



Date Submitted:
September 13, 2012

Dates of Revisions:
September 21, 2012

Walker 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 to be determined upon receipt of funds </p> <p>The names represented below indicate approval of the SPP by SAC committee members.</p> <p>Jeanine Kirkland Principal</p> <p>Alicia Humphrey SAC Chair</p>	<p>Legend</p> <p>AICE: Advance International Certificate of Education AP: Advanced Placement AYP: Adequate Yearly Progress CCS: Common Core Standards DA: Differentiated Accountability DEA: Discovery Education Assessment ED: Economically Disadvantaged ELL: English Language Learners ESE: Exceptional Student Education FAIR: Florida Assessment for Instruction of Reading FCAT: Florida Comprehensive Assessment Test IB: International Baccalaureate IEP: Individualized Education Plan IPDP: Individualized Professional Development Plan NGSSS: Next Generation Sunshine State Standards</p>	<p>NCLB: No Child Left Behind PDSP: Professional Development Site Plan PERT: Postsecondary Education Readiness Test (ACT's 10th Grade Assessment Test) PLAN: Progress Monitoring Plan PMP: Progress Monitoring System PMS: Plan of Care PPP: Pupil Progression Plan Rtl: Response to Intervention SAC: School Advisory Council SAI: Supplemental Academic Instruction SAT 10: Stanford Achievement Test SESAT: Stanford Early School Achievement Test SINI: Schools in Need of Improvement SPP/SIP: School Performance Plan; School Improvement Plan SWD: Students with Disabilities VE: Varying Exceptionalities</p>
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School Profile

2012- 2013

School Profile:

(Narrative)

In August of 1989, Walker Elementary opened with a faculty and staff committed to excellence in education to serve the growing student population of Crestview. Walker Elementary is a K through Fifth grade public school. There are 8 K classrooms, 8 1st grade classrooms, 6 2nd grade classrooms, 7 3rd grade classrooms, and 5 classrooms per grade level in 4-5th grades. Walker's student population is comprised of 77.7% white, 14.6% African American, 4.8% multi-racial and 0% American Indian, 1.7% Hispanic, and 1.1% Asian. The gender make-up of Walker's student body is 52.8% male and 47.2% female.

Walker is a Title I school with an economically disadvantaged population of 59%. The SWD (students with disabilities) comprises 15 % of our student population. Walker's current enrollment of 713 students from civilian and military families is a slight decrease of 15 students over 2011-2012.

Walker has a strong instructional staff of 51 members who are dedicated to the needs of students. The make-up of our faculty consists of 38 K-5 classroom teachers, 4 ESE, .5 TSA, 1.5 Title I teachers, 1 Literacy Coach, and 2 special area teachers. Our professional staff seeks to stay abreast of current educational research and teaching strategies. We believe it is essential for all staff members to communicate and collaborate in a total team effort to provide a role model of cooperative, nurturing learning community. A vital part of that learning community is our non-instructional staff of 17 members, as well as the many volunteers who contribute time and efforts to make our school successful.

Walker's School Advisory Council and Parent Teacher Organization are vital partners in helping us to achieve this goal for our community. Working as a team, teachers, parents, community members, and students, have continued to expand and refine our programs to enhance student learning and performance in the areas of reading, mathematics, and writing. The members of these two support groups provide input informally at meetings, as well as formally as we develop our School Performance Plan and Budget. The combined efforts of these stakeholders brings vital support for Walker Elementary's students each year.

Maintaining a supportive and welcoming atmosphere for learning is important to the faculty and staff of Walker Elementary. In the annual Climate Survey, 95% of parents and community members rated Walker most positively in the following three areas:

- *academic performance is a priority,*
- *parents feel welcome in our school*
- *students feel safe at school.*

16% of parents rated the following least positively:

- *amount of homework*
- *use of homework as a reinforcement of what is being taught in the classroom .*

To address these perceptions, Walker faculty and SAC will review Walker homework practices to enhance the effectiveness of homework on student achievement.

Walker's faculty and staff indicated the following three areas of improvement:

- supporting teaching and learning and setting high expectations
- implementing, developing, and monitoring rigorous curriculum,
- connections to the community

Strategies to correct these areas are included in the School Performance Plan for 2012-13.

Student feedback showed that Primary students know that their job is to learn and their teachers tell them about their progress. Safety at school was a concern for primary students. Many indicated that they had no opinion. Intermediate students believe that their teachers care about them, tell them about their progress, and encourage them to follow rules. Their concerns relate to being proud of the way Walker looks. Student participation and suggestions will be sought through the newly formed PTO Beautification Committee.

The activities at Walker Elementary School focus on meeting the needs of the whole child through a caring, child-centered environment. Our academic program provides a sequential curriculum that emphasizes proficiency in the Next Generation Sunshine State Standards for communication, reading skills, and mathematical skills. Walker Students also participate in PE daily, art, and the school wide use of technology. Special events include a Science Fair, a Family Math Night, Book Fairs, Field Trips appropriate for each grade level and multiple performances throughout the year.

Walker teachers continually monitor the progress of our students through school-wide assessments such as the Discovery Education Assessment (DEA), STAR Reading, STAR Math and FLKRS. The students are assessed 3 times a year using the DEA in September, January, and May. Through the use of formative assessments and progress monitoring, teachers are able to identify each student's reading instructional level and provide small group instruction according to the needs of our students. If a student is considered at-risk based on classroom performance on the Next Generation Sunshine State Standards/Common Core State Standards, or a previous assessment, tutoring services are provided during school or after school.

In addition to reading and math assessments, our students are given monthly school-wide prompts and their writing is scored using the FCAT Writes rubric. Teachers can monitor writing progress and intervene when necessary as they provide developmental strategies in order for the student to be able to write appropriately by fourth grade.

Although Walker was rated as a B school for the 2009-10 school year, 2011 showed an increased growth and a return to the "A" rating held for 7 previous years. 88% of Walker students performed at level of 3 or above in Reading on FCAT in 2011. Math scores peaked at 81% at level 3 and above in 2011, and Writing scores held steady for 2 years. The scores from 2012 revealed a new set of challenges as benchmark levels were raised for each achievement level. Our students demonstrated a greater need to master more rigorous content to meet the new standards. Walker 3rd grade students outperformed the district and state in Reading with 67% proficient. Walker 4th Grade students exceeded the district and state in writing with 84% proficient. Walker 5th grade students outpaced the district and the state in Math with 77% proficient and Science with 66% proficient. We continue to seek out the needed changes in curriculum and classroom practice that will consistently bring improved writing and math achievement for our students. Our academic focus for this year is Math/Science and writing across the curriculum.

With a comprehensive Math model to implement in classrooms and the addition of a Math specialist and three Digital Educators, we expect to see renewed interest and motivation for students that supports learning. As we continue to learn and grow, using the best practices and methods available, we believe that we offer children the best education possible at Walker Elementary School!

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

District Mission:

Perpetuate our commitment to educational excellence through:

- Rigorous and relevant curriculum
- Accountability
- Stakeholder relationships

District 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 Vision:

We envision Walker Elementary School as an inviting school, where every child can experience academic success every day, while developing strong character.

School Mission:

We, the faculty, staff, parents, and business community of Walker Elementary School accept as our mission the challenge to:

- Provide a well-rounded education for our children
- Nurture attitudes, values, and behaviors that shape responsible citizens
- Provide a wide range of learning opportunities for all of our children with varying talents and abilities
- Partner with parents and the community to provide a quality educational experience for our children
- Employ committed professional faculty and staff that continue to stay abreast of current educational research and practice

Walker Elementary School is dedicated to the belief that we are responsible for and capable of providing a quality educational experience for the children of our community.

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

Highly Qualified Status Administrators: (Title I)	Jeanine Kirkland, Bachelor of Science: Elementary Education/Early Childhood, Master of Education: Educational Leadership, Reading Endorsement	
Reading Instructors/Recruitment: (Secondary)	Teachers with reading certification/endorsement	Teachers working towards reading certification/endorsement.

Objective R-1	The percentage of all curriculum students who will be proficient in reading as defined by the State of Florida on the Florida Comprehensive Assessment Test will be at least 71%. (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 64%. (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 68 %. (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>All WES Students FCAT Reading Level 3-5</p> <table border="1"> <tr> <td></td> <td>2010</td> <td>2011</td> <td>2012</td> </tr> <tr> <td>All</td> <td>79%</td> <td>88%</td> <td>69%</td> </tr> </table> <p>Proficient and Advanced Students – Levels 3-5 FCAT Level 3-5</p> <table border="1"> <tr> <td></td> <td>2010</td> <td>2011</td> <td>2012</td> </tr> <tr> <td>3rd</td> <td>84%</td> <td>92%</td> <td>67%</td> </tr> <tr> <td>4th</td> <td>75%</td> <td>93%</td> <td>67%</td> </tr> <tr> <td>5th</td> <td>74%</td> <td>73%</td> <td>66%</td> </tr> </table>		2010	2011	2012	All	79%	88%	69%		2010	2011	2012	3 rd	84%	92%	67%	4 th	75%	93%	67%	5 th	74%	73%	66%	<p>All WES students will engage in quality instruction addressing both the NGSSS and the CCSS ELA standards 1-3, 7.</p> <ul style="list-style-type: none"> Comprehend multiple complex texts through the Comprehension Instructional Sequence. Non-fiction reading and responding to text after discussion. Close Reading of Complex texts. <p>Upgrade Library collection of non-fiction/informative text.</p> <p>Proficient and Advanced WES students will be challenged to rigorous reading comprehension through higher order questioning techniques with feedback,</p>	<p>Common Core Standards Resource Materials for all staff members.</p> <p>Purchase of Nonfiction online resource Cobblestone.com</p> <p>Larry Bell training July 20, 2012.</p> <p>Continued support for Daily 5 CAFÉ teachers – year two.</p>	<p>PDSP Focus:</p> <p>Common Core State Standards (CCSS) and the Walker Implementation Plan for ELA standards 1-3, 7</p> <ul style="list-style-type: none"> Text Complexity and use of multiple texts Comprehension Instructional Sequence Close Reading Focus on Nonfiction <p>Objective/other:</p> <p>Teachers receive materials of the Common Core, become familiar with Walker implementation plan for reading and websites for additional information.</p>	<p>Monthly School Newsletter</p> <p>Weekly Classroom Newsletter</p> <p>OCSD and School Website</p> <p>Web-based resources available at home.</p> <p>Family Reading Night</p> <p>Book Fairs</p> <p>Parent Conferences</p> <p>Grade Level Expectation: Pizza With the Principal</p> <p>Marquis-Walker School Sign</p> <p>Automated Phone Call System</p> <p>PTO Website</p> <p>Facebook</p>
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<p>Near Proficient Students – Level 2 FCAT Level 2</p> <table border="1"> <tr> <td></td> <td>2010</td> <td>2011</td> <td>2012</td> </tr> <tr> <td>3rd</td> <td>12%</td> <td>7%</td> <td>23%</td> </tr> <tr> <td>4th</td> <td>15%</td> <td>8%</td> <td>27%</td> </tr> <tr> <td>5th</td> <td>27%</td> <td>17%</td> <td>27%</td> </tr> </table> <p>Far from Proficient Students – Level 1 FCAT Level 1</p> <table border="1"> <tr> <td></td> <td>2010</td> <td>2011</td> <td>2012</td> </tr> <tr> <td>3rd</td> <td>7%</td> <td>8%</td> <td>11%</td> </tr> <tr> <td>4th</td> <td>13%</td> <td>4%</td> <td>5%</td> </tr> <tr> <td>5th</td> <td>10%</td> <td>14%</td> <td>5%</td> </tr> </table> <p>WES Subgroups FCAT Level 3-5</p> <table border="1"> <tr> <td>Af. Am.</td> <td>18%</td> <td>54%</td> <td>78%</td> </tr> <tr> <td>Ec. Dis.</td> <td>68%</td> <td>75%</td> <td>82%</td> </tr> <tr> <td>SWD</td> <td>45%</td> <td>21%</td> <td>15%</td> </tr> </table>		2010	2011	2012	3 rd	12%	7%	23%	4 th	15%	8%	27%	5 th	27%	17%	27%		2010	2011	2012	3 rd	7%	8%	11%	4 th	13%	4%	5%	5 th	10%	14%	5%	Af. Am.	18%	54%	78%	Ec. Dis.	68%	75%	82%	SWD	45%	21%	15%	<p>WES students near proficiency</p> <ul style="list-style-type: none"> in K-2 classes will practice using the Daily 5 technique “check for understanding” and other CAFÉ strategies as determined by their teacher during biweekly coaching sessions. in grades 3-5 will receive biweekly targeted reading instruction through small groups and practice with frequent feedback. <p>Level 1 WES students will receive T2 or T3 instruction via computer lab intervention using Reading Eggs for grades K-2 and Fastforward for grades 3-5 as part of the RTI plan development before, during or after school.</p> <p>WES Subgroups will use UNRAAVEL, 12 Powerful Words, and other “5 domain” engagement activities in reading instruction.</p>	<p>Reading Eggs subscription and Fast ForWord software, training, and support.</p> <p>Release time will be provided to allow teachers to participate in Lesson Study..</p>	<p>Teachers learn a) the process for determining Text Complexity Band Levels b) to access the CCSS exemplar texts.</p> <p>Teachers observe a model Close reading lesson on a complex text using a “look for” chart. Teachers design and use their own Close Reading lessons.</p> <p>CCSS/CIS: WES teachers will observe, role play, develop and teach a CIS lesson in Early Release in a content area using a complex text through the Lesson Study approach during Jan.-May utilizing provided release time.</p>	
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Near Proficiency – Level 2
FCAT Math Level 2

	2010	2011	2012
3 rd	8%	10%	31%
4 th	19%	18%	33%
5 th	31%	31%	18%

WES students Far from Proficiency – Level 1
FCAT Math Level 1

	2010	2011	2012
3 rd	5%	5%	16%
4 th	8%	4%	12%
5 th	14%	8%	5%

vocabulary through the use of math journals and think-pair-share activities.

- WINGS (Gifted/Talented) Mathematics technology utilizing IXL website for home or school practice. Knowledge Masters competition.

WES students near proficiency

- Learn using a variety of 909090 strategies for engagement and achievement: example: parallel lines, top ten, round robin writing,
- Will engage in weekly small group, differentiated instruction on skills related to priority standards.
- Utilize technology (such as Reflex, Soar to Success, iTools, Education City, Accelerated Math, ThinkCentral, and/or Discovery Education) for consistent practice at home and at school as needed.
- Utilize the Larry Bell UNRAAVEL strategy for solving word problems.

Level 1 WES students will

- receive T2 or T3 intervention via computer lab instruction using Reflex Math and/or Think Central as part of the RTI plan development either before, during or after school a minimum of three times per week.
- Receive specific, targeted instruction and practice through before, during or after school tutoring at least twice a week.

IXL Subscription \$200

Knowledge Masters membership and materials \$80

Training for all staff August 17, 2012 with Leadership and Learning Institute.

Purchase of Reflex Math software, training and support.

Ongoing subscription and use of Accelerated Math, Education City, and ThinkCentral.

Release time for teachers to meet in RTI team planning meetings.

classes.

Teachers will learn to implement three high yield strategies: questioning, feedback, and Micro teaching through book study of Visible Learning for Teachers by J. Hattie from August through January

Training for Grade Level Chairs for the RTI process utilizing Digital Educators to train in graphic representation of data.

WES Subgroups				WES Subgroups will use UNRAAVEL, 12 Powerful Words, and other “5 domain” engagement activities in math instruction	Provide a computer aide and access to the computer lab for Level 1 students.		
FCAT Math Level 3-5							
AF. AM.	52%	56%	28%				
EC. DIS.	66%	71%	45%				
SWD	55%	55%	38%				

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School: Walker Elementary	School Focus: Writing
District Goal:	Students shall demonstrate writing proficiency at or above expected grade level.

Objective	The percentage of 4th grade students scoring 4.0 and above on FCAT Writing will be at least 60%. (District Objective: <input checked="" type="checkbox"/> +2 percentile points or <input type="checkbox"/> maintain 90-100%)
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Target Group(s) Supporting Data (summary) – Provide 3 year historical data chart	Strategies/Innovative methods & extended learning opportunities <small>Include technology and assessment</small>	Budget	Professional Development <small>(Identify measurable teacher outcome)</small>	Communication with Parents & Customer Relations <small>(Community/Parent awareness)</small>																								
<p>All WES students</p> <p>FCAT Writes Level 3-6</p> <table border="1"> <tr> <td></td> <td>2010</td> <td>2011</td> <td>2012</td> </tr> <tr> <td>4th</td> <td>96%</td> <td>97%</td> <td>84%</td> </tr> </table> <p>Proficient and Advanced WES Students – Level 4-6</p> <p>FCAT Writes Level 4-6</p> <table border="1"> <tr> <td></td> <td>2010</td> <td>2011</td> <td>2012</td> </tr> <tr> <td>4th</td> <td>51%</td> <td>77%</td> <td>29%</td> </tr> </table> <p>WES Students that are Near Proficiency – Level 3</p> <p>FCAT Writes Level 3-3.5</p> <table border="1"> <tr> <td></td> <td>2010</td> <td>2011</td> <td>2012</td> </tr> <tr> <td>4th</td> <td>44%</td> <td>20%</td> <td>54%</td> </tr> </table>		2010	2011	2012	4 th	96%	97%	84%		2010	2011	2012	4 th	51%	77%	29%		2010	2011	2012	4 th	44%	20%	54%	<p>All WES students</p> <ul style="list-style-type: none"> Will engage in monthly writing prompts on either Narrative or Expository topics. Teachers will cooperatively grade these writings using a common rubric tool. Conference with their teacher focusing on revising and editing Will practice writing an opinion or claim with rationale in response to common text with gradual release of responsibility Will practice using a four step CCSS writing that includes: pre-write to a question, read/gather information, discuss, and revise answer with supporting evidence from the text. <p>Proficient and advanced WES students will be invited to participate in a year-long writing club meeting at least two times a month for the purpose of creating a grade level writing review of exemplary work.</p> <p>WES students that are near proficient in writing will</p> <ul style="list-style-type: none"> participate in a Melissa Forney Skype training session. 	<p>Larry Bell workshop July 27, 2012. Title I-PD</p> <p>Posters purchased or provided for all classrooms</p> <p>Books \$125 Title I -PD</p> <p>Book Binding Machine</p> <p>Title I-PD \$900.00 provided for Melissa Forney Training Sessions.</p> <p>Mentor Texts provided.</p>	<p>PDSP Focus:</p> <p>Larry Bell - Unraavel strategy for Writing</p> <p>School wide standard for content area writing – N.I.C.E.</p> <p>Frequent use of the CCSS 4 step process of writing, reading, discussing, and revising writing on nonfiction topics.</p> <p>Book Studies on Writing Topics</p> <ul style="list-style-type: none"> 10 Things Every Writer Knows Day by Day Writing. <p>Objective/other:</p> <p>Teachers become proficient in the use of the Larry Bell Unraavel for Writing Strategy, the N.I.C.E. standard for content area writing, the four step CCSS writing process, and other research based techniques through Book Studies.</p>	<p>Monthly School Newsletter</p> <p>Weekly Classroom Newsletter</p> <p>OCSD and School Website</p> <p>Web-based resources available at home.</p> <p>Parent Conferences</p> <p>Grade Level Expectation: Pizza With the Principal</p> <p>Marquis</p> <p>Automated Phone Call System</p> <p>Online Grade Access</p>
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<p>WES Students that are Far from Proficiency – Levels 0-2</p> <p>FCAT Writes Level 0-2</p> <table border="1"> <tr> <td></td> <td>2010</td> <td>2011</td> <td>2012</td> </tr> <tr> <td>4th</td> <td>5%</td> <td>3%</td> <td>16%</td> </tr> </table>		2010	2011	2012	4 th	5%	3%	16%	<ul style="list-style-type: none"> • turn in content area writing that meets the “NICE” standard. Neat, Identify & Indent, Capitalize, End with punctuation. <p>Level 0-2 WES students will write</p> <ul style="list-style-type: none"> • Using exemplars in a continuum of progress and frequent feedback. • Receive instruction using Mentor Texts and the Six Traits of Writing. • Receive Daily 5/CAFÉ instruction, practice and coaching as needed. • Use graphic organizers to scaffold organization of ideas as needed. 	<p>Continued support for Daily 5/CAFÉ teachers – year two.</p>		
	2010	2011	2012									
4 th	5%	3%	16%									

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

School: Walker Elementary	School Focus: Science
District Goal:	Students shall demonstrate science proficiency at or above expected grade level.

Objective S-1	The percentage of 5th grade students who will be proficient in science as defined by the State of Florida on the Florida
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<p>WES students who are near proficiency.</p> <p>FCAT Science Level 2</p> <table border="1"> <tr> <td></td> <td>2010</td> <td>2011</td> <td>2012</td> </tr> <tr> <td>5th</td> <td>31 %</td> <td>32%</td> <td>26 %</td> </tr> </table> <p>WES students who are far from proficiency.</p> <p>FCAT Science Level 1</p> <table border="1"> <tr> <td></td> <td>2010</td> <td>2011</td> <td>2012</td> </tr> <tr> <td>5th</td> <td>17 %</td> <td>22%</td> <td>8%</td> </tr> </table>		2010	2011	2012	5 th	31 %	32%	26 %		2010	2011	2012	5 th	17 %	22%	8%	<p>STEM based or performance based curricula.</p> <p>WES students who are near proficiency will...</p> <ul style="list-style-type: none"> • Reinforce content area vocabulary through “read, talk, write” with frequent feedback. <p>WES students who are far from proficiency will</p> <ul style="list-style-type: none"> • Engage in a predictive writing at least once a week based upon a science text. • Incorporate DEA Science multimedia resources to develop background knowledge 	<p>Support and maintenance for Clickers CPS systems, ipads, and laptop mobile lab systems.</p> <p>Cobblestones subscriptions \$125t</p>		
	2010	2011	2012																	
5 th	31 %	32%	26 %																	
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School:		School Focus: College Readiness/Academic Acceleration
School Objective:		

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>
			PDSP Focus: Objective/other:	

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Title I Schools

School: Walker Elementary School

Instruction by highly qualified teachers	Strategies to attract highly qualified teachers	Plans for assisting preschool children in the transition from early childhood programs to local elementary programs (preschool transition strategies)
<p>[100% of all teachers at Walker Elementary meet the criteria for Highly Qualified. All teachers will participate in professional development activities-</p> <ul style="list-style-type: none"> • Book Studies • Professional Learning Committees(i.e., Data Teams) that examine student work • Lesson Study • Trainings that highlight High Effect Size, Research-based Strategies • Follow OCSD Curricular Pacing Guides Next Generation State Standards cross-walking into the CCSS. <ul style="list-style-type: none"> • Common Core State Standards (K-1 Full Implementation; Grades 2-5 Partial Implementation) to make our curriculum rigorous and to prepare students for College and Career. in order to maintain certifications required for Highly Effective status.] 	<p>[Principal follows the OCSD hiring procedures and accesses potential highly qualified teacher candidates through the OASIS employment system.]</p>	<p>Annual preschool visit involving VPK and Walker - zoned day care facilities including:</p> <ul style="list-style-type: none"> • School tour • Snack • Parent Information Session • Visit with the Principal and other Staff <p>Student Readiness Assessments-</p> <ul style="list-style-type: none"> • ESI-K • FLKRS <p>Invite Neighborhood Preschools & Head Start Classes for K visits</p> <p>Kindergarten Round-up (screening)for incoming Kindergarten students</p> <p>Pre-K D Matriculation Conferences Parent Orientation/Workshops</p> <ul style="list-style-type: none"> • Parent Library Resource Center]

- **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

Accreditation Standards

1. Vision and Purpose
2. Governance and Leadership
3. Teaching and Learning
4. Documenting and Using Results
5. Resources and Support Systems
6. Stakeholder Communication and Relationships
7. Commitment to Continuous Improvement

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

- W.I.N.G.S. Gifted and Talented students participate in Real-World, research based activities including robotics, technology competition, multi-media communication and other STEM based or performance based curricula.
- Near proficient WES students will be invited to participate in a year-long writing club meeting at least two times a month for the purpose of creating a grade level writing review of exemplary work.

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

- All WES students will engage in quality instruction addressing both the NGSSS and the CCSS ELA standards 1-3, 7.
 - Comprehend multiple complex texts through the Comprehension Instructional Sequence.
 - Non-fiction reading and responding to text after discussion.
 - Close Reading of Complex texts....documented in teacher lesson plans and dated OCSD Grade-level Quarterly Reviews.]
- All WES students
 - Will receive instruction in NGSSS and CCSS utilizing the OCSD 5 Best Practices for Math Instruction.
 - Will develop key fluencies as stated in the CCSS by grade level.
 - Will engage in instruction utilizing the 8 Mathematical Practices of the CCSS....documented in teacher lesson plans and dated OCSD Grade-level Quarterly Reviews.

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

- All Walker students participate 90 minute uninterrupted Reading Block documented in the Walker Master Schedule and teacher Lesson Plans for all classrooms.
- All Walker Classrooms adhere to the Class-size legislation ...documented in FTE calculations.

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.

- Title I Annual Parent Meeting includes explanations of grade level expectations and student performance standards (Common Core/NGSS) documented by sign in sheets, agendas, and signed Walker Parent Compacts.
- School Advisory Council nominations solicited and elections held to replenish memberships yearly documented by agendas and ballots.