



**Date Submitted:**

**Dates of Revisions:**

# School Name: Edge Elementary

## 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>*At the time this plan was submitted, SAC budget funds had not yet been released.</p> <p>The names represented below indicate approval of the SPP by SAC committee members.</p> <p><b>Dr. Samantha Dawson</b> Principal <b>Joe Bowers</b> 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>PMP: Progress Monitoring Plan</p> <p>PMS: 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>PMP: Progress Monitoring Plan</p> <p>PMS: 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: (Narrative)

Edge Elementary School, home of the Tigers, is a public school located in the Florida Panhandle with approximately 561 students enrolled in Kindergarten through fifth grade. Edge is an eighty-seven year old elementary school located in the heart of Niceville. Approximately 40% of the student body is on the Free and Reduced Lunch Program reflecting the economic status of the community. We serve a significant number of civilian and mobile military families. Our school community sets and meets high academic standards by providing quality, differentiated instruction for all students, including our sub groups such as ESE and low socio-economic students. In order to meet the working needs of parents, Edge Elementary offers a Before and After School Program. During the summer months, our school offers a fee based Summer Daycare Camp. Our minority population consists of 7% African American, 2% Asian, 10% Multi-Racial, and .5% Hispanic.

Despite a dismal district and state wide economy, Edge parents, mentors and volunteers from the Niceville community are actively involved in providing multiple volunteer hours to assist in classrooms and mentor students. Additionally, we have an active Parent Teacher Organization (PTO) consisting of involved parent leaders. Our PTO always assists in multiple fundraising activities as well as Edge traditions that include Spring Fling (a spring festival with rides, games and a Silent Auction for donated baskets). Even with more stringent benchmarks, Edge managed to earn Adequately Yearly Progress (AYP) this year. Edge continues its distinguished eleven year tradition as an A school.

Edge provides continuous improvement in all areas of the curriculum with a diverse range of programs. We have a full-time AmeriCorp volunteer to serve our students daily. Under the Response to Intervention (RTI) model we will use our core curriculums with Tier I students and intensive skill-based interventions for students achieving in the Tier II and Tier III levels. We have also implemented a behavior plan for our RTI model. ESE programs which include Specific Learning Disabilities (SLD), Gifted, Speech, Language, Occupational Therapy (OT), Physical Therapy (PT), and enrichment for those who qualify are implemented to meet the needs of all students. Our school maintains a highly qualified staff of teachers and paraprofessionals.

Teachers collaborate monthly with Plew Elementary in professional development facilitated by Literacy Coaches, peer teachers, and speakers with expertise in specific areas. We support research-based reading instruction in small groups and hands-on differentiated instruction emphasizing mastery on Common Core State Standards (CCSS) in reading, writing, math and science. Our teachers monitor progress on students' academic ability consistently to drive their instruction and meet the academic needs of every student. Edge's academic progress over the last eleven years is due in large part to strong leadership, a positive working environment and making students accountable for thinking beyond the textbook. Due to our strong commitment to student achievement and high expectations of the parents in our community we have met the No Child Left Behind (NCLB)

state proficiency targets for Adequate Yearly Progress (AYP) for every subgroup. Every retained student receives extra tutoring. Our retention rate was less than 2% last year.

We also offer many unique opportunities for other interests and skills, such as forty minutes of daily PE classes, music, and a variety of extra-curricular offerings. These could include Oval Art, Tech Bowl, Chorus, K-Kids, Safety Patrol, and Leadership Clubs. We have an annual talent show for our 5<sup>th</sup> grade students at the end of the school year. This is our fourth year using the Leadership Model based on Stephen Covey's seven habits of highly effective people. This model teaches children practical, principle-based leadership skills. We emphasize the value of communication, cooperation, initiative, and unique, individual talent. These are skill sets for making good choices, for getting along well with others, and for managing time wisely. In addition, we will provide authentic opportunities for students to apply the seven habits by giving them leadership opportunities in the classroom, in clubs, in the school, and in our community.

We pride ourselves on the personal attention we are able to give each student and family that attends our school. Based on the results for Edge Elementary on the 2011-2012 Climate Survey, we received the highest percentage of positive responses to these statements:

- My child's school emphasizes academic performance as the number one priority. 97%
- My child's school maintains a safe environment. 98%
- As a parent, I feel welcome at my child's school. 97%
- I am satisfied that my child's teachers do a good job educating my child. 95%

All of the teachers at Edge Elementary School are highly qualified, as measured by certification and continued professional development. 100% of the teachers have qualified as evidenced by the NCLB HOUSSE Plan. In addition, four of our teachers have achieved National Board Certification. Each teacher new to Edge Elementary School is assigned a peer mentor who provides models for teaching and planning; observes and gives feedback. Peer teachers are trained and certified by Okaloosa County School District. Our Literacy Coach is available to model lessons in reading/writing strategies, integrating reading into all content areas, and helping teachers delve deeper into the Common Core State Standards (CCSS). We have a teacher on special assignment, Maria Lewis, assigned to be the RTI coordinator. The RTI team helps teachers with specific academic strategies in all content areas and behavior modification techniques for individual students. The core RTI team (Maria Lewis, Debby Gardner, Sonia Chapman, Pam McGhee, Dawn Sanders, Linda Danner and Wynn Herndon) meet weekly to develop a documentation model and to evaluate how teachers are closing the gap for struggling students.

The Student Advisory Council (SAC) is comprised of faculty/staff, parents, and community members. Each year our SAC, teachers, Principal, and Literacy Coach assist in compiling data and rewriting our annual School Performance Plan (SPP) for subsequent year. Edges' School Advisory Council has the responsibility for decisions and final approval of the SPP as well as the school budget.

During the month of May, incoming Kindergarten parents are invited to Edge to attend our Kindergarten Orientation. We address standards that are expected by the end of Kindergarten, our school lunch program, check-out/check-in procedures, as well as all of the other programs that are offered at Edge. The FLKRS (ECHOS + FAIR) screening is administered immediately to determine early readiness needs to insure that students are given extra help as needed. The results are shared with parents in a timely manner, and ongoing communication with parents is established and

maintained. Speech and Language support is provided for Pre-K and Kindergarten students on a walk-in basis and continues until that support is no longer required.

Edge houses a Pre-KD program. It is here where students of varying exceptionalities prepare to transition to a least restrictive learning environment. Students are in a self-contained classroom with a handicapped equipped restroom and developmentally appropriate playground which accommodate their special needs.

At the beginning of the year, each teacher will analyze their student achievement data (DEA, FCAT, etc.) with the Principal and Literacy Coach to determine how best to guide their instruction. Much time will be devoted to learning the CCSS at each grade level. Instead of conducting these trainings and activities in isolation, Edge and Plew teachers will engage in collaborative professional development again this year. Topics for professional development will include: lesson study, Balanced Literacy using Complex Text, STEM training, response to reading in core subjects, technology training, basic Mimeo, and differentiated math. Authentic Literacy will be incorporated across all subject areas. Teacher lesson plans are monitored throughout the year to ensure fidelity of quality instruction.

Edge students will develop positive character traits through the implementation of Stephen Covey's The 7 Habits of Highly Effective People. The seven habits are:

- Habit # 1: Be Proactive
- Habit #2: Begin with the End in Mind
- Habit #3: Put First Things First
- Habit #4: Think Win/Win
- Habit #5: Seek First to Understand Then to Be Understood
- Habit #6: Synergize
- Habit #7: Sharpen the Saw



## 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.

**Edge Elementary Percent Scoring Three and Above in Reading (2005-2012)**

	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011 (2.0)</b>	<b>2012 (2.0)</b>
<b>Third</b>	80%	89%	89%	87%	91%	80%	90%	69%
<b>Fourth</b>	88%	74%	85%	82%	85%	84%	88%	79%
<b>Fifth</b>	85%	88%	87%	90%	89%	80%	84%	79%

**Edge Elementary Percent Scoring Three and Above in Math (2005-2012)**

	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011 (2.0)</b>	<b>2012 (2.0)</b>
<b>Third</b>	87%	90%	99%	92%	97%	86%	93%	71%
<b>Fourth</b>	88%	78%	84%	87%	81%	86%	84%	70%
<b>Fifth</b>	79%	81%	75%	79%	81%	75%	81%	77%

**Edge Elementary Percent Writing Proficiently & Mean Essay Score in Fourth Grade (2005-2012)**

	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>
	<b>3.5 &amp; above</b>	<b>3.5 &amp; above</b>	<b>3.5 &amp; above</b>	<b>3.5 &amp; above</b>	<b>3.5 &amp; above</b>	<b>4.0 &amp; above</b>	<b>4.0 &amp; above</b>	<b>3.0 &amp; above</b>
<b>Fourth</b>	77%	65%	75%	72%	88%	71%	97%	94%
<b>Fourth</b>	3.7	3.7	3.8	3.8	4.2	4.0	4.4	3.5

**Edge Elementary Percent Scoring Three and Above in Fifth Grade Science (2005-2012)**

	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>
<b>Fifth</b>	X	53%	64%	75%	79%	74%	70%	76%

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

Highly Qualified Status Administrators: (Title I)	Dr. Samantha Dawson has a BA in Elementary Education, M Ed in Curriculum and Instruction and a Doctorate in Instruction and Curriculum Leadership; 6 years experience as a principal	
Reading Instructors/Recruitment: (Secondary)	<p>4 Teachers with reading certification/endorsement</p> <p>Debby Gardner, Literacy Coach, has a Master's degree in Reading and is certified K-12 in reading. The year 2012-2013 will be her seventh as Literacy Coach at Edge Elementary. Brandi Barefield, kindergarten teacher; Lafay Taylor, first grade teacher; Cindy Tuznik, fourth grade teacher are all Reading Endorsed.</p>	<p>3 Teachers working towards reading certification/ endorsement.</p> <p>Sonia Chapman, ESE teacher, is working towards her reading endorsement. Cathy Boswell, fifth grade teacher and Michelle McKain, first grade teacher are both working toward their Reading Certification.</p>

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 83 %. (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 80 %. (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>All Students:</b></p> <p>Kindergarten and First grade will fully implement Common Core State Standards (CCSS) this year. Second through fifth will have full implementation (2015) of content area literacy strategies to include: text complexity, CCSS literacy standards in Social Studies, and greater emphasis on students locating and providing evidence to support their answers within the text.</p>	<p>\$33,000 Literacy Coach SAI Funds</p>	<p><b>PDSP Focus:</b></p> <p>Collaboration across two schools (Edge and Plew) in order to offer differentiated Professional Development (PD) to meet the needs of our teachers.</p> <p>All teachers will become proficient at increasing student achievement while implementing the Common Core State Standards (CCSS)</p>	<p>New attendance policy will be shared with parents stressing that tardies and early pick-ups will be considered partial absences. This policy is to enhance effective student progress.</p> <p>Parents are encouraged to participate in monitoring student's homework, independent reading, and reviewing their returned assessments.</p>

**All Students:  
Percent of students scoring at or above level 3 on the FCAT Reading or DEA Reading:**

Grade Level	Reading % Proficiency		
	2010	2011	2012
K			55%
1			69%
2			82%
3	80%	90%	69%
4	84%	88%	79%
5	80%	84%	79%
<b>Total</b>	<b>83%</b>	<b>89%</b>	<b>77%</b>

**Percent of students in levels 1-5 on FCAT Reading:**

Level	Grade 3		
	2010	2011	2012
1	8%	7%	6%
2	13%	3%	25%
3	24%	27%	31%
4	44%	52%	31%
5	11%	10%	7%

Level	Grade 4		
	2010	2011	2012
1	8%	7%	5%
2	9%	5%	17%
3	24%	32%	24%
4	38%	44%	39%
5	22%	12%	15%

All teachers will become skilled at creating higher order questions in their daily lessons. Teachers will learn to develop the cognitive and critical thinking skills of their students by asking minute by minute oral questions of students over a course of a lesson, rather than just a minor note at the end of a lesson. This high-yield strategy is critical to Common Core implementation and support students efforts to explain their thinking with evidence from text.

All students will receive a minimum of ninety minutes of uninterrupted, differentiated, reading instruction each day. This Balanced Literacy approach includes the teaching of phonemic awareness, phonics, vocabulary, fluency and comprehension at each student's instructional level.

These components will be fully implemented and include the following: independent reading; read alouds; shared reading; guided reading; familiar reading; word work (phonemic awareness, phonics, spelling and vocabulary building); and oral reading.

The strategies used to teach these components will be through modeling, guided practice and independent exercises leading to individual student assessment. In addition, students will be provided differentiated instruction through literacy stations, literature circles, and guided reading materials that are reading level appropriate for all

across K-5. Particular focus this year will be on the utilization of Reading Standard #10 in CCSS (text complexity) and the high-yield strategy of higher-order questioning.

The following PD opportunities will be available: Higher-Order Questioning; Lesson Study/Text Complexity/CIS; Strategies that Work in a Balanced Literacy Model; Content Area Journal Writing in Response to Reading; Differentiated Math; technology using Mimio and Edmodo

In addition to explicit, sustained PD during Early Release, teachers will be involved in Professional Learning Communities (PLCs) aligned with their Individual Professional Development Plan (IPDP). These goals will be their personal goals towards professional growth.

Edge teachers will have Professional Learning Communities (PLCs) that meet once per month that are aligned with Edge's PD focus. These PLCs are offered for teacher's independent choice according to their own professional growth (IPDPs). Teachers can choose to use this time for Lesson Study, a requirement of all Edge teachers. Choices this year are: Highly Effective

We have an automatic phone messaging system where upcoming activities are communicated to parents. Additionally, we have a messaging system on Ed-Connect, our electronic sign, in front of the school.

Training is provided for our mentors and volunteers by the media specialist, LC, and parent liaison in September. An appreciation luncheon is hosted in May for all mentors and volunteers.

K-1 teachers will schedule an individual conference during the first semester with parents of all students. Conferences will be held each nine weeks with PMP students.

Parents are informed through ongoing communication using work samples, newsletters, conferences, phone calls, emails, progress reports, student planners, PMPs, and access to Gradebook.

Our active PTO provides many ongoing activities to promote parent and community involvement.

A parent climate survey will be sent to all parents in April and data collected will be used for the evaluation of school programs.



Level	Grade 5		
	2010	2011	2012
1	6%	7%	8%
2	14%	9%	13%
3	32%	28%	33%
4	29%	34%	31%
5	18%	22%	15%

- 4 Retained Students in 2012
  - Kindergarten = 1
  - First grade = 2
  - Second grade = 0
  - Third grade = 0
  - Fourth grade = 1
  - Fifth grade = 0
- 0 students were twice retained in 2011
- 31 students were successful with the most challenging content of the Reading FCAT (Level 5)
  - Third grade (4<sup>th</sup>) = 7
  - Fourth grade (5<sup>th</sup>) = 13
  - Fifth grade (6<sup>th</sup>) = 11
- 26 gifted students in 2012
  - First grade = 2
  - Second grade = 6
  - Third grade = 4
  - Fourth grade = 7
  - Fifth grade = 7

students. Edge teachers are gradually implementing the Daily Five and Café' reading management frameworks to differentiate instruction. Reading progress will be measured throughout the nine week period using district and classroom cold reads in grades first through fifth. Kindergarten students will be monitored through ongoing kindergarten checklists.

Daily Five framework for ninety-minute reading block will include a daily Read to Self time, individual student/teacher conferences and individualized student reading goals. The purpose of these conferences will be to guide students' book selections, and monitor their comprehension during the reading process. Café' framework to monitor reading skills will be monitored weekly to enable students to increase their independent reading level.

Students will be engaged in reading throughout the day during all content area instruction on their instructional level. The use of reading response journals, extended responses, and literature connections will be implemented in all classrooms. Teachers will adhere to the Okaloosa County Curriculum/Pacing Guides.

In order to support reading throughout the day, the Media Center has developed a Leveled Library for teachers to check out sets of books. These fiction and nonfiction books are DRA,

\$1500  
Textbook Flex

Questioning by Ivan Hannel; Comprehension Connections by Tanny McGregor; Differentiating with Small Groups/Tyner; Picture Perfect Science; On the Same Page by Janet Allen; and Content Area Writing – Every Teacher's Guide by Harvey Daniels.

**Objective/other:**  
All academic teachers will become proficient in the components of text complexity. Teachers will evaluate text complexity by utilizing qualitative, quantitative and reader to task measures to create a gradient of texts across grade levels. The Literacy Coach (LC) will provide ongoing, embedded PD to include the implementation of Close Reads and Comprehensive Instructional Strategies (CIS). The progress of knowledge and implementation will be evidenced by Principal observations/walk-throughs and Lesson Plans. The high-yield strategy of generating deeper thinking questions will be implemented through the use of the following techniques: Question, Answer & Response (QAR), Highly Effective Questioning (HEQ) and Webb's Depth of Knowledge (WOK)

The LC is the resource for modeling and continued collegiate conversations with

An Honors assembly is held every nine weeks to honor student achievement in academics and behavior.

Our lunchroom plays a pivotal part in enhancing our parent involvement. Each year we have the following: Tigress Tuesday and Macho Monday.

Parents may also volunteer for any of the following school activities:

- PTO
- Leadership clubs
- Parent/faculty book studies
- Media Center
- Book Fairs
- K-Kids Club
- Spring Fling

<p><b>Intermediate Grades (FCAT)</b> (current grade)</p> <ul style="list-style-type: none"> <li>• 14/76 (18%) Fifth (6<sup>th</sup>) grade students did not make Learning Gains on FCAT 2012 Reading. Areas of concern were Literacy Analysis and Informational Text.</li> <li>• 10/85 (12%) Fourth (5<sup>th</sup>) grade students did not make Learning Gains on FCAT 2012 Reading. Areas of concern were Literary Analysis and Informational Text.</li> <li>• 30/97 (31%) Third (4<sup>th</sup>) grade students scored a level 2 or below on FCAT 2011. Areas of concern were Literary Analysis and Reading Application.</li> </ul>	<p>Fountas/Pinnel, and lexile leveled to facilitate differentiated literacy instruction in the reading and content areas. This Leveled Library also enables teachers that are implementing Daily Five and Café to build flexible leveled book boxes for student choice. The Media Specialist will also assist students in selecting “Just Right” books based on the student’s accelerated reader (AR) level or student’s ability to choose “Good Fit” books through Daily Five instruction in classrooms.</p> <p>Students will be consistently engaged throughout the day in the use of higher order/critical thinking processes. Teachers will model and scaffold critical thinking skills, using Webb’s Depth of Knowledge Levels and Bloom’s Taxonomy.</p> <p>Classroom computers will be used throughout the day to reinforce and practice reading strategies. Software available includes: Essential Skills, FCAT Explorer, Fluent Reader, Renaissance Learning and approved internet sites.</p> <p>Essential objectives identifying key nonfiction reading concepts that will be used in math, language arts, social studies, and science will be highlighted for students so they are easily observed in content area classrooms.</p> <p>LindaMood, Sound Waves, FCRR, Words Their Way, Simon Sounds It Out, Earobics, Building Academic Vocabulary, Vocabulary Games for the Classroom, and</p>		<p>teachers in their implementation of the CCSS, CIS strategies and Balanced Literacy.</p> <p>Research-based professional texts that will be used for PLCs: <i>Total Participation Techniques, Comprehension Connection – Bridges to Strategic Reading, Highly Effective Questioning, Words Their Way and Small Group Reading Instruction – A Differentiated Teaching Model</i>. The fourth Thursday (Thinking Thursday) of each month will be the primary day for PLCs. Each group will have a facilitator that encourages collegiate conversations in order to enhance and build teacher knowledge in engaging students to learn, building better questioning techniques and going deeper into complex texts.</p> <p>Edge teachers all have a common planning time of 40 minutes each day for PE or music.</p> <p>Ongoing instruction in Balanced Literacy will be implemented by the LC. The LC will model, observe and give specific feedback to teachers, ensuring that instruction at Edge Elementary is effective, using best practice strategies in the classroom to meet individual student’s needs. The</p>	
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	<p>Essential Skills will be used for phonemic awareness, phonics, and vocabulary with visualizing and verbalizing as a part of the model.</p> <p>All teachers will maintain data sheets to monitor independent student growth in reading. Teachers will analyze formative, summative and diagnostic assessments to drive instruction.</p> <p><b><u>RTI - TIER II and TIER III:</u></b></p> <p>Individual instruction will be adjusted based on data analysis. Progress monitoring will be ongoing to determine if the academic gap is being closed. Based on fall DEA or skill-based curriculum assessments, identified students that are not meeting benchmark proficiency levels will be provided additional reading strategies such as Rigby Readers, assisted reading, Quick Reads, Readers' Theater, FCRR activities, Phonics Game, Cindy Riley's Sound Waves, Linda-Mood and Essential Skills and RTI co-teaching support. DEA Probes will be utilized to help assess and meet individual learning needs. Kindergarten students who are identified within the first nine weeks of school will also be provided one on one or small group remediation to meet RTI requirements. Student progress on a PMP will be reviewed four times a year if a student is a fragile Tier II or a Tier III.</p> <p>A variety of individual assessments are used to diagnose, screen, monitor, and evaluate all students throughout the year. During June, specifically for third</p>		<p>expectation is that all teachers will incorporate the components of Balanced Literacy into their daily instruction. This will be measured by lesson plans and classroom walkthroughs. LC will provide resources for implementing Balanced Literacy components.</p> <p>Teachers will be trained in multiple technology workshops to include Basic/Advanced Mimio, creating teacher websites, and Edmodo,</p> <p>Core RTI team will provide RTI protocol for struggling readers during faculty meetings. The RTI team meets each Wednesday to review student data and to provide support to teachers. The RTI team collaborates with Psychologist, Dawn Sanders, to glean from her expertise in the RTI process.</p>	
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	<p>grade, additional reading strategies will be provided to all students who are identified as “non proficient” at the end of the year with assistance from the Summer Intensive Studies Program.</p> <p>At risk students in all grades will be eligible to participate in before and after school remediation programs provided by highly qualified teachers, peers, and/or a qualified volunteer. Programs include computer based activities and small group instructions. Both at risk and retained students have the opportunity to have a mentor for motivation, encouragement, and to serve as role models.</p> <p>Students in kindergarten through fifth will have the DEA standardized reading assessment administered within the first weeks of school to determine appropriate placement. Students requiring additional help will participate in small group differentiated instruction that provides more support in their identified areas of weakness.</p> <p><b><u>RETAINED STUDENTS:</u></b>  These students will be provided volunteers/tutors for one on one or small group remediation with each student’s particular reading component deficit in mind. DEA reading and/or DRA2 are administered to every student on a PMP to help determine accurate independent reading skills.</p> <p><b><u>ESE/RTI TIER III STUDENTS:</u></b>  These students will be provided 30-minute small group instruction outside the 90-minute reading block</p>	<p>ESE and RTI Coordinator from RTI funds</p>		
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	<p>if required through RTI classroom teacher collaboration (pull-out, inclusion, and team teaching are all strategies that are utilized depending on the student). Students participate in Fluent Reading, as needed, in the classroom and in the resource room. As well, test taking strategies will be offered to enhance the test taking skills of these students. These students are also offered morning or afternoon tutoring.</p> <p><b><u>ELL STUDENTS</u></b>  Students are provided a leveled bilingual library resource. Primary language dictionaries are provided. Reading Rods are used with these students for phonemic awareness and phonics instruction.</p> <p><b><u>GIFTED STUDENTS:</u></b>  Gifted instruction will develop skills that enhance comprehension strategies and writing skills. In addition these students will participate in differentiated literature circles established to enhance each child's individual reading needs. Enrichment will be provided weekly through rigorous and academically challenging reading, science, and mathematics instruction. Academic mobility and flexible grouping may be utilized to provide enrichment opportunities for high achieving students throughout the day in the classroom.</p> <hr/> <p><b><u>ASSESSMENTS:</u></b>  <b>Tier I (All students)</b></p> <p>Individual student needs will be identified by the universal DEA test</p>	<p>Gifted  Endorsed  teacher  purchased from  Discretionary  funds</p>		
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	<p>administration which will be administered in the Fall, Winter and Spring for K-5 students. New students to Edge who have missed the DEA assessment will be administered the DRA2. DEA assessments will help to form subgroups for guiding instruction. The Ongoing Progress Monitoring will enable the teachers and the RTI team to remediate these students to obtain grade level success and close the academic gap. Ongoing monitoring through weekly reading assessments, fluency checks, and biquarterly cold reads will help to individualize instruction and monitor/document whether students have made gains.</p> <p>These assessments as well as teacher observation will be used to gather data:</p> <ul style="list-style-type: none"> <li>• FCAT for intermediate</li> <li>• DEA for all students</li> <li>• Stanford 10 for primary/low achieving students</li> <li>• DRA will be administered as needed</li> <li>• FLKRS for kindergarten</li> </ul> <p>Time and guidance through professional development will be provided for teachers to analyze grade level data in order to determine their individual focus for instruction. Our teachers will follow the adopted District Grading Policy.</p> <p><b><u>ASSESSMENTS:</u></b>  <b>Tier II &amp; III (Students working below grade level expectations)</b></p> <p>Additional resources and staff will be provided to implement</p>			
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	<p>instruction that will meet individual student needs.</p> <p>Kindergarten thru fifth grade students who do not make adequate progress, based on quarterly formative assessment, will be provided in-class support which may include small group differentiated instruction, individualized instruction, Daily Five, Café', a change in curriculum based on student academic need according to best teaching practices.</p> <p>Tutoring will be provided before, during and after school for retained and at-risk students. A tutoring coordinator (ESE teacher) will ensure that instruction matches student needs. Mentors and volunteer reading tutors will be recruited and matched with struggling readers. Americorp volunteer will provide intensive small group instruction and additional language resources as needed.</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: Lula J. Edge 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 82%. (District Objective: <input checked="" type="checkbox"/> +2 percentile points or <input type="checkbox"/> maintain 90-100%)
Objective M-2	The percentage of all curriculum students who will achieve FCAT adequate yearly progress in math as defined by the State of Florida on the FCAT will be at least 85%. (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 50%. (District Objective: <input checked="" type="checkbox"/> +2 percentile points or <input type="checkbox"/> maintain 90-100%)
Objective M-4 (Secondary only)	The percentage of all curriculum students who will be proficient in math as defined by the State of Florida on the Florida Algebra I End-of-Course Exams will be at least ____%. (District Objective: <input type="checkbox"/> +2 percentile points or <input type="checkbox"/> maintain 90-100%)
Objective M-5 (Secondary only)	The percentage of all curriculum students who will be proficient in math as defined by the State of Florida on the Florida Geometry End-of-Course Exams will be at least ____%. (District Objective: <input type="checkbox"/> +2 percentile points or <input type="checkbox"/> maintain 90-100%)

Target Group(s) Supporting Data (summary) – Provide 3 year historical data chart	Strategies/Innovative methods & extended learning opportunities <small>Include technology and assessment</small>	Budget	Professional Development <small>(Identify measurable teacher outcome)</small>	Communication with Parents & Customer Relations <small>(Community/Parent awareness)</small>																															
<p><b>All Students:</b> Percent of students scoring at or above level 3 on the FCAT Math or DEA Math:</p> <table border="1"> <thead> <tr> <th rowspan="2">Grade Level</th> <th colspan="3">Math% Proficiency</th> </tr> <tr> <th>2010</th> <th>2011</th> <th>2012</th> </tr> </thead> <tbody> <tr> <td>1</td> <td></td> <td></td> <td>74%</td> </tr> <tr> <td>2</td> <td></td> <td></td> <td>80%</td> </tr> <tr> <td>3</td> <td>86%</td> <td>93%</td> <td>71%</td> </tr> <tr> <td>4</td> <td>86%</td> <td>84%</td> <td>70%</td> </tr> <tr> <td>5</td> <td>81%</td> <td>81%</td> <td>77%</td> </tr> <tr> <td><b>Total</b></td> <td><b>85%</b></td> <td><b>89%</b></td> <td><b>75%</b></td> </tr> </tbody> </table>	Grade Level	Math% Proficiency			2010	2011	2012	1			74%	2			80%	3	86%	93%	71%	4	86%	84%	70%	5	81%	81%	77%	<b>Total</b>	<b>85%</b>	<b>89%</b>	<b>75%</b>	<p><b>All Students:</b> Our teachers allocate sixty minutes of math instruction per day. 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 and first grade, and gradually integrated in second through fifth along with Next Generation Sunshine State Standards (NGSSS) to determine whether students can demonstrate progress/mastery of the standards. Using the guidance of the Okaloosa Curriculum Math Guide Core math instruction, Go Math curriculum, math stations, and math groups will</p>	\$25,000	<p><b>PDSP Focus:</b> Collaborating Across Two Schools (Edge and Plew) offering differentiated Professional Development to meet the needs of our teachers. The following PD opportunities will be available for enhancing math skills: Lesson Study with a choice of a primary or intermediate focus; Differentiated Math; Content Area Writing; refining the use of DEA Probes for math students and Increasing Student Engagement.  PD will be provided in the eight essential practices of</p>	<p>Student information is available through individual conferences with teachers, Daily School Planners, periodic letters, Progress Reports, Report cards, emails, PMPs, IEPs, weekly work folders, school and class newsletters, Electronic Gradebook, Edmodo and Edge teacher's websites.  Information will be provided to parents on the use of PMP online, ThinkCentral, Renaissance Place, and FCAT Explorer.  Our active PTO provides numerous ongoing activities</p>
Grade Level		Math% Proficiency																																	
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<b>Total</b>	<b>85%</b>	<b>89%</b>	<b>75%</b>																																



**Percent of students in levels 1-5 on FCAT Math:**

Level	Grade 3		
	2010	2011	2012
1	3%	1%	10%
2	11%	6%	19%
3	20%	21%	33%
4	44%	38%	20%
5	22%	34%	19%

Level	Grade 4		
	2010	2011	2012
1	4%	3%	14%
2	10%	14%	15%
3	38%	40%	40%
4	36%	29%	18%
5	12%	15%	12%

Level	Grade 5		
	2010	2011	2012
1	8%	8%	8%
2	14%	11%	13%
3	26%	25%	33%
4	31%	32%	31%
5	22%	24%	15%

continue to be aligned with our focus towards the conceptual framework of teaching the big ideas of NGSSS as we gradually move towards the CCSS.

Students will be consistently, actively engaged in authentic tasks where they are developing ownership and deeper understanding of math concepts and math critical thinking skills. Each classroom teacher will name one student per week for Mathematician of the Week.

Students will learn how to write short and extended responses to math problems 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.

Students will use a variety of technology resources such as FCAT Explorer, BrainPop and/or BrainPop Jr., Renaissance Place, Accelerated Math, Essential Skills, and CPS systems in order to help reinforce math Next Generation Sunshine State Standards (NGSSS).

math CCSS which will increase the processes and proficiencies of math instruction. The process standards of problem solving, reasoning and proof, communication, representation, and connections with numbers will be integrated in breakout sessions during Early Release and model lessons with LC. The proficiency strand including adaptive reasoning, strategic competence, conceptual understanding, procedural fluency and productive disposition (making sense of math and realizing its’ worth in the real world) will also be modeled by LC lessons, collegiate grade level conversations and Lesson Studies. The PD goal is to have a balance between math procedures and student understanding of underlying concepts to enable them to engage in deeper mathematical practices.

Eight Essential Math Practices of teachers across K-5 (CCSS):

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.

to promote parent and community involvement. Edge provides an annual Math and Science night for parents and students

Students, teachers, and parents will have access to links related to curriculum via the District and school websites. ]

	<p>Students will be provided literature that enhances their motivation and math skills such as Marilyn Burns Literature Math series available in the Literacy Library along with other available math literature resources. Mental math questioning skills, and manipulatives are used with various grades.</p> <p>Teachers on each grade level will spend time sharing methods for demonstrating mastery of NGSSS and will share, as a grade level, differentiated activities to enrich their curriculum. They will collaborate in common grade level meetings to develop strategies which will enhance mastery of the lowest areas identified on FCAT and DEA to vertically align the curriculum. Best practices in math will be shared in grade level meetings and during early release.</p> <p>Students will use a variety of vocabulary building activities to increase their ability to understand math questions such as math word walls, and individual math journals. Students will be involved in helping create anchor charts that will be displayed in classrooms for future reference.</p> <p>Edge has a math leadership team that will monitor school wide focus for math implementation of NGSSS moving into CCSS using the Okaloosa curriculum guides. This team will assist teachers through a peer coaching model.</p>		<p>6. Attend to precision.  7. Look for and make use of structure.  8. Look for and express regularity in repeated reasoning.</p> <p>Teachers will identify and select literature to promote math concepts and develop math vocabulary.</p> <p><b>Objective/other:</b>  Data analysis of 2012 FCAT and DEA results will be reviewed to identify instructional areas needing improvement. Emphasis will be placed on the use of manipulatives 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.</p> <p>Professional Learning Communities (PLC) will be vertically and grade level aligned by teacher choice depending on their independent focus on their IPDP and Lesson Study emphasis.</p> <p>Embedded Professional Development (PD) will focus on Next Generation Math Sunshine State Standards moving towards Common Core State Standards (CCSS) helping teachers to focus on added rigor in math</p>	
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	<p><b>RTI – TIER II AND TIER III</b></p> <p>Teachers will use the following additional math strategies for students not maintaining adequate progress and/or requiring PMPs: using writing discussion to clarify concepts and understanding; using manipulatives for conceptual understanding; and base ten strategies for understanding our number system. Students will be expected to be actively engaged and expected to justify their math answers, orally and written where age appropriate. Remediation programs used for RTI will be Accelerated Math and Math U See.</p> <p><b>GIFTED STUDENTS:</b></p> <p>After being assessed for mastery of grade specific skills, students will be offered differentiated instruction. If proficient, students will participate in challenge activities to expand their potential. Activities may include lessons from Go Math series book, computer software, going deeper into math concepts activities with manipulatives, and other resources that offer further enrichment. In addition to Go Math , Kindergarten students are challenged through the Math Their Way program and open-ended activities using the Math Their Way manipulatives.</p> <p>Gifted/Enrichment opportunities will provide ascending levels of instruction. Emphasis will be placed on strategies to enhance algebraic thinking and number concepts. Physical models will be used to develop algebraic concepts in real world situations. Manipulatives will be utilized to</p>		<p>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, Okaloosa county math curriculum guides will be used to guide math instruction. This will be provided by LC, ESE teacher, Gifted teacher, and PLC.</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 LC, ESE and Gifted teacher.</p> <p>Through collegial conversations during common planning time, teachers will enhance their knowledge in problem solving methods. This method helps students to unlock word problems by identifying essential information and by locating non-essential information. This model will be used to share ideas and instructional techniques.</p> <p>During Early Release teachers will have an opportunity to choose Differentiated Math in which students learn how to differentiate small group learning to better meet the needs of students.</p>	
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	<p>develop place value concepts. Problem solving methods will be used to solve real world problems. Concrete experiences will be bridged to abstract applications.</p> <p><b>ASSESSMENTS:</b>  <b>Tier I (All students)</b>  Students will receive a universal pre and post test. DEA will be used to test kindergarten through fifth. In addition to DEA, Star Math will be used to initially determine students at risk. Teachers, principal, ESE teacher and literacy coach will analyze data by grade level in order to identify best research-based practices and strategies to meet students' needs. The data gained from these assessments will drive instruction in each classroom and teachers will use results to differentiate instruction. Each grade level will develop a grade level math assessment plan identifying the type of assessments, which category the assessments will be input according to new grading policy. Grade levels will meet each week to review assessments and curriculum.</p> <p>In addition to DEA the following assessments will be used throughout the year:</p> <p><b>Kindergarten:</b> County Kindergarten Checklist/Report, Math Their Way, and Go Math.</p> <p><b>First Grade:</b> Go Math Assessments</p> <p><b>Second Grade:</b> Go Math</p>		<p>Teachers will continue using math journals with activities that will help students in content areas to gain valuable knowledge in expressing what they know about a math concept. This expression enables students to retain information they have learned.</p> <p>All teachers will continue to collaborate with grade level peers in learning communities in order to maximize school resources and teacher's professional knowledge. Teachers will become proficient in differentiating math instruction using a variety of tools to meet the needs of Tier II &amp; III students and improve their performance as evidenced by closing the gap in the academic progress of these students.</p> <p>The media specialist, gifted teacher, math and writing teacher will be available for embedded PD to model, observe and give specific feedback to teachers ensuring that instruction is effective, using best practice strategies in the classroom to meet individual student needs. With teacher permission, video tapes of best practice will be shared during Early Release.</p> <p>The success of teacher implementation of best</p>	
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	<p>Assessments</p> <p><b>Third, Fourth and Fifth Grade:</b> FCAT Math NGSSS, Go Math Assessments</p> <p><b>ASSESSMENTS: Tier II &amp; III (Students working below grade level expectations)</b></p> <p>In addition to assessments stated above ongoing progress monitoring will be reviewed by the RTI team to determine if students are making progress toward mastery of grade level expectations. Teachers will plan supplemental instructional intervention for those students not responding to core instruction. Tutors will be provided as needed pending funding. Students will be provided instruction in how to make connections in number sense; how our base-ten number system works; and why it works. Teachers will use:</p> <ul style="list-style-type: none"> <li>• Touch Math</li> <li>• Math U See</li> <li>• Manipulatives</li> <li>• Arrays</li> <li>• Picture Presentations</li> <li>• Small group metacognition</li> <li>• Discovery</li> <li>• Act out math problems</li> <li>• Students will use: Self-discovery to explain conclusions during peer discussions</li> <li>• Write to explain math process making real world connections</li> <li>• Model steps in a mathematical</li> </ul>		<p>practices will be evidenced by principal observations and lesson plans. Emphasis will be on the use of manipulatives and strategies which help students solve word problems, identify information, define the problem, set up the equations in order to calculate the correct answer.</p>	
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	<p>problem along with self checking answers to enhance students understanding of math concepts.</p> <p>Students will receive small group or one on one instruction to build competency in areas that require remediation.</p> <p>For struggling students entering later in the year, help will be provided to assist in remediating the lack of essential math skills.</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: Lula J. Edge 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 70%. (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>Percent of students in fourth grade scoring at or above a three or four average on the FCAT Writing:</p> <table border="1"> <thead> <tr> <th>Grade Level</th> <th colspan="3">Writing % Proficiency</th> </tr> <tr> <td></td> <th>2010</th> <th>2011</th> <th>2012</th> </tr> </thead> <tbody> <tr> <td></td> <td>4.0</td> <td>4.0</td> <td>3.0</td> </tr> <tr> <td>4</td> <td>88%</td> <td>98%</td> <td>94%</td> </tr> </tbody> </table>	Grade Level	Writing % Proficiency				2010	2011	2012		4.0	4.0	3.0	4	88%	98%	94%	<p><b>ALL STUDENTS:</b> Students will receive a minimum of 30 minutes of Writers' Workshop per day. Teachers will provide explicit instruction in the process of writing across the curriculum and content areas. All student writings will be graded at a minimum of twice per grading period to ensure that students have achieved specific writing standards for each grade level. Teachers will give students opportunities to write. Students will be taught how to plan and balance time effectively for timed writing. The Florida Writes rubric will be our specific measurement. Conduct vertical and horizontal grade level discussions to ensure continuity of expectations of student's performance through lesson study, professional development, and grade level meetings.</p> <p>All students in K-3 and 5<sup>th</sup> grade will take OK Writes in the spring. The OK Writes score received will be documented as student's score and subsequent writings will be used as</p>	No additional cost	<p><b>PDSP Focus:</b> Integrating content area vocabulary into Lesson Studies. 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 work collaboratively with peers to implement Balanced Literacy Model of Writers' Workshop. These components will include using read alouds as mentor text, word work (spelling patterns), shared writing, independent writing, guided writing and conferencing. All teachers will become proficient in Writing to Learn activities that are used across content areas.</p> <p>Our fourth grade writing teacher will provide ongoing</p>	<p>Sources of communication are:</p> <ul style="list-style-type: none"> <li>• daily planners</li> <li>• letters from teachers</li> <li>• phone calls</li> <li>• emails</li> <li>• weekly folders that include student work</li> <li>• electronic gradebook</li> <li>• Edge Elementary's webpage</li> <li>• mid-term progress reports</li> <li>• report cards</li> <li>• parents are encouraged to schedule teacher conferences to discuss student progress</li> <li>• District and teacher websites</li> </ul>
Grade Level	Writing % Proficiency																			
	2010	2011	2012																	
	4.0	4.0	3.0																	
4	88%	98%	94%																	

	<p>ongoing monitoring.</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 implemented 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. 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>Teachers will use technology such as Mimios, LCD projectors, and classroom writing programs to model and demonstrate “good” writing.</p> <p>Using anchor papers, mentor texts, and modeled writing students will learn how to score their own papers using six traits analytical rubrics and the FCAT holistic rubric or other developmentally appropriate rubrics. Six traits rubrics are used to guide writing instruction while the Florida FCAT rubric is used to grade timed writings holistically. Teachers will keep writing portfolios to allow students to review their progress as they grow as writers. Students will participate in one on one (informal or formal) conferences with teacher on a weekly basis regarding their writing progress.</p>		<p>PD on the Responding to Reading activities for Writers’ Notebooks and using Writing to Learn activities for quick writes. She will work in peer coaching groups to improve the implementation of authentic writing using a Writers’ Notebook.</p> <p>The Literacy Coach is available to model, observe and give specific feedback to teachers, ensuring that the effective use of best practices in writing are being used to meet individual student needs.</p> <p>Evidence of PD implementation will be observed through lesson plans and principal walkthroughs.</p>	<ul style="list-style-type: none"> <li>• Edmodo</li> <li>• Phone calls</li> <li>• School Newsletter</li> </ul>
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	<p>Students will participate in various genres to increase their motivation and enthusiasm for writing such as: letter writing, poetry, persuasive writing, expository writing, book reviews, and riddles).</p> <p>Students will learn how to write arguments to support their personal claims using valid reasoning and relevant and sufficient evidence. Students will also learn how to write a clear, concise written response after reading a complex informational text that is an accurate analysis of the content. Teachers will guide students to develop and strengthen their writing through the process of planning, revising, editing, and rewriting.</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 teachers will incorporate Writing to Learn activities in all content areas which include RAFTs, CRISS writing strategies, predictive writing, power writing, and content area writing journals.</p> <p>Paw Print Express Post Office, (a school-wide post office with elected postmasters and a school-wide delivery process) was implemented six years ago. Paw Print Express will continue to be utilized as a school-wide avenue for writing such as centers, pen pals, thank you notes, vocabulary enhancers, and other writing activities as a</p>	<p>No additional cost</p>		
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leadership club.

All students will be given multiple opportunities to reflect on their writing abilities. Teachers review the orange writing assessment/tracking folder at the beginning of each year. Included in this folder will be at least two samples of writing so subsequent teachers can see growth of students. Students keep their ongoing writing in personal writing folders to self-assess and measure growth throughout the year. Teachers provide specific interactive writing mini-lessons (Six Traits, Melissa Forney, Lucy Calkins, Step up to Writing, mentor texts) and small group guided writing.

Test-taking skills for writing will be taught prior to state testing.

Using multiple sources of foundational tools (mentor texts, anchor charts, organizers, sketching) will be used.

**STRUGGLING WRITERS:**

Students needing extra assistance will participate in writing remediation through RTI, individual conferencing with the teacher, and small group guided writing.

Wonderful, Outstanding Writer Awards (or "WOW" awards) will be given to students who improve in the area of writing each nine weeks at 2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup> nine weeks honors assemblies.

Teachers have skill specific conferences with students based on

Level	Talented Writers achieving levels 4, 5 and 6 on FCAT Writing		
	2010	2011	2012
4	40	**39	28
4.5			*11
5	21	**28	0
5.5			*1
6	4	**2	0

\*These scores were taken during a year in which students could obtain a 4.5 or 5.5.

\*\*These scores have been rounded down.

	<p>their individual needs. Lower level writing students have intensive, scaffolded instruction and progress is monitored through formative (i.e. conferences, anecdotal notes, observations, student self-evaluation) and summative (i.e. work samples, published pieces, timed writing).</p> <p><b>TALENTED WRITERS:</b>  The gifted endorsed teacher provides intensive small group instruction to Edge gifted students. They will use graphic organizers to order their thoughts, write in response to their reading, and writing to learn activities.</p> <p>Our fourth and fifth grade classes are departmentalized to provide more intensive, focused instruction specific to individual needs. We have a writing teacher in each of these grade levels. Teachers use the balanced literacy model, writer's workshop, and the six traits language for focusing on specific skills in mini-lessons.</p> <p>Teachers are using RAFTs, CRISS strategies, Q-Task strategies, and Writing to Learn to enable students to think deeper when they are writing in response to content area instruction. The gifted and enrichment students' are challenged further during small group guided writing or individual conferencing.</p> <p><b>ASSESSMENTS:</b>  <b>Tier I (All students)</b>  Pre-assessment will be given at the beginning of each school year.</p>			
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	<p>Teachers will follow the newly adopted district grading policy in inputting writing grades. Students will be assessed through authentic writing from their own ideas as well as prompts. Teachers will teach students how to plan and use their time wisely throughout the year with an emphasis on timed writing in January. Both narrative and expository prompts will be taught in preparation for FCAT assessment.</p> <p>During second semester, all students, K-3 and 5<sup>th</sup> grade will write to Okaloosa Writes (OK) on the same day that 4<sup>th</sup> grade has FCAT Writing. OK Writes will be blind graded by two teachers to appropriately assess a student's writing. The Literacy Coach will determine the final score if there is a discrepancy. There will be no half points on grading OK Writes.</p> <p>All teachers may maintain a personal portfolio for students, which will contain writing prompts and examples of writing to demonstrate their personal growth as well as spark their ideas for future writing.</p> <p>Teachers will conduct explicit instruction in writing (mini-lessons) based on Common Core Writing Standards while including NGSSS to bridge the two standards.</p> <p><b>ASSESSMENTS: Tier II &amp; III (Students working below grade level expectations)</b></p> <p>Students who have scored below grade level on last year's OK Writes,</p>			
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	FCAT Writes, or who is currently writing below grade level will receive Tier II writing instruction from classroom writing teacher. Fourth grade Tier III students will receive individual writing instruction from their reading/writing teacher. ]			
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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: Lula J. Edge 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 5 <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 85%. (District Objective: <input checked="" type="checkbox"/> +2 percentile points or <input type="checkbox"/> maintain 90-100%)
Objective S-2 (High school only)	The percentage of all curriculum students who will be proficient in science as defined by the State of Florida on the Florida Biology End-of-Course Exams will be at least       %. (District Objective: <input type="checkbox"/> +2 percentile points or <input type="checkbox"/> maintain 90-100%)

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>Percent of students in levels 1-5 on FCAT Science:</p> <table border="1"> <thead> <tr> <th rowspan="2">Level</th> <th colspan="3">Grade 5</th> </tr> <tr> <th>2010</th> <th>2011</th> <th>2012</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>8%</td> <td>8%</td> <td>0%</td> </tr> <tr> <td>2</td> <td>18%</td> <td>22%</td> <td>24%</td> </tr> <tr> <td>3</td> <td>37%</td> <td>33%</td> <td>36%</td> </tr> <tr> <td>4</td> <td>23%</td> <td>17%</td> <td>26%</td> </tr> <tr> <td>5</td> <td>14%</td> <td>20%</td> <td>14%</td> </tr> </tbody> </table>	Level	Grade 5			2010	2011	2012	1	8%	8%	0%	2	18%	22%	24%	3	37%	33%	36%	4	23%	17%	26%	5	14%	20%	14%	<p><b>ALL STUDENTS:</b> 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, science extended response practice, and research papers. Teachers will guide students to respond to complex science text by supporting their thinking with evidence from text using CIS format. 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</p>		<p><b>PDSP Focus:</b> Integrating content area vocabulary into Lesson Studies. Breakout session offered during Early Release Critical Thinking in Science and STEMM field study with Mrs. Tallman.</p> <p><b>Objective/other:</b> As a peer coaching model, teachers will share successful activities and experiments at grade level meetings so that they may be reproduced in other classes on the grade level. Teachers will continue to receive PD in order to understand relevance and rigor of initiating implementation of Common Core State Standards. Emphasis on response to reading activities with support and justification from text.</p>	<p>Edge sponsors a Math and Science Night for parents and children during the spring. Hands on math and science activities are available for all ages.</p> <p>Communication with parents is done through Edge website, school and classroom newsletters, email, phone calls, individual conferences, teacher/parent written communication, report cards and Electronic Gradebook.</p> <p>Parents can be involved through volunteering with PTO, SAC, visiting during Open House, Parent Climate Survey, and checking their child's work when at home.</p>
Level		Grade 5																													
	2010	2011	2012																												
1	8%	8%	0%																												
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5	14%	20%	14%																												

	<p>informational text. 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, CPS, versa tiles, and response journals. Students will use literature based science units (developed by the Edge Science committee) to integrate reading and science with the New Generation Standards.</p> <p>Students will use vocabulary strategies (CRISS) to increase their knowledge of the content area material being read and discussed (science word walls, word books, group activities that help define vocabulary, songs and raps, vocabulary maps, hands-on models, jigsaw, skits/plays, and concentration games using science vocabulary).</p> <p>Science labs are used as a supplement to provide students a hands-on science experience. Students extend their knowledge through the Science Inquiry Process to help them go deeper with their knowledge and application of scientific literacy. Science notebooks are used as written communication of a students' personal scientific knowledge.</p>		<p>Teachers will use the OCSD curriculum guides for science instruction.</p> <p>Four science units have been developed for each grade level to integrate science and literature. These units are aligned with the grade level Big Ideas in the Next Generation Sunshine State Standards (NGSSS) and CCSS ELA. These units were developed using Picture Perfect science and the implementation of these units will be used in a science PLC that can be implemented into a Lesson Study CIS cycle to provide knowledge of student learning and grasp of concepts in science. ]</p>	
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	<p>The scientific process is taught in all grades with each grade level completing grade appropriate labs. In third and fourth each class will complete a science fair project. Fifth grade students will complete science fair projects.</p> <p>The Science, Technology, Engineering and Math (STEM) project locally is being supported by the Engineers For America (EFA). Our fifth grade students will participate in a field trip to the Armament Museum where they will engage in hands-on math and science activities that are aligned with the NGSSS. Guides from the aerospace engineering field will lead students to analyze aeronautical displays.</p> <p>Science Leadership clubs that will be offered are Trash to Treasures Nature Club and Healthy Kids Club.</p> <p><b>AT RISK STUDENTS:</b> 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</p>			
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	<p>science journals teachers will prompt students with higher level thinking questions.</p> <p>Students can participate in the “Grasses in Classes” program initiated by Institute of Food and Agricultural Sciences (IFAS) to bring practical science to students in conjunction with Big Ideas benchmarks.</p> <p><b>GIFTED STUDENTS:</b>        These students will be provided rigorous, academically challenging instruction in a differentiated curriculum. Students will participate in inquiry-based projects and activities that allow for higher-order thinking skills to be enhanced through participation in a school-wide Science Expo.</p> <p>A selection of fifth grade students will participate in a Lego Robotics program headed by our fourth and fifth grade gifted students.</p> <p>Fifth grade is departmentalized for science which provides 70 minutes of daily intense instruction on the Next Generation Standards.</p> <p><b>ASSESSMENTS:</b>  <b>Tier I (All students)</b>        All students will be assessed through science curriculum weekly/monthly grade level chapter and unit tests. All 5<sup>th</sup> grade students will be administered the Science FCAT. Third through fifth grade students will take the DEA science pre, mid, and post.</p>			
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	<p><b><u>ASSESSMENTS:</u></b>  <b>Tier II &amp; III (Students working below grade level expectations)</b>  The following strategies will be implemented to improve the mastery of the struggling students: appropriate small group instruction; exploration; leveled reading materials and technology; integrate leveled reading materials to supplement science curriculum.</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: Lula J. Edge Elementary	School Focus: College Readiness/Academic Acceleration
School Objective:	Students will develop critical thinking skills for reading complex texts.

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>All Students:</b></p> <p>A program involving technology and CHOICE program will be developed with Niceville High School (NHS).</p> <p>Students learn to use writing as a means of supporting personal opinions and demonstrating their understanding of content subjects. They will engage in writing real and imagined experiences.</p> <p>Students will use technology to produce and publish writing, and to interact and collaborate with others.</p> <p>Students will use the computer lab at Edge and NHS for increased accessibility to research primary and secondary sources. Students will work toward integrating technology as a tool into research projects or presentations using programs such as PowerPoint, Movie Maker, Windows Photo Story, and classroom blogs. CHOICE students from NHS will assist Edge students in learning software and creating work products.</p> <p>Students will engage students in high interest complex texts with Close Reads and the Comprehensive Instructional Sequence</p>	<p>CRT in-service for teachers</p> <p>All CRTs/5<sup>th</sup> grade w/NHS</p>	<p><b>PDSP Focus:</b> Balanced Literacy Highly Effective Questioning using complex text</p> <p><b>Objective/other:</b> Teachers and students will acquire knowledge of critical thinking skills. They will engage in activities which will require deeper thinking using complex texts fulfilling Text Complexity requirements in CCSS.</p> <p>All teachers will use differentiated instruction after analyzing data in order to drive instruction.</p>	<p>Individual conferences with parents of gifted students in which gifted teacher will communicate the strategies used to enrich the gifted student's education.</p> <p><b>Community/Parent communicate through the following:</b></p> <ul style="list-style-type: none"> <li>District website</li> <li>Edge website</li> <li>Edmodo</li> <li>Electronic sign</li> <li>Phone calls</li> <li>Daily/weekly planners</li> <li>School newsletter</li> <li>Classroom newsletters</li> <li>Electronic gradebook</li> <li>Florida Treasures Core reading series</li> <li>FCAT Explorer website</li> <li>AR reports</li> <li>Parent STAR/PMP</li> <li>Open House</li> <li>Discipline Referrals</li> <li>Progress reports</li> <li>Report cards</li> <li>Grade level musical programs</li> <li>Blackboard connect</li> </ul>

	<p>(CIS) framework.</p> <p>Student learning will be enriched with engaging them in critical thinking through higher-order questioning. This increase in higher level thinking skills will be implemented through in-depth study and enrichment of the core curriculum.</p> <p>Gifted students will receive instruction from a gifted endorsed teacher in a block period daily with other identified gifted students with a focus on problem solving and robotics.</p> <p>The Leader in Me program will be embedded in school culture with the goal of preparing students to be college and career ready.</p>	<p>CRT with Gifted Endorsement</p>		<p>Facebook – Edge Page ThinkCentral</p>
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- **The process for administering formative and summative assessments (screening, diagnostic, & progress monitoring) is identified in the Okaloosa County Pupil Progression Plan.**

# Title I Schools

School: Not Applicable to Edge 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)

- 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.

- Technology partnership with Niceville High Choice program
- “Grasses in Classes” project with Choctawhatchee Basin Alliance
- Robotics curriculum in gifted program

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

- Edge was 1<sup>st</sup> in OCSD in writing proficiency at 94%
- 76% of Edge students tested proficient in science

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

- RTI utilizes all available resources to intervene and correct academic gaps
- Principal walkthroughs
- Class size met for October FTE
- “The Leader in Me” character education program is in place school wide

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.

- Tutors from First Baptist Church and Rocky Bayou Baptist Church (Heights) work with students twice weekly
- Golden School Award for volunteer hours
- Kiwanis sponsors student leadership organization “K-Kids”