



**Date Submitted:**

**Dates of Revisions:**

# Mary Esther Elementary School Performance Plan 2012 - 2013

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 \$ \$4000 , will primarily be used for : Grade Level Curriculum Support Materials

The names represented below indicate approval of the SPP by SAC committee members.

Gary G. Massey  
Principal

James Pitts  
SAC Chair

## Legend

AP:	Advanced Placement	PDSP:	Professional Development Site Plan
AYP:	Adequate Yearly Progress	PERT:	Postsecondary Education Readiness Test
CCS:	Common Core Standards	PLAN:	(ACT's 10 <sup>th</sup> Grade Assessment Test)
DEA:	Discovery Education Assessment	PMP:	Progress Monitoring Plan
ED:	Economically Disadvantaged	PMS:	Progress Monitoring System
ELL:	English Language Learners	POC:	Plan of Care
ESE:	Exceptional Student Education	PPP:	Pupil Progression Plan
FAIR:	Florida Assessment for Instruction of Reading	Rtl:	Response to Intervention
FCAT:	Florida Comprehensive Assessment Test	SAC:	School Advisory Council
IB:	International Baccalaureate	SAI:	Supplemental Academic Instruction
IEP:	Individualized Education Plan	SAT 10:	Stanford Achievement Test
IPDP:	Individualized Professional Development Plan	SESAT:	Stanford Early School Achievement Test
NGSSS:	Next Generation Sunshine State Standards	SINI:	Schools in Need of Improvement
NCLB:	No Child Left Behind	SPP:	School Performance Plan
		SWD:	Students with Disabilities
		VE:	Varying Exceptionalities

# School Profile 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

## School Profile:

(Narrative)

Mary Esther Elementary is a public school located at 320 Miracle Strip Parkway in Mary Esther, Florida, Okaloosa County and was established in 1965. Enrollment consists of approximately 600 students in grades PreK-5. All teachers at Mary Esther Elementary are highly qualified and certified in their respective areas of expertise. Mary Esther Elementary earned a school grade of “A” from 2007-2012.

Mary Esther Elementary is a Title I school as a result of 63% of students qualifying for free-reduced lunch. The Title I program remediates struggling students in reading and math while constantly working to involve parents in helping all children achieve success.

Mary Esther Elementary is home to a diverse population. The ethnic population of the school is as follows: 26% African American, 3% Asian, 8% Hispanic, 14% Multiracial and 49% Caucasian.

Approximately 7% of our students are Exceptional Education Students (ESE) in areas including Specific Learning Disabled, Language Impaired, Speech Impaired, and students with Varying Exceptionalities (VE). The majority of ESE students are instructed in their regular classrooms with additional support in a resource classroom, as needed.

Assessment data from testing instruments such as FCAT and DEA is carefully analyzed to guide academic decisions which result in meeting the school goal of continued student improvement and learning gains for all students at every grade level.

Mary Esther Elementary Proficiency Percentages

Reading Proficiency					
	2008	2009	2010	2011	2012
3	75	76	77	68	54
4	86	78	77	83	64
5	82	86	69	78	76

Math Proficiency					
	2008	2009	2010	2011	2012
3	83	79	86	79	51
4	81	80	86	82	62
5	83	69	70	67	63

Writing Proficiency					
	2008	2009	2010	2011	2012
4	79	90	97	85	79

Science Proficiency					
	2008	2009	2010	2011	2012
5	43	55	55	63	62

**Reading proficiency is at the heart of all decisions at Mary Esther Elementary. All students K-5 receive an uninterrupted 90 minute Balanced Literacy Reading Block scheduled each day. School wide reading incentives promote reading for all students.**

**Students have many opportunities to use technology through our access to FCAT Explorer, Accelerated Reader, Accelerated Math, web pages, 23 seat computer lab, and more. Students are able to publish much of their work utilizing computers in the classroom, library, resource areas, and computer lab.**

**Exceptional students' needs are met in an individualized, systematic manner. There are Response to Intervention (RtI) Team meetings held weekly. Teachers, staff members, and parents have an opportunity to discuss students' academic and behavioral concerns. RtI Committee Team members include the Principal, Guidance Coordinator, Remedial Teacher, the Psychologist, the ESE designee, regular education teachers, faculty representatives, and the parent.**

**Teachers assess students with standardized and non-standardized assessments and review data on their class throughout the year to make researched based teaching decisions. This also allows teachers to seek peer teachers that are showing gains or consistent growth in a curriculum area. The teachers learn strategies others are using in the classroom that will help their students grow. This level of teacher commitment is congruent with decision making that is data driven, research based, and collaborative. Mary Esther Elementary has a shared network server which allows all the teachers to utilize shared files with which teachers share web-sites, research articles, lessons, student growth sheets, reports, scores, FCAT data, media productions, etc. The shared files also allow the teachers access to all school forms and other documents.**

**The school communicates with parents through progress reports, report cards; a parent assessable network based grading system, monthly school newsletters, weekly/biweekly class newsletters, daily classroom planners, conferences, and phone conversations.**

**We believe a highly qualified staff plus great parental involvement equals successful students. Mary Esther parents are a crucial part of our school's success. Our parent volunteers spear head many fundraising initiatives that allows PTO to make purchases that support the teachers. Parents serve in the library as story time leaders, Accelerated Reader helpers, and library assistants.**

**The Physical Education (P.E.) and health programs consist of daily Physical Education with a certified teacher and an aide. The P.E. skills learned during the year are highlighted at the annual Field Day Events. We have an on campus health technician that sees to the needs of our students on a daily basis. The health technician also monitors our children with health issues.**

# 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 will be 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.

<b>School: Mary Esther Elementary</b>	<b>School Focus: Reading</b>
<b>District Goal:</b>	<b>Students shall demonstrate reading proficiency at or above expected grade level.</b>

<b>Highly Qualified Status Administrators: (Title I)</b>	<b>Principal's certification areas: Educational Leadership &amp; Elementary Education, 1-6.</b>	
<b>Reading Instructors/Recruitment: (Secondary)</b>	<b>17% Teachers with reading certification/endorsement</b>	<b>7% Teachers working towards reading certification/endorsement.</b>

<b>Objective R-1</b>	<b>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 70%. (District Objective: x +2 percentile points or <input type="checkbox"/> maintain 90-100%)</b>
<b>Objective R-2</b>	<b>The percentage of all curriculum students who will achieve FCAT adequate yearly progress in reading as defined by the State of Florida on the FCAT will be at least 70%. (District Objective: <input checked="" type="checkbox"/> + 2 percentile points or <input type="checkbox"/> maintain 90-100%)</b>

<b>Target Group(s) Supporting Data (summary) – Provide 3 year historical data chart</b>	<b>Strategies/Innovative methods &amp; extended learning opportunities</b> <small>Include technology and assessment</small>	<b>Budget</b>	<b>Professional Development</b> <small>(Identify measurable teacher outcome)</small>	<b>Communication with Parents &amp; Customer Relations</b> <small>(Community/Parent awareness)</small>																																																		
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SubGrp	2010	2011	2012
AF. A	71	53	53
ESE	14	63	42

Grade 5 Sub Groups Reading Proficient			
SubGrp	2010	2011	2012
AF. A	58	60	50
ESE	29	60	55

through the Accelerated Reader Program by allowing a 1:1 ratio of fiction to non-fiction books read on the students' individualized levels.

Teachers will adhere to the county curriculum guides to ensure consistent pacing in all schools in the district.

Student achievement Chats will be conducted with students following DEA assessments in order for students to set their own individual goals

Literacy Coach and RTI Team will assist teachers in progress monitoring data analysis and planning interventions for struggling students

Resource staff provides academic support to lowest performing students

Students Above Proficiency

Use Accelerated Reader to promote student reading on their independent levels. Set individual student goals to increase ZPD

Literature Circles for students reading above grade level. (FCAT scores of 4 & 5)

Lowest 25% Performing Students & Subgroups

**Tier 1:** Determine core instructional needs by reviewing DEA assessment data for all lowest 25% performing students. Plan differentiated instruction using evidence-based instruction/interventions with 90 minute reading block.

**Tier 2:** Plan supplemental instruction/intervention for students not responding to core instruction. Focus of instruction is determined by review of DEA and other assessment data. Instruction will include explicit instruction, modeled instruction guided practice and independent practice. It will include additional time in small group instruction

**Tier 3:** Plan targeted intervention for students not responding to core plus supplemental instruction using the problem-solving process. Interventions will be matched to individual student needs, be evidence-based, and be provided in addition to core. Even more intense small group or individual instruction.

SES Tutoring and Mary Esther After-School Tutoring

Assessment:

Grades K

- FAIR
- DEA Reading
- STAR Reading

in their classroom as documented in lesson plan book, Grade Book, LC Modeling, and peer teacher mentoring.

**\*80% of students will demonstrate 4 months or more growth in 4 months based on assessments using STAR and/or DEA test.**

**Objective/other:**

	Grades 1-5 <ul style="list-style-type: none"><li>• DEA Reading</li><li>• STAR Reading</li></ul>			
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- **The process for administering formative and summative assessments (screening, diagnostic, & progress monitoring) is identified in the Okaloosa County Pupil Progression Plan.**

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

<b>Objective M-1</b>	<b>The percentage of all curriculum students who will be proficient in math as defined by the State of Florida on the Florida Comprehensive Assessment Test will be at least 70%. (District Objective: <input checked="" type="checkbox"/> +2 percentile points or <input type="checkbox"/> maintain 90-100%)</b>
<b>Objective M-2</b>	<b>The percentage of all curriculum students who will achieve FCAT adequate yearly progress in math as defined by the State of Florida on the FCAT will be at least 70%. (District Objective: <input checked="" type="checkbox"/> +2 percentile points or <input type="checkbox"/> maintain 90-100%)</b>
<b>Objective M-3</b>	<b>The percentage of all curriculum students who will be proficient in math as defined by the State of Florida on the Florida Algebra I End-of-Course Exam will be at least 70%. (District Objective: <input checked="" type="checkbox"/> +2 percentile points or <input type="checkbox"/> maintain 90-100%)</b>

<b>Target Group(s) Supporting Data (summary) – Provide 3 year historical data chart</b>	<b>Strategies/Innovative methods &amp; extended learning opportunities</b> <small>Include technology and assessment</small>	<b>Budget</b>	<b>Professional Development</b> <small>(Identify measurable teacher outcome)</small>	<b>Communication with Parents &amp; Customer Relations</b> <small>(Community/Parent awareness)</small>																																																																				
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	SubGrp	2010	2011	2012			
	AF. A	67	47	46	Teachers will use hands-on manipulative or technology (both virtual and physical) provided by Think Central website. DEA remedial activities to deliver concrete examples of mathematical concepts.		
	ESE	50	33	44	<p><u>Students Above Proficiency</u></p> <p>Math Club that focuses on higher-level thinking and problem solving skills.</p> <p>Teacher will use “Challenge” exercises provided with the new math texts to present complex problem solving lessons.</p> <p>Use of collaborative planning between gifted teacher and general education teachers to focus on high complexity instruction.</p> <p>Accelerated Math/Tenmarks will be used to expose students to Algebra concepts through the provided algebra library of objectives</p> <p><u>Lowest 25% Performing Students &amp; Subgroups</u></p> <p>Remediation provided through Title I teachers and classroom assistants.</p> <p>Minority Council peer tutoring during school hours. Focus will be provided by the general education teacher based on individual student’s need.</p> <p>Teachers will monitor student progress and modify instruction to better assist students understanding of information.</p> <p>Teachers will utilize various motivational strategies (Guest speakers, field trips, etc.)</p> <p><b>Tier1:</b> Determine core instructional needs by reviewing DEA assessment data for all lowest 25% performing students. Plan differentiated instruction using evidence-based instruction/interventions within the mathematics blocks.</p> <p><b>Tier 2:</b> Plan supplemental instruction intervention for students not responding to core instruction. Focus of instruction is determined by review of common assessment data and will include explicit instruction, modeled instruction, guided practice and independent practice. Supplemental small group instruction is provided in addition to core instruction.</p> <p><b>Tier 3:</b> Plan targeted intervention for students not responding to core plus supplemental instruction using problem-solving process. Interventions will be matched to individual student needs, be evidence-based, and provided in addition to core instruction. Intensified small group and/or individual instruction will be provided.</p>	<b>Objective/other:</b>	

	<p>SES Tutoring and Mary Esther After-School Tutoring</p> <p><u>Assessment:</u></p> <p>Grades K</p> <ul style="list-style-type: none"> <li>• DEA Math</li> <li>• STAR Math</li> </ul> <p>Grades 1-5</p> <ul style="list-style-type: none"> <li>• DEA Math</li> <li>• STAR Math</li> </ul>			
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- **The process for administering formative and summative assessments (screening, diagnostic, & progress monitoring) is identified in the Okaloosa County Pupil Progression Plan.**

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

<b>Objective</b>	<b>The percentage of 4<sup>th</sup> grade students scoring 4.0 and above on FCAT Writing will be at least 83%. (District Objective: <input checked="" type="checkbox"/> +2 percentile points or <input type="checkbox"/> maintain 90-100%)</b>
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<b>Target Group(s) Supporting Data (summary) – Provide 3 year historical data chart</b>	<b>Strategies/Innovative methods &amp; extended learning opportunities</b> <small>Include technology and assessment</small>	<b>Budget</b>	<b>Professional Development</b> <small>(Identify measurable teacher outcome)</small>	<b>Communication with Parents &amp; Customer Relations</b> <small>(Community/Parent awareness)</small>																																			
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	<p>Use of collaborative planning between gifted teacher and general education teachers to focus on high complexity instruction.</p> <p><u>Lowest 25% Performing Students &amp; Subgroups</u></p> <p>Teachers will increase the frequency of interactive read alouds of picture books to build background knowledge needed for writing. These read alouds will be indicated in lesson plans</p> <p>Teachers will monitor student progress and modify instruction to better assist students understanding of information.</p> <p>Teachers will utilize various motivational strategies (Guest speakers, field trips, etc.)</p> <p><b>Tier 1:</b> Determine core instructional needs by reviewing Writing Results for all lowest 25% performing students. Plan differentiated instruction using evidence-based instruction/interventions</p> <p><b>Tier 2:</b> Plan supplemental instruction intervention for students not responding to core instruction. Focus of instruction is determined by review of Writing assessment data and will include explicit instruction, modeled instruction, guided practice and independent practice. Supplemental small group instruction is provided in addition to core instruction.</p> <p><b>Tier 3:</b> Plan targeted intervention for students not responding to core plus supplemental instruction using problem-solving process. Interventions will be matched to individual student needs, be evidence-based, and provided in addition to core instruction. Intensified small group and/or individual instruction will be provided.</p> <p><u>Assessment:</u></p> <p>Grades K-5</p> <ul style="list-style-type: none"> <li>• Monthly Writing Assessment along with writing in the content area to create evidence based student answers</li> </ul>		<p><b>CR teacher</b></p> <p><b>Objective/other:</b></p>	
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- The process for administering formative and summative assessments (screening, diagnostic, & progress monitoring) is identified in the Okaloosa County Pupil Progression Plan.

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

<b>Objective (Grades 5, 8, and Biology)</b>	<b>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 70%. (District Objective: <input checked="" type="checkbox"/> +2 percentile points or <input type="checkbox"/> maintain 90-100%)</b>
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<b>Target Group(s) Supporting Data (summary) – Provide 3 year historical data chart</b>	<b>Strategies/Innovative methods &amp; extended learning opportunities</b> <small>Include technology and assessment</small>	<b>Budget</b>	<b>Professional Development</b> <small>(Identify measurable teacher outcome)</small>	<b>Communication with Parents &amp; Customer Relations</b> <small>(Community/Parent awareness)</small>																												
<table border="1"> <tr> <th colspan="4">FCAT Science Levels 3-5</th> </tr> <tr> <th>Grade</th> <th>2010</th> <th>2011</th> <th>2012</th> </tr> <tr> <td>5</td> <td>55</td> <td>63</td> <td>63</td> </tr> </table> <table border="1"> <tr> <th colspan="4">Grade 5 Sub Groups Science FCAT Proficient</th> </tr> <tr> <th>SubGip</th> <th>2010</th> <th>2011</th> <th>2012</th> </tr> <tr> <td>AF. A</td> <td>33</td> <td>55</td> <td>35</td> </tr> <tr> <td>ESE</td> <td>21</td> <td>25</td> <td>33</td> </tr> </table>	FCAT Science Levels 3-5				Grade	2010	2011	2012	5	55	63	63	Grade 5 Sub Groups Science FCAT Proficient				SubGip	2010	2011	2012	AF. A	33	55	35	ESE	21	25	33	<p><u>All Students</u></p> <p>All grade levels will utilize hands-on laboratory experiments. K-2; x1 monthly and 3-5; x 5 days (in a row) per month)</p> <p>One on-going science experiment per semester for all grades documented in lesson plans</p> <p>Teachers will strictly adhere to the county curriculum guides to ensure consistent pacing in all schools in the district.</p> <p><u>Introduce, define, understand and use vocabulary included in science curriculum.</u></p> <p><u>Provide instruction utilizing all modalities of learning during science instruction.</u></p> <p><u>Science Fair Experiments conducted in every class, individually created in 4<sup>th</sup>-5<sup>th</sup> Grades.</u></p> <p><u>Students Above Proficiency</u></p> <p>Math Club that focuses on higher-level thinking and problem solving skills.</p> <p>Teacher will use “Challenge” exercises provided with the new math texts to present complex problem solving lessons.</p> <p>Use of collaborative planning between gifted teacher and general education teachers to focus on high complexity instruction.</p> <p>Accelerated Math/Tenmarks will be used to expose students to Algebra concepts through the provided algebra library of objectives</p>	<p>CRT's (\$64,400 x 36)</p> <p>Remediation Title 1 Teacher (\$67,800)</p> <p>3 Full time Classroom Assistants (\$30,000 x 3)</p> <p>AmeriCorps Volunteers (\$6,500)</p> <p>Teacher Supply Money (\$3700)</p>	<p><b>PDSP Focus:</b></p> <p><b>Development of PLC Foundation and understanding of Data Analysis and Lesson Study(Data Team Training provided by the Leadership and Learning Center)</b></p> <p><b>The monthly grade level PLC Meetings will allow for support and collaboration through data analysis, lesson study and CCSS cross over from NGSSS</b></p> <p><b>Scientific Thinking-CR teachers will participate in science literacy training. Training in creating deeper student scientific understanding and training on including more writing in the content area.</b></p> <p><b>*5<sup>th</sup> grade science scores will improve in increments of 5% or more over the next 3 years.</b></p> <p><b>Objective/other:</b></p>	<p>School will communicate through:</p> <p><b>Individual conferences with parents to design Progress Monitoring Plans (PMP) for at risk students. Daily School planners for all 3-5 grade students:</b></p> <p><b>All teachers use:</b></p> <ul style="list-style-type: none"> <li>• Letters</li> <li>• Phone calls</li> <li>• Weekly work folders</li> <li>• School newsletter</li> <li>• Electronic Grade book</li> <li>• Website</li> </ul> <p>Science Night</p>
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	<p><u>Lowest 25% Performing Students &amp; Subgroups</u></p> <p>Remediation provided through Title I teachers and classroom assistants.</p> <p>Minority Council peer tutoring during school hours. Focus will be provided by the general education teacher based on individual student's need.</p> <p>Teachers will monitor student progress and modify instruction to better assist students understanding of information.</p> <p>Teachers will utilize various motivational strategies (Guest speakers, field trips, etc.)</p> <p><b>Tier1:</b> Determine core instructional needs by reviewing DEA assessment data for all lowest 25% performing students. Plan differentiated instruction using evidence-based instruction/interventions within the mathematics blocks.</p> <p><b>Tier 2:</b> Plan supplemental instruction intervention for students not responding to core instruction. Focus of instruction is determined by review of common assessment data and will include explicit instruction, modeled instruction, guided practice and independent practice. Supplemental small group instruction is provided in addition to core instruction.</p> <p><b>Tier 3:</b> Plan targeted intervention for students not responding to core plus supplemental instruction using problem-solving process. Interventions will be matched to individual student needs, be evidence-based, and provided in addition to core instruction. Intensified small group and/or individual instruction will be provided.</p> <p>SES Tutoring and Mary Esther After-School Tutoring</p> <p><u>Assessment:</u></p> <p>Grades K-2</p> <ul style="list-style-type: none"> <li>• Science Pre-Post Test</li> </ul> <p>Grades 3-5</p> <ul style="list-style-type: none"> <li>• DEA Science</li> </ul>			
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# Title I Schools

School: Mary Esther Elementary

Instruction by highly qualified teachers	Strategies to attract highly qualified teachers	Plans for assisting preschool children in the transition from early childhood programs to local elementary programs (preschool transition strategies)
<p>Mary Esther Elementary teachers are appropriately certified by the State of Florida. All teachers are highly qualified (HQ). All teachers will participate in professional development in order to maintain HQ status.</p>	<p>Mary Esther Elementary creates an atmosphere of continued professional improvement. The principal will identify and encourage instructional leaders to share and mentor other teachers.</p> <p>District Wide Strategies</p> <ul style="list-style-type: none"> <li>• Applicants may apply online</li> <li>• The professional development office has developed the following informational resources for potential applicants: printed fliers on the online application process and information on the Okaloosa County School District Website, printed brochures on steps to become certified, highly qualified educator, and fliers designed to provide information on the general area of Okaloosa County.</li> <li>• The professional development office has redesigned the professional development web site in order to make it more user friendly.</li> <li>• Realigned the new teacher program in order to match it to the standards which are required to be considered highly qualified.</li> </ul> <p>Peer teachers are assigned to new teachers.</p>	<p>School will communicate through:</p> <p>Individual conferences with parents to design Progress Monitoring Plans (PMP) for at risk students.</p> <p>Daily School planners for all 3-5 grade students:</p> <p>All teachers use:</p> <ul style="list-style-type: none"> <li>• Letters</li> <li>• Phone calls</li> <li>• Weekly work folders</li> <li>• School newsletter</li> <li>• Electronic Grade book Website</li> </ul> <p>VPK and Preschool Visits Mary Esther Elementary. The Kindergarten teachers work together with the local VPK and Preschool Programs to coordinate a visit in the spring and a tour of school facilities. Preschoolers are given a glimpse at what to expect upon entering Kindergarten at MEE.</p>

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

## SUPPLEMENTAL PAGE 2012- 2013

### 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.

- Lesson Plans written, collected and assessed to determine the success of teachers planning on meeting differentiated student needs.
- All teachers have incorporated a TIER 2 block in their schedules to provide extra support or allow an extension of the curriculum for advanced students in both math and reading. There are 160 extra reading and 160 extra math minutes per week dedicated to this differentiation

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

- Professional development plan developed to maximize the effectiveness of our transition to the Common Core State Standards/Instructional Practices through the use of Professional Learning Communities as a support system through the development of data teams and lesson study teams.
- MEE has two clubs to support our Sub Groups. The Minority Council and Kiwanis Kids Clubs work diligently to foster winning attitudes through community service.

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

- All teachers have incorporated a TIER 2 block in their schedules to provide extra support or allow an extension of the curriculum for advanced students in both math and reading. There are 160 extra reading and 160 extra math minutes per week dedicated to this differentiation.
- Survey results show that current practices allow for over an 85% satisfaction rating of a welcoming and safe learning environment on our climate survey.

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

- Mary Esther has scheduled Family Nights for Language Arts, Math and 2 for Science. We have a Business Partners Committee to maximize our relationships with business stakeholders. Invitations to join us on campus for events are monthly for wide range of events like Carnival, Reading Incentives, Mother's/Father's Day, holiday Music Performances, etc.
- We reach out to our parents and community on a regular basis. As a result we have been consistently awarded the Golden School Award for our School Volunteer
- Program. This has been enhanced recently through our adoption by a Squadron at Hurlburt AFB which has resulted in numerous Air Force Student Mentors on campus.