



**Date Submitted:**

**Dates of Revisions:**

# School Name: Annette P Edwins 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 \$ 0, will primarily be used for : [ N/A . ]</p> <p>The names represented below indicate approval of the SPP by SAC committee members.</p> <p>Cheree Davis Principal</p> <p>Patricia Cave 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>POC: 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>POC: 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:

Annette P. Edwins Fine and Performing Arts School, home of the JR Vikings, is located at 7 Wright Parkway SW in Fort Walton Beach, Florida. Edwins Elementary, which was established in 1955, has a current population of 405 students. The school population consists of 2.5% Asian, 20.5% African American, 14.6% Hispanic, 49% Caucasian and 13.5% multi-racial. Seventy-one percent are economically disadvantaged.

The climate survey indicated that 88% of the parents felt welcome at the school. Parent comments stated that there were many opportunities for parent involvement. They also stated that the school had good communication via newsletters and parent teacher communicators. Fifty percent of the parents responding to the survey felt that the guidance department provided educational success. In the 2012-2013 school year the guidance department will initiate the Backpack Food Program in collaboration with Fort Walton Beach High School. The local food bank will be providing food for families in need of provisions over the weekend.

The mentor program works with Big Brothers and Big Sisters as well as the security forces at Eglin Air Force Base. Teen Trendsetters Reading Mentors Program has allowed Edwins to partner with Fort Walton Beach High School to support reading instruction. Students from the high school tutor Edwins' students on skill deficiencies and provide students with appropriate reading materials. These organizations provide academic encouragement and a positive influence in the lives of many students at the school. Volunteers are an essential part of the school. Additionally, the PTO meets monthly to support school wide initiatives.

Edwins Elementary continues to support the fine and performing arts, and each child receives weekly instruction in art, music, and dance. In the visual arts program the students have the opportunity to explore their personal feelings and provide a medium for creativity. The dance program exposes the students to a variety of dance techniques and skills with creative movement. We believe that dance personifies the artistic use of body energy, space, and time. The music program gives each child intellectual and creative advantages that last a lifetime. The instruction they receive includes music theory, a performing choral group, and the Yamaha keyboard technology. In addition, fifth grade students are offered a before school band class, three times a week, which is taught by the Fort Walton Beach High School band director. These programs tap into the right brain capabilities of the students and provide a foundation for further academic success.

Edwins offers continuous improvement for its population of ESE students. Two self-contained classes for our autistic students and two self-contained EBD classes are supported on campus. The gifted students are provided rigorous, project-based lessons which include cooperative learning during the school week. In addition, our speech/language and OT students are serviced on site. Using the RTI model, teachers provide research-based instruction for Tier II and Tier III students a minimum of three days a week.

Story time and research classes are also offered through our media center. The media assistant coordinates story time that is aligned with the curriculum taught in the classroom. The students at Edwins visit the technology lab periodically to expand their knowledge in various subjects using research skills. This allows students to work in small groups and independently on projects and presentations. Edwins implements an outdoor science classroom along with the greenhouse project. The outdoor classrooms will have raised beds for grade level use to grow and manage native species to our area.

All teachers will analyze FCAT and DEA data pre, mid, and post intervals with the principal, literacy coach, and grade levels to select appropriate strategies that will enhance instruction. DEA and STAR is administered three times a year for all students. Edwins has professional learning communities that meet as departments to analyze and map progression of common core standards throughout the grade levels. Each week grade levels meet to analyze data and strategies to drive instruction. Edwins has high expectations for all teachers and students and continues to provide differentiated opportunities which meet the needs of each individual child.

# School Profile

## 2012- 2013

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

### School Mission:

Perpetuate our commitment to educational excellence through:

- Rigorous and relevant curriculum
- Accountability
- Stakeholder relationships

### Belief Statements:

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

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

Highly Qualified Status Administrators: (Title I)	Cheree Davis, MA, Reading Education, BA, English Education, Certifications-6-12 English, K-12 Reading, Educational Leadership All Levels, Reading Endorsed	
Reading Instructors/Recruitment: (Secondary)	N/A Teachers with reading certification/endorsement	N/A 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 60%. (District Objective :X +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 62%. (District Objective: X + 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 60%. (District Objective: X + 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>All Students: FCAT: Proficient Reading Students (Achievement level 3+)</p> <table border="1"> <tr> <td>2010</td> <td>2011</td> <td>2012</td> </tr> <tr> <td>75%</td> <td>78%</td> <td>58%</td> </tr> </table> <p>2012 data results indicate 51% of Edwins students scored at or above level 3 on FCAT reading in grade 3.</p> <p>66% of Edwins students scored at or above level 3 on FCAT reading grade 4.</p> <p>52% of students scored at or above level 3 on FCAT reading in grade 5.</p> <p>All Students : DEA Scores Proficient Reading Students</p>	2010	2011	2012	75%	78%	58%	<p>All Students: FCAT and DEA reading results will be analyzed with the literacy coach and principal in September, February, and April. Appropriate intervention strategies will be selected to drive instruction. DEA probes and other resources will be utilized for progress monitoring.</p> <p>Common Core Standards will be effectively utilized in grades K-5 with content literacy. Teachers will utilize all essential elements of an effective lesson in planning and delivery.</p> <p>The OCSD Balanced Literacy Model will be fully implemented in all classrooms. The reading block will be a 90 minute period of uninterrupted, rigorous reading instruction. Teachers will conduct individual, small and whole group instruction during this time. This includes the following: read alouds, guided reading, independent reading, shared reading, vocabulary work, and writing. Word</p>		<p><b>PDSP Focus:</b> Common Core transition</p> <p><b>Objective/other:</b> All faculty will receive common core training (to include: CIS, feedback, text complexity, questioning, formative assessment) on early release. This training will help assist faculty in transitioning to full implementation of common core standards.(ie. see school PDSP )</p> <p>Trainings will be offered for review/new teachers on the Comprehensive Instructional Sequence that will be implemented through grade level/department lesson study.</p>	<p>School will communicate through the following: District web-site Edwins web-site Parent involvement sign Letters Phone calls Daily /weekly planners School newsletter Electronic Grade book AR reports Deficiency reports Report cards Grade level programs</p> <p>A Kindergarten orientation will be held in September of 2012 which will include community guest reader Kindergarten teachers will conduct a parent orientation. At this meeting they will review</p>
2010	2011	2012								
75%	78%	58%								

<p>(Achievement level 3+)</p> <table border="1"> <tr> <td>Kindergarten</td> <td>48%</td> </tr> <tr> <td>First</td> <td>57%</td> </tr> <tr> <td>Second</td> <td>72%</td> </tr> </table>	Kindergarten	48%	First	57%	Second	72%	<p>walls will be maintained in all classrooms.</p> <p>All teachers will maintain growth data to monitor progress in reading. Teachers record pre- mid, and post-assessment scores. Explicit instruction will focus on target areas such as: phonemic awareness, phonics, fluency, vocabulary, and/or comprehension.</p> <p>Teachers will use formative assessments to guide instruction and provide immediate feedback. They will use this knowledge to reflect and or change instruction and will support each other in the initial learning stages of how to give appropriate feedback. They will create systems in their classroom to provide feedback. Teachers and students will work together to develop self-reported grades/ students expectations.</p> <p>Kindergarten through fifth will provide feedback in the following ways, but not limited to: setting students goals that are self-regulated, one-on-one conversations/conferences, tie feedback to a specific learning goal, provide information that students can use to improve their performance, timely feedback, opportunities for students to participate in generating feedback rather than acting as passive receivers, feedback not always tied to a grade, and well thought out feedback that is positive and informative. These strategies will help teachers transition into common core by allowing teachers and students to think about their teaching/learning more critically and analytically.</p> <p>Teachers will be given the opportunity and support if need in implementing the Daily 5 during the reading block.</p> <p>All teachers will participate in lesson study lessons that target student needs based on</p>		<p>Teachers will develop proficiency in analyzing data to drive instruction, integrating common core standards across the curriculum, implementing best practices with technology to enhance instruction, and purposely using authentic literacy during a weekly common planning time. This will be measured by lesson plans, submitted assessments, and principal observations.</p> <p>Teachers will be trained in providing feedback to students and create systems within their classroom to provide feedback. Our goal is to be clear, descriptive, and criterion based that indicated where students are, how their understanding differs from the desired learning goal and how they can move forward. The administrator will observe/provide feedback during classroom walkthroughs.</p>	<p>the K curriculum, kindergarten expectations, class rules, school policies, etc. The parents receive a packet with reading readiness tips as well as calendar activities for home.</p> <p>An FCAT information night will be held in January. This will be facilitated by the principal, guidance coordinator, and literacy coach.</p> <p>Edwins will provide information to parents on transitioning to the common core CCSS through newsletters, parent pamphlets, title one meeting, open house and grade level parent meetings.</p>
Kindergarten	48%									
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<p>*****</p> <p>FCAT: Non- Proficient Reading Students (Achievement level 1 &amp; 2)</p> <table border="1"> <tr> <td>2010</td> <td>2011</td> <td>2012</td> </tr> <tr> <td>25%</td> <td>22%</td> <td>42%</td> </tr> </table> <p>2012 data results indicate</p> <p>49% of Edwins students scored a level 1/2 on FCAT reading in grade 3.</p>	2010	2011	2012	25%	22%	42%	<p>data collected from DEA, FCAT, and formative assessments. Lesson study lessons may include Comprehension Instructional Sequence.</p> <p>Books in the media center are leveled by lexile and Accelerated Reader levels. Teachers can use these materials to support instruction as they prepare for read alouds (think Alouds) and shared reading with complex text. Rigorous text dependent questioning will be used to develop comprehension and will enrich student vocabulary.</p> <p>Students can use these leveled materials for development in vocabulary, fluency and comprehension. The Accelerated Reader program allows students to read appropriate material and gives teachers immediate feedback on how students are comprehending text.</p> <p>All teachers are expected to implement research based practices defined in curriculum documents approved by the OCSB school board. (e.g. Balanced literacy plan, comprehensive math model, K-12 reading plan, and the pupil progression plan.)</p> <p>*****</p> <p>Summer school will be provided if funds are available.</p> <p>Regular testing to assess progress (DEA, STAR, formative assessments and textbook assessment).</p> <p>Discovery Education Assessment will be administered 3 times during the year to grades 1-5. This information will be used to target areas of weakness or strength to</p>		<p>*****</p> <p>Student data will be monitored weekly and instructional strategies will be determined based on data indicators. Resources have been given to each grade level for choosing research based instructional strategies. (e.g. books on instructional strategies, RTI flip charts</p>	<p>*****</p> <p>K -5th grade teachers meet with parents whose students are placed on PMPs'. Guidance coordinator, reading teacher, Principal, and ESE teacher may attend.</p>
2010	2011	2012								
25%	22%	42%								

<p>34% of Edwins students scored a level 1/2 on FCAT reading grade 4.</p> <p>48% of students scored a level 1/2 on FCAT reading in grade 5.</p> <p>DEA Non- Proficient Reading Students (Achievement level 1 &amp; 2)</p> <table border="1" data-bbox="188 544 537 639"> <tr> <td>Kindergarten</td> <td>52%</td> </tr> <tr> <td>First</td> <td>43%</td> </tr> <tr> <td>Second</td> <td>28%</td> </tr> </table> <p>2012 data results indicate 52% of Edwins students scored a level 1/2 on DEA reading in Kindergarten.</p> <p>43% of Edwins students scored a level 1/2 on DEA reading grade 1.</p> <p>28% of students scored a level 1/2 on DEA reading in grade 2.</p> <p>Students retained: Five....K Four...1st graders Three ...2nd graders Seven.....3rd graders Zero....4th graders Three...5th graders</p> <p>Regression in reading: 24% of kindergarteners, 9% of first graders, 22% of second graders and 16% of third graders demonstrated</p>	Kindergarten	52%	First	43%	Second	28%	<p>address during RTI time. It will allow instruction/remediation to be skill specific and allow for progress monitoring during the year in target areas for each student.</p> <p>RTI Model: Tier 2 students in grades K-5 may receive 15 minutes of one on one or small group instruction in 15 minute increments 2 times a week. This service is provided by the reading teacher and/or ESE teacher.</p> <p>Tier 3 students may receive 15 minutes of one on one or two on one instruction. This service is provided by the intensive reading teacher and/or ESE teacher. During this time the following strategies may be used:</p> <ol style="list-style-type: none"> <li>1. Use read alouds (think Alouds) and shared reading to enrich vocabulary development.</li> <li>2. Physically identify skills being worked on using highlighters and highlighter tape, or post-its in the book they are reading.</li> <li>3. Use game format to teach main idea, cause and effect, and finding details.</li> <li>4. Read orally every day on reading level material with a teacher or partner to strengthen fluency, word attack skills, vocabulary, and comprehension.</li> </ol> <p>Reading remediation in small groups provided by Title one teachers, SLD, and classroom assistants.</p>		<p>for academic interventions, etc.)</p>	
Kindergarten	52%									
First	43%									
Second	28%									



regression in reading according to DEA scores. 32% of 4th graders, and 31% of 5th graders demonstrated regression in reading according to FCAT scores

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ESE students:  
Out of 32% of current third grade ESE students 82% were not proficient

Out of 13% of current fourth grade ESE students 75% were not proficient

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ESOL students:  
CELLA

2010	2011	2012
	42	49

Out of 42 of current ESOL students 43 % were not proficient in reading

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ESE  
Edwins RTI model (ESE teacher, and CRT) provide small daily group instruction. Instruction is differentiated based on DEA, formative assessments, and FCAT assessments.

Teachers will use higher level questioning in the classroom to develop comprehension skills (depth of knowledge).

Students will have access to leveled reading materials in all content areas.

All students will set personal academic goals to increase their academic performance.

Assessments for all students DEA administered three times per year. FAIR/ FLKRS administered in September to Kindergarten.

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ESOL

ESOL Interpreter pushes in to classrooms and works with ELL students in small groups focusing on strengths and weaknesses. Research based instructional strategies are used in the classroom (e.g., phonics instruction, games, reading, context clues, cause and effect, main idea, sequencing, etc.) Teachers instruct in writing as well as academic areas.

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Edwins will hold a parent fair targeting SWD, SLP, and minority parents.

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Hispanic heritage week will be celebrated to honor the culture and customs to incorporate the backgrounds of the Hispanic community. The week will involve activities during PE, music, art and dance as well as a dinner and celebration for our entire population. Weekly classes for English learning parents will be held in Edwins Elementary School's

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

<b>School:</b> Annette P Edwins Elementary School	<b>School Focus:</b> Math
<b>District Goal:</b>	Students shall demonstrate math proficiency at or above expected grade level.

<b>Objective M-1</b>	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 60%. (District Objective: X +2 percentile points or <input type="checkbox"/> maintain 90-100%)
<b>Objective M-2</b>	The percentage of all curriculum students who will achieve FCAT adequate yearly progress in math as defined by the State of Florida on the FCAT will be at least 60%. (District Objective: X +2 percentile points or <input type="checkbox"/> maintain 90-100%)
<b>Objective M-3</b>	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 60%. (District Objective: X + 2 percentile points or <input type="checkbox"/> maintain 90-100%)
<b>Objective M-4 (Secondary only)</b>	The percentage of all curriculum students who will be proficient in math as defined by the State of Florida on the Florida Algebra I End-of-Course Exams will be at least NA%. (District Objective: X +2 percentile points or <input type="checkbox"/> maintain 90-100%)
<b>Objective M-5 (Secondary only)</b>	The percentage of all curriculum students who will be proficient in math as defined by the State of Florida on the Florida Geometry End-of-Course Exams will be at least NA%. (District Objective: X +2 percentile points or <input type="checkbox"/> maintain 90-100%)

<b>Target Group(s) Supporting Data (summary) – Provide 3 year historical data chart</b>	<b>Strategies/Innovative methods &amp; extended learning opportunities</b> <small>Include technology and assessment</small>	<b>Budget</b>	<b>Professional Development</b> <small>(Identify measurable teacher outcome)</small>	<b>Communication with Parents &amp; Customer Relations</b> <small>(Community/Parent awareness)</small>						
<p>All students: FCAT: Proficient Math Students (Achievement Level 3+)</p> <table border="1"> <tr> <td>2010</td> <td>2011</td> <td>2012</td> </tr> <tr> <td>77%</td> <td>77%</td> <td>49%</td> </tr> </table> <p>60% of students currently in grade 3 scored level 3 or higher in 2021 FCAT math.</p> <p>39% of students currently in grade 4 scored level 3 or higher in 2012 FCAT math.</p> <p>48% of students currently in grade 5 scored level 3 or higher in 2012 FCAT math.</p>	2010	2011	2012	77%	77%	49%	<p>FCAT and DEA math results will be analyzed with the leadership team and principal in September, February, and April. Appropriate intervention strategies will be selected to drive instruction. DEA probes and other resources will be utilized for progress monitoring.</p> <p>Common Core Standards will be effectively utilized in grades K-5 and will include a focus on the eight standards for mathematical practices.</p> <p>Student assessment data will be used to drive instruction and identify student strengths and target areas of concern to determine student progress. The Common Core State Standards (CCSS) will be fully implemented in kindergarten through fifth grade along with Next Generation Sunshine State Standards (NGSSS) to determine whether students can demonstrate progress/mastery of the standards. Using</p>		<p><b>PDSP Focus:</b> Common Core transition to include the eight standards of mathematical practices.</p> <p><b>Objective/other:</b> Teachers will incorporate strategic reading and writing in math instruction.</p> <p>Teachers will successfully implement the OCSD Math Model. This will be evidenced by principal observation and lesson plans.</p> <p>Data analysis of 2012 FCAT and DEA results will be reviewed to identify instructional areas needing improvement during weekly common planning time.</p>	<p>School will communicate through the following: District web-site Edwins web-site Parent involvement sign Letters Phone calls Daily /weekly planners School newsletter Electronic Grade book AR reports Deficiency reports Report cards Grade level programs</p> <p>A Kindergarten orientation will be held in September of 2012 which will include community guest reader Kindergarten teachers will conduct a parent orientation. At this meeting they will review</p>
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<p>All Students : DEA Scores Proficient Math Students (Achievement level 3+)</p> <table border="1" data-bbox="188 245 535 339"> <tr> <td>Kindergarten</td> <td>70%</td> </tr> <tr> <td>First</td> <td>68%</td> </tr> <tr> <td>Second</td> <td>58%</td> </tr> </table> <p>2012 data results indicate 70% of Edwins students scored at or above level 3 on DEA math in Kindergarten.</p> <p>68% of Edwins students scored at or above level on DEA math grade 1.</p> <p>58% of students scored at or above level 3 on DEA math in grade 2.</p>	Kindergarten	70%	First	68%	Second	58%	<p>the guidance of the Okaloosa Curriculum Math Guide, core math instruction, math stations, and math groups will continue to be aligned with our focus towards the conceptual framework of teaching.</p> <p>Students will be consistently, actively engaged in authentic tasks where they are developing ownership of the understanding of math concepts and math critical thinking skills. The tasks will require multi-step, complex and higher-order processing. Teachers will use a variety of resources to include the PARCC website, DEA, FCAT test specification items, etc...in an effort to create the above mentioned authentic tasks.</p> <p>Students will be exposed to a problem of the day that will require them to write short and extended responses to math problems. This will allow students to demonstrate the process of a particular math concept. This higher-order thinking will enable students to think deeper, problem solve, master automaticity of math facts, and use critical thinking strategies on more difficult math concepts. Daily written responses that include "writing to explain" will occur as an integral part of learning in math class. Added rigor in math for all students will be necessary to promote higher-order thinking and reasoning in math concepts as we move towards implementation of the CCSS.</p> <p>Teachers and students will work together to develop self-reported grades/ students expectations.</p> <p>Teachers will use formative assessments to guide instruction and provide immediate feedback and use this knowledge to reflect and or change instruction.</p>		<p>Emphasis will be placed on the use of manipulative and strategies which help students solve word problems, identify specific information, define a problem, set up an expression and/or equation, and calculate the correct answer. The results will be measured by an increase of a minimum of one point in the mean points on the 2013 FCAT math results.</p> <p>Principal will conduct classroom walk-throughs to identify elements of comprehensive balanced math program being implemented which include the following: large group, small group, individual instruction, and guided practice time.</p> <p>Embedded Professional Development (PD) will focus on Common Core State Standards (CCSS), to include the eight standards for mathematical practice, helping teachers to focus on added rigor in math for all students. This focus will promote higher-order thinking and reasoning skills as well as the comprehensive math model of going deeper instead of broader while teaching in-depth.</p>	<p>the K curriculum, kindergarten expectations, class rules, school policies, etc. The parents receive a packet with reading readiness tips as well as calendar activities for home.</p> <p>An FCAT information night will be held in January. This will be facilitated by the principal, guidance coordinator, and literacy coach.</p>
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First	68%									
Second	58%									

<p>*****</p> <p>FCAT: Non- Proficient Math Students (Achievement level 1 &amp; 2)</p> <table border="1"> <tr> <td>2010</td> <td>2011</td> <td>2012</td> </tr> <tr> <td>77%</td> <td>77%</td> <td>51%</td> </tr> </table> <p>2012 data results indicate</p> <p>40% of Edwins students scored a level 1/2 on FCAT math in grade 3.</p> <p>61% of Edwins students scored a level 1/2 on FCAT math grade 4.</p> <p>52% of students scored a level 1/2 on FCAT math in grade 5.</p> <p>DEA Non- Proficient Math Students (Achievement level 1 &amp; 2)</p> <table border="1"> <tr> <td>Kindergarten</td> <td>30%</td> </tr> <tr> <td>First</td> <td>32%</td> </tr> <tr> <td>Second</td> <td>42%</td> </tr> </table> <p>2012 data results indicate 30% of Edwins students scored a level 1/2 on DEA Math in Kindergarten.</p> <p>32% of Edwins students scored a level 1/2 on DEA math grade 1.</p> <p>42% of students scored a level 1/2 on DEA math in grade 2.</p> <p>Students retained: Five....K</p>	2010	2011	2012	77%	77%	51%	Kindergarten	30%	First	32%	Second	42%	<p>*****</p> <p>Summer school will be provided if funds are available.</p> <p>Regular testing to assess progress (DEA, STAR, formative assessments and textbook assessment) will be given.</p> <p>Discovery Education Assessment will be administered 3 times during the year to grades 1-5. This information will be used to target areas of weakness or strength to address during RTI time. It will allow instruction/remediation to be skill specific and allow for progress monitoring during the year in target areas for each student.</p> <p>RTI Model:</p> <p>Tier 2 students in grades K-5 may receive 15 minutes of one on one or small group in 15 minute sessions 2 times a week with reading teacher and/or ESE teacher.</p> <p>Tier 3 students may receive 15 minutes of one on one or no more than two instruction with a reading teacher and/or ESE teacher. During this time the following strategies may be used:</p> <ol style="list-style-type: none"> <li>1. using writing discussion to clarify concepts and understanding</li> <li>2. using manipulative for conceptual understanding</li> <li>3. using base ten strategies for understanding our number system</li> </ol>		<p>*****</p> <p>Continuous monitoring and building knowledge of Think Central and DEA math probes to monitor and document strategies taught for RTI students will be embedded PD by the Title teacher and ESE.</p>	<p>*****</p> <p>K -5th grade teachers meet with parents whose students are placed on PMPs'. Guidance coordinator, reading teacher, Principal, and ESE teacher may attend.</p>
2010	2011	2012														
77%	77%	51%														
Kindergarten	30%															
First	32%															
Second	42%															

<p>Four...1st graders  Three ...2nd graders  Seven.....3rd graders  Zero....4th graders  Three...5th graders</p> <p>Regression in math:  23% of kindergarteners, 13% of first graders, 28% of second graders and 6% of third graders demonstrated regression in math according to DEA scores.  75% of 4th graders and 38% of 5th graders demonstrated regression in math according to FCAT scores.</p> <p>*****</p> <p>ESE students:  Out of 32% of current third grade ESE students 50% were not proficient</p> <p>Out of 13% of current fourth grade ESE students 80% were not proficient</p>	<p>*****</p> <p>ESE  Edwins RTI model (ESE teacher, and CRT) provide small daily group instruction.</p> <p>Instruction is differentiated based on DEA, formative assessments, and FCAT assessments.</p> <p>Teachers will use higher level questioning in the classroom to develop comprehension skills (depth of knowledge).</p> <p>All students will set personal academic goals to increase their academic performance.  Assessments for all students DEA administered three times per year.</p>		<p>*****</p>	
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- The process for administering formative and summative assessments (screening, diagnostic, & progress monitoring) is identified in the Okaloosa County Pupil Progression Plan.

<b>School:</b> Annette P Edwins Elementary School	<b>School Focus:</b> Writing
<b>District Goal:</b>	Students shall demonstrate writing proficiency at or above expected grade level.

<b>Objective</b>	The percentage of 4 <sup>th</sup> grade students scoring 4.0 and above on FCAT Writing will be at least 60%. (District Objective: X +2 percentile points or <input type="checkbox"/> maintain 90-100%)
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<b>Target Group(s) Supporting Data (summary) – Provide 3 year historical data chart</b>	<b>Strategies/Innovative methods &amp; extended learning opportunities</b> <small>Include technology and assessment</small>	<b>Budget</b>	<b>Professional Development</b> <small>(Identify measurable teacher outcome)</small>	<b>Communication with Parents &amp; Customer Relations</b> <small>(Community/Parent awareness)</small>												
<p>All students K-5 Writing Score percentage:</p> <table border="1" data-bbox="188 533 537 686"> <tr> <th>2010</th> <th>2011</th> <th>2012</th> </tr> <tr> <td>83%</td> <td>86%</td> <td>3.5+ 53% 4.0+ 34%</td> </tr> </table> <p>Mean Score:</p> <table border="1" data-bbox="188 743 537 807"> <tr> <th>2010</th> <th>2011</th> <th>2012</th> </tr> <tr> <td>3.91</td> <td>4.05</td> <td>3.4</td> </tr> </table> <p>2012 data reflects that 89% of 4th graders scored 3 or above on 2011 FCAT Writing. 2012 data reflects that 34 % of 4th graders scored 4 or above on 2012 FCAT Writing.</p>	2010	2011	2012	83%	86%	3.5+ 53% 4.0+ 34%	2010	2011	2012	3.91	4.05	3.4	<p>Teachers will implement guided writing and shared writing in the classroom. Teachers will incorporate writing to learn activities in all content areas with an increased focus on writing to persuade or writing to make a claim with justification/support.</p> <p>A monthly school wide writing prompt will be given. Teachers will score these prompts using the Florida writing rubric. A school wide rubric of expectations for each grade level will also be used. Scores will be recorded on spreadsheets. Students will view exemplary writing samples on the Elmo. Teachers will use technology to enhance writing instruction.</p> <p>Students will receive differentiated writing instruction based on developmentally appropriate scope and sequence of writing skills using the NGSSS moving into the Common Core State Standards (CCSS). Grammar and spelling will be an area of focus across the curriculum. Increased focus will be continued this year on the conventions of writing as well as having students respond to what they have read using text support to justify their reasoning. Editing and revising will take base regularly in writing throughout the year.</p>		<p><b>PDSP Focus:</b> Common Core Teaching teachers how to get students to write quality writing responses to what they have read and requiring text support. Refining RTI process for writing students.</p> <p><b>Objective/other:</b> Teachers will implement shared writing &amp; guided writing in the classroom. Incorporate writing to learn in math and science instruction. This will be measured by lesson plans and principal observations.</p>	<p>School will communicate through the following methods:</p> <p>Individual conferences with parents to design learning strategies for students needing a Progress Monitoring Plan Daily school planners Letters Phone calls Weekly folders that include students' work</p>
2010	2011	2012														
83%	86%	3.5+ 53% 4.0+ 34%														
2010	2011	2012														
3.91	4.05	3.4														

<p>*****</p> <p>Non Proficient</p> <p>66% of fourth graders scored below a 4.0 on FCAT writes in 2012</p>	<p>Students in primary and intermediate grades will determine their personal strengths and weaknesses in order to progress in their writing skills. (i.e. two stars and a wish, did-it-dots, conferencing, portfolio evaluations)</p> <p>All teachers will provide opportunities for authentic writing across the curriculum including the use of quality literature models (mentor texts).</p> <p>All students will be given multiple opportunities to reflect on their writing abilities. Students keep their ongoing writing in a personal writing folder to a self-assess and measure growth throughout the year. Teachers provide specific interactive writing mini-lessons and small group guided writing. One-on-one conferencing will be implemented for constructive feedback.</p> <p>Test-taking skills for writing will be taught prior to state testing.</p> <p>*****</p> <p>Non proficient 3<sup>rd</sup> and 4<sup>th</sup> graders will be placed on a PMP/IEP and conferences held with parents to review target areas of writing.</p> <p>Focus on smaller increments of writing (e.g. opening grabber) with more time spent on that component in small group. Provide practice in revising a lower level writing samples to increase score</p> <p>Students needing extra assistance will participate in writing remediation through RTI, individual conferencing with the teacher, and small group guided writing.</p> <p>Students will receive writing tokens for increased writing scores.</p>			
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- **The process for administering formative and summative assessments (screening, diagnostic, & progress monitoring) is identified in the Okaloosa County Pupil Progression Plan.**

<b>School:</b> Annette P Edwins Elementary School	<b>School Focus:</b> Science
<b>District Goal:</b>	Students shall demonstrate science proficiency at or above expected grade level.

<b>Objective S-1 (Grades 5, 8)</b>	The percentage of 4 <sup>th</sup> grade students who will be proficient in science as defined by the State of Florida on the Florida Comprehensive Assessment Test will be at least 60%. (District Objective: X +2 percentile points or <input type="checkbox"/> maintain 90-100%)
<b>Objective S-2 (High school only)</b>	The percentage of all curriculum students who will be proficient in science as defined by the State of Florida on the Florida Biology End-of-Course Exams will be at least NA%. (District Objective: X +2 percentile points or <input type="checkbox"/> maintain 90-100%)

<b>Target Group(s) Supporting Data (summary) – Provide 3 year historical data chart</b>	<b>Strategies/Innovative methods &amp; extended learning opportunities</b> <small>Include technology and assessment</small>	<b>Budget</b>	<b>Professional Development</b> <small>(Identify measurable teacher outcome)</small>	<b>Communication with Parents &amp; Customer Relations</b> <small>(Community/Parent awareness)</small>						
FCAT Science <table border="1" style="margin-left: 20px;"> <tr> <td>2010</td> <td>2011</td> <td>2012</td> </tr> <tr> <td>53%</td> <td>41%</td> <td>52%</td> </tr> </table> <p>52% of 5<sup>th</sup> grade students are proficient in science with above a level 3 on FCAT Science 2012</p>	2010	2011	2012	53%	41%	52%	<p>Teachers will implement the Next Generation Standards and revised District Curriculum guides. Teachers will utilize appropriate instruction methods to include small group instruction, exploration, leveled reading materials and technology. Teachers will implement science writing tasks to reflect lab exploration, and science extended response practice. Students will be encouraged through exploration of cause and effect using various manipulatives and encourage persistence in approaching tasks.</p> <p>Students will use a variety of reading strategies to improve comprehension in science and informational text. Teachers will be supported in implementing science CIS activities. Students will be provided reading selections that support science content at every instructional level such as leveled readers, supplemental publications, and web-based extension resources. Students will participate in science activities that are differentiated for their particular learning level such as supplemental web site activities.</p>		<p><b>PDSP Focus:</b> Common Core</p> <p><b>Objective/other:</b> Developing critical thinking in Science.</p> <p>Incorporating strategic reading and writing in math and science instruction.</p> <p>Teachers will continue to receive PD in order to understand relevance and rigor of initiating implementation of Common Core State Standards.</p> <p>Emphasis on response to reading activities with support and justification from text.</p> <p>Teachers will use the OCSD curriculum guides for science instruction.</p>	<p>School will communicate through the following methods:</p> <p>Individual conferences with parents to design learning strategies for students needing a Progress Monitoring Plan Daily school planners Letters Phone calls Weekly folders that include students' work</p>
2010	2011	2012								
53%	41%	52%								

<p>*****</p> <p>48% of 5<sup>th</sup> grade students scored below a level 3 on FCAT science 2012</p>	<p>Writing to learn activities will be utilized in all lessons to increase comprehension. Teachers will conduct science experiments and expose students to the scientific method with an emphasis on science vocabulary and the process of the scientific method.</p> <p>Teachers will provide/demonstrate a minimum of two science labs per unit using the scientific method and scientific vocabulary. Grades 1 and 2 will create a classroom science fair project. Grades 3 and 4 will conduct science projects in small groups. Grade 5 will produce individual science fair projects.</p> <p>*****</p> <p>PMPs' will be developed for students not meeting mastery. Tutoring will be provided in small groups</p> <p>Students will be periodically assessed and remediation will be provided to students not making adequate gains. Students will be provided access to a wider range of guided reading science leveled books as a result of consolidation of grade level science books which will be housed in the leveled library.</p> <p>Students will improve their ability to write long and short responses to science questions through teacher modeling using higher order thinking questions. For example, through the use of science journals teachers will prompt students with higher level thinking questions.</p>			
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- The process for administering formative and summative assessments (screening, diagnostic, & progress monitoring) is identified in the Okaloosa County Pupil Progression Plan.

<b>School:</b> Annette P Edwins Elementary School	<b>School Focus:</b> College Readiness/Academic Acceleration
<b>School Objective:</b>	Maximize educational systems that empower students to successfully transition into a globally competitive society.

<b>Target Group(s) Supporting Data (summary) – Provide 3 year historical data chart</b>	<b>Strategies/innovative methods &amp; extended learning opportunities</b> <small>Include technology and assessment</small>	<b>Budget</b>	<b>Professional Development</b> <small>(Identify measurable teacher outcome)</small>	<b>Communication with Parents &amp; Customer Relations</b> <small>(Community/Parent awareness)</small>
Targeted students who receive level 4 and 5 on FCAT and students who have tested in the talented and gifted range will be eligible for talented and gifted services.	Math Olympiads. Odyssey of the Mind Talented and gifted program		<b>PDSP Focus:</b> Common Core  <b>Objective/other:</b>	Parent meetings that encourage parents to become involved in students success.

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

# Title I Schools

School: Annette P Edwins Elementary

Instruction by highly qualified teachers	Strategies to attract highly qualified teachers	Plans for assisting preschool children in the transition from early childhood programs to local elementary programs (preschool transition strategies)
<p>All teachers employed at Edwins Elementary are highly qualified.</p>	<p>Okaloosa county school district requires all teachers to be highly qualified before hiring.</p>	<p>The guidance coordinator visits local pre-schools to distribute pamphlets, literature, and early learning books to assist students and parents with transitioning into kindergarten.</p>

- 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

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

- All faculty will receive common core training ( to include: CIS, feedback, text complexity, questioning, formative assessment) on early release. This training will help assist faculty in transitioning to full implementation of common core standards.(ie. see school PDSP )
- Teachers will develop proficiency in analyzing data to drive instruction, integrating common core standards across the curriculum, implementing best practices with technology to enhance instruction, and purposely using authentic literacy during a weekly common planning time. This will be measured by lesson plans, submitted assessments, and principal observations.

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

- Kindergarten through fifth will provide feedback in the following ways, but not limited to: setting students goals that are self-regulated, one-on-one conversations/conferences, tie feedback to a specific learning goal, provide information that students can use to improve their performance, timely feedback, opportunities for students to participate in generating feedback rather than acting as passive receivers, feedback not always tied to a grade, and well thought out feedback that is positive and informative.
- FCAT and DEA math results will be analyzed with the leadership team and principal in September, February, and April. Appropriate intervention strategies will be selected to drive instruction. DEA probes and other resources will be utilized for progress monitoring.

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

- Edwins RTI model (ESE teacher, and CRT) provide small daily group instruction. Instruction is differentiated based on DEA, formative assessments, and FCAT assessments.
- Edwins will provide a Math Olympiads/TAG/Odyssey of the Mind programs.

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.

- Weekly classes for English learning parents will be held in Edwins Elementary's computer lab. Hispanic heritage week will be celebrated to honor the culture and customs to incorporate the backgrounds of the Hispanic community. The week will involve activities during PE, music, art and dance as well as a dinner and celebration for our entire population.
- Edwins will provide information to parents on transitioning to the common core CCSS through newsletters, parent pamphlets, title one meeting, open house and grade level parent meetings.