School Name: Elliott Point 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 $| |, will primarily be used for :| .|

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

Janet Stein
Principal

| | |

 SAC Chair

Legend

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

NCLB:	No Child Left Behind
PDSP:	Professional Development Site Plan
PERT:	Postsecondary Education Readiness Test
PLAN:	(ACT's 10th Grade Assessment Test)
PMP:	Progress Monitoring Plan
PMS:	Progress Monitoring System
POC:	Plan of Care
PPP:	Pupil Progression Plan
RtI:	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

School Profile:

Student Population:
Elliott point opened its doors to students in the 1966-67 school year and has been operational for 45 years. Elliott Point is in a mixed socio-economic area with more expensive homes along the Bay as well as affordable housing and subsidized housing within the school's zone. Over the last three years, enrollment has fluctuated between 596 and 642. The current school enrollment is 620. Elliott Point has been a Title I school for over 12 years. Our free and reduced lunch population is currently at 70%. Our student population makeup consists of : White 53%, Black 22%, Hispanic 10%, Asian 3%, and Multiracial 12%. 16% of our students are identified as students in need of ESE services. 6% of our students are identified as being in need of ELL services. In addition Elliott Point has three self-contained ESE units for EBD and VE students. Students for these specialized classrooms are brought in from surrounding feeder schools.

Customer Satisfaction/Parent Involvement:

Eighty-five percent of parents are satisfied that their child's teacher is highly qualified and doing a good job. Ninety percent of parents agree that they know what is expected of their child when it comes to conduct and behavior and believe the school maintains good discipline and a safe environment.
Ninety-two percent of our parents report that the school is welcoming and warm and that the faculty puts their child's interests first. Parent comments were especially complimentary of our teachers, mentioning specifically their caring and expertise. Over the last nine years, Elliott Point's School Advisory Council has become more involved in the creation of the School Performance Plan and the school budget. The PTO has evolved into the Parent Education Team (PET) and consists of four active committees: Parent Communication/Participation, Educational Support at Home, Activities, and Parent Bilingual Committee. All four committees work together, promoting community involvement along with a commitment to the school's mission and vision.

Academic Achievement/Programs
Elliott Point has been an A school for eleven years. Elliott Point is a school wide Daily 5/CAFÉ school. We believe that children learn best when they are engaged and motivated. Rigor and relevance is obtained through the Daily 5 and CAFÉ structure which promotes authentic text, ownership of learning, feedback and writing across the curriculum. Our Daily 5/CAFÉ school focus gives continuity and routine to Elliott Point students as they move from grade to grade. Our teachers, in grades k-5, are embracing the new Common Core Standards, embedding text complexity, close reading strategies and writing across the curriculum into our existing programs. With the emphasis on data teams, power strategies and common core initiatives we are moving students from being passive to active participants in the assessment process, creating stronger and more confident students.

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

School Mission:

Perpetuate our commitment to educational excellence through:
- Rigorous and relevant curriculum
- Accountability
- Stakeholder relationships

Belief Statements:

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

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

Highly Qualified Status Administrators: (Title I)	1	
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 65%. (District Objective: ☐ +2 percentile points or ☐ 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 76%. (District Objective: ☐+ 2 percentile points or ☐ 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 86%. (District Objective: ☐+ 2 percentile points or ☐ maintain 90-100%)

Target Group(s) Supporting Data (summary) – Provide 3 year historical data chart	Strategies/Innovative methods & extended learning opportunities Include technology and assessment	Budget	Professional Development (Identify measurable teacher outcome)	Communication with Parents & Customer Relations (Community/Parent awareness)
Reading Gains 	Read Year	Gains	L 25%
2011-12	74%	84%
2010-11	65%	63%
2009-10	74%	67%
2008-09	71%	65%	 **Percent Proficient** 	Grade	Year
	2011	2012
3rd Grade Reading	52%	53%
4th Grade Reading	56%	63%
5th Grade Reading	65%	63%		The following focused research based practices are implemented school wide, Power Strategies: Self Assessment Learner 1.44 , Writing Across the Curriculum, Feedback .73, Formative Assessment .90 and Peer Teaching.55 A Reading leadership team will meet throughout the year and address concerns/implementation of the School Improvement Plan Data Teams will bring common formative assessments (fluency, sight words, Words Their Way and authentic assessment, with at least one open ended response) to the grade level data team. Grade level Data teams will be given time and guidance in analyzing student results to determine individual instructional needs. Data team cause data will include Power strategies: Self Assessed Learner 1.44 , Writing Across the Curriculum, Feedback .73, Formative Assessment .90 and Peer Teaching.55	Title One, Textbook budgets Title one Funds Rich children's literature and Common Core Exemplar Text to increase classroom libraries and media center books. Words Their Way materials. Additional planning time for	**PDSP Focus:** The Daily Five/CAFÉ as a structured set of literacy tasks designed to teach students to work independently as readers and writers **Objective/other:** Literacy Coach will increase the staffs' knowledge of children's literature and Common Core Text Exemplars through sharing and modeled lessons. Teachers will gain the skills to give effective feedback, and create opportunities for self assessed learning to take place.	**School will communicate through the following:** District web-site Elliott Point web-site Marquee Letters Teacher Conferences Phone calls Daily /weekly planners School newsletter Electronic Grade book Reading series web-site FCAT Explorer web-site AR reports Deficiency reports Midterm Progress Quarterly Honor Assemblies Report Cards

2011-12 3rd Grade Data

	Vocab	Read App	Lit Analysis	Info Text
District	81%	67%	77%	73%
EP Student	75%	62%	73%	66%
White	80%	69%	82%	70%
Black	71%	51%	61%	64%
Multi	68%	60%	72%	58%
Hispanic	72%	60%	67%	70%

2011-12 3rd Grade level 1 & 2

	Vocab	Read App	Lit Analysis	Info Text
Lev 1&2 White	63%	44%	63%	42%
Lev 1&2 Black	64%	42%	53%	58%

2011-12 4th Grade Data

	Vocab	Read App	Lit Analysis	Info Text
District	79%	78%	69%	80%
All EP Students	74%	74%	69%	75%

2011-12 4th Grade Level 1 & 2

	Vocab	Read App	Lit Analysis	Info Text
Level 1&2 White	63%	44%	63%	42%
Level 1&2 Black	64%	42%	53%	58%

OCSD's Balanced Literacy Model, that differentiates instruction, will be supported by The Daily 5/CAFÉ , a research-based system for use in reading and writing. All components of Balanced Literacy (Guided Reading, Read-a-Loud, Familiar Reading, Independent Reading, Writing & Word-Work) are integral tasks of the Daily 5/CAFÉ

Elliott Point's Common Core Standards transition plan will be implemented

Response Logs will be implemented in all classrooms to collect evidence of student understanding of their learning goals.

Response Logs include writing in response to complex text, close reads, and text based discussions (CIS)

Grade levels will determine rigorous expectations for response logs based on grade level rubrics.

Response logs will be brought to the data team meetings so that teachers can determine effective practices.

Teachers will implement effective response log practices consistently across all classrooms within a grade level.

Teachers will provide task and process feedback (during conferencing, small group, written and whole group)

CRTs will focus on specific authors in fiction and topics in non- fiction that are aligned with the Common Core Text Exemplars. The CRT will inform, engage and foster student choice of IPICK books thru shared reading, read alouds, use of mentor text, Common Core Examplars, and book talks (introduction to books "book teasers") .

data teams.

The Literacy Coach will support and guide reading conferences to support differentiation of learning goals, feedback and self assessed learners.

Teachers will incorporate grade level specific content vocabulary.

To develop proficiency in analyzing data to drive instruction, integrating common core standards across the curriculum, implementing best practices with technology to enhance instruction, and purposely using authentic literacy. This will be measured by lesson plans, formative assessments, data team minutes and principal observations.

All faculty will receive training on analyzing FCAT, DEA data and formative assessments within the data teams.

All faculty will receive training on the Common Core Standards during early release. K & 1 full implementation and 2-5 implementation of content literacy.

After receiving an overview of the Balanced Literacy Model and The Daily 5/CAFE during pre-planning, teachers will incorporate all components in daily instruction. This will be measured by teacher created lesson plans and classroom

Parent Education Team Events:
Read and Rise Night (sponsored by Target)
Read-a Rama Pajama Night
Math Night at Publix
Science Night (sponsored by the Science Center)
Talent Show
Christmas Show
Open House
Donuts with Dad
Muffins with Mom
Grandparents lunch
Mother's Day Cakes (publix)
Thanksgiving Lunch Mother
Mentor/ Reading Assistants
Partnerships with Hurlbert and Eglin Airforce base squadrons
SAC Meetings
PET meetings
Parent Education Team Committees: Parent Communication/Participation, Educational Support at Home, Activities, and Parent Bilingual Committee. All four committees work together to meet the needs of parents and students.

	Conferencing may include listening to the student read, analyzing response logs, sharing and analysis of data, and goal setting to increase rigor and student achievement. Conferencing Notebooks will keep track of student progress. Classroom libraries and the media center will be organized to include high interest levelized books, magazines and author series. A media specialist will create a daily book talk on the morning show using students and book trailers, increase the collection and book choices at all grade levels and create book lists for grade levels, holiday reading and summer reading. The media specialist will support teachers in their efforts to become versed in Common Core Exemplar Text and great children's literature both current and classic. Along with the Literacy Coach, the Media Specialist will compile a collection of exemplar text books that teachers can use in the classroom. Students will gain an understanding and appreciation of literature through lessons conducted in the media center and book discussions. The media specialist will expose students to a variety of literary forms. Implement a school-wide Tutoring Buddy program that teams intermediate students with primary-grade readers Students will be engaged in reading during all content area classes, on their instructional and independent levels. Non-fiction books will be gathered by the Media Specialist, based on curriculum guides and the common core examplars, to support classroom instruction. Nettracker and Cobblestone will be used to support non-fiction reading.		walkthroughs. Individual and small group training on vocabulary strategies to include Marzano's work, and Words Their Way will be available to teachers. Teachers will study cause data to be used in data teams and lesson studies from the following resources: The Data Team Experience by A. Peery , Classroom Instruction that Works by R. Marzano, D. Pickering, J. Pollock, and Visible Learning by John Hattie Embedded coaching in classrooms and classroom visitation	

	Nonfiction reading across the grade levels will be increased by structured book selection, tracking student book check out, and use of common core exemplar text. Using close reads of complex text, students will be instructed to answer multi-step questions that require complex thinking (PARCC) through modeling and scaffolding. The teaching of phonemic awareness and phonics skills will be systematic, diagnostic /prescriptive using the Words their Way Program and teacher created formative assessments. Teacher /students will participate in data collection to be included in data/conferencing notebooks and data walls (anectodal notes and common formative assessments) Students will be involved in tracking, reflecting on , and sharing their own learning progress. Teachers will provide students with opportunities to chart/track/graph/monitor their own learning and to assist students in creating learning goals. Teachers will provide students with rubrics/learning continuums /scales/samples/etc. with which students can evaluate their own learning. Title One, classroom teachers and assistants will provide specific Reading instruction based on the recommendations of the grade level data team to include Tier 2 and Tier 3 support Reading instruction for identified at risk learners (level 1 and 2) will occur during reading lab, intervention block and extended day tutoring using the following research based programs: Fountas and Pinnell Reading Intervention program, Fast Forword, Reading Assistance and READ 180.		

	Level one and two students will be afforded the opportunity to participate in a pilot program entitled, Reading For Understanding Project through FSU/FCRR based on the program's pre-assessment data. Students selected for the program will receive intensive, high yield targeted instruction in small group, 30 minutes each day, 5 days a week.		

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

School:		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 65%. (District Objective: ☐ +2 percentile points or ☐ 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 71%. (District Objective: ☐ +2 percentile points or ☐ 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 65%. (District Objective: ☐ + 2 percentile points or ☐ 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: ☐ +2 percentile points or ☐ 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-Co Math journals will include word problems solved using pictures, symbols and words. Rubrics will be used for assessment. urse Exams will be at least ___ %. (District Objective: ☐ +2 percentile points or ☐ maintain 90-100%)

Target Group(s) Supporting Data (summary) – Provide 3 year historical data chart	Strategies/Innovative methods & extended learning opportunities Include technology and assessment	Budget	Professional Development (Identify measurable teacher outcome)	Communication with Parents & Customer Relations (Community/Parent awareness)
Math Gains 	Math Year	Gains	L 25%
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2011-12	69%	59%
2010-11	66%	65%
2009-10	62%	62%
2008-09	65%	58% | Percent Proficient |	2011	2012
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3rd Grade Math	61%	53%
4th Grade Math	54%	59%

5th Grade Math	62%	58% |
		
		2011-12 3rd Grade Data
			The following focused research based practices are implemented school wide, Power Strategies: Self Assessment Learner 1.44 , Writing Across the Curriculum, Feedback .73, Formative Assessment .90 and Peer Teaching.55
			
			The Okaloosa Comprehensive Balanced Mathematics Model, OCSD curriculum guide and Common Core Standards will guide all math instruction.
			
			Teachers will focus on the 8 essential math practices.
			
			 Student practice with PARCC "like" questions to help students gain experience with multi-step, complex thinking/problem solving will be part of weekly lessons and assessments.
				Manipulatives with adopted math series
				
				Harcourt Go Math Series will be used in grades K-5.
					PDSP Focus:
					Balanced Literacy 1 008 006 OCSD Comprehensive Math Model
					
					Science and math with writing at the core.
					
					Objective/other:
					Teachers will incorporate strategic reading and writing in math instruction.
					
					Teachers will receive in-service training during early release with the literacy coach on writing across the curriculum and the use of math journals.
						School will communicate as follows:
						  Xtra Math
						  District web-site
						  Elliott Point web-site
						  Marquee
						  Letters
						  Phone calls
						  Daily /weekly planners
						  School newsletter
						  Electronic Grade book
						   Math series web-site
						   FCAT Explorer web-site
						   Midterm Progress Reports
						   Deficiency reports
						   Report cards
						   Grade level programs
						
						Parent Education Team Events:

	Number & Operations	Fractions	Geometry & Measurement
District	72%	66%	75%
All EP Student	66%	65%	72%
White	71%	74%	78%
Black	59%	55%	61%
Multi	64%	57%	71%
Hispanic	61%	62%	72%

2011-12 3rd Grade Level 1 & 2

	Number & Operations	Fractions	Geometry & Measurement
Level 1&2 White	44%	48%	60%
Level 1&2 Black	51%	47%	54%

2011-12 4th Grade Data

	Number Operations/ Fractions	Base Ten/Fractions	Geometry & Measurement
District	76%	75%	65%
All EP Students	71%	75%	67%

2011-12 4th Grade Level 1 & 2

	Number Operations /Fractions	Base Ten/Fractions	Geometry & Measurement
All Level 1's & 2's	49%	53%	47%
Black Level 1's & 2's	38%	52%	40%
Hispanic Level 1's & 2's	48%	47%	39%

A Math leadership team will meet throughout the year and address concerns/implementation of the School Improvement Plan

Through teacher modeling, effective questioning and feedback, students will develop critical thinking and problem solving skills throughout the day.

Teachers will assess and instruct students in the natural progression of mathematical learning: concrete to representation to abstract.

55 % of assessment will include problem solving at moderate to high complexity levels.

Daily instruction will include a "problem of the day" at a moderate to high complexity levels (using FCAT FOCUS items)

A Classroom observation rubric from the STEM training will be shared with teachers and utilized for staff development.

Math journals will be used. Students will be asked to show a solution in three ways: mathematically, visually and with words.

Grade level PLC/Data teams will provide Tier 2 and Tier 3 support (tutoring and small group instruction.)

3-5 grades will create an intervention block in their schedule for RTI remediation.
For students who need acceleration an Advanced math will be available in grades 4-5 during the intervention block.

Students will develop a deeper understanding of math by working collaboratively in groups learning to justify answers, actively engaging in authentic tasks, questioning, and sharing alternative solutions.

Teachers will review in Early Release the 8 essential math practices.
Teachers will successfully implement the OCSD Comprehensive Math Model. This will be evidenced by principal observation and lesson plans.

All faculty will receive training on analyzing FCAT, DEA and formative assessment data within the data teams.

All faculty will receive training on the Common Core Standards during early release. K & 1 full implementation and 2-5 implementation of content literacy.

Principal will conduct classroom walk throughs to indentify elements of comprehensive balanced math program being implemented which include the following: large group, small group, individual instruction, and guided practice time.

Teachers will study cause data to be used in data teams and lesson studies from the following resources:
The Data Team Experience by A. Peery , Classroom Instruction that Works by R. Marzano, D. Pickering, J. Pollock, and Visible Learning by John Hattie

Embedded coaching in classrooms and classroom visitations

Read and Rise Night (sponsored by Target)
Read-a Rama Pajama Night
Math Night at Publix
Science Night (sponsored by the Science Center)
Talent Show
Christmas Show
Open House
Donuts with Dad
Muffins with Mom
Grandparents lunch
Mother's Day Cakes (publix)
Thanksgiving Lunch
Mother
Mentor/ Reading Assistants
Partnerships with Hurlbert and Eglin Airforce base squadrons
SAC Meetings
PET meetings
Parent Education Team
Committees: Parent Communication/Participation, Educational Support at Home, Activities, and Parent Bilingual Committee. All four committees work together to meet the needs of parents and students.

		Teachers will practice "Re-voicing", a technique used which repeats and expands upon a student's understanding. In addition to traditional assessment, CRTs will gather student progress monitoring data through a variety of assessment techniques (open ended questions, MFAS performance tasks, journals and observations.) The formative assessments will be used with RTi and the PLC Data team model. Students will become involved in tracking, reflecting on, and sharing their own learning progress			

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

School: Elliott Point 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 50%. (District Objective: ☐ +2 percentile points or ☐ maintain 90-100%)

Target Group(s) Supporting Data (summary) – Provide 3 year historical data chart	Strategies/Innovative methods & extended learning opportunities Include technology and assessment	Budget	Professional Development (Identify measurable teacher outcome)	Communication with Parents & Customer Relations (Community/Parent awareness)
% of Students Scoring 3.0 or above 10 / 11 / 12 89% / 98% / 83% % of Students Scoring 3.5 or above 10 / 11 / 12 51% / 81% / 35% Florida Writes % 4.0 or above 10 / 11 / 12 51% / 81% / 21%	Power Strategies: Self Assessment Learner 1.44 , Writing Across the Curriculum, Feedback .73, Formative Assessment .90 and Peer Teaching.55 A Writing leadership team will monitor the SIP throughout the year and support the implementation of the School Improvement Plan Writing will occur in The Daily Five and the content areas with the use of a response log and work on writing activities. Additionally, Writing Workshop will be held daily in K-5 for a minimum of 45 minutes Grade level mentor teachers will provide writing support within the 4th grade classrooms through individual instruction, small group instruction, and conferencing. Mentor teachers will work with struggling writers, and close to proficient writers on the craft of writing, enabling them to meet the rigor of FCAT Writes 2.0. Anchor papers and mentor texts will be used in all grades to model scoring and to teach craft techniques. Students will be taught their grade-level rubric, and together, teachers and students will use this rubric to score papers.	CRT Funds Title One Funds	**PDSP Focus**: Balanced Literacy 1 008 006**:** **Objective/other:** All faculty will receive training on the Common Core Standards during early release. K & 1 full implementation and 2-5 implementation of content literacy. Teachers will implement shared writing & guided writing in the classroom. Incorporate writing to learn in math and science instruction. This will be measured by lesson plans and principal observations. The literacy coach will model writing lessons in classrooms; upon teacher request. Teachers will be trained in utilizing effective writing strategies mand the new FCAT Writes 2.0 rubric. Teachers will receive in-service training on the OCSD Balanced Literacy Model during pre-	**School will communicate through the following methods:** Individual conferences with parents to design learning strategies for students needing a Progress Monitoring Plan Daily school planners Letters Phone calls Weekly folders that include students' work School Newsletter Marquee Blackboard Connect Automated Phone calls Parent conferences Classroom Newsletters Parent Education Team Events: Read and Rise Night (sponsored by Target) Read-a Rama Pajama Night Math Night at Publix Science Night (sponsored by the Science Center) Talent Show Christmas Show Open House Donuts with Dad Muffins with Mom

	A major focus in writing instruction will be on revising and editing of work, through conferencing and feedback, to align with the FCAT Writes rubric.		planning.	Grandparents lunch
			Teachers will study cause data to be used in data teams and lesson studies from the following resources:	Mother's Day Cakes (publix) Thanksgiving Lunch Mother
	Teach writing to offer an opinion or claim, with justification and support. Response logs will be used to collect evidence in all curriculum areas.		The Data Team Experience by A. Peery , Classroom Instruction that Works by R. Marzano, D. Pickering, J. Pollock, and Visible Learning by John Hattie	Mentor/ Reading Assistants Partnerships with Hurlbert and Eglin Airforce base squadrons SAC Meetings PET meetings Parent Education Team
	Teach format papers using the FCAT Writing rubric will be utilized.			Committees: Parent Communication/Participation, Educational Support at
	Students will view exemplary writing samples on the Elmo.		Embedded coaching in classrooms and classroom visitations	Home, Activities, and Parent Bilingual Committee. All four committees work together
	Teachers will use technology to enhance writing instruction.			to meet the needs of parents and students.
	Data Teams will exchange student papers to score in order to establish more scoring consistency.			
	Students will write in response to text for both fiction and nonfiction reading in their response logs with teacher feedback.			
	Students will learn a variety of strategies to generate ideas for writing.			
	There will be an equal number of expository and narrative prompts required of all students.			
	Students in 4th grade will write to a prompt at least twice a month (including EP Writes), beginning the first month of school. Fourth grade students will write to prompts weekly beginning in January.			
	Students will be taught additional writing strategies that include: • Backwards design • Using an exemplar to develop a writing plan • Using a "Score 3" exemplar, write to make it a "Score 5" • Use an exemplar plan and write to the plan			

	Words Their Way will be used school wide to improve student spelling and word knowledge CRTs will use quality trade books/mentor texts to read and discuss with focus placed on author's craft. Monthly writing prompts will be administered and scores will be recorded on spreadsheets. All students in grades K-3 and 5th grade will take Okaloosa Writes.		

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

School: Elliott Point	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 5th 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 65%. (District Objective: ☐ +2 percentile points or ☐ 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: ☐ +2 percentile points or ☐ maintain 90-100%)

Target Group(s) Supporting Data (summary) – Provide 3 year historical data chart	Strategies/Innovative methods & extended learning opportunities Include technology and assessment	Budget	Professional Development (Identify measurable teacher outcome)	Communication with Parents & Customer Relations (Community/Parent awareness)
% in each level for 2010 | 1	2	3	4	5
17%	32%	32%	16%	3% | % in each level for 2011 | 1	2	3	4	5
14%	25%	38%	15%	8% | % in each level for 2012 | 1	2	3	4	5
18%	35%	30%	14%	3% | School Average Points Earned |	10	11	12
Physical & Chemical	10	9	9
Earth & Space	7	7	7
Life & Environment	9	9	9

Scientific Thinking	9	10	10		Power Strategies: Self Assessment Learner 1.44 , Writing Across the Curriculum, Feedback .73, Formative Assessment .90 and Peer Teaching.55
					
					A science leadership team will monitor the SIP throughout the year and support teachers in the implementation of strategies.
					
					Increase explicit instruction that includes higher level thinking skills during weekly lab time, small groups, and independent work.
					
					Increase collaborative problem-solving process during labs to expand oral ideas to written and visual ideas.
					
					Science journals will be kept for written response, to collect evidence and provide feedback. Teachers will use authentic responses for assessment . Rubrics will be used to allow for self assessment of the response logs.
					
					Model and scaffold instruction in the keeping of qualitative data during an experiment. Students will maintain notes during science experiments to record qualitative data and use the data to write observation paragraphs containing the proper components.
							PDSP Focus:
							
							Science and math with writing at the core.
							
							Objective/other:
							All faculty will receive training on analyzing FCAT and DEA data within the data teams.
							
							5th grade science fair in the spring
							
							All faculty will receive training on the Common Core Standards during early release. K & 1 full implementation and 2-5 implementation of content literacy.
							
							Developing critical thinking in Science.
							
							Incorporating strategic reading and writing in math and science instruction.
							
							Trainings will be provided on critical thinking/written response
								School will communicate information to parents ws follows:
								
								Individual conferences with parents to design learning strategies for students needing a Progress Monitoring Plan
								
								    Daily school planners
								    Letters
								    Phone calls
								    Marquee
								    Weekly folders that
								    Include students' work
								    Electronic Gradebook
								    Elliott Point Website
								    AM for grades 2-5
								
								5th grade science fair in the spring
								
								    Parent Education Team Events:
								Read and Rise Night (sponsored by Target)
								Read-a Rama Pajama Night
								Math Night at Publix
								Science Night (sponsored by the Science Center)

	Increase direct instruction of scientific vocabulary using research-based instructional practices in science lab, during class discussions, and in students' written notations in their response logs. Students will write in science. Writing may include lab notes, science response activities, FCAT extended response practice, interdisciplinary writing prompts and research papers. Science reading materials will be provided at both a student's independent and instructional reading levels. Science Reading response activities and extended response practice will occur in all grade levels. Graphic organizers will be used in science as a tool to organize student thinking and help master key concepts (graphic organizers will be used to teach note taking). A renewed focus on content will occur in Social Studies and Science. Students will take quarterly assessments and be held accountable for content knowledge in all grades. Implement district quarterly assessments. 5th grade will remain departmentalized for Science. A list of grade level specific vocabulary words will be distributed to k-4 teachers to introduce in lessons. The DEA video clips, FCAT FOCUS and FCAT explorer will be used in classrooms. Hands on experiments and demonstrations will be part of every science unit. Teachers will include an experiment (bi-monthly) in their lesson plans.	in science by the literacy coach during early release. Training will be provided on the use of science journals. Teachers will acquire knowledge of the STEM program Teachers will study cause data to be used in data teams and lesson studies from the following resources: The Data Team Experience by A. Peery , Classroom Instruction that Works by R. Marzano, D. Pickering, J. Pollock, and Visible Learning by John Hattie Embedded coaching in classrooms and classroom visitations	Talent Show Christmas Show Open House Donuts with Dad Muffins with Mom Grandparents lunch Mother's Day Cakes (publix) Thanksgiving Lunch Mother Mentor/ Reading Assistants Partnerships with Hurlbert and Eglin Airforce base squadrons SAC Meetings PET meetings Parent Education Team Committees: Parent Communication/Participation, Educational Support at Home, Activities, and Parent Bilingual Committee. All four committees work together to meet the needs of parents and students

	A 5th grade science fair will be held prior to the FCAT assessment. 5th grade will have an advanced science class that will work at the 4/5 level in science. Explicit and targeted teaching of text features as a comprehension strategy on the CAFÉ' Menu during Daily Five. 4th grade students will participate in Americorp Science activities and visit the Biophilia Center to investigate earth/environmental science concepts. 5th grade students will participate in the Engineers for America Program			

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

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 Include technology and assessment	Budget	Professional Development (Identify measurable teacher outcome)	Communication with Parents & Customer Relations (Community/Parent awareness)
Students above grade level in math.	Extra Math is available in grades 1-5 which allows students to work above grade level. Small group enrichment to develop higher level thinking skills will be provided during the intervention block.		PDSP Focus: STEM Objective/other: Teachers and student will acquire knowledge of the STEM program	Individual conference with parents to design learning strategies for students identified as gifted. Daily school planners Letters Phone calls Weekly folders Progress reports/nine weeks Electronic Gradebook Elliott Point Website

- **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: Elliott Point 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)
All teachers at Elliott Point are highly qualified. Ongoing professional development ensures teachers retain that status. Professional Development is listed under Professional Development in the School Performance Plan.	Application process in online. Teachers in their 1st/2nd year(s) at Elliott Point will participate in informational meetings in order to become proficient in the use/completion of school/district processes to include: Discipline referrals, Pupil Progression Plan, technology (ie. PAWS), etc. All new teachers are assigned a peer mentor.	Incoming Kindergarten students are encouraged to attend pre-k programs during the school year and the summer prior to entering kindergarten. Kindergarten readiness materials are provided with K registration packets. In April and May preschools that feed into Elliott Point are offered tours of the school and information about our programs.

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

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

- All CRTs will implement the Daily 5/CAFÉ with fidelity as evidenced by walk throughs and lesson plans
- All CRTs will participate in effective data teams as evidenced by data team excel documents/minutes and agendas

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

- Reflection logs and Reading CIS in 5th grade Science classes will improve Science proficiency from 49% -65%
- One to One conferencing with CRT and writing experts will improve percent of students with a 4.0 and above by 30 percentile points

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

- Implement a PBS program using Jensen techniques, explicit procedures and the self assessment learner in classrooms resulting in a 50% reduction in office referrals
- A new family compact will emphasize personal goals for students, parents and teachers resulting in a 20% increase in parent attendance at conferences

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.

- Implement Parent Education Team (PET) and PET committees as evidenced by agendas and minutes
- Recruit volunteers as evidenced by an increase in volunteer hours from 8,000-10,000