essential component of the Learning Community.</p> <p>*2 teachers will be trained on teaching the Credit Recovery Course to students by the Technology Coordinator for the OCSD.</p>	<p>include input as appropriate from all parties invited to attend.</p> <ul style="list-style-type: none"> *Parents will be informed of the reasons that the Credit Recovery Class could benefit their child. *Counselor will explain the Mentoring Program to parents of eligible students. *Parents can access student grades, attendance and previous FCAT scores on the district Gradebook program. *Parents of failing students will have direct communication from the counselor or Assistant Principal about the Credit Recovery Course. *Parents will be invited to attend the end of the yr. Awards Ceremony via letter. * Parents will be invited to
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	<p>for their efforts. *Parents will be offered the opportunity to attend quarterly informational meetings concerning content areas, writing, and available programs.</p>	<p>Flyers sent home-nominal cost for school printing.</p>		<p>attend quarterly informational meetings held by the Literacy Coach and the Assistant Principal.</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: Clifford Meigs Middle School	School Focus: Math
District Goal:	Students shall demonstrate math proficiency at or above expected grade level.
NCLB Goal:	86% of each student subgroup will meet NCLB state proficiency targets for AYP in the critical area of math.

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 84%. (District Objective: x <input type="checkbox"/> +2 percentile points or <input type="checkbox"/> maintain 90-100%)
Objective M-2	The percentage of all curriculum students who will achieve FCAT adequate yearly progress in math as defined by the State of Florida on the FCAT will be at least 82%. (District Objective: x <input type="checkbox"/> +2 percentile points or <input type="checkbox"/> maintain 90-100%)
Objective M-3	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 Exam will be at least 85%. (District Objective: X <input type="checkbox"/> +2 percentile points or <input type="checkbox"/> maintain 90-100%)

Target Group(s) Supporting Data (summary) – Provide 3 year historical data chart	Strategies/Innovative methods & extended learning opportunities <small>Include technology and assessment</small>	Budget	Professional Development <small>(Identify measurable teacher outcome)</small>	Communication with Parents & Customer Relations <small>(Community/Parent awareness)</small>
All Curriculum Groups including NCLB subgroups 2011 FCAT Math by Content Area (Percentages) 64% Fractions, Ratios/Proportional Relationships and Statistics 67% Expressions and Equations 68% Geometry and Measurement 73% Number: Base 10 Seventh Grade only (3 yr. historical data is provided on the Profile Page.)	*DEA will be administered to all students two times per year; the results will be analyzed by classroom teacher and used to drive the instructional process. *DEA probes will be used in classes (science and reading first semester with other classes entering second semester) to enhance curriculum and support the RtI process. * Tiered learning strategies will be incorporated by: math lab, hands on activities, graphic organizers, CPI Instruction, graphing calculators, and computer based programs that support the texts and FCAT items. * All Algebra I teachers will attend Algebra I EOC Exam Results Data Analysis and Curriculum Alignment	Classroom teachers \$64,400.00 av. cost (with benefits). New Math textbooks were purchased for Algebra 1 Honors and Geometry Honors. No cost due to collaboration among faculty members at Early Release. Subs provided	PDSP Focus: * Teachers will specifically address the learning/social needs of economically disadvantaged students and collaborate with content area colleagues for best instructional strategies. * RtI Early Release and workshops will address understanding /applying data and instructional resources to improve student achievement. *Teachers will be offered additional learning opportunities on differentiated/tiered instruction in the core	Parents will be encouraged to view the GradeBook on-line to gain information about their students' academic performance, attendance, & FCAT results *Algebra 1 and Geometry teachers will communicate with parents about the course expectations and rigor associated therewith. Parents will be given information on EOC Exam administered online.

	<p>review. Teachers will adjust Instructional strategies and pacing accordingly.</p> <ul style="list-style-type: none"> * All Geometry teachers will attend the Geometry Curriculum Alignment review: Gearing up for EOC Exam. Teachers will adjust instructional strategies and pacing as necessary. * The Math Department will participate in a Lesson Study to collaborate and share teaching strategies with a focus on increasing the academic scores of economically disadvantaged students. * Allow students to work in small groups on Mathematical problems. Students will be encouraged to write responses/reflections and share ideas. * Students will have the opportunity to attend after school tutoring to increase math skills. * Teachers have digital technologies and support available to them such as: Classroom Support Systems, project and document cameras, computers, and Mimios. Many of these technologies allow for interactive lessons with immediate assessment and feedback. * Teachers will incorporate higher level thinking questions with high complexity text sources to increase student stamina. *Three digital educators will be available to assist math teachers with technology-based instruction and project- based instruction. * The Academic Team will provide enrichment for those students who excel in academic problem solving. 	<p>by BAO for Algebra 1 tchrs. Pacing Guides provided in mathematics. Subs provided by BAO for Geometry tchrs. Pacing Guides. 1/2 day subs provided by BAO for Lesson Study .</p> <p>LC will assist math dept with writing response reflections.LC paid from Title 11 funds 50% position at MMS. After School Tutoring-Paid by SAC funds Technology training available through the District Technology Lab. Subs paid for by</p>	<p>courses.</p> <ul style="list-style-type: none"> * NGSSS and Common Core Standards will be addressed in Early Release Sessions along with High Complexity Questions and Stamina <p>Objective/other:</p> <ul style="list-style-type: none"> *Apply parent conferencing and positive communication techniques early in the school year using various media (conferences, GradeBook Program, e-mail, LinkIt, telephone conferences as evidenced by Domain 3 artifacts *Digital educators will avail themselves to assist tchrs. with technological skill development. *Overview of the Pacing Guide will be given at an ER or faculty meeting. *Apply positive parent 	<ul style="list-style-type: none"> *Description of NGSSS and Common Core Standards will be on the school's web page. *Parents will be provided information regarding the FCAT Math Test on the school's web site. *Academic team members will invite their parents to the tournaments to see their achievements. *Parents and/or guardians will be invited to participate in the development of the PMP.
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	<ul style="list-style-type: none"> * Teachers will follow the OCSD Pacing Guides for all math courses. * A PMP/PMS will be developed for struggling students as prescribed in the Pupil Progression Plan. * Students in need of remediation will be provided tiered instruction in the classroom and RtI support as needed. * Supplemental math software is available for those students requiring additional skill development or enrichment. * Teachers use a variety of instructional strategies including cooperative groups, think-pair-share, interactive computer strategies. *ELL students will be provided with the scaffolding needed for them to be successful, such as notes copied for them, vocabulary enhancement, and classroom "buddies." * The ESE teacher will assist with appropriate mathematics goals for each student and ensure teachers receive a copy of all accommodations. *Eligible math students may take a Learning Strategies Class and/or have the support of classroom assistants in the regular classroom. *ESE teacher will monitor the progress of all ESE students. * The Guidance Counselor will provide teachers with a list of targeted students in the NCLB categories scoring a Level 1 or Level 2 on FCT math. A focus point will be the economically disadvantaged students. 	<p>that dept. Digital educators training provided by district. Supplement for Academic Team Sponsor-\$2,412.00 from discretionary funds. Reading remediation tchr. VE tchr.81% discretionary & .09% from IDEA. No cost for supplemental software. Teacher-\$64,400.00 Av. Cost (with benefits) ELL certification available for more tchrs. provided by district. SLD teacher-teaches</p>	<p>conferencing and communication skills when meeting to develop a PMP, PMS, IEP, etc.</p> <ul style="list-style-type: none"> *Instructional strategies and best instructional practices will be a part of every ER. *Additional teachers can receive ELL certification through district and online courses. *Teachers will receive an overview at ER on various accommodations to assist students in reaching their goals. Explain difference in accommodations and modifications. *ESE tchr will receive updates on policies and procedures from the Staffing Specialist as will Gifted Education teachers in the development of EPs. 	<ul style="list-style-type: none"> *Teachers will include description of supplemental math software in the students' PMP. *Include ELL parent and/or guardian in the development of the LEP. *Regular classroom teachers will participate in the development of the IEP with the parent. *Parents will be invited to attend the development of an IEP, EP, LEP, PMP, or PMS. Teachers will participate, as well. *Teachers will notify parents of academic difficulties at the mid-point of the grading period, at the end of the nine weeks and on an as needed basis
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	<p>*The Guidance Counselor, teachers and RtI team will monitor student progress as necessary.</p> <p>* The NCLB Specialist from OCSD will be utilized if students are not showing signs of progress by the end of the first nine weeks.</p> <p>* Students will repeat a failed math course with a different teacher when available or take a computer-based Credit Recovery Course.</p> <p>* If the student continues to regress academically /behaviorally, alternative placement will be addressed through administration and RtI team.</p> <p>* Students will have an opportunity to participate in the Mentoring Program as necessary.</p> <p>* Teachers will access data from FCAT STAR, PAWS and DASHBOARD to analyze trends and address individual student needs.</p> <p>* Teachers will conference with individual students to help in setting goals.</p> <p>* Teachers will discuss and collaborate on strategies, lessons, Lesson Study, cross-curricular activities in Learning Communities</p> <p>* Teachers will be encouraged to monitor student use of the agenda book and give instruction to organize materials and set goals.</p> <p>* Students with a high academic average will be offered an opportunity to attend an enrichment field trip at the end of every quarter.</p>	<p>Learning strategies class</p> <p>12 mo. Guidance Counselor-paid from discretionary funds \$85,400</p> <p>NCLB Specialist salary absorbed by the district. Tchr. teaches 1 class of Credit Recovery-\$7,200 for additional class period Counselor-\$85,400 from discretionary budget oversees Mentoring Program</p> <p>Tchrs. participate in</p>	<p>*NCLB Specialist would provide strategies to assist these students in reaching their academic potential.</p> <p>*2 teachers received training on the Credit Recovery Program, year long program.</p> <p>*Literacy Coach will be a part of the RtI team in order to assist classroom teachers with different instructional strategies to try with the struggling student.</p> <p>*Conferencing with students allows them to accept responsibility for their learning and educational goals.</p>	<p>during the school year.</p> <p>*Parents will have the Credit Recovery Program explained to them prior to their child's enrollment in the class.</p> <p>*Parents are invited to be an active, integral part of the RtI process</p> <p>*Inform parents of conferencing with individual student in need of assistance.</p> <p>*Students will be recognized at the end of each grading period with a note from the Principal about their academic performance.</p> <p>*Parents will be invited to attend the end of the year Awards Ceremony via letter.</p>
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	<p>* Students with a high academic average at the end of the year will attend an Awards Ceremony to receive recognition for their efforts.</p> <p>* Four Observation Classrooms in Science, Social Studies and Language Arts will be utilized by teachers to observe best practices allowing for collaboration with the Literacy Coach.</p>	<p>Learning Communities monthly through ER. Student agenda books- \$7.00 each.</p> <p>Student recognition at awards ceremony for academic performance. 4 Observation Classroom teachers continue training and support. District offered workshop. They will be supported by the LC.</p>	<p>*4 Observation Classroom teachers will continue to receive training this yr sponsored by the district office with support from the LC.</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: Clifford Meigs Middle School	School Focus: Writing
District Goal:	Students shall demonstrate writing proficiency at or above expected grade level.
NCLB Goal:	Each student subgroup will meet NCLB state proficiency targets for AYP in the critical area of writing by achieving at least 1% increase over the previous year or by maintaining a proficiency of 90% or above.

Objective	The percentage of 8th grade students scoring 4.0 and above on FCAT Writing will be at least 87%. (District Objective: x <input 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>
<p>All Curriculum Groups (including NCLB subgroups)</p> <p>97% of Eighth graders scored a Level 3 or higher. 85% of Eighth Graders scored a Level 4 or higher (3 yr. historical data is provided on the Profile Page.)</p>	<p>*Formative Assessments (Expository or Persuasive prompts) will be given to all students in Language Arts classes the first nine weeks to determine student instructional needs in writing.</p> <p>*Students in Language Arts classes will complete two formal timed essays before the FCAT/Okaloosa Writes.</p> <p>* Student teacher conferences will be held to discuss writing strengths and weaknesses.</p> <p>* Teachers will collaborate and plan instructional lessons that correlate with the rigorous NGSSS and the Common Core Standards</p> <p>* All Language Arts teachers will model the writing process through shared and guided writing activities with an emphasis on the higher standards for the grading of the FCAT Writes.</p> <p>* Teachers will follow the district Pacing Guide for all Language Arts courses</p>	<p>5 Language Arts Teachers and a Reading Remediation Teacher- \$64,400 Av. Cost of Teacher (with benefits) Reading Remediation Tchr- Project 6120</p> <p>5 Language Arts Teachers and Literacy</p>	<p>PDSP Focus: Offer professional development on raising student achievement in the writing process</p> <p>Objective/other: Greater student achievement in writing</p> <p>*Teachers will be provided instruction on the correlation between the NGSSS and the Common Core Standards.</p> <p>*During the Language Arts teachers' Lesson Study, additional information on the higher. Review of changes in the Language</p>	<p>*Parents will be encouraged to attend an informational workshop on the writing process and FCAT WRITES</p> <p>* Parents will be encouraged to view the GradeBook on-line to gain information about their students writing skills and grades</p> <p>On the school website, add a section about the changes to the FCAT Writing Assessment for 2012.</p>

	<ul style="list-style-type: none"> * Students will work in cooperative groups to share and discuss the writing process * Students will learn to self assess by scoring their own papers using the Florida Rubric * Teachers will continue to use college preparatory strategies and AP strategies to add rigor to the course work and increase student critical thinking skills. * Teachers will collaborate and instruct using Highly Effective Questioning techniques and Comprehension Instructional Strategies * Teachers will instruct in grammar, usage and style to enhance the writing process and address the rigors of NGSSS * All students scoring below a 4.0 will receive remediation in the regular classroom setting with pull-out groups attending a "Writing Boot Camp." The workshop will be facilitated and coordinated by the Literacy Coach * Students in Intensive reading classes will receive additional instruction in the writing process (in small group settings) to support the Language Arts Program * After school tutoring is available for students in need of additional writing skill instruction. * Teacher/student conferencing will be implemented twice before FCAT WRITES *The ESE teacher will maintain a list of students' Okaloosa Writes scores and monitor their progress with the regular classroom teacher 	<p>Coach</p> <p>Provided by the OCSD</p> <p>Language Arts teachers and Literacy Coach</p> <p>Reading Remediation teacher</p> <p>After school tutoring-funded by SAC</p> <p>ESE teacher (SLD)</p>	<p>Arts Pacing Guides will occur as well.</p> <p>*Teachers will be trained by the LC to better assist students in self-assessment of their writing skills.</p> <p>*District is providing training on Highly Effective Questioning techniques and Comprehensive Instructional Strategies</p> <p>*A "Writing Boot Camp" is a continuation of a successful project begun last school year. The LC will meet with the Language Arts and Reading teacher to provide a clear understanding of how it operates.</p>	<p>*Teachers will advise parents at the end of the school year during registration, if they fill their child will be successful in college preparatory course work.</p> <p>*Information about the changes in grading on the FCAT Writes will be on the school web site.</p> <p>*Parents will receive information from the LC regarding the "Writing Boot Camp." Parents and or guardians will provide permission off their child to participate.</p> <p>*Parents will be called or written about the availability of afterschool tutoring.</p>
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	<p>*The ESE teacher will supply Language Arts teachers with a copy of accommodations for their students served in the ESE Program</p> <p>* Classroom assistants will be available as needed to help individual students</p> <p>* Teachers will access FCAT Data STAR and DASHBOARD to monitor student academic progress.</p> <p>*Language Arts teachers will keep a portfolio of writings to use as an instructional tool with students</p> <p>*Teachers will continue to participate in Lesson Study for the second year</p> <p>* Teachers will be encouraged to monitor student use of the agenda book and give instruction to organize materials and set goals.</p> <p>* Students with a high academic average will be offered an opportunity to attend an enrichment field trip at the end of every quarter.</p> <p>* Teachers will examine 2011 FCAT writing papers and the score points from the FL Department of Education CD.</p> <p>* Teachers will receive training in the new grading standards for the FCAT Writes.</p> <p>* Students with a high academic average at the end of the year will attend an Awards Ceremony to receive recognition for their efforts.</p> <p>*Four Observation Classrooms in Science, Social Studies and Language Arts will be utilized by teachers to observe best practices allowing for collaboration with the Literacy Coach.</p>	<p>Classroom Assistants-1 ESE Classroom Assistant is a 1 on 1 for a student. 1 assistant is to assist hearing impaired students.2 additional assistants are available in reading and mathematics with the SLD teacher and the Reading Remediation tcr.</p> <p>Enrichment field trip costs funded by SAC.</p> <p>Parents invited via invitation.</p> <p>LC will assist the 4 observation classroom tchrs. District will provide additional</p>	<p>*Reg. education tchrs. will receive training through FIN on differentiated instruction which has application to all subject areas.</p> <p>*Gradebook Managers and Gradebook Attendance Managers can provide assistance as needed.</p> <p>*Language Arts teachers will begin 2nd yr. of Lesson Study and Professional Development associated with the process.</p>	<p>*Parents of ESE students will meet with their child's teachers at the mid-point of the grading period if the child is academically struggling in a class.</p> <p>*Language Arts teachers can share the child's writing portfolio with the parents when they have a conference.</p> <p>*Parents will be required to give permission for their child to attend a field trip at the end of the grading period due to their child's outstanding academic achievements.</p> <p>*Parents will be invited via letter to the end of the year Awards Ceremony.</p>
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		<p>training for OC tchrs.</p>	<p>*Encourage fellow teachers to assist those interested in obtaining their National Board Certification. Teachers on staff can mentor their peers wishing to obtain their NBTC.</p> <p>*Observation Classroom teachers will receive additional training this yr through the OCSD.</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: Clifford Meigs Middle School	School Focus: Science
District Goal:	Students shall demonstrate science proficiency at or above expected grade level.

Objective (Grades 5, 8, and 10)	The percentage of 8th 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 72%. (District Objective: x <input 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>
<p>All Curriculum Groups (including NCLB subgroups)</p> <p>70% of Eighth Grade students scored a 3 or higher on the FCAT Science Test</p> <p>2011 FCAT Science by Content Area (Percentage) 77% Physical and Chemical Sciences 73% Earth and Space Sciences 72% Life and Environmental Sciences 77% The Scientific Thinking (3 yr. historical data is provided on the Profile Page)</p>	<p>*All students will be required to produce a Science Fair Project and present it to the classroom. Teachers will select participants for the Regional Science Fair and all SRC guidelines will be taught and followed.</p> <p>* All teachers will have access to the Science lab to provide hands-on instructional lessons and experiments. Hands on activities may include the use of light microscopes, LCD microscope projectors, GPS hand held positions, K-Nex building materials, computer technology and dissections.</p> <p>* Students will attend the Nokuse Biophilia Center twice during the year to access life Science activities and Environmental efforts in our area.</p> <p>*Teachers will follow the OCSD Pacing Guide for all science classes.</p> <p>*Teachers will use reading instructional strategies to help students comprehend</p>	<p>Training for 1 tchr. on science fair policies & procedures-Sub paid by BAO</p> <p>Tchrs received \$200.00 each for supplies and a box of paper</p> <p>Science Dept receives \$1,594.63 for supplies from Project 3109 for materials for experiments & other activities for the science classroom.</p>	<p>PDSP Focus: Teachers will receive professional development to realign their core curriculum to the Pacing Guide</p> <p>Objective/other: *To increase student achievement in Earth and Space Science, and Life and Environmental Science, *To increase student knowledge of the Scientific Process</p>	<p>*Parents will be encouraged to attend an informational workshop on the Science Fair and the Scientific Method. *Parents will be encouraged to view the GradeBook on-line to gain information about their students.</p> <p>*Parents will receive information on the Biophilia Center and the value of the center for a field trip from the perspective of environmental awareness.</p>

	<p>complex text and answer higher level thinking questions.</p> <ul style="list-style-type: none"> * The Literacy Coach will provide reading comprehension support to all science teachers as well as data analysis, lesson modeling, and professional development. * Students will receive explicit instruction and practice in writing short/extended responses using scientific data (informational text) * Teachers will receive professional development in the use of supplemental science materials related to the text book. * Teachers will be encouraged to monitor student use of the agenda book and give instruction to organize materials and set goals. * One science class is an Observation Classroom that will serve as a "Balanced Literacy" model. * Students with a high academic average will be offered an opportunity to attend an enrichment field trip at the end of every quarter. * Students with a high academic average at the end of the year will attend an Awards Ceremony to receive recognition for their efforts. * All students will have an opportunity to participate in after school tutoring if needed * Eighth grade students will have the opportunity to take a high school science class for high school credit. * Teachers will have access to digital 	<p>LC-50% of Salary Paid from Title 11 funds.</p> <p>Literacy Coach will continue to assist all OC teachers. Quarterly enrichment field trips-SAC funds Student recognition for grades & other accomplishments After school tutoring funded by SAC. New Science textbooks were</p>	<ul style="list-style-type: none"> * Information presented during Early Release. *New science textbooks were purchased for each grade level and accompanying staff development will be presented locally. *Teachers received training on the new textbook for the high school credit science course. 	<ul style="list-style-type: none"> *Parents will receive information on the development of science fair projects. *Parents will be invited to the beginning of the year Orientation and the required two Open Houses. These are opportunities for the parents to informally talk with the tchrs once first semester and once second semester. *Parents will be notified if their child is eligible to attend and participate in the field trip for having a high academic average at the end of the quarter. *Teachers will communicate with parents and or guardians through a variety of formats such as a newsletter, a wikispace, schoolnotes.com or through the student's agenda book.
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School: Clifford Meigs Middle School	School Focus: College Readiness/Academic Acceleration
School Objective:	The percentage of students prepared to select a post secondary college preparatory track in high school will be at least 80%

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>
2012 GIFTED STUDENT POPULATION Gifted: 33	<p>*All students are enrolled in at least one advanced class.</p> <p>*Eligible students at all grade levels may take classes for gifted and talented students.</p> <p>*8th grade students may enroll in classes for high school credit such as Physical Science 1 Honors, Algebra 1 Honors, Geometry 1 Honors, Spanish 1 Honors, Web Design, and Introduction to Technology.</p> <p>*7th grade students may take the Duke Talent Identification Program (TIP).</p> <p>* All students will be offered the opportunity to take the PSAT test in October</p> <p>*Students have the opportunity to participate on the Academic Team which is a competition group.</p>	<p>Teacher-\$64,400 av. cost (with benefits)</p> <p>ESE Guarantee Gifted-Project 3001-37% of tchr. salary of gifted students</p> <p>Academic Team Sponsor paid through discretionary funds-\$2,412</p>	<p>PDSP Focus: Professional development will be offered to align courses vertically and horizontally with feeder schools</p> <p>Objective/other: All classes will be aligned with the PPP, Pacing Guide and requirements for feeder schools</p> <p>*Training teachers on reading the results of the PSAT and the TIP can be beneficial to them in the classroom as they strive to truly understand the individual child and his or her strengths and weaknesses.</p>	<p>Parents will be apprised of applications and deadlines for TIP and PSAT</p> <p>* Parents will be apprised of curriculum requirements for advanced, Talented and Gifted, and Honors classes. At registration in the spring, the requirements for these high school credit courses will be clearly communicated.</p> <p>*Parents will be informed of why all Social Studies classes are advanced or Talented and Gifted.</p> <p>*Parents will be notified by the Guidance Department of the TIP and the PSAT if they are interested in their child participating.</p>

- 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: Clifford 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)
Meigs Middle School is not a Title 1 school.	Meigs Middle School is not a Title 1 school.	Meigs Middle School is not a Title 1 school.

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

SUPPLEMENTAL PAGE
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