

Okaloosa County School District

Destin Middle School



2022-23 Schoolwide Improvement Plan

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Destin Middle School

4608 LEGENDARY MARINA DR, Destin, FL 32541

[no web address on file]

Demographics

Principal: Belinda Small

Start Date for this Principal: 7/29/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 5-8
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	37%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: A (66%) 2018-19: A (67%) 2017-18: A (67%)
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	Rachel Heide
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

This plan is pending approval by the Okaloosa County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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Destin Middle School

4608 LEGENDARY MARINA DR, Destin, FL 32541

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 5-8	No	37%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	25%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	A		A	A

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Placing students on a pathway to success by providing high quality instruction, a wide array of marketable experiences, and unparalleled extracurricular opportunities while developing relationships that meet both their academic and emotional needs.

Provide the school's vision statement.

Preparing today's students for success within and beyond the classroom.

School Leadership Team

Membership

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Campbell, Julie	Teacher, K-12	Elementary Team Leader and Instructor- leads instruction for ELA and is the chairperson for elementary. She serves on the Principal's leadership team.
Hamer, Charlotte	Teacher, ESE	Responsible for ESE services and consultations, instructs students and supports teachers, students, and parents
Havard, Scherie	Teacher, K-12	Responsible for instruction in Social Studies 6-8; serves as department chair and leadership team
Markey, Margaret	Teacher, ESE	ESE Instructor for Learning Strategies, supports and monitors students, assists teachers, students and parents with support systems for success.
Small, Belinda	Principal	Leads the school as head and responsible for the safety and advancement of all students.
Tucker, Denise	Teacher, K-12	Teaches reading skills/strategies to students 6-8 who are in bottom quartile
Tucker, Lisa	Assistant Principal	AP of Curriculum and Instruction, organizes Master Schedule, POC, and oversees ESE as well as all other duties designated by Principal.

Demographic Information

Principal start date

Thursday 7/29/2021, Belinda Small

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

5

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

20

Total number of teacher positions allocated to the school

44

Total number of students enrolled at the school

856

Identify the number of instructional staff who left the school during the 2021-22 school year.

9

Identify the number of instructional staff who joined the school during the 2022-23 school year.

7

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	189	232	225	202	0	0	0	0	848
Attendance below 90 percent	0	0	0	0	0	26	18	26	29	0	0	0	0	99
One or more suspensions	0	0	0	0	0	1	3	6	5	0	0	0	0	15
Course failure in ELA	0	0	0	0	0	4	0	2	0	0	0	0	0	6
Course failure in Math	0	0	0	0	0	3	7	7	5	0	0	0	0	22
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	28	28	16	21	0	0	0	0	93
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	17	36	14	12	0	0	0	0	79
Number of students with a substantial reading deficiency	0	0	0	0	0	28	28	16	21	0	0	0	0	93

Using the table above, complete the table below with the number of students by current grade level who have two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	30	34	27	26	0	0	0	0	117

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	2	1	0	0	0	0	0	3
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Monday 8/29/2022

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level	Total
Number of students enrolled		
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA		
Course failure in Math		
Level 1 on 2019 statewide FSA ELA assessment		
Level 1 on 2019 statewide FSA Math assessment		
Number of students with a substantial reading deficiency		

The number of students with two or more early warning indicators:

Indicator	Grade Level	Total
Students with two or more indicators		

The number of students identified as retainees:

Indicator	Grade Level	Total
Retained Students: Current Year		
Students retained two or more times		

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	222	204	200	198	0	0	0	0	824
Attendance below 90 percent	0	0	0	0	0	18	33	33	37	0	0	0	0	121
One or more suspensions	0	0	0	0	0	1	9	5	3	0	0	0	0	18
Course failure in ELA	0	0	0	0	0	0	3	1	0	0	0	0	0	4
Course failure in Math	0	0	0	0	0	8	9	6	1	0	0	0	0	24
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	29	19	20	47	0	0	0	0	115
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	37	16	12	22	0	0	0	0	87
Number of students with a substantial reading deficiency	0	0	0	0	0	29	19	20	47	0	0	0	0	115

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	26	24	17	29	0	0	0	0	96

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	2	1	2	0	0	0	0	5
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Part II: Needs Assessment/Analysis

School Data Review

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	70%	55%	50%				70%	67%	54%
ELA Learning Gains	60%						62%	59%	54%
ELA Lowest 25th Percentile	41%						50%	56%	47%
Math Achievement	76%	36%	36%				81%	75%	58%
Math Learning Gains	69%						66%	65%	57%
Math Lowest 25th Percentile	58%						60%	63%	51%
Science Achievement	61%	63%	53%				70%	71%	51%
Social Studies Achievement	88%	66%	58%				80%	81%	72%

Grade Level Data Review - State Assessments

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	66%	67%	-1%	56%	10%
Cohort Comparison						
06	2022					
	2019	66%	63%	3%	54%	12%
Cohort Comparison		-66%				
07	2022					
	2019	72%	58%	14%	52%	20%
Cohort Comparison		-66%				
08	2022					
	2019	70%	66%	4%	56%	14%
Cohort Comparison		-72%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	69%	71%	-2%	60%	9%
Cohort Comparison						
06	2022					
	2019	68%	62%	6%	55%	13%
Cohort Comparison		-69%				
07	2022					
	2019	85%	73%	12%	54%	31%
Cohort Comparison		-68%				
08	2022					
	2019	81%	65%	16%	46%	35%
Cohort Comparison		-85%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	61%	63%	-2%	53%	8%
Cohort Comparison						
06	2022					
	2019					
Cohort Comparison		-61%				
07	2022					
	2019					

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		0%				
08	2022					
	2019	76%	67%	9%	48%	28%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	78%	77%	1%	71%	7%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	98%	77%	21%	61%	37%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	100%	73%	27%	57%	43%

Subgroup Data Review

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
SWD	31	35	18	47	51	43	33	62	30		
ELL	46	46	33	56	60	45	37	58	41		
ASN	86	71		86	62		57				
BLK	52	50	42	38	45	18					

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
HSP	58	56	30	62	66	47	33	78	75		
MUL	59	47		73	66		58				
WHT	72	61	45	79	71	64	67	89	67		
FRL	61	57	43	68	67	55	50	85	51		
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	29	51	49	49	46	27	29	65			
ELL	38	52	59	49	46	31	15	73			
ASN	60	43		84	69		60				
BLK	46	30	20	59	41	45	60				
HSP	60	67	53	55	49	26	41	71	38		
MUL	51	43	18	65	57	29	42	69			
WHT	70	60	53	73	56	45	67	82	72		
FRL	57	54	46	70	57	58	57	77	55		
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	36	42	32	53	51	40	48	67	29		
ELL	48	58	47	69	69	58	39		27		
ASN	81	65		100	82		70				
BLK	35	57		59	50		50				
HSP	57	51	44	74	61	60	56	68	57		
MUL	63	55	40	67	57	33	54		50		
WHT	73	64	53	83	67	64	74	81	69		
FRL	62	55	45	74	61	55	57	77	65		

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	68
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	84
Total Points Earned for the Federal Index	675
Total Components for the Federal Index	10
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	39
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	51
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	72
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	41
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	59
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	61
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	

Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	70
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	62
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

The trend across grade levels seems to be that student achievement scores for ELA, Math, Science, and Social Students range between 50-75%. Between 2019-2021 there appears to be a dip in achievement, gains, and achievement of lowest 25th percentile. However, there appears to be a uptick trend in the most recent performance result in these same categories in 2022. The subgroup data mirrors the 2021 dip and then uptick in 2022.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

The greatest need for improvement based of the ESSA Data Review is achievement levels of Students with Disabilities.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Contributing factors could have been from various changes in variables, such as change in learning environments, possible lack of access to print resources due to online platform experiences, changes in needs regarding executive functioning skills at home, accountability, and/or number of personnel available. With the dramatic increase in student enrollment, there was an increase in teachers assigned 6 periods as opposed to five periods by 75% percent, leaving a small number of volunteers to expand extra help opportunities and/or POC time. Additionally, a paraprofessional resigned during the year for ELA push in/out and the position could not be filled. Lastly, it is worthy to recognize the total number of SWDs in the school. We average approximately 20 per grade level. Statistically, should one student drop below grade level proficiency (or improve) the total percentage of proficiency will be significantly impacted due to small sample size.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Performance scores in achievement in Social Studies were reported at an all time high, highest in the district and 8 percentage points higher than in 2021 and 2019. Math learning gains were also highest rising from 55% in 2021 to 69% in 2022. Additionally, math students in the lowest quartile showed staggering improvement from 42% to 58%.

What were the contributing factors to this improvement? What new actions did your school take in this area?

Contributing factors that may have influenced the increase in performance scores include the following:

1. Civics tutoring offered before and after school.
2. Intensive Math class for the lowest quartile was added and an experienced teacher accepted the assignment.
3. Tutor sessions were utilized in math on a regular basis for additional help in mastering concepts.
4. Teachers for math Plan of Care teachers were available for hire.
5. Computers were moved from library check out system to five in each math class so students could access routine programs such as iXL and Algebra Nation.

What strategies will need to be implemented in order to accelerate learning?

The following strategies will need to be provided and attended by students:

1. Civics tutoring each week throughout the year.
2. ELA tutoring attendance needs to increase
3. IR an IM will need seats filled as new students are identified using various monitoring tools throughout the year

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Some PD opportunities to support teachers and leaders may include the following:

1. Collaborative time will be allotted during department and grade level meetings to identified lowest quartile and create a plan for before, during, and after school tutoring to include ESE students.
2. All teachers of SWD will receive information on successful cases in regards to attending before school tutoring in ELA (such as in the cases of SS and Math).
3. Intensive Reading teacher will receive district PD on resources and structure of curriculum that addresses remediation of new standards and parallels with grade level pacing.
4. POC teachers will receive release time and training on using identified resources with lowest quartile students.
5. Professional development opportunities will be provided for instructional technology in the new 1:1 environments.
6. Time and access for follow up on the PD offered.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

While before school tutoring has been a tradition, the creation of an targeted Excel spreadsheet with identified subgroups will become an integral component of support plan. We will have a team tracking the progress monitoring or all ESE students on the FAST. With more volunteers to serve as POC tutors, the attendance should increase and expand to the full lower quartile as opposed to smaller groups. Technology in a 1:1 capacity in all core courses will be implemented and a replacement plan for 1:1 devices will be on a four year cycle with annual fundraising being dedicated to growing the fleet and diversity of instructional devices. Fundraising for increased technology will occur so that educational

apps, subscriptions, and replacements may reoccur to enhance instruction. Teachers will have ongoing yearly opportunities to train on technological innovations in the classroom.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. ESSA Subgroup specifically relating to Students with Disabilities**Area of Focus
Description
and Rationale:****Include a rationale that explains how it was identified as a critical need from the data reviewed.**

Based on the Needs Assessment/Analysis and School Data Review, 31 % of SWDs scored proficient in ELA Achievement as measured by 2022 FSA. This is below the Federal Index criteria of 40%, Therefore, this area is a focus area. All other subgroup surpassed the threshold.

Measurable**Outcome:****State the specific****measurable outcome the school plans to achieve.****This should be a data based, objective outcome.**

The measurable outcome will be derived from the baseline F.A.S.T. Progress Monitoring 1 (PM1) to PM3. We will measure the percentage of students scoring a level 3 or higher at PM 1 to PM 3. The final outcome will indicate that 40 % or more of SWD scored a level 3 or higher in PM 3.

Monitoring:**Describe how this Area of Focus will be monitored for the desired outcome.**

The SWDs performance scores will be monitored using the FAST PM 1 and 2.

Person responsible for monitoring outcome:

Lisa Tucker (lisa.tucker@okaloosaschools.com)

Evidence-**based****Strategy:****Describe the evidence-based strategy being implemented for this Area of Focus.**

The evidenced-based strategy being implemented for the SWDs is their Individualized Exceptional program and added opportunities to attend weekly tutoring in ELA. The during school tutoring will be remediation/intervention lessons as opposed to homework help. The before school tutoring will be scaffolding for grade level lessons in ELA. Additionally, ELA , IR, and ESE teachers will plan collaboratively to increase collective teacher efficacy regarding teaching new standards, gaps, and new assessments so that student needs can be addressed.

Rationale for Evidence-based Strategy: Explain the rationale for

Weekly tutoring has proven to be a successful academic press for students at this school who can attend. Two of the most recent examples are in the successful cases of Civics and Math. For those who can not attend and need more remediation for ELA, then it reasons that an opportunity during school hours will yield higher performance scores than not having the opportunity. Collective teacher efficacy has a proven track record widely accepted in the educational community of having one of the highest effect

selecting this specific strategy.**Describe the resources/ criteria used for selecting this strategy.**

sizes. Many educators cite Hattie with an effect size of 1.57 which is one of the most significant impact points on student achievement.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Review and amend IEP when appropriate so that ELA students have level opportunities to succeed on new standards and the assessments they are measured by the FAST.

Person**Responsible**

Margaret Markey (markeym@okaloosaschools.com)

Review and amend IEP when appropriate so that ELA students have level opportunities to succeed on new standards and the assessments they are measured by the FAST.

Person**Responsible**

Charlotte Hamer (charlotte.hamer@okaloosaschools.com)

Create an in school remedial tutoring system and a before/after school tutoring that will allow an opportunity for all SWDs to attend extra ELA remedial support weekly.

Person**Responsible**

Lisa Tucker (lisa.tucker@okaloosaschools.com)

Provide ESE teachers time to plan with ELA and IR teachers as well as release time to visit students in ELA classes weekly to help inform additional scaffolding needs for instruction and assessment.

Person**Responsible**

Lisa Tucker (lisa.tucker@okaloosaschools.com)

Track percentage of level 3 SWDs in ELA from PM 1, 2 and 3 in order to build teacher efficacy through sharing of results.

Person**Responsible**

Lisa Tucker (lisa.tucker@okaloosaschools.com)

No description entered

Person**Responsible**

[no one identified]

Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. Stakeholder groups more proximal to the school include teachers, students and families of students, volunteers and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services and business partners.

Describe how the school addresses building a positive school culture and environment.

The school lives a "can-do" philosophy. All teachers are open to sharing strategies that work with individual students and share successes and concerns to promote student achievement. There is high communication between teachers, parents, staff, and administration. Teachers share concerns, strategies and resources beyond monthly consultations- both core and ESE teachers. We have a growth mindset to educate all students. Our teachers and students monitor their growth, and we encourage and celebrate their achievements. Our students are engaged in rigorous learning opportunities through experiments, labs, student talk, small groups, problem-solving, and high expectations for students. Our students and staff work together to promote The Marlin Way of being prepared and on time, following directions, being engaged and respectful, and having self-control. We share the Marlin Way with our parent during open house and orientation. Students are recognized by teachers through monthly Positive Postcard, Student of the Month Awards, and our Hero Program Ice cream Parties. We recognize our teachers by the receipt of a coin to acknowledge them for going above and beyond, having outstanding lessons, and acts of service. Each month we have a drawing from the coins and the winning teacher will be awarded a gift certificate. Each month, a teacher recognizes another teacher for going above and beyond by presenting the Magnificent Marlin trophy. Whoever receives it then passes it on the next month honoring another. We have newcomers training for all the teachers who are new to DMS. Each teacher is assigned a mentor teacher from our faculty. Our PTSA honors our staff by providing a monthly snack/luncheon, which includes a gift basket raffle. We also have a Sunshine Committee that serves to support our faculty and staff through birthday recognitions, quarterly family days, and uplifting monthly mementos.

Identify the stakeholders and their role in promoting a positive school culture and environment.

Administration- role to listen to other stakeholders, gather input from other professionals and maintain a win/win orientation, recognize faculty and staff with Marlin coin program, continue good news posts on Facebook and weekly newsletters, as well as provide organizational systems that keeps a safe place to learn.

Teachers-select other teachers for Magnificent Marlin, work collaboratively for solutions, participate in school spirit games the increase morale

Sunshine Committee- recognizes accomplishments, and difficult times, plans staff get togethers throughout year and uplift others with notes, flowers, small gifts.

Leadership- promotes inclusivity with poster recognition, plans pep rallies, organizes charitable causes

All service organizations- promote wellness and giving back to school community and beyond through project based learning

SAC and PTSA- joins in union to listen and provide input into the goals and insights into school community.

Engages in positive programs to support the school like PTSA fundraisers and luncheons.

Students- responsible for living the Marlin Way and keeping phones off and away which helps increase positive interactions with others as well as partnering in the classroom