



**Date Submitted: Final 9/19/2012**

**Dates of Revisions:**

# School Name: Antioch Elementary School

## School Performance Plan

### 2012 - 2013

<p>All school advisory agendas, minutes, membership, and guidelines of operations are housed at the school site as well as the district office. These reflect the process used in the preparation and evaluation of the school performance plan and the school's annual budget. SAC funds in the amount of \$ [            ], will primarily be used for : [            ] .</p> <p>The names represented below indicate approval of the SPP by SAC committee members.</p> <p>Wanda Avery Principal</p> <p>Melanie Palmer SAC Chair</p>	<table style="width: 100%; border: none;"> <tr> <td colspan="2" style="text-align: center;"><b>Legend</b></td> </tr> <tr> <td style="width: 50%; vertical-align: top;"> <p>AICE: Advance International Certificate of Education</p> <p>AP: Advanced Placement</p> <p>AYP: Adequate Yearly Progress</p> <p>CCS: Common Core Standards</p> <p>DA: Differentiated Accountability</p> <p>DEA: Discovery Education Assessment</p> <p>ED: Economically Disadvantaged</p> <p>ELL: English Language Learners</p> <p>ESE: Exceptional Student Education</p> <p>FAIR: Florida Assessment for Instruction of Reading</p> <p>FCAT: Florida Comprehensive Assessment Test</p> <p>IB: International Baccalaureate</p> <p>IEP: Individualized Education Plan</p> <p>IPDP: Individualized Professional Development Plan</p> <p>NGSSS: Next Generation Sunshine State Standards</p> </td> <td style="width: 50%; vertical-align: top;"> <p>NCLB: No Child Left Behind</p> <p>PDSP: Professional Development Site Plan</p> <p>PERT: Postsecondary Education Readiness Test (ACT's 10<sup>th</sup> Grade Assessment Test)</p> <p>PLAN: Progress Monitoring Plan</p> <p>PMP: Progress Monitoring System</p> <p>PMS: Plan of Care</p> <p>PPP: Pupil Progression Plan</p> <p>Rtl: Response to Intervention</p> <p>SAC: School Advisory Council</p> <p>SAI: Supplemental Academic Instruction</p> <p>SAT 10: Stanford Achievement Test</p> <p>SESAT: Stanford Early School Achievement Test</p> <p>SINI: Schools in Need of Improvement</p> <p>SPP/SIP: School Performance Plan; School Improvement Plan</p> <p>SWD: Students with Disabilities</p> <p>VE: Varying Exceptionalities</p> </td> </tr> </table>	<b>Legend</b>		<p>AICE: Advance International Certificate of Education</p> <p>AP: Advanced Placement</p> <p>AYP: Adequate Yearly Progress</p> <p>CCS: Common Core Standards</p> <p>DA: Differentiated Accountability</p> <p>DEA: Discovery Education Assessment</p> <p>ED: Economically Disadvantaged</p> <p>ELL: English Language Learners</p> <p>ESE: Exceptional Student Education</p> <p>FAIR: Florida Assessment for Instruction of Reading</p> <p>FCAT: Florida Comprehensive Assessment Test</p> <p>IB: International Baccalaureate</p> <p>IEP: Individualized Education Plan</p> <p>IPDP: Individualized Professional Development Plan</p> <p>NGSSS: Next Generation Sunshine State Standards</p>	<p>NCLB: No Child Left Behind</p> <p>PDSP: Professional Development Site Plan</p> <p>PERT: Postsecondary Education Readiness Test (ACT's 10<sup>th</sup> Grade Assessment Test)</p> <p>PLAN: Progress Monitoring Plan</p> <p>PMP: Progress Monitoring System</p> <p>PMS: Plan of Care</p> <p>PPP: Pupil Progression Plan</p> <p>Rtl: Response to Intervention</p> <p>SAC: School Advisory Council</p> <p>SAI: Supplemental Academic Instruction</p> <p>SAT 10: Stanford Achievement Test</p> <p>SESAT: Stanford Early School Achievement Test</p> <p>SINI: Schools in Need of Improvement</p> <p>SPP/SIP: School Performance Plan; School Improvement Plan</p> <p>SWD: Students with Disabilities</p> <p>VE: Varying Exceptionalities</p>
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## School Profile 2012- 2013

### School Profile: (Narrative)

Antioch Elementary School, home of the Aviators, is a public school located in the Florida Panhandle with approximately 830 students enrolled in Kindergarten through fifth grade. The enrollment at Antioch has increased this year due to the ability to accept zoning waivers. Finding available space and monies to purchase teacher positions, textbooks and materials in order to meet class size continues to be a challenging priority for the 2012-2013 school year.

Under the direction and leadership of our School Advisory Council, the faculty, staff and parents at Antioch set high academic standards and are committed to providing a safe, inviting and challenging environment for all students. With highly qualified teachers, school based professional development, research-based reading instruction in small groups, a sufficient budget which directs each available dollar to the classroom to support student progress, hands-on instructional programs emphasizing reading, writing, mathematics and science, students are expected to master the Next Generation Sunshine State Standards (NGSSS) and Common Core Standards (CCS) and continue to make academic growth and achievement significantly above the norm. 79% of students scored level 3 or higher in Math and 80% scored level 3 or higher in Reading on the 2012 FCAT. These numbers include all students who took the FCAT at Antioch. Antioch's report card from the state indicates 80% of students met high standards in reading, 79% met high standards in math, 84% met high standards in writing and 81% met high standards in science. These percentages include only students who were in attendance during FTE in October and February. Antioch's academic progress has placed our school among the top performing elementary schools in Okaloosa County.

The following programs are provided to help students *'navigate beyond their horizon'* to meet individual needs. Exceptional Student Education (ESE) programs include Specific Learning Disabilities (SLD), Speech and Language and Gifted Education. Through an inclusion model our SLD teacher travels to the classroom and team teaches with the regular education teacher. Students also attend Physical Education classes 40 minutes daily, and Music once a week for 30 minutes.

Our Media Center is the hub of our school and provides an outstanding quantity of reading materials on various levels and subjects. Additionally, our Book Room offers a vast array of leveled books to assist teachers in implementing best practices and scientifically-based reading instruction under the guidance and leadership of our

literacy coach. Each classroom also has an extensive leveled library to meet the needs of our Aviators. Taking the advice of Susan B. Neuman in the Put Reading First publication, our teachers and assistants are "encouraged to explore the research, open their minds to changes in instructional practice, and take up the challenge of helping all children become successful readers."

Guidance services, individual and small group tutoring, and a before and after School Child Care provide additional support for our Aviators and their parents. Our 'Aviators on Target' Program incorporates our core values and consistently manages students' behavior throughout the school in a positive manner. Antioch has an active Mentoring and Volunteer Program. Our School Advisory Council coordinates and assists in the development of Antioch's annual School Performance Plan as well as helping prepare our budget, ensuring all available funds be expended to help improve student performance. Our highly successful Parent Teacher Organization and Community Business Partner Program enrich our curriculum by providing additional funding for classroom materials.

Antioch's Academic Team, composed of fifth graders and coached by a fifth grade teacher, has consistently scored within the top five high performing schools in the district and within the top ten performing schools in the state. They earned the distinction of being second in the district and third in the state during the 2012 Spring Knowledge Master Meet.

Antioch's Aviator Academy incorporating the ACE program through Civil Air Patrol was implemented with great success. Antioch Elementary School earned the title of Civil Air Patrol ACE National School of the Year for 2012.

Parents displayed a strong show of confidence and support on the 2012 Customer Satisfaction Survey. 93% agreed or strongly agreed that Antioch Elementary School meets or exceeds customer expectations. However, the following items received the lowest ratings so we will begin immediately to address these areas.

- *The guidance department at my child's school provides for the educational success of my students. 76% - (Within this average only 4% disagreed and 20% had no opinion.)*
- *School funds are used to support the school in a financially responsible manner. 87% - (Within this average less than 1% disagree and 12% have no opinion.)*

A tradition of excellence continues as standardized test scores reflect our Aviators' academic success. Antioch Elementary School has maintained an A+ rating from the State of Florida for the past eleven years and has met NCLB requirements. We are committed to *navigating beyond our horizon.*

## School Profile 2012- 2013

**School Vision:** Maximize educational systems that empower students to successfully transition into a globally competitive society. Within the safe, nurturing environment of the Antioch Community, we are dedicated to one cooperative mission...navigating beyond our horizon to ensure each student reaches his/her optimum potential.

**School Mission:** Antioch Elementary School is committed to excellence. We will provide safe, challenging educational opportunities which enable our students, staff and community to acquire the knowledge, skills and values required for responsible citizenship, personal development and lifelong learning.

Perpetuate our commitment to educational excellence through:

- Rigorous and relevant curriculum
- Accountability
- Stakeholder relationships

### **Belief Statements:**

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

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

Highly Qualified Status Administrators: (Title I)	2	
Reading Instructors/Recruitment: (Secondary)	Teachers with reading certification/endorsement	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 81%. (District Objective: <input checked="" type="checkbox"/> +2 percentile points or <input type="checkbox"/> maintain 90-100%)
Objective R-2	The percentage of all curriculum students who will make learning gains in reading as defined by the State of Florida on the FCAT will be at least 75%. (District Objective: <input checked="" type="checkbox"/> + 2 percentile points or <input type="checkbox"/> maintain 90-100%)
Objective R-3	The percentage of students in the lowest 25% who will make learning gains in reading as defined by the State of Florida on the FCAT will be at least 67%. (District Objective: <input checked="" 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>																								
<p>90 % of students in all curriculum groups scoring at or above level 3 on the FCAT Reading NGSSS: 79% (2012) 91% (2011) 90% (2010)</p> <p>90% of students in all curriculum groups scoring at or above level 3 on FCAT Reading NGSSS by grade levels:</p> <table border="1"> <thead> <tr> <th></th> <th>3<sup>rd</sup></th> <th>4<sup>th</sup></th> <th>5<sup>th</sup></th> </tr> </thead> <tbody> <tr> <td>2012</td> <td>77%</td> <td>77%</td> <td>83%</td> </tr> <tr> <td>2011</td> <td>95%</td> <td>92%</td> <td>87%</td> </tr> <tr> <td>2010</td> <td>94%</td> <td>91%</td> <td>84%</td> </tr> </tbody> </table> <p>FCAT Reading NGSSS Developmental Scale Score</p> <table border="1"> <thead> <tr> <th></th> <th>3<sup>rd</sup></th> <th>4<sup>th</sup></th> <th>5<sup>th</sup></th> </tr> </thead> <tbody> <tr> <td>2012</td> <td>211</td> <td>220</td> <td>232</td> </tr> </tbody> </table>		3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	2012	77%	77%	83%	2011	95%	92%	87%	2010	94%	91%	84%		3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	2012	211	220	232	<p>All teachers are expected to implement research-based practices defined in curriculum documents approved by the OCSD School Board (e.g., Balanced Literacy Plan, Comprehensive Math Model, K-12 Reading Plan, PPP)</p> <p>Antioch Faculty and Staff have chosen to focus on creating assessment capable learners and maximizing feedback in order to increase student achievement. These practices require teachers to differentiate and respond to the needs of all learners regardless of subgroup and/or content area.</p> <p><b>Creating Assessment Capable Learners:</b></p> <ul style="list-style-type: none"> <li>Teachers will provide students with clear learning objectives and outcomes as well as provide students with the success criteria necessary to meet those objectives/outcomes.</li> <li>Teachers will provide students with</li> </ul>		<p><b>PDSP Focus:</b></p> <p>First Semester Focus – Creating Assessment Capable Learners and Evaluating Text Complexity</p> <p>Second Semester Focus – Maximizing Feedback and Creating Close Reads and CIS lessons</p> <p><b>Objective/other:</b></p> <p>PDSP Objective: All staff will become proficient in using effective feedback strategies, developing assessment capable learners, and utilizing close reads or the Comprehension Instructional Sequence to increase student exposure and proficiency with complex text as evidenced by</p>	<p>District Informational Calendar; Assessment Summary Sheets; District and School Website, Electronic Sign, Deficiency Reports, Report Cards, Agenda Books, Parent Handbook; Pinnacle Internet Viewer, Monthly School Newsletters; Weekly Classroom Newsletters, GEMS Parent Email, Parent STAR/PMP; Open House during American Education Week and Multicultural Week; School Brochure ; PTO; SAC; Parent Climate Survey; Special Programs presented by each grade level</p> <p>All classroom teachers will host face to face conferences with parents each year apprising them of students'</p>
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<p>2011 1576 1799 1784 2010 1612 1769 1794</p> <p>% of Students in Levels 3-5 on FCAT Reading NGSSS</p> <table border="1"> <thead> <tr> <th colspan="4">GRADE 3</th> </tr> <tr> <th></th> <th>Lev.3</th> <th>Lev. 4</th> <th>Lev.5</th> </tr> </thead> <tbody> <tr> <td>2012</td> <td>29 %</td> <td>30%</td> <td>19 %</td> </tr> <tr> <td>2011</td> <td>37%</td> <td>47%</td> <td>11%</td> </tr> <tr> <td>2010</td> <td>24%</td> <td>52%</td> <td>17%</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th colspan="4">GRADE 4</th> </tr> <tr> <th></th> <th>Lev.3</th> <th>Lev. 4</th> <th>Lev.5</th> </tr> </thead> <tbody> <tr> <td>2012</td> <td>29 %</td> <td>35%</td> <td>14%</td> </tr> <tr> <td>2011</td> <td>29%</td> <td>40%</td> <td>23%</td> </tr> <tr> <td>2010</td> <td>34%</td> <td>39%</td> <td>18%</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th colspan="4">GRADE 5</th> </tr> <tr> <th></th> <th>Lev.3</th> <th>Lev. 4</th> <th>Lev.5</th> </tr> </thead> <tbody> <tr> <td>2012</td> <td>25%</td> <td>36%</td> <td>21%</td> </tr> <tr> <td>2011</td> <td>36%</td> <td>36%</td> <td>15%</td> </tr> <tr> <td>2010</td> <td>31%</td> <td>38%</td> <td>16%</td> </tr> </tbody> </table> <p>Percentage Mean Points Earned by Content Areas on FCAT Reading NGSSS</p>	GRADE 3					Lev.3	Lev. 4	Lev.5	2012	29 %	30%	19 %	2011	37%	47%	11%	2010	24%	52%	17%	GRADE 4					Lev.3	Lev. 4	Lev.5	2012	29 %	35%	14%	2011	29%	40%	23%	2010	34%	39%	18%	GRADE 5					Lev.3	Lev. 4	Lev.5	2012	25%	36%	21%	2011	36%	36%	15%	2010	31%	38%	16%	<p>rubrics/learning continuums/scales/samples/etc. with which students can evaluate their own learning (e.g., using rubrics and samples to evaluate extended response questions, journal entries, fluency rate).</p> <ul style="list-style-type: none"> <li>Teachers will provide students with opportunities to chart/track/graph/monitor their learning and measure their achievement of learning goals in at least one subject area (e.g., charting/graphing letter/sound recognition, reading levels, fluency, use of reading strategies, and grades).</li> </ul> <p><b>Feedback:</b></p> <ul style="list-style-type: none"> <li>Teachers will conference with individual students on a regular basis to both provide and receive feedback about student learning and to assist students in creating learning goals (e.g., during guided reading or conferences using the Daily 5/CAFÉ method).</li> <li>Teachers will create and implement common formative assessments with their grade level data teams for each instructional cycle in their focus content area in order to gain feedback and gather information to be used in student conferences.</li> <li>Teachers will meet bi-monthly in grade level data teams to analyze data, develop common formative assessments, set goals, implement research-based strategies, and monitor student progress.</li> </ul> <p><b>Common Core:</b></p> <ul style="list-style-type: none"> <li>All Kindergarten and First Grade Teachers will be implementing the Common Core State Standards.</li> </ul>	<p>\$ 16,000 for Copier, Supplies and Agenda Books (PTO and Discretionary)</p>	<p>administrative observations, walk-throughs, lesson plans and/or student interviews.</p> <p>The literacy coach will continue to participate in the coaching process and provide support to all teachers in integrating the Common Core across content areas.</p> <p>Digital Educators will present/share technology strategies and resources to support reading during Faculty Meetings.</p> <p>School-wide "Night of the Arts" will be continued this year which may include, but not be limited to, displays and demonstrations of student talent, a professional author and/or illustrator visit, and other creative expression(s) of the liberal arts</p>	<p>reading levels and progress. Strategies and materials will be provided to parents for home use during these conferences. Additional conferences may be held as needed throughout the year.</p>
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**GRADE 3**

2012 Vocabulary	86%
Reading Application	75%
Literary Analysis	80%
Informational	
Text/Research	88
2011 Vocabulary	88%
Reading Application	75%
Literary Analysis	83%
Informational	
Text/Research	78%
* W/P MI/P C RR	
2010	83% 80% 86% 71%

**GRADE 4**

2012 Vocabulary	75%
Reading Application	81%
Literary Analysis	69%
Informational	
Text/Research	88%
2011 Vocabulary	71%
Reading Application	79%
Literary Analysis	73%
Informational	
Text/Research	88%
* W/P MI/P C RR	
2010	86% 79% 77% 100%

**GRADE 5**

2012 Vocabulary	78%
Reading Application	71%
Literary Analysis	75%
Informational	
Text/Research	71%
2011 Vocabulary	75%
Reading Application	71%
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2010	67% 77% 79% 67%

- All Kindergarten, First, and Second Grade teachers will be addressing Standard 10 through the development and implementation of close reads.
- All Third, Fourth, and Fifth grade teachers will be addressing Standard 10 through the development and implementation of close reads or Comprehension Instructional Sequence Lessons.
- Teachers will be aware of resources available to assist in implementation of CCS for Reading. (see Antioch CCSS Plan Priorities 1 & 2)
- First Grade teachers will hold a parent night to inform parents of the new expectations for students under the CCSS.

**Lesson Study:**

- Teachers will have the opportunity to visit any classroom demonstrating research-based practices as needed throughout the school year. Common planning time for Lesson Study and observation time will be provided for interested Data Teams.

**Additional Strategies that support school focus and will continue:**  
 Grade level teams will continue to have common planning time to support teacher collaboration relating to school focus initiatives.

In addition to the 90 minute reading block, at least 60 minutes daily will be spent on language arts instruction.

Teachers will model the value of reading fiction and non-fiction text and will provide a time for students to engage in multiple readings of grade-level materials using complex text.

\$? PTO will purchase novels & complex text sets for each grade level

<p>*W/P = Words/Phrases  MI/P = Main Idea/Purpose  C = Comparisons  RR = Reference/Research</p> <p>Mean Points Earned by Content Areas on FCAT Reading NGSSS</p> <p style="text-align: center;">GRADE 3</p> <p>2012 Vocabulary 6/7  Reading Application 15/20  Literary Analysis 8/10  Informational  Text/Research 7/8</p> <p>2011 Vocabulary 7/8  Reading Application 12/16  Literary Analysis 10/12  Informational  Text/Research 7/9</p> <p>* W/P MI/P C RR  2010 5/6 20/25 6/7 5/7</p> <p style="text-align: center;">GRADE 4</p> <p>2012 Vocabulary 6/8  Reading Application 13/16  Literary Analysis 9/13  Informational  Text/Research 7/8</p> <p>2011 Vocabulary 5/7  Reading Application 15/19  Literary Analysis 8/11  Informational  Text/Research 7/8</p> <p>* W/P MI/P C RR  2010 6/7 22/28 10/13 3/3</p> <p style="text-align: center;">GRADE 5</p> <p>2012 Vocabulary 7/9  Reading Application 11/14  Literary Analysis 6/8</p>	<p>Each classroom will have a well-established leveled library and teachers will utilize the Book Room for additional complex texts as needed. (Sun Sprouts Science/Social Studies readers, Scholastic Non-fiction Guided Reading, Common Core Text Exemplars).</p> <p>The higher order/critical thinking process will be emphasized based on Bloom's Taxonomy/Webb's Depth Knowledge. Questioning prompts will be utilized by the teacher to help students think on a higher level and take ownership in thinking critically. (Application, Analysis, Synthesis, Evaluation)</p> <p>Strategies will be implemented which effectively integrate reading across the curriculum such as responding to content through writing journals and using reflective writing activities to enhance comprehension. Literacy instruction will occur in all content areas. Specifically, teachers will integrate ten Common Core Standards for Reading in the Social Studies Curriculum as directed by the OCS Social Studies Curriculum Guide.</p> <p>Literacy intervention strategies and best practices learned during professional development will be implemented in each classroom. Implementation of Balanced Literacy Centers and/or Daily 5 strategies will continue in each classroom to enhance learning. The literacy coach will provide guidance as needed.</p> <p>Antioch students, teachers and parents will have access to links related to curriculum via the District and school websites. Additionally, Fast ForWord and Reading Assistant programs are available for use in school and at home. Teachers may use technology such as data projectors, Mimios,</p>	<p>\$ 150 supply money + 2 cases of paper + ink cartridges per teacher to enhance literacy centers (PTO &amp; Discretionary)</p> <p>\$67,900 for Literacy Coach (Discretionary &amp; Project 6123)</p> <p>\$7,400 for Fast ForWord and Reading Assistant Computer Program – Principal's Discretionary</p> <p>\$26,164</p>		<p>School and District Websites  Macmillan MH website for reading series material.</p> <p>Accelerated Reading Reports, Conferences, Renaissance Learning Home Connect: Accelerated Reading</p> <p>Aviator Highlights Monthly Newsletters, Teacher Weekly Newsletters, Conferences; Antioch Website, Early Release PD Calendar</p>
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<p>Informational Text/Research 11/14</p> <p>2011 Vocabulary 6/8 Reading Application 12/17 Literary Analysis 9/12 Informational Text/Research 6/8</p> <p>* W/P MI/P C RR 2010 4/6 17/22 11/14 2/3</p> <p>*W/P =Words/Phrases MI/P=Main Idea/Purpose C=Comparisons RR= Reference/Research</p> <p>Students who scored Level 1 on FCAT NGSSS</p> <table border="1"> <tr><td>2012</td><td>14</td></tr> <tr><td>2011</td><td>8</td></tr> <tr><td>2010</td><td>8</td></tr> </table> <p>Students who scored Level 2 on FCAT NGSSS</p> <table border="1"> <tr><td>2012</td><td>58</td></tr> <tr><td>2011</td><td>31</td></tr> <tr><td>2010</td><td>22</td></tr> </table> <p>% Reading Below Grade Level (2010 &amp; 2011 data is from the NCLB Report. 2012 data at this time includes all students taking FCAT. Awaiting the 2012 report).</p> <table border="1"> <tr><td></td><td>2012</td><td>2011</td><td>2010</td></tr> <tr><td>SWD</td><td>62%</td><td>NA</td><td>24%</td></tr> <tr><td>African American</td><td>26%</td><td>NA</td><td>NA</td></tr> <tr><td>Economically Disadvantaged</td><td>?</td><td>11%</td><td>13%</td></tr> <tr><td>Total Population</td><td>20%</td><td>8%</td><td>10%</td></tr> </table> <p>Retained Students</p> <table border="1"> <tr><td>2012</td><td>2011</td><td>2010</td></tr> </table>	2012	14	2011	8	2010	8	2012	58	2011	31	2010	22		2012	2011	2010	SWD	62%	NA	24%	African American	26%	NA	NA	Economically Disadvantaged	?	11%	13%	Total Population	20%	8%	10%	2012	2011	2010	<p>and NEO2s to present lessons and assess students' progress to adjust future lessons accordingly to meet the needs of Tier 1, 2, and 3 students.</p> <p>A computer lab on wheels (COW) will be purchased to enhance integration of technology into curriculum and assist in computer-based assessments.</p> <p>Students will continue to participate in the Accelerated Reader Program. Teachers will assist students in setting individual goals each nine weeks. The media assistant will continue the AR Rewards Program. Students in Grades 3-5 will continue utilizing FCAT Explorer.</p> <p>Teachers and students will participate in Jumpstart's Read for the Record Campaign working together with students across the country to set a World Record for the Most Students Participating in a Shared Reading Event.</p> <p>The Literacy Coach will organize school-wide events in January to help students and teachers participate in Celebrate Literacy Week.</p> <p>Antioch will feature Dr. Seuss-themed activities organized by teachers and the Literacy Coach to help students celebrate National Read Across America Day in March.</p> <p><b>ASSESSMENT:</b> Students will receive initial screenings and assessments to determine remedial areas in compliance with the PPP. Assessments will be administered according to the state and district timelines. Data Teams and the Leadership Team will analyze data by grade level in order to identify best practices and strategies (research based) to meet</p>	<p>Computer Lab on Wheels</p> <p>\$1,000 for AR rewards (Principal's Discretionary &amp; PTO)</p>		<p>Teachers will hold face to face conferences with parents of students on PMPs/IEPs. Strategies and materials will be provided to parents for home use during these conferences. Additional conferences may be held as needed throughout the year.</p>
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<p>29 students attended Summer Intensive Studies at Antioch Elementary School in June 2012.</p>	<p>Each grade level will adhere to the District's Grading/Weighting Policy. Each grade level will develop a grade level weekly reading assessment plan identifying the type of assessments, how the assessments will be graded (point value) and the weight of the assessment when entered in GRADES program. All teachers on grade level will adhere to this plan. Data teams will meet to review assessments and curriculum.</p>																																			
<p>Kindergarten: 3  First Grade: 5  Second Grade: 2  Third Grade: 9  Fourth Grade: 6  Fifth Grade: 4</p>	<p>All students in grades 1<sup>st</sup> thru 5<sup>th</sup> will be assessed using cold comprehension reads at a minimum of twice a quarter. Teachers will have the option to use District provided cold reads in addition to comparable assessment resources. These results will be weighted per District guidelines. These assessments should be used for learning. The results of these assessments will guide individual instruction.</p>			<p>Weekly Progress Reports, Parent Conferences</p>																																
	<p><b><u>STUDENTS BELOW PROFICIENCY LEVEL:</u></b></p>	<p>\$64,100 – Remediation Teacher (Discretionary)</p> <p>\$5,600 - One full time AmeriCorps Member</p>		<p>Weekly Progress Reports, Conferences</p>																																

<p><b>FCAT Reading NGSSS Level 5 or Level 4/5 on DEA</b></p> <p>1<sup>st</sup> = (31%)  2<sup>nd</sup> = (66%)  3<sup>rd</sup> = (49%)  4<sup>th</sup> = (49%)  5<sup>th</sup> = (57%)</p> <p>Gifted Students:  1<sup>st</sup> =  2<sup>nd</sup> = 3  3<sup>rd</sup> = 3  4<sup>th</sup> = 4  5<sup>th</sup> = 5  Total = 15</p>	<p>Students who scored Level 1 or 2 on FCAT 2.0 or level 1 on DEA will receive reading remediation instruction from their classroom teacher, the inclusion teacher, the remediation teacher and/or from an AmeriCorps member. Emphasis will be placed on strategies to strengthen areas of most critical weakness using explicit instruction with fiction and non-fiction reading materials. Frequent parent/teacher communication will occur to monitor progress and to offer strategies for use at home.</p> <p>Within the classroom, teachers of retained students will ensure strategies are provided to remediate specific skills identified through reading assessments. Instruction will be provided at the student's instructional level of reading during flexible groups. A variety of graphic organizers will be used to determine story elements and relationships (e.g., story mapping, Venn Diagram). Prior knowledge will be activated and background will be built for reading (e.g., KWL, whole group discussion, pair shares, real life items).</p> <p>An ESE reading teacher will provide individualized and small group instruction for ESE students in an inclusion setting and through the use of the Fast ForWord and Reading assistant program in the technology lab. IEP goals and objectives will be based on the NGSSS and/or CSS.</p> <p>An intense after school, small group tutoring program designed to increase performance of students not proficient in reading will be offered to students on the possible retention list for Reading in grades K-5 throughout the 2012-2013 year.</p> <p>A Summer Intensive Studies Program to help struggling readers maintain or increase</p>	<p>(Discretionary)</p> <p>\$1,000 Additional updates to Leveled Library in Media Center (Principal's Discretionary)</p> <p>\$64,100- 1 ESE Inclusion Teachers (Discretionary)</p> <p>Approximately \$12,000 (SAI Funds )</p>		<p>Conferences, Progress Reports, Report Cards, Pinnacle Parent Viewer</p> <p>Parent Conferences, Gradebook, AIP STAR, Assessment Summary Forms</p>
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	<p>reading fluency and comprehension will be offered during the summer of 2013. Varied materials will be utilized to provide instruction at the student's instructional level of reading. The following strategies will be implemented. A purpose for reading as a pre-reading activity will be established. Prediction activities before, during and after reading will be included. Read alouds (think alouds) will be used to model metacognition. Repeated, familiar reading at the student's independent level will help to build frequency.</p> <p>Students with three or more indicators for dropping out of school will be monitored closely by teachers and administrators. Face to face parent conferences will be held during the initial weeks of school. Absences and expectations will be discussed and strategies will be provided for at home use. Progress of these students will be monitored and discussed each 4 ½ weeks during Rtl meetings.</p> <p>At least one full-time Americorp worker will be utilized to meet remediation needs of identified K-5 students.</p> <p><b><u>STUDENTS READING TWO YEARS ABOVE GRADE LEVEL:</u></b></p> <p>Established grade level enrichment policies will be implemented for students reading two years above grade level. Academic mobility and flexible grouping may be utilized to provide enrichment opportunities for high achieving students throughout the year.</p> <p>Gifted endorsed teachers or teachers working towards gifted endorsement will provide enrichment strategies to gifted students in an inclusion classroom.</p> <p>The Academic Team for high achieving fifth</p>	<p>\$5,600 (AmeriCorps Member and SAI Funds)</p> <p>\$13,000 (Gifted Project 3001)</p> <p>\$500 for competition costs and rewards (Principal's Discretionary)</p>		<p>Parent Conferences, Progress Reports</p> <p>Parent Conferences, Newsletters, Progress Reports, Gifted Report Cards, and Educational Plans</p>
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	<p>grade students will be continued. The team will be coached by two fifth grade teachers.</p> <p>Three teachers will coach two Odyssey of the Mind teams. A primary team will be implemented for interested K-2 students this year, and for the third consecutive year an intermediate Odyssey of the Mind team will continue for interested 3-5 grade students.</p>			
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School: Antioch Elementary	School Focus: Math
District Goal:	Students shall demonstrate math proficiency at or above expected grade level.

Objective M-1	The percentage of all curriculum students who will be proficient in math as defined by the State of Florida on the Florida Comprehensive Assessment Test will be at least 81%. (District Objective: <input checked="" type="checkbox"/> +2 percentile points or <input type="checkbox"/> maintain 90-100%)
Objective M-2	The percentage of all curriculum students who will make learning gains in math as defined by the State of Florida on the FCAT will be at least 81%. (District Objective: <input checked="" type="checkbox"/> +2 percentile points or <input type="checkbox"/> maintain 90-100%)
Objective M-3	The percentage of students in the lowest 25% who will make learning gains in math as defined by the State of Florida on the FCAT will be at least 87%. (District Objective: <input checked="" 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>																																
<p><b>% of students in all curriculum groups scoring at or above level 3 on the FCAT Math NGSSS:</b></p> <p>79% (2012) 88% (2011) 89% (2010)</p> <p><b>% of students in all curriculum groups scoring at or above level 3 on FCAT Math NGSSS by grade levels:</b></p> <table border="1"> <thead> <tr> <th></th> <th>3<sup>rd</sup></th> <th>4<sup>th</sup></th> <th>5<sup>th</sup></th> </tr> </thead> <tbody> <tr> <td>2012</td> <td>83%</td> <td>71%</td> <td>80%</td> </tr> <tr> <td>2011</td> <td>95%</td> <td>95%</td> <td>74%</td> </tr> <tr> <td>2010</td> <td>98%</td> <td>95%</td> <td>75%</td> </tr> </tbody> </table> <p><b>FCAT Math NGSSS Developmental Scale Score</b></p> <table border="1"> <thead> <tr> <th></th> <th>3<sup>rd</sup></th> <th>4<sup>th</sup></th> <th>5<sup>th</sup></th> </tr> </thead> <tbody> <tr> <td>2012</td> <td>213</td> <td>220</td> <td>236</td> </tr> <tr> <td>2011</td> <td>1616</td> <td>1690</td> <td>1749</td> </tr> <tr> <td>2010</td> <td>1709</td> <td>1740</td> <td>1752</td> </tr> </tbody> </table> <p><b>% of Students in Levels 3-5 on FCAT Math NGSSS</b></p>		3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	2012	83%	71%	80%	2011	95%	95%	74%	2010	98%	95%	75%		3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	2012	213	220	236	2011	1616	1690	1749	2010	1709	1740	1752	<p>All teachers are expected to implement research-based practices defined in curriculum documents approved by the OCSD School Board (e.g., Balanced Literacy Plan, Comprehensive Math Model, Standards for Mathematical Practice, K-12 Reading Plan, PPP).</p> <p>Antioch Faculty and Staff have chosen to focus on creating assessment capable learners and maximizing feedback in order to increase student achievement. These practices require teachers to differentiate and respond to the needs of all learners regardless of subgroup and/or content area.</p> <p><b>Creating Assessment Capable Learners:</b></p> <ul style="list-style-type: none"> <li>Teachers will provide students with clear learning objectives and outcomes as well as provide students with the success criteria necessary to meet those objectives/outcomes.</li> <li>Teachers will provide students with rubrics/learning continuums/scales/samples/etc. with which students can evaluate their own</li> </ul>	<p>\$16,000 for Copier, Supplies and Agenda</p>	<p><b>PDSP Focus:</b></p> <p>First Semester Focus – Creating Assessment Capable Learners Second Semester Focus – Maximizing Feedback</p> <p><b>Objective/other:</b></p> <p>All staff will become proficient in using effective feedback strategies, developing assessment capable learners, and utilizing close reads or the Comprehension Instructional Sequence to increase student exposure and proficiency with complex text as evidenced by administrative observations, walk-throughs, lesson plans and/or student interviews.</p>	<p>District Informational Calendar; Assessment Summary Sheets; District and School Website, Electronic Sign, Deficiency Reports, Report Cards, Agenda Books, Parent Handbook; Pinnacle Internet Viewer, Monthly School Newsletters; Weekly Classroom Newsletters; GEMS Parent Email, Parent STAR/PMP; Open House during American Education Week and Multicultural Week; School Brochure ; PTO; SAC; Parent Climate Survey; Special Programs presented by each Grade Level</p> <p>All classroom teachers will host face to face conferences with parents each year apprising them of students' current proficiency levels and progress. Strategies and materials will be provided to parents for home use during these conferences. Additional conferences may be held as needed throughout the year.</p>
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<b>Levels:</b>	<b>3</b>	<b>4</b>	<b>5</b>																																																																									
2012	30%	34%	8%																																																																									
2011	42%	38%	14%																																																																									
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	<b>*NS</b>	<b>M</b>	<b>G</b>	<b>AT</b>	<b>DA</b>																																																																							
2010	83%	88%	86%	83%	100%																																																																							

<p><b>GRADE 4</b></p> <p><b>2012</b>  Operations, Problems, &amp;  Statistics 78%  Fractions 80%  Geometry and Measurement 75%</p> <p><b>2011</b>  Operations, Problems, &amp;  Statistics 82%  Fractions 82%  Geometry and Measurement 83%</p> <p><b>*NS M G AT DA</b>  2010 82% 88% 86% 86% 71%</p>	<p>available to assist in implementation of Common Core Math Standards. (see Antioch CCSS Plan Priority 1)</p> <ul style="list-style-type: none"> <li>• First Grade teachers will hold a parent night to inform parents of the new expectations for students under the CCSS.</li> </ul> <p><b>Lesson Study:</b></p> <ul style="list-style-type: none"> <li>• Teachers will have the opportunity to visit any classroom demonstrating research-based practices as needed throughout the school year.</li> </ul> <p>Common planning time for Lesson Study and observation time will be provided for interested Data Teams.</p>			
<p><b>GRADE 5</b></p> <p><b>2012</b>  Operations, Problems, &amp;  Statistics 73%  Fractions 70%  Geometry and Measurement 71%</p> <p><b>2011</b>  Operations, Problems, &amp;  Statistics 68%  Fractions 80%  Geometry and Measurement 57%</p> <p><b>*NS M G AT DA</b>  2010 61% 64% 62% 73% 67%</p> <p><b>*NS = Number Sense</b>  <b>M = Measurement</b>  <b>G = Geometry</b>  <b>AT = Algebraic Thinking</b>  <b>DA = Data Analysis</b></p>	<p><b>Additional Strategies that support school focus and will continue:</b></p> <p>All Students will be taught utilizing the Standards for Mathematical Practice for 60 minutes daily. Teachers will instruct students in large and small groups utilizing hands-on activities and manipulatives with high expectations and strong support for all students. Math instruction will be delivered based on the NGSSS and/or CCS. The district's updated curriculum and pacing guides will continue to be implemented.</p> <p>Teachers will utilize a wide and rich range of materials and teacher directed lessons will include terminology, definitions, notation, concepts, and skills covering the big ideas of mathematics to extend students' thinking and expression of mathematical ideas.</p> <p>Room displays and materials which support a math-rich environment will be utilized (Versa Tiles, SRA, word walls, posters, visual aids, etc.)</p> <p>All 1<sup>st</sup> – 5<sup>th</sup> grade students will continue participating in Accelerated Math and Math</p>	<p>\$150 supply money per teacher to enhance math centers + 2 cases of paper + 2 ink cartridges (PTO &amp; Discretionary)</p> <p>\$5,684 for Renaissance Place renewal (AM, Math Facts in a Flash, and STAR Math. \$500 for AM Support (Book Fair Profits) \$500 for certificates (Principal's Discretionary)</p>		<p>Newsletters, Electronic Sign, Open House</p>



<p><b>Mean Points Earned by Content Areas on FCAT Math NGSSS</b></p> <p style="text-align: center;"><b>GRADE 3</b></p> <p><b>2012</b> Operations, Problems, &amp; Statistics 17/21 Fractions 8/10 Geometry and Measurement 11/13</p> <p><b>2011</b> Operations, Problems, &amp; Statistics 17/21 Fractions 7/10 Geometry and Measurement 11/13</p> <p style="text-align: center;"><b>*NS M G AT DA</b> 2010 10/12 7/8 6/7 5/6 7/7</p> <p style="text-align: center;"><b>GRADE 4</b></p> <p><b>2012</b> Operations, Problems, &amp; Statistics 14/18 Fractions 8/10 Geometry and Measurement 9/12</p> <p><b>2011</b> Operations, Problems, &amp; Statistics 14/17 Fractions 9/11 Geometry and Measurement 10/12</p> <p style="text-align: center;"><b>*NS M G AT DA</b> 2010 9/11 7/8 6/7 6/7 5/7</p> <p style="text-align: center;"><b>GRADE 5</b></p> <p><b>2012</b> Operations, Problems, &amp; Statistics 16/22 Fractions 7/10 Geometry and Measurement 10/14</p>	<p>Facts in a Flash. A 90 minute math block will continue to occur in grade 5. In addition, a 1<sup>st</sup> grade team of two teachers will incorporate a 90 minute math block into their rotation.</p> <p>A variety of graphic organizers will be utilized by which students organize their thoughts. Students will be actively engaged in tasks and discourse and will be expected to justify their math answers, orally and written (age appropriate).</p> <p>A computer lab on wheels (COW) will be purchased to enhance integration of technology into curriculum and assist in computer-based assessments.</p> <p>Teachers may use technology such as Data Projectors, Mimio, NEO2, and CPS units to present lessons and assess students' progress to adjust lessons accordingly to meet the needs of Tier1, Tier 2, and Tier 3 students. Antioch students, teachers and parents will have access to links related to curriculum via the District and school websites.</p> <p>FCAT Explorer will be utilized in grade 5 to personalize NGSSS instruction and increase performance of students not proficient in math. FCAT Explorer will be utilized in grades 3 and 4 to enrich high-performing students.</p> <p>Teachers will collaborate in bi-monthly grade level meetings and in Leadership/Grade Level Chair monthly meetings to develop strategies which will enhance mastery of the lowest areas identified on FCAT and progression through the new NGSSS/CCS curriculum. Best practices in math will be shared in bi-monthly grade level meetings.</p> <p>Fourth grade students will participate in a</p>	<p>\$26,164 Computer Lab on Wheels</p> <p>\$ 300 for Certificates or Ribbons (Principal's Discretionary)</p>		
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<p><b>2011</b> Operations, Problems, &amp; Statistics 15/22 Fractions 8/10 Geometry and Measurement 8/14</p> <p><b>*NS M G AT DA</b> 2010 8/13 7/11 8/13 8/11 8/12</p> <p><b>*NS = Number Sense</b> <b>M = Measurement</b> <b>G = Geometry</b> <b>AT = Algebraic Thinking</b> <b>DA = Data Analysis</b></p>	<p>Geo Shapes Fair. This incorporates art and geometry though developing models of real world geometric objects. Strategies to be emphasized follow. Use manipulatives for concept development and problem solving. Create a vocabulary book with terms, definitions and illustrations. Relate geometric concepts to real world situations.</p> <p><b>ASSESSMENT:</b> Students will receive initial screenings and assessments to determine remedial areas in compliance with the PPP. Assessments will be administered according to the state and district timelines. <b>Data Teams and the Leadership Team</b> will analyze data by grade level in order to identify best practices and strategies (research based) to meet students' needs. The data gleaned from these assessments will drive instruction in each classroom and teachers will use results to differentiate instruction.</p> <p><b>Kindergarten:</b> Houghton-Mifflin/Harcourt Math Assessment, DEA <b>1st Grade:</b> STAR Math, Stanford 10, Houghton-Mifflin/Harcourt Math Assessment, DEA <b>2nd Grade:</b> STAR Math, Stanford 10, Houghton Mifflin/Harcourt Math Assessment, Slosson Math, DEA <b>3rd-5th Grades:</b> FCAT Math NGSSS, STAR Math, Houghton-Mifflin/Harcourt Math Assessment, DEA, Slosson Math, Middle School Placement Assessment for 5th grade.</p> <p>Each grade level will develop a weekly grade level math assessment plan identifying the type of assessments, how the assessments will be graded (point value) and category of the assessment when entered in Gradebook. All teachers on grade level will adhere to this plan Grade levels will meet each week to</p>			<p>Parent Conferences, Assessment Summary Sheets, Deficiency Reports, Report Cards, Gradebook</p> <p>Parent Permission Forms</p>
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<p>Students who scored Level 1 on FCAT Math NGSSS</p> <table border="1"> <tr><td>2012</td><td>18</td></tr> <tr><td>2011</td><td>7</td></tr> <tr><td>2010</td><td>6</td></tr> </table> <p>Students who scored Level 2 on FCAT Math NGSSS</p> <table border="1"> <tr><td>2012</td><td>57</td></tr> <tr><td>2011</td><td>47</td></tr> <tr><td>2010</td><td>27</td></tr> </table> <p>% Math Below Grade Level 2010 &amp; 2011 data is from the NCLB Report. 2012 data at this time includes all students taking FCAT. Awaiting the 2012 report</p> <table border="1"> <tr><td></td><td>2012</td><td>2011</td><td>2010</td></tr> <tr><td>SWD</td><td>22%</td><td>NA</td><td>24%</td></tr> <tr><td>African American</td><td>31%</td><td>NA</td><td>NA</td></tr> <tr><td>Economically Disadvantaged</td><td>?</td><td>17%</td><td>13%</td></tr> <tr><td>Total Population</td><td>21%</td><td>12%</td><td>10%</td></tr> </table> <p>Retained Students</p> <table border="1"> <tr><td></td><td>2012</td><td>2011</td><td>2010</td></tr> <tr><td>Kdg.</td><td>3</td><td>3</td><td>2</td></tr> <tr><td>1<sup>st</sup></td><td>5</td><td>8</td><td>3</td></tr> <tr><td>2<sup>nd</sup></td><td>2</td><td>2</td><td>2</td></tr> <tr><td>3<sup>rd</sup></td><td>9</td><td>1</td><td>4</td></tr> <tr><td>4<sup>th</sup></td><td>6</td><td>0</td><td>1</td></tr> <tr><td>5<sup>th</sup></td><td>4</td><td>2</td><td>1</td></tr> <tr><td>Total =</td><td>29</td><td>***16</td><td>**13</td></tr> </table>	2012	18	2011	7	2010	6	2012	57	2011	47	2010	27		2012	2011	2010	SWD	22%	NA	24%	African American	31%	NA	NA	Economically Disadvantaged	?	17%	13%	Total Population	21%	12%	10%		2012	2011	2010	Kdg.	3	3	2	1 <sup>st</sup>	5	8	3	2 <sup>nd</sup>	2	2	2	3 <sup>rd</sup>	9	1	4	4 <sup>th</sup>	6	0	1	5 <sup>th</sup>	4	2	1	Total =	29	***16	**13	<p>review assessments and curriculum.</p> <p>Girls Embracing Math &amp; Science (GEMS) afterschool club will be initiated and led by 2 fifth grade teachers. Activities will include guest speakers, science experiments, and technology workshops.</p> <p><b><u>STUDENTS BELOW PROFICIENCY LEVEL</u></b></p> <p>Students who scored Levels 1 or 2 on FCAT Math will receive math instruction from their classroom teacher, additional assistance from the inclusion teacher, a remediation teacher or an AmeriCorps member. The following strategies will be emphasized. Use models and illustrations (e.g., math journal) to define math terms/vocabulary; use graphic organizers to identify similarities and differences; and bridge concrete experiences to abstract applications. Daily practice of math facts will be employed to ensure quick recall and mastery.</p> <p>All students who have been promoted due to Administrative Promotion and Good Cause will receive individual and small group instruction from the classroom teacher and from the ESE teacher in an inclusion setting during the school day. Strategies will be based on IEP goals and NGSSS/CCS mastery.</p> <p>An ESE teacher will provide individualized and small group instruction for ESE students in an inclusion setting. IEP goals and objectives will be based on the NGSSS/CCS. Strategies to assist students in mastering basic facts, solving word problems; identifying the information, determining the problem, setting up the expressions and equations, and calculating the correct answer will also be provided.</p>	<p>Approximately \$64,100 for ESE teacher; \$64,100 for remediation teacher; \$5,600 for AmeriCorps member (Discretionary)</p> <p>Approximately \$13,000 for salaries and supplies for summer school(SAI Funds)</p>		<p>IEP Conferences</p> <p>Parent Conferences, Assessment Summaries, Gradebook, Strategies/Materials Provided for Home Use</p> <p>Parent Conferences, Newsletters, Deficiency Reports, Report Cards, and Educational Plans</p>
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	2012	2011	2010																																
Kind =	0	1	0																																
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<p>Gifted Students:</p> <p>1<sup>st</sup> =</p> <p>2<sup>nd</sup> = 3</p> <p>3<sup>rd</sup> = 3</p> <p>4<sup>th</sup> = 4</p> <p>5<sup>th</sup> = 5</p> <p>Total = 15</p>	<p>The Academic Team for high achieving fifth grade students will be continued. The team will be coached by two fifth grade teachers.</p> <p>Three teachers will coach two Odyssey of the Mind teams. A primary team will be implemented for interested K-2 students this year, and for the third consecutive year an intermediate Odyssey of the Mind team will continue for interested 3-5 grade students.</p>	<p>Discretionary)</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: Antioch Elementary	School Focus: Writing
District Goal:	Students shall demonstrate writing proficiency at or above expected grade level.

Objective	The percentage of fourth grade students scoring 4.0 and above on FCAT Writing will be at least 60%. (District Objective: <input checked="" type="checkbox"/> +2 percentile points or <input type="checkbox"/> maintain 90-100%)
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Target Group(s) Supporting Data (summary) – Provide 3 year historical data chart	Strategies/Innovative methods & extended learning opportunities <small>Include technology and assessment</small>	Budget	Professional Development <small>(Identify measurable teacher outcome)</small>	Communication with Parents & Customer Relations <small>(Community/Parent awareness)</small>																																				
<p><b>FCAT Writing Scores Fourth Grade</b></p> <table border="1"> <thead> <tr> <th></th> <th>2012</th> <th>2011</th> <th>2010</th> </tr> </thead> <tbody> <tr> <td>Combined</td> <td>N/A</td> <td>N/A</td> <td>N/A</td> </tr> <tr> <td>Expository</td> <td>N/A</td> <td>4.3</td> <td>N/A</td> </tr> <tr> <td>Narrative</td> <td>3.3</td> <td>N/A</td> <td>4.2</td> </tr> </tbody> </table> <p><b>Percent of Students Scoring 3.5 or Higher in Levels:</b></p> <table border="1"> <thead> <tr> <th></th> <th>2012</th> <th>2011</th> <th>2010</th> </tr> </thead> <tbody> <tr> <td>3.0-3.5:</td> <td>64 %</td> <td>8%</td> <td>17%</td> </tr> <tr> <td>4.0-4.5:</td> <td>22%</td> <td>49%</td> <td>53%</td> </tr> <tr> <td>5.0-5.5:</td> <td>3%</td> <td>40%</td> <td>22%</td> </tr> <tr> <td>6.0:</td> <td>&gt;1 %</td> <td>1%</td> <td>7%</td> </tr> </tbody> </table> <p><b>Percent of Students Scoring 3.5 or Higher:</b></p> <p>2012: 46% 2011: 99% 2010: 99%</p> <p><b>Percent of Students Scoring 4.0 or Higher:</b></p> <p>2012: 26% 2011: 91% 2010: 82%</p>		2012	2011	2010	Combined	N/A	N/A	N/A	Expository	N/A	4.3	N/A	Narrative	3.3	N/A	4.2		2012	2011	2010	3.0-3.5:	64 %	8%	17%	4.0-4.5:	22%	49%	53%	5.0-5.5:	3%	40%	22%	6.0:	>1 %	1%	7%	<p>All teachers are expected to implement research-based practices defined in curriculum documents approved by the OCSD School Board (e.g., Balanced Literacy Plan, Comprehensive Math Model, K-12 Reading Plan, PPP).</p> <p>Antioch Faculty and Staff have chosen to focus on creating assessment capable learners and maximizing feedback in order to increase student achievement. These practices require teachers to differentiate and respond to the needs of all learners regardless of subgroup and/or content area.</p> <p><b>Creating Assessment Capable Learners:</b></p> <ul style="list-style-type: none"> <li>Teachers will provide students with clear learning objectives and outcomes as well as provide students with the success criteria necessary to meet those objectives/outcomes.</li> <li>Teachers will provide students with rubrics/learning continuums/scales/samples/etc. with which students can evaluate their own learning (e.g., rubrics and samples of writing on a continuum).</li> <li>Teachers will provide students with</li> </ul>	<p>\$ 150 supply money + 2 cases of paper + ink cartridges per teacher to enhance literacy centers (PTO &amp; Discretionary)</p> <p>\$ 16,000 for Copier, Supplies and Agenda Books (PTO and Discretionary)</p>	<p><b>PDSP Focus:</b></p> <p>First Semester Focus – Creating Assessment Capable Learners Second Semester Focus – Maximizing Feedback</p> <p><b>Objective/other:</b></p> <p>All staff will become proficient in using effective feedback strategies, developing assessment capable learners, and utilizing close reads or the Comprehension Instructional Sequence to increase student exposure and proficiency with complex text as evidenced by administrative observations, walk-throughs, lesson plans and/or student interviews.</p>	<p>District Informational Calendar; Assessment Summary Sheets; District and School Website, Electronic Sign, Deficiency Reports, Report Cards, Agenda Books, Parent Handbook; Pinnacle Internet Viewer, Monthly School Newsletters; Weekly Classroom Newsletters; GEMS Parent Email, Parent STAR/PMP; Open House during American Education Week and Multicultural Week; School Brochure ; PTO; SAC; Parent Climate Survey; Writing Journals and Portfolios</p>
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<p><b>Number of students scoring below 4.0 on FCAT Writing:</b>  2012 18***  **2011 13  *2010 27  *** students scoring below 3.0 for 2012</p> <p><b>2012 FCAT Writing only assessed Narrative</b>  <b>**2011 FCAT Writing only assessed Expository</b>  <b>*2010 FCAT Writing only assessed Narrative</b></p> <p><b>Percentage of students scoring below 4.0 on FCAT Writing:</b>  2012 15% ***  ** 2011 10%  * 2010 18%  ***3.0 was proficient for 2012</p> <p><b>2012 FCAT Writing only assessed Narrative</b>  <b>**2011 FCAT Writing only assessed Expository</b>  <b>*2010 FCAT Writing only assessed Narrative</b></p> <p><b>Number of students scoring below proficiency levels on 2012 Okaloosa Writes:</b>  2<sup>nd</sup> grade = 8 (6%)  3<sup>rd</sup> grade =20 (19%)  5<sup>th</sup> grade =27 (23%)</p> <p><b>Students scoring below 4.0 on FCAT Narrative Writing =</b>  2012= 88 73%  **2011=N/A N/A  *2010 = 27 18%  **2011 FCAT Writing only assessed Expository  *2010 FCAT Writing only assessed Narrative</p>	<p>opportunities to chart/track/graph/monitor their learning and measure their achievement of learning goals in at least one subject area (e.g., charting/graphing learning such as writing skills progressions through the stages of writing, and grades).</p> <p><b>Feedback:</b></p> <ul style="list-style-type: none"> <li>Teachers will conference with individual students on a regular basis to both provide and receive feedback about student learning and to assist students in creating learning goals. (e.g., Writer's Workshop).</li> <li>Teachers will create and implement common formative assessments with their grade level data teams for each instructional cycle in their focus content area in order to gain feedback and gather information to be used in student conferences.</li> <li>Teachers will meet bi-monthly in grade level data teams to analyze data, develop common formative assessments, set goals, implement research-based strategies, and monitor student progress.</li> </ul> <p><b>Common Core:</b></p> <ul style="list-style-type: none"> <li>All Kindergarten and First Grade Teachers will be implementing the Common Core State Standards.</li> <li>All teachers will collaborate as needed on scoring of common writing prompts.</li> <li>All teachers will increase instruction in the area of Conventions.</li> <li>Teachers will be aware of resources available to assist in implementation of CCS. (see Antioch CCSS Plan Priorities 1 &amp; 2)</li> <li>First Grade teachers will hold a parent night to inform parents of the</li> </ul>			
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<p><b>Students scoring below 4.0 on FCAT Expository Writing =</b>  2012= N/A  ** 2011= 13 10%  * 2010= N/A</p> <p><b>Students Scoring proficient and above proficiency on FCAT Writes or OK Writes</b>  (85%) 4<sup>th</sup> grade students scored 3.0 or higher on FCAT Writes  (77%) 5<sup>th</sup> grade students scored 4.0 or higher on OK writes.  (82%) 3<sup>rd</sup> grade students scored 3.0 or higher on OK writes.  (94%) 2<sup>nd</sup> grade students scored 2.0 or higher on OK Writes.</p>	<p>new expectations for students under the CCSS.</p> <p><b>Lesson Study:</b></p> <ul style="list-style-type: none"> <li>Teachers will have the opportunity to visit any classroom demonstrating research-based practices as needed throughout the school year. Common planning time for Lesson Study and observation time will be provided for interested Data Teams.</li> </ul> <p><b>Additional Strategies that support school focus and will continue:</b>  Explicit writing instruction will be delivered in all K-5 classrooms with many opportunities for students to write across the curriculum demonstrating evidence-based thinking using the Claims/Evidence format. Exposure to different genres and types of writing needs will occur at all levels.</p> <p>Third and fourth grade teachers will target the areas of punctuation and grammar. They will use direct instruction and modeling using resource books and mini-lessons as well as conferencing with students during Writer's Workshop to revise content, punctuation, and grammar. The one-on-one conferencing will assist teachers in differentiating for the specific needs of writers.</p> <p>Use graphic organizers for persuasive, narrative and expository writing. In addition students will be instructed in how to support opinions or claims using evidence to justify their stance.</p> <p>Provide resources such as a list of transitional words, color words, sizzling vocabulary, and figurative language to be used during the writing process.</p> <p>Use think-aloud strategies while modeling</p>			
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	<p>writing.</p> <p>Build experience in breaking down the prompt to define the writing task.</p> <p>Literature emphasizing author's craft will be used to provide examples of writing techniques.</p> <p>Students will be taught how to incorporate higher level vocabulary in writing across the content areas utilizing available resources such as glossaries, word banks and thesauri.</p> <p>Third and fourth grade teachers will implement strategies learned during collaborative planning time to enhance writing instruction across the curriculum and assist in increasing student achievement on the more rigorous FCAT Writes assessment.</p> <p>Use teacher modeling and writing samples on overhead or data projector to display proficient writing and to model revision techniques and symbols.</p> <p>Each student in grades K-5 will have a writing portfolio with progressive samples of his/her writing.</p> <p>All students in fourth grade will keep a writing portfolio and composition book.</p> <p>Step Up to Writing, Lucy Calkins, Melissa Forney, Quick Writes and Writing for Today techniques are integrated into the writing curriculum to increase performance of students not proficient in writing and to challenge students who are writing on or above grade level.</p> <p>Teachers will model the writing process, provide extensive samples of higher level writing and will expand writing emphasis to</p>			<p>The Writing Learning Community and Grade Level Representatives will host a family Author Celebration titled Growing Writers through Reading where students will be recognized as authors featuring their published books. Additionally the developmental writing process will be shared with all parents to emphasize the progression of students as writers.</p> <p>Parent Conferences, Gradebook, Writing Portfolios</p>
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	<p>other curriculum areas. Specifically, fourth grade teachers will use eighth grade anchor papers as models of high quality writing.</p> <p>Students will use peer evaluation techniques to critique and enhance student writing, specifically grammar and punctuation.</p> <p>Teachers who are talented writers will be encouraged to model and share their work with peers and students. "Expert" writing teachers will mentor their peers. Strategies to improve narrative and expository writing will be emphasized. Writing types will be compared and contrasted across the curriculum to build familiarity with definitive elements.</p> <p>A school-wide timed writing prompt will be assigned by the Writing Learning Community each month and all students in first through fifth grades will respond to the prompt. (For the 1st semester the first grade stories may be class stories.) The dates for the timed writings will be placed on the monthly calendars. The writing will be scored according to the age appropriate scoring rubric designed by Antioch Writing Learning Community based on the NGSSS, FCAT Writes Rubric, and anchor papers. FCAT anchor papers will be utilized as scoring guides for grades 2-5. Results will be weighted and entered as a Language Arts grade on Gradebook.</p> <p>A family Author Celebration titled Growing Writers through Reading will be held to recognize students as authors featuring their published books. Additionally the developmental writing process will be shared with all parents to emphasize the progression of students as writers.</p> <p><b><u>ASSESSMENT:</u></b></p>	<p>\$400 for printing and binding (Principal's Discretionary)</p>		
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	<p>1st-5<sup>th</sup> – Monthly timed writing prompts  2<sup>nd</sup>, 3<sup>rd</sup>, &amp; 5<sup>th</sup> – Monthly timed writing prompts, OK Writes!  4<sup>th</sup>: Monthly timed writing prompts, FCAT Writes</p> <p><b><u>STRUGGLING WRITERS:</u></b>  Additional teacher/student conferences will be held to demonstrate strategies to target areas where improvement is needed.</p> <p>Fourth grade students scoring below 4.0 on FCAT Writing or 3<sup>rd</sup> and 5<sup>th</sup> graders who score below the age appropriate score on OK Writes will receive intensive remedial assistance individually or in small group settings.</p> <p><b><u>TALENTED WRITERS:</u></b>  The Writing Committee will hold its annual “Navigating Beyond our Horizon” essay contest and will also produce the annual Antioch Anthology showcasing our outstanding authors and illustrators.</p> <p>Students who are high performing writers will be recognized on the “Awesome Authors” bulletin board.</p> <p>In December, Awesome Authors from 3-5 will be featured on the morning show. In April, Awesome Authors from K-2 will be featured on the morning show.  These students will receive medals and pencils as recognition of their writing accomplishments.</p>	<p>\$250 for medals and incentives (Principal's Discretionary)</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: Antioch Elementary	School Focus: Science
District Goal:	Students shall demonstrate science proficiency at or above expected grade level.

Objective S-1 (Grades 5, 8)	The percentage of fifth 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 81%. (District Objective: <input checked="" type="checkbox"/> +2 percentile points or <input type="checkbox"/> maintain 90-100%)
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Target Group(s) Supporting Data (summary) – Provide 3 year historical data chart	Strategies/Innovative methods & extended learning opportunities <small>Include technology and assessment</small>	Budget	Professional Development <small>(Identify measurable teacher outcome)</small>	Communication with Parents & Customer Relations <small>(Community/Parent awareness)</small>																
<p><b>Mean Scale Score:</b> 2012 = 360 2011 = 356 2010 = 340</p> <p><b>Students scoring Level 3 or above:</b> 2012 = 79% 2011 = 75% 2010 = 57%</p> <p><b>Percentage Scoring in Levels 3-5 on FCAT Science NGSSS</b></p> <table border="1"> <thead> <tr> <th>Levels</th> <th>3</th> <th>4</th> <th>5</th> </tr> </thead> <tbody> <tr> <td>2012</td> <td>40%</td> <td>29%</td> <td>11%</td> </tr> <tr> <td>2011</td> <td>38%</td> <td>29%</td> <td>7%</td> </tr> <tr> <td>2010</td> <td>44%</td> <td>17%</td> <td>5%</td> </tr> </tbody> </table>	Levels	3	4	5	2012	40%	29%	11%	2011	38%	29%	7%	2010	44%	17%	5%	<p>All teachers are expected to implement research-based practices defined in curriculum documents approved by the OCSD School Board (e.g., Balanced Literacy Plan, Comprehensive Math Model, K-12 Reading Plan, PPP).</p> <p>Antioch Faculty and Staff have chosen to focus on creating assessment capable learners and maximizing feedback in order to increase student achievement. These practices require teachers to differentiate and respond to the needs of all learners regardless of subgroup and/or content area.</p> <p><b>Creating Assessment Capable Learners:</b></p> <ul style="list-style-type: none"> <li>Teachers will provide students with clear learning objectives and outcomes as well as provide students with the success criteria necessary to meet those objectives/outcomes.</li> <li>Teachers will provide students with rubrics/learning continuums/scales/samples/etc. to evaluate their own learning. (e.g., using rubrics and samples to evaluate extended response answers or science</li> </ul>	<p>\$1000 Science Materials (Project 3109)</p>	<p><b>PDSP Focus:</b> First Semester Focus – Creating Assessment Capable Learners Second Semester Focus – Maximizing Feedback</p> <p><b>Objective/other:</b> All staff will become proficient in using effective feedback strategies, developing assessment capable learners, and utilizing close reads or the Comprehension Instructional Sequence to increase student exposure and proficiency with complex text as evidenced by administrative observations, walk-throughs, lesson plans and/or student interviews.</p>	<p>District Informational Calendar; Assessment Summary Sheets (3<sup>rd</sup> through 5<sup>th</sup> grade DEA scores); District and School Website, Electronic Sign, Progress Reports, Report Cards, Agenda Books, Pinnacle Internet Viewer, Monthly School Newsletters; Weekly Classroom Newsletters; Parent STAR/PMP; Open House during American Education Week and Multicultural Week; School Brochure ; PTO; SAC; Parent Climate Survey; Special Programs presented by each Grade Level; Writing Journals and Portfolios; Science Notebooks; Family Science Night; Astronomy Stargaze Night</p>
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<p style="text-align: center;"><b>Mean Points Earned by Content Area</b> <b>GRADE 5</b></p> <table border="1"> <thead> <tr> <th>2012</th> <th>PS</th> <th>ES</th> <th>LS</th> <th>NS</th> </tr> </thead> <tbody> <tr> <td></td> <td>12/16</td> <td>13/16</td> <td>11/14</td> <td>8/10</td> </tr> <tr> <th></th> <th>PC</th> <th>ES</th> <th>LE</th> <th>ST</th> </tr> <tr> <td>2011</td> <td>10/13</td> <td>8/11</td> <td>10/13</td> <td>11/14</td> </tr> <tr> <td>2010</td> <td>10/14</td> <td>8/10</td> <td>9/13</td> <td>10/14</td> </tr> </tbody> </table> <p>*PC = Physical &amp; Chemical ES = Earth &amp; Space LE = Life &amp; Environmental ST = Scientific Thinking</p> <p>2012 ES= Earth and Space PS=Physical Science LS= Life Science NS= Nature of Science</p> <p style="text-align: center;"><b>Percentage of Mean Points Earned by Content Area</b> <b>GRADE 5</b></p> <table border="1"> <thead> <tr> <th>2012</th> <th>PS</th> <th>ES</th> <th>LS</th> <th>NS</th> </tr> </thead> <tbody> <tr> <td></td> <td>75%</td> <td>81%</td> <td>78%</td> <td>80%</td> </tr> </tbody> </table> <p style="text-align: center;">*PC ES LE ST</p> <table border="1"> <tbody> <tr> <td>2011</td> <td>77%</td> <td>73%</td> <td>77%</td> <td>79%</td> </tr> <tr> <td>2010</td> <td>71%</td> <td>80%</td> <td>69%</td> <td>71%</td> </tr> </tbody> </table> <p>*PC = Physical &amp; Chemical ES = Earth &amp; Space LE = Life &amp; Environmental ST = Scientific Thinking</p>	2012	PS	ES	LS	NS		12/16	13/16	11/14	8/10		PC	ES	LE	ST	2011	10/13	8/11	10/13	11/14	2010	10/14	8/10	9/13	10/14	2012	PS	ES	LS	NS		75%	81%	78%	80%	2011	77%	73%	77%	79%	2010	71%	80%	69%	71%	<p>notebook entries).</p> <ul style="list-style-type: none"> <li>Teachers will provide students with opportunities to chart/track/graph/monitor their learning and measure their achievement of learning goals in at least one subject area (e.g., charting/graphing learning such as progress on science project or grades).</li> </ul> <p><b>Feedback:</b></p> <ul style="list-style-type: none"> <li>Teachers will conference with individual students on a regular basis to both provide and receive feedback about student learning and to assist students in creating learning goals (e.g., during independent work time).</li> <li>Teachers will create and implement common formative assessments with their grade level data teams for each instructional cycle in their focus content area in order to gain feedback and gather information to be used in student conferences.</li> <li>Teachers will meet bi-monthly in grade level data teams to analyze data, develop common formative assessments, set goals, implement research-based strategies, and monitor student progress.</li> </ul> <p><b>Common Core:</b></p> <ul style="list-style-type: none"> <li>All Kindergarten and First Grade Teachers will be implementing the Common Core State Standards.</li> <li>All Kindergarten, First, and Second Grade teachers will be addressing Standard 10 through the development and implementation of close reads.</li> <li>All Third, Fourth, and Fifth grade teachers will be addressing Standard 10 through the development and implementation of</li> </ul>	<p>\$750 Science Family Nights (PTO)</p>		<p>The Science Learning Community will host a Family Science nights with hands-on activities for grades K-2 and 3-5 with hands-on activities. Teachers and volunteers will man the science stations.</p> <p>4<sup>th</sup> grade classes will participate in hands-on activities through the GeoShapes Fair with an emphasis on math, recycling and the engineering of geometric shapes, some students even incorporate electrical engineering into their projects. Students will complete geometric projects by engineering structures using prefabricated materials. Students will display their structures for public viewing.</p>
2012	PS	ES	LS	NS																																													
	12/16	13/16	11/14	8/10																																													
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<p><b>Students scoring Level 1:</b>  2012= 2 (2%)  2011= 5 (3%)  2010= 6 (7%)</p>	<p>Close Reads or Comprehension Instructional Sequence lessons.</p> <ul style="list-style-type: none"> <li>Teachers will be aware of resources available to assist in implementation of CCS. (see Antioch CCSS Plan Priorities 1 &amp; 2)</li> </ul> <p><b>Lesson Study:</b></p> <ul style="list-style-type: none"> <li>Teachers will have the opportunity to visit any classroom demonstrating research-based practices as needed throughout the school year. Common planning time for Lesson Study and observation time will be provided for interested Data Teams.</li> </ul> <p><b>Additional Strategies that support school focus and will continue:</b>  The on-line resources for the Science Series will be utilized. These online and additional resources are as follows: Brain Pop, Brain Pop Jr., United Streaming, Picture Perfect Science, "Digging Into Science," Science Versa Tiles, Science SRA, Steve Spangler, Bill Nye, FCAT Explorer, Houghton Mifflin Podcast, Science Fusion Virtual Labs, and think central.</p> <p>Science (K-5) will be taught 60 minutes daily with large and small group instruction utilizing hands-on activities and manipulatives. Hands-on activities and manipulatives will be utilized with guided inquiry delivered with explicit direct instruction. Writing will be used to extend and reflect on the scientific process. Science Notebooks will be utilized for extension and reflection.</p> <p>Hands-on group experiments or activities will be conducted at least <b>twice weekly</b> in all grades based on NGSSS/CCS to increase performance of all students. These</p>	<p>\$100 for implementation of Civil Air Patrol Ace</p>		<p>EP Parent Conferences /Gifted Newsletters</p> <p>Laura Pink, astronomy sponsor/teacher, will use the school IOPTRON telescope for student scrutiny of scientific space wonders (satellites, planets, stars, constellations, comets, Milky Way galaxy, etc.). Students and parent chaperones will be encouraged to bring their own telescopes to view during 'Star Gaze'.</p>
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<p><b>Students scoring Level 2:</b>  2012= 22 (18%)  2011= 35 (23%)  2010= 23 (27 %)</p>	<p>experiments and activities will be documented in weekly lesson plans. Emphasis will be placed on experiments where students will: learn process skills, follow step-by-step instructions, take more ownership of the inquiry process and take the lead in conducting the experiment.</p> <p>The Aviator Academy will continue to be implemented incorporating the ACE program through the Civil Air Patrol. Early Release day instruction will utilize math and science based lessons across the curriculum.</p> <p>Antioch is home to a new top of the line science lab. K-5 students will have frequent experiences in the lab with assistance from the classroom teacher and science coach.</p> <p>Science texts, supplemental books from the Media Center such as the Scholastic Non-fiction Guided Reading set, Sunsprouts, and others will be used. Additionally, suggestions from Quality Assurance and Curriculum, and activities from "Digging into FCAT Science", Steve Spangler, Nettekter, United Streaming websites, Picture Perfect Science, Brain Pop, BrainPOP jr., FCAT Explorer, and thinkcentral will be utilized as resources to challenge students performing on or above grade level.</p> <p>Data projectors, Mimios, CPS Responders, and 2Know Classroom Responders will be used to integrate technology with science supporting the STEM initiative.</p> <p>Gifted endorsed teachers or teachers working towards gifted endorsement will provide enrichment strategies to gifted students in an inclusion classroom.</p> <p>Antioch IOPTRON Telescope GPS system</p>	<p>Program membership for 5 new teachers</p>		
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	<p>will be used to aid K-5 students to recognize, classify and synthesize planets, stars, constellations, and space instruction by astronomy sponsor. Astronomy sponsor will hold a 'Star Gaze' at night at the Antioch P.E. field (one per grade level per year with teacher/parent chaperones) to provide student hands on telescope experiences.</p> <p>The fifth grade students will complete science fair projects while using the Scientific Method.</p> <p>Girls Embracing Math &amp; Science (GEMS) afterschool club will be initiated and led by two fifth grade teachers. Activities will include guest speakers, science experiments, and technology workshops.</p> <p><b><u>ASSESSMENT:</u></b>  <b>1st-5<sup>th</sup></b> –Grade Level Chapter and Summative Unit Tests; Science Journals  <b>5<sup>th</sup></b> – <b>FCAT Science</b></p> <p><b><u>STUDENTS PERFORMING BELOW GRADE PROFICIENCY:</u></b></p> <p>The following strategies will be implemented to improve the mastery of all areas on the Science FCAT. The following strategies will be utilized to meet the needs of these students: CRISS, Webb's Depth of Knowledge (DOK), United Streaming, Nettekter, FCAT Explorer, <a href="http://thinkcentral.com">thinkcentral.com</a>, and any additional on-line resources available.</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.



## SUPPLEMENTAL PAGE 2012- 2013

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

- Individualized strategies to meet the needs of struggling students are discussed in Data Teams and RtI meetings and documented on minutes forms, PMPs, and IEPs.
- Antioch offers an active fifth grade academic team, K-5 Odyssey of the Mind teams for high performing students, and a GEMS club for girls interested in Math, Science, and Technology.

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

- Antioch Elementary has been an A school for eleven consecutive years.
- Antioch's Aviator Academy incorporating the ACE program through Civil Air Patrol continues to be a great success. Antioch was awarded the title of Civil Air Patrol ACE National School of the Year for 2012.

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

- Antioch continues to comply with state class size mandates to enhance the teaching and learning environment as required by Florida Constitution Amendment Nine.
- Antioch maintains a welcoming learning environment as evidenced by a rating of 93% on related items in the OCSD Climate Survey.

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

- Antioch maintains an active SAC committee with members to include parents, staff, teachers, and community members.
- Antioch benefits from active parent volunteers each year. An average of 6500 volunteer hours are logged each year.
- Approximately 50% of Antioch's teachers are participating in the FCRR/FSU Research Study in reading.