

**Date Submitted: September 28,
2012 (FINAL)**

Dates of Revisions:

School Name: **Kenwood Elementary**

School Performance Plan

2012 - 2013

<p>All school advisory agendas, minutes, membership, and guidelines of operations are housed at the school site as well as the district office. These reflect the process used in the preparation and evaluation of the school performance plan and the school's annual budget. SAC funds in the amount of \$ [], will primarily be used for : [] .</p> <p>The names represented below indicate approval of the SPP by SAC committee members.</p> <p>Yvonne Michna Principal</p> <p>Karen Osborn SAC Chair</p>	<table border="0"> <tr> <td colspan="2" style="text-align: center;">Legend</td> </tr> <tr> <td style="vertical-align: top;"> <p>AICE: Advance International Certificate of Education</p> <p>AP: Advanced Placement</p> <p>AYP: Adequate Yearly Progress</p> <p>CCS: Common Core Standards</p> <p>DA: Differentiated Accountability</p> <p>DEA: Discovery Education Assessment</p> <p>ED: Economically Disadvantaged</p> <p>ELL: English Language Learners</p> <p>ESE: Exceptional Student Education</p> <p>FAIR: Florida Assessment for Instruction of Reading</p> <p>FCAT: Florida Comprehensive Assessment Test</p> <p>IB: International Baccalaureate</p> <p>IEP: Individualized Education Plan</p> <p>IPDP: Individualized Professional Development Plan</p> <p>NGSSS: Next Generation Sunshine State Standards</p> </td> <td style="vertical-align: top;"> <p>NCLB: No Child Left Behind</p> <p>PDSP: Professional Development Site Plan</p> <p>PERT: Postsecondary Education Readiness Test (ACT's 10th Grade Assessment Test)</p> <p>PLAN: Progress Monitoring Plan</p> <p>PMP: Progress Monitoring System</p> <p>POC: Plan of Care</p> <p>PPP: Pupil Progression Plan</p> <p>Rtl: Response to Intervention</p> <p>SAC: School Advisory Council</p> <p>SAI: Supplemental Academic Instruction</p> <p>SAT 10: Stanford Achievement Test</p> <p>SESAT: Stanford Early School Achievement Test</p> <p>SINI: Schools in Need of Improvement</p> <p>SPP/SIP: School Performance Plan; School Improvement Plan</p> <p>SWD: Students with Disabilities</p> <p>VE: Varying Exceptionalities</p> </td> </tr> </table>	Legend		<p>AICE: Advance International Certificate of Education</p> <p>AP: Advanced Placement</p> <p>AYP: Adequate Yearly Progress</p> <p>CCS: Common Core Standards</p> <p>DA: Differentiated Accountability</p> <p>DEA: Discovery Education Assessment</p> <p>ED: Economically Disadvantaged</p> <p>ELL: English Language Learners</p> <p>ESE: Exceptional Student Education</p> <p>FAIR: Florida Assessment for Instruction of Reading</p> <p>FCAT: Florida Comprehensive Assessment Test</p> <p>IB: International Baccalaureate</p> <p>IEP: Individualized Education Plan</p> <p>IPDP: Individualized Professional Development Plan</p> <p>NGSSS: Next Generation Sunshine State Standards</p>	<p>NCLB: No Child Left Behind</p> <p>PDSP: Professional Development Site Plan</p> <p>PERT: Postsecondary Education Readiness Test (ACT's 10th Grade Assessment Test)</p> <p>PLAN: Progress Monitoring Plan</p> <p>PMP: Progress Monitoring System</p> <p>POC: Plan of Care</p> <p>PPP: Pupil Progression Plan</p> <p>Rtl: Response to Intervention</p> <p>SAC: School Advisory Council</p> <p>SAI: Supplemental Academic Instruction</p> <p>SAT 10: Stanford Achievement Test</p> <p>SESAT: Stanford Early School Achievement Test</p> <p>SINI: Schools in Need of Improvement</p> <p>SPP/SIP: School Performance Plan; School Improvement Plan</p> <p>SWD: Students with Disabilities</p> <p>VE: Varying Exceptionalities</p>
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School Profile 2012- 2013

School Profile:

(Narrative)

Kenwood Elementary School was founded in 1968. It originally provided instruction for students in kindergarten through sixth grade. However, a lot has changed since then. Kenwood now educates children in Pre-KD through fifth grade. Due to changing demographics, Kenwood was classified as a Title I school in 2009. The faculty, staff, volunteers, and parents of Kenwood have set high standards of academic achievement for the children at Kenwood. Working together, we expect the children to consistently achieve their goals of academic and personal growth.

Our faculty reflects the diversity of our students. We have a Title I Reading teacher, two Varying Exceptionalities classrooms with certified ESE teachers, as well as, two CBS classrooms and a PK-D classroom. We also have an SLD teacher, two gifted teachers, a Media Specialist, a Speech/Language therapist, Art, and Physical Education teacher. 27.8% of the faculty has an advanced degree. Two of our Kenwood teachers have earned National Board Certification. Teachers volunteer their personal time to provide extra help one-on-one or in small groups before or after school. Our Technology Lab is staffed by instructional personnel four mornings each week before school to supply tutoring to students. To ensure that our students continue to be given opportunities for growth in creative arts, Kenwood has developed a “wheel” schedule that allows all classrooms to participate in Art once a week, while attending P.E. four times per week. Our students investigate science concepts at Science Night sponsored by the Emerald Coast Science Center.

Kenwood has been named a pre-CHOICE school for Aviation and Aerospace Engineering and will also utilize the Civil Air Patrol ACE (Aerospace Connections in Education) program which is a K-5 supplementary curriculum that encourages STEM education and promotes good character traits and physical fitness, as well as, an awareness of the aerospace workforce. In 2010, Kenwood was named the National CAP ACE school of the year.

Parent involvement is evident at our school. We have a strong volunteer program whose participants work with students, assist teachers with projects, and contribute in a variety of other ways. As a result, Kenwood received the Golden School Award for three years in a row. Kenwood also received the prestigious Five Star School Award for the 2009-2010 school year. Kenwood has an active PTO which provides our teachers with funds to enhance their classrooms, while also providing our children with experiences on which to build their memories. We have a Fall Carnival, Field Days, Book Fairs, Breakfast with Santa, and many other events which offer our parents an opportunity to spend quality time with their children in their learning environment.

Kenwood earned an A+ for the 2011 and 2012 school year. As part of a high performing district and a Title I school, Kenwood will continue to work toward meeting the needs of all students. Our highly qualified teachers and classroom assistants will provide daily support for reading and math through individual and small group instruction in and out of the classroom. We believe it is important that students learn and achieve, therefore, each student will be challenged at his or her instructional level.

Kenwood Climate Information

Based on the Climate Survey from the 2011-2012 school year, a majority of Kenwood families (based on the surveys returned) have a positive opinion of our school.

Over 60% of the sampled surveyed selected “strongly agree” for the following items:

My child’s school emphasizes academic performance as the number one priority.

Our principal is an effective leader who meets the needs of our students.

The school uses a variety of methods for parent communication.

Clear expectations of conduct and behavior are communicated to my child.

My child’s school maintains a safe environment.

My child’s school treats everyone fairly, regardless of race, economic status, or other relationships.

As a parent, I feel welcome at my child’s school.

My child’s school is well maintained.

The health services provided at my child’s school support his/her wellness.

The positive feedback ascertained from these questions reflects Kenwood’s dedication to creating a safe and welcoming environment for both students and their families. Kenwood’s positive responses to these questions exceed Okaloosa County School District’s average results to these same questions.

Over 90% of the sample surveyed selected “strongly agree” or “slightly agree” for the following items:

My child’s school emphasizes academic performance as the number one priority.

Clear expectations of conduct and behavior are communicated to my child.

My child’s school maintains a safe environment.

As a parent, I feel welcome at my child’s school.

I am satisfied that my child’s teachers do a good job educating my child.

My child’s school is well maintained.

We feel the positive responses to these questions express our dedication to the paramount goal before us- educating every child! Our goal this year is to make gains in these areas by spotlighting PTO efforts and continued home/school communication through conferences, phone calls, newsletters, emails, and websites.

While the Climate Survey highlights areas of accomplishments, it also makes light of area(s) in need of continued improvement.

44% of the sample surveyed selected “strongly agree” to:

The guidance department at my child’s school provides for the educational success of my student.

This response is lower than Okaloosa County School District’s average response of 53.68% to the same question. It informs Kenwood faculty about the importance parents place on this aspect of the school community. This will be addressed through increased communication with parents.

60% of the sample surveyed selected “strongly agree” to:

Homework is used to reinforce what is taught in the classroom.

While this response parallel's Okaloosa County School District's average response of 60.03%, it reminds Kenwood faculty the importance parents place on the school/homework connection. This will be addressed through classroom newsletters and websites.

School Profile 2012- 2013

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

School Mission:

Perpetuate our commitment to educational excellence through:

- Rigorous and relevant curriculum
- Accountability
- Stakeholder relationships

Belief Statements:

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

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

Highly Qualified Status Administrators: (Title I)	Yvonne Michna, Principal	
Reading Instructors/Recruitment: (Secondary)	4 Teachers with reading certification/endorsement	2 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 74%. (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 72%. (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 77 %. (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>
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<p>FCAT NGSSS Reading Mean</p> <table border="1"> <thead> <tr> <th></th> <th>3rd</th> <th>4th</th> <th>5th</th> </tr> </thead> <tbody> <tr> <td>2009</td> <td>326</td> <td>334</td> <td>313</td> </tr> <tr> <td>2010</td> <td>322</td> <td>326</td> <td>321</td> </tr> <tr> <td>2011</td> <td>329</td> <td>333</td> <td>330</td> </tr> <tr> <td>2012*</td> <td>208</td> <td>217</td> <td>223</td> </tr> </tbody> </table> <p>*FCAT 2.0</p> <p>Grades 3-5 Scored Level 3-5 FCAT Reading NGSSS</p> <table border="1"> <thead> <tr> <th></th> <th>3rd</th> <th>4th</th> <th>5th</th> </tr> </thead> <tbody> <tr> <td>2009</td> <td>84.7%</td> <td>76.1%</td> <td>82%</td> </tr> <tr> <td>2010</td> <td>77.4%</td> <td>78.9%</td> <td>76.7%</td> </tr> <tr> <td>2011</td> <td>79.3%</td> <td>82%</td> <td>85.7%</td> </tr> <tr> <td>2012*</td> <td>72%</td> <td>70%</td> <td>73%</td> </tr> </tbody> </table> <p>*FCAT 2.0</p>		3 rd	4 th	5 th	2009	326	334	313	2010	322	326	321	2011	329	333	330	2012*	208	217	223		3 rd	4 th	5 th	2009	84.7%	76.1%	82%	2010	77.4%	78.9%	76.7%	2011	79.3%	82%	85.7%	2012*	72%	70%	73%	<p>ALL STUDENTS (TIER 1 INSTRUCTION) ADMINISTERED BY CLASSROOM TEACHER</p> <p>All students will be taught utilizing the components of the Okaloosa County's comprehensive Balanced Literacy Model during a minimum 90 minute uninterrupted block daily.</p> <p>Teachers will implement grade level appropriate curriculum guides (CCSS/NGSSS) and course descriptions (ACIM1)</p> <p>All teachers will implement the Daily 5 framework for reader's workshop. Elements of CAFÉ will become apparent by all teachers through lesson plans, anchor charts, and conferencing notebooks.(HYS1, 2)</p> <p>To aid in instructional rigor, the 5 Domains of Language and Learning (Listening, Speaking, Writing, Thinking, Reading) will be evident in planning and lesson implementation. (HYS1)</p> <p>Teachers will utilize the OCSD Curriculum and Pacing Guide during planning. Reading instruction will be delivered via flexible groupings based on a student's instructional need as determined through DEA, DRA2, or running records.(HYS1) Teachers will utilize the Professional Resource Room and other resources to deliver instruction on student's instructional level.</p> <p>Students will write daily in content area response journals. Students will receive written feedback on a regular basis (HYS2).</p>	<p>31 Classroom Teachers @ \$64,1000 = \$1,987,100.00</p> <p>Literacy Coach = \$67,900 = .50 Title II = \$33,950 .25 SAI RTI = \$16,975 .25 Title I = \$16,975</p> <p>Guidance Counselor = \$73,600</p> <p>Textbooks = \$50,000</p> <p>CAFÉ/Daily 5 Website subscription = \$483</p> <p>Title I funds for PD/book studies = \$2,898</p> <p>Discipline Plan = \$350 Honor Roll = \$300</p> <p>Title I Parent Involvement Funds = \$2,986 Webmaster = \$600/start up & \$600 /year to maintain</p> <p>Black Board</p>	<p>PDSP Focus:</p> <p>High Yield Strategies (HYS):</p> <p>HYS1: Formative Assessment Effect Size: .90</p> <p>HYS2: Feedback Effect Size: .74</p> <p>Faculty will refine their ability to provide/receive timely and appropriate instructional feedback to improve student achievement. (HYS2)</p> <p>Faculty will enhance their knowledge of the Common Core standards (TESL1.a).</p> <p>Objective/other:</p> <p>Teachers will be able to collaborate through an online Professional Development group on Edmodo to share classroom practices and build professional knowledge (ACIM5).</p> <p>As needed, Literacy Coach will assist teachers in locating instructional materials including grade appropriate complex/exemplar texts (ACIM4).</p> <p>Grade levels, with the support of Literacy Coach, will plan, review, and discuss lessons in order to increase rigor and integrate the 5 Domains. (HYS1).</p>	<ul style="list-style-type: none"> -Fall Orientation -Conferences (K-1 both semesters and 2-5 at least once a year) -Kenwood Web Page & teacher web pages will communicate curricular expectations -Kenwood Communicator -Daily planners/folders -Parent FCAT Night -Fall Open House -FCAT Explorer -Parent Teacher Organization -Honor Assemblies -School Advisory Council (SAC): A sub-committee of SAC will facilitate the transition to CCSS (Otl5) -School Marquee -Phone calls by staff -School wide positive discipline plan-Expectation Signs, Kenny Dollar reward system, positive postcards -Guidance Counselor -Connect Ed program to keep parents informed of events and special information -Literacy Night/Week -Are You Smarter Than A Kenwood Teacher?
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	3 rd	4 th	5 th																					
2009	7	5	7																					
2010	12	4	3																					
2011	9	4	6																					
2012	5	3	9																					

Students Scoring Level 2 on FCAT NGSSS

	3 rd	4 th	5 th
2009	5	10	4
2010	9	9	11
2011	9	12	4
2012	21	24	13

Grade 3 LEP FCAT NGSSS

Level	1	2	3	4	5
2009	0	0	1	0	1
2010	0	1	0	0	0
2011	0	2	1	0	0
2012	0	1	0	0	0

Grade 4 LEP FCAT NGSSS

Level	1	2	3	4	5
2009	1	1	1	0	0
2010	0	0	1	0	0
2011	0	1	0	0	0
2012	0	2	0	0	0

All teachers will display a "Data Wall" containing class data. The Data Wall will be used to create individual goals and provide feedback to students (HYS2).

Grade levels will administer weekly common cold comprehension assessments to monitor progress (HYS1).

For progress monitoring, all students will take the STAR Test monthly (HYS1). Results from this assessment may also be used for goal setting purposes (HYS2).

The Reading Committee will meet regularly to analyze and review SPP, CCSS, and/or assessments to ensure vertical alignment of skills (TAS1).

STUDENTS BELOW PROFICIENCY LEVEL (TIER 2 INSTRUCTION ADMINISTERED BY CLASSROOM TEACHER AND/OR TITLE I)

Students who are not making adequate progress as determined by the Pupil Progression Plan will be referred to the Rtl committee.

Students who are eligible for Tier 2 Instruction are, but not limited to, those scoring either a Level 1 or 2 on FCAT or Level 1 or 2 on Fall DEA will receive intensive, small group instruction from the Title I teacher, reading aides, classroom teacher, or AmeriCorp. The Rtl Committee will develop an instructional plan supported by the PMP and input from Data Team members.

Students will also have the opportunity to receive before, during, or after school tutoring in order to target specific educational needs as outlined in the PMP or

identify at risk students, and develop SMART goals for benchmark achievement (HYS1, HYS2) (TESL1.d).

Teachers will participate in at least one book study pertaining to their Individual Professional Development Plan, text complexity, CCSS, or other identified classroom need (TESL1.b). Teachers will demonstrate new learning through modeling of skills and/or mentoring others

Title I Reading Teacher = \$67,800
2.5 Title I Aides = \$54,085

SLD Teacher = \$64,100
.37 SAI
.23 Title I
.40 ESE

Staffing Specialist .45 = \$32,220

AmeriCorp .50 = \$3,550

<p>Grade 5 LEP FCAT NGSSS Level 1 2 3 4 5</p> <p>2009 NA 2010 1 1 1 1 0 2011 NA 2012 1 0 0 0 0</p> <p>2009 Gifted Students Grade 2= 3 Grade 3= 1 Grade 4= 2 Grade 5= 3</p> <p>2010 Gifted Students Grade 2= 1 Grade 3= 1 Grade 4= 2 Grade 5= 2</p> <p>2011 Gifted Students Grade 2= 2 Grade 3= 0 Grade 4= 2 Grade 5= 4</p> <p>2012 Gifted Students Grade 2= 0 Grade 3= 4 Grade 4= 2 Grade 5= 1</p>	<p>Rtl documentation. All students participating in the tutoring program will receive research-based best practices differentiated to meet their specific educational needs.</p> <p>A Summer Intensive Studies Program (SIS) will be offered to assist struggling students master reading strategies.</p> <p><u>(TIER 3 INSTRUCTION ADMINISTERED BY CLASSROOM TEACHER, TITLE I, AND/OR ESE)</u> Students eligible for Tier 3 Interventions will receive individual or small group instruction (composed of groupings of no more than 2 students) from Title I teacher, SLD teacher, or Intervention Tutor. All interventions will support Rtl identified areas of instructional need (HYS1, HYS2).</p> <p>Students receiving Tier 3 Interventions may be assigned either a peer or adult mentor.</p> <p><u>STUDENTS ABOVE PROFICIENCY LEVEL (GATE)</u> Students qualifying for the Gifted and Talented Enrichment Program (GATE) will receive additional reading instruction and participate in open-ended projects integrating technology and multiple subject areas by a certified Gifted teacher once a week.</p> <p><u>LIMITED ENGLISH PROFICIENT STUDENTS</u> Students of limited English proficiency will be placed on a PMP. They will be identified using appropriate assessments (LAS, CELLA, etc.). Students of limited English Proficiency will be provided with a bilingual dictionary in order to improve English acquisition. Kenwood's LEP Committee will provide appropriate resources and support to both students and teachers. These resources and support are, but not limited to,</p>	<p>Gifted Teacher .08 = \$5,128 Media Specialist .92 = \$57,592 </p>		
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	<p>instructional strategies, parent information, language materials, and bilingual content appropriate reading materials.</p> <p><u>ESE STUDENTS</u> Students requiring ESE resources will be identified using appropriate assessments outlined by the PPP. An ESE certified teacher will provide additional instruction when directed by student's IEP, as well as, serve as a resource for tiered interventions (as needed).</p>			
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- **The process for administering formative and summative assessments (screening, diagnostic, & progress monitoring) is identified in the Okaloosa County Pupil Progression Plan.**

School: Kenwood Elementary	School Focus: Math
District Goal:	Students shall demonstrate math proficiency at or above expected grade level.

Objective M-1	The percentage of all curriculum students who will be proficient in math as defined by the State of Florida on the Florida Comprehensive Assessment Test will be at least 68%. (District Objective: <input checked="" type="checkbox"/> +2 percentile points or <input type="checkbox"/> maintain 90-100%)
Objective M-2	The percentage of all curriculum students who will achieve FCAT adequate yearly progress in math as defined by the State of Florida on the FCAT will be at least 64%. (District Objective: <input checked="" type="checkbox"/> +2 percentile points or <input type="checkbox"/> maintain 90-100%)
Objective M-3	The percentage of students in the lowest 25% who will make learning gains in math as defined by the State of Florida on the FCAT will be at least 44 %. (District Objective: <input checked="" type="checkbox"/> + 2 percentile points or <input type="checkbox"/> maintain 90-100%)
Objective M-4 (Secondary only)	The percentage of all curriculum students who will be proficient in math as defined by the State of Florida on the Florida Algebra I End-of-Course Exams will be at least _____%. (District Objective: <input type="checkbox"/> +2 percentile points or <input type="checkbox"/> maintain 90-100%)
Objective M-5 (Secondary only)	The percentage of all curriculum students who will be proficient in math as defined by the State of Florida on the Florida Geometry End-of-Course Exams will be at least _____%. (District Objective: <input type="checkbox"/> +2 percentile points or <input type="checkbox"/> maintain 90-100%)

Target Group(s) Supporting Data (summary) – Provide 3 year historical data chart	Strategies/Innovative methods & extended learning opportunities <small>Include technology and assessment</small>	Budget	Professional Development <small>(Identify measurable teacher outcome)</small>	Communication with Parents & Customer Relations <small>(Community/Parent awareness)</small>																																								
FCAT NGSSS Math Mean <table border="1"> <tr> <td></td> <td>3rd</td> <td>4th</td> <td>5th</td> </tr> <tr> <td>2009</td> <td>368</td> <td>341</td> <td>336</td> </tr> <tr> <td>2010</td> <td>348</td> <td>338</td> <td>337</td> </tr> <tr> <td>2011</td> <td>358</td> <td>343</td> <td>346</td> </tr> <tr> <td>2012*</td> <td>210</td> <td>212</td> <td>224</td> </tr> </table> *FCAT 2.0 Grades 3-5 Scored Level 3-5 FCAT Math NGSSS <table border="1"> <tr> <td></td> <td>3rd</td> <td>4th</td> <td>5th</td> </tr> <tr> <td>2009</td> <td>89.4%</td> <td>77.6%</td> <td>65.6%</td> </tr> <tr> <td>2010</td> <td>86%</td> <td>80%</td> <td>56.7%</td> </tr> <tr> <td>2011</td> <td>88%</td> <td>78.7%</td> <td>74%</td> </tr> <tr> <td>2012*</td> <td>82%</td> <td>56%</td> <td>60%</td> </tr> </table> *FCAT 2.0		3 rd	4 th	5 th	2009	368	341	336	2010	348	338	337	2011	358	343	346	2012*	210	212	224		3 rd	4 th	5 th	2009	89.4%	77.6%	65.6%	2010	86%	80%	56.7%	2011	88%	78.7%	74%	2012*	82%	56%	60%	ALL STUDENTS (TIER 1 INSTRUCTION) ADMINISTERED BY CLASSROOM TEACHER Teachers will provide instruction based on grade appropriate curriculum guides (CCSS/NGSS) and course descriptions (ACIM1). All students will receive at least 60 minutes of math instruction daily. All teachers will implement the county adopted math basal textbook Go MATH! including its computer software. Math skills will be facilitated through a variety of resources, including, but not limited to- Go MATH! Textbook, Think Central, Problem of the Day, Daily Oral Math, and Mountain Math, Accelerated Math for 3 rd -5 th grade students, and Math Facts in a Flash for all students. Teachers will continue to utilize various computer hardware including, but not limited	Renaissance Place Math Programs = \$3,557 31 Classroom Teachers @ \$64,1000 = \$1,987,100.00 Literacy Coach = \$67,900 = .50 Title II = \$33,950 .25 SAI RTI = \$16,975 .25 Title I = \$16,975 Guidance Counselor =	PDSP Focus: High Yield Strategies (HYS): HYS1: Formative Assessment Effect Size: .90 HYS2: Feedback Effect Size: .74 Faculty will develop and analyze common formative assessments in order to differentiate instruction and provide appropriate feedback (HYS1, HYS2) (TESL1.d). Objective/other: After each DEA assessment	-Fall Orientation -Conferences (K-1 both semesters and 2-5 at least one a year) -Kenwood Web Page -Voluntarily created teacher websites which can be accessed through Kenwood website -Kenwood Communicator -Daily planners/folders -Parent FCAT Night -Honor Assemblies -Fall Open House -FCAT Explorer -Parent Teacher Organization -School Advisory Council -Parent Internet Viewer -School Marquee -Phone calls by staff
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	<p>to- Classroom Performance System (CPS), Mimios, and document readers to monitor comprehension of lessons, increase student motivation, and rigor.</p> <p>Teachers will utilize multiple resources such as literature, manipulatives, and graphic organizers in order to develop mathematical terminology and concept mastery. Teachers will incorporate problem solving strategies into their lessons. This will increase higher order thinking skills. Written responses will also be utilized to explain student thinking and problem solving skills. Teachers will provide written feedback to these responses (HYS1, HYS2).</p> <p>5th grade students will be leveled by proficiency for math instruction. This will allow for intensive interventions and enrichment.</p> <p>Grades K-2 will participate in 100th Day of School activities to develop number concepts.</p> <p>To facilitate the transition to Common Core, students will write in math journals daily (HYS1). Teachers will utilize the Standards for Mathematical Practice in developing lessons and increase rigor (TESL1.a). To further increase rigor, the 5 Domains of Language and Learning (Listening, Speaking, Writing, Thinking, Reading) will be evident in planning and lesson implementation (HYS1).</p> <p>Teachers in K-5 will participate in the ACE (Aerospace Connections in Education) program which provides cross-curricular aerospace lessons that support STEM initiatives. This program integrates math and science topics.</p> <p>AIMS materials are available to connect</p>	<p>\$73,600</p> <p>Textbooks = \$50,000</p> <p>Discipline Plan = \$350 Honor Roll = \$300</p> <p>Title I Parent Involvement Funds = \$2,986 Webmaster = \$600/start up & \$600 /year to maintain</p> <p>Black Board Connect Call Out System = \$1,085</p>	<p>period, teachers will work collaboratively to analyze data to differentiate instruction (HYS1).</p> <p>Digital Educators will present technology strategies to support math instruction (TESL1.c).</p> <p>The Media Specialist and Literacy Coach will assist teachers in identifying trade books in the library and Professional Resource Room that integrate math concepts.</p> <p>Collegial conversations between 5th grade teachers will occur to ensure students are receiving appropriate leveled instruction.</p> <p>Grade levels will plan, review, and discuss lessons in order to increase rigor and integrate the 5 Domains (HYS1).</p> <p>The CAP ACE faculty representative will support the staff in implementing CAP lessons.</p>	<p>-Guidance Counselor -Connect Ed program to keep parents informed of events and special information -Math Night -Bricks 4 Kidz after school activities connect math and science concepts</p>
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<p>Students Scoring Level 1 on FCAT NGSSS</p> <table border="1"> <thead> <tr> <th></th> <th>3rd</th> <th>4th</th> <th>5th</th> </tr> </thead> <tbody> <tr> <td>2009</td> <td>2</td> <td>3</td> <td>5</td> </tr> <tr> <td>2010</td> <td>5</td> <td>2</td> <td>5</td> </tr> <tr> <td>2011</td> <td>5</td> <td>0</td> <td>2</td> </tr> <tr> <td>2012</td> <td>2</td> <td>17</td> <td>11</td> </tr> </tbody> </table> <p>Students Scoring Level 2 on FCAT NGSSS</p> <table border="1"> <thead> <tr> <th></th> <th>3rd</th> <th>4th</th> <th>5th</th> </tr> </thead> <tbody> <tr> <td>2009</td> <td>7</td> <td>11</td> <td>16</td> </tr> <tr> <td>2010</td> <td>8</td> <td>13</td> <td>21</td> </tr> <tr> <td>2011</td> <td>6</td> <td>19</td> <td>18</td> </tr> <tr> <td>2012</td> <td>15</td> <td>25</td> <td>21</td> </tr> </tbody> </table>		3 rd	4 th	5 th	2009	2	3	5	2010	5	2	5	2011	5	0	2	2012	2	17	11		3 rd	4 th	5 th	2009	7	11	16	2010	8	13	21	2011	6	19	18	2012	15	25	21	<p>science and math concepts. AIMS lessons will increase motivation through the use of hands-on, higher order thinking skills. Sunshine Math is also available to integrate into the Comprehensive Balanced Math Model.</p> <p>The Physical Education teacher will implement Math Olympics for all students. Math concepts will be integrated into daily warm-up activities.</p> <p>ASSESSMENT</p> <p>Students will receive initial screenings in order to determine areas of remediation or acceleration. Teachers will analyze data with the support of the principal or guidance counselor (as needed) to identify best practice strategies to incorporate into the curriculum and later monitor student progress (HYS1).</p> <p>Kindergarten: DEA, Grade Level created checklist to assess basic math concepts, Kindergarten report card, STAR Math, Math Facts in a Flash</p> <p>1st-2nd Grade: DEA, Houghton-Mifflin/Harcourt Math Assessment, STAR Math, Math Facts in a Flash</p> <p>3rd Grade: DEA, End of year 2nd Grade assessment from Houghton-Mifflin/Harcourt Math Assessment, Accelerated Math, STAR Math, Math Facts in a Flash</p> <p>4th-5th Grade: DEA, STAR Math, FCAT Math, Accelerated Math, Math Facts in a Flash</p> <p>PROGRESS MONITORING</p> <p>Grade levels will review DEA data after each assessment period (HYS1).</p> <p>The Math Committee will meet regularly to</p>			<p>-Interim Progress Reports -Report Cards</p> <p>-Plan of Care/Progress Monitoring Plan conferences- each 9 weeks, as needed. Instructional strategies will be discussed with parent or guardian.</p>
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% of LEP Students Scoring Level 3-5 on FCAT NGSSS

	3 rd	4 th	5 th
2009	100%	33.3%	NA
2010	0%	100%	25%
2011	33.3%	100%	NA
2012	0%	0%	0%

of LEP Students Testing

	3 rd	4 th	5 th
2009	2	3	NA
2010	1	1	4
2011	3	1	NA
2012	1	2	1

analyze and review SPP, CCSS, and math common formative assessments to ensure vertical alignment of skills (TAS1).

STUDENTS BELOW PROFICIENCY LEVEL
(TIER 2 INSTRUCTION TO BE ADMINISTERED BY CLASSROOM TEACHER OR CLASSROOM ASSISTANT)

Before, during, and after school tutoring will be available to provide targeted instructional interventions.

Grade Levels and/or Rtl Team will analyze student data. Once identified, students scoring below proficiency will be monitored throughout the year using DEA, Houghton-Mifflin/Harcourt Math Assessments, and student grades. Students placed on Progress Monitoring Plans (PMP) will meet as requested to monitor progress and, if needed, alter interventions. Identified students will receive an additional 15 minutes of small group instruction by the classroom teacher.

A Summer Intensive Studies Program (SIS) will be offered to assist struggling students master mathematical concepts.

(TIER 3 INSTRUCTION TO BE ADMINISTERED BY CLASSROOM ASSISTANT OR ESE TEACHER)

Students eligible for Tier 3 Interventions will receive individual or small group instruction (composed of groupings of no more than 2 students) from SLD teacher or Classroom Assistant/Intervention Tutor. All interventions will support Rtl identified areas of instructional need (HYS1, HYS2).

STUDENTS ABOVE PROFICIENCY LEVEL

Students who are performing above proficiency level will be identified utilizing grade level specific assessments. These

Gifted Teacher
 .08 = \$5,128
 Media Specialist
 .92 = \$57,592

-Spanish versions of all district forms will be provided to families to inform of various school/community events
 -LEP Committee meetings will help to determine eligibility, placement, and status, as needed.

	<p>students will be monitored to ensure continued growth in higher performing areas (HYS1).</p> <p>Advanced 5th grade math classes will participate in The Stock Market Game. Students will learn to invest virtual money, “purchase” bonds, and mutual funds. Students will utilize internet-based research to learn about the companies/funds that are investment options. They will develop critical thinking skills to make analytical decisions regarding current events, social studies and math concepts.</p> <p><u>STUDENTS ABOVE PROFICIENCY LEVEL (GATE)</u></p> <p>Students will attend classes with a certified Gifted teacher once a week. The Gifted teacher will provide instruction incorporating critical thinking skills and open-ended projects while integrating math into the curriculum.</p> <p><u>LIMITED ENGLISH PROFICIENT STUDENTS</u></p> <p>Students of limited English proficiency will be placed on a PMP. They will be identified using appropriate assessments (LAS, CELLA, etc.). Students of limited English Proficiency will be provided with a bilingual dictionary in order to improve English acquisition. Kenwood’s LEP Committee will provide appropriate resources and support to both students and teachers. These resources and support are, but not limited to, instructional strategies, parent information, language materials, and bilingual content appropriate math materials.</p> <p><u>ESE STUDENTS</u></p> <p>Students requiring ESE resources will be identified using appropriate assessments outlined by PPP. An ESE certified teacher will provide additional instruction when</p>			<p>-Individual Education Plan meetings will be held annually/interims as needed </p>
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	directed by the student's IEP, as well as, serve as a resource for Tiered interventions. ESE supplements the basic curriculum by integrating Touch Math to develop number concepts.			
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- **The process for administering formative and summative assessments (screening, diagnostic, & progress monitoring) is identified in the Okaloosa County Pupil Progression Plan.**

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

Objective	The percentage of 4 th grade students scoring 4.0 and above on FCAT Writing will be at least 49%. (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>4th Grade Florida Writes Mean Score 2009= 4.1 2010= 3.7 2011= 3.7 2012= 3.2</p> <p>% of Students Scoring 3.5 or Higher 2009= 92.5% 2010= 70.6% 2011= 67.4% 2012= 47%</p>	<p><u>ALL STUDENTS (TIER 1 INSTRUCTION) ADMINISTERED BY CLASSROOM TEACHER</u> All students will receive instruction based on the Balanced Literacy Model and County Curriculum Guides. Students will be provided with numerous opportunities to write across the curriculum.</p> <p>Grade level/Writing Committee will establish exemplars of high/medium/low writing samples which will be shared across grade levels to establish consistency in writing expectations and instruction (HYS2).</p> <p>Teachers will integrate elements of Six Traits, Melissa Forney, and Lucy Calkins writing strategies into a writer's workshop cycle to motivate reluctant writers and extend talented writers. Through the use of writing conferences, teachers will create/monitor individual writing goals and provide timely feedback (HYS2).</p> <p>Students will maintain writing portfolios to track progress throughout the year. At least one writing sample per month will be placed in the portfolio.</p>	<p>Writing Supplies = \$200</p> <p>31 Classroom Teachers @ \$64,1000 = \$1,987,100.00</p> <p>Literacy Coach = \$67,900 = .50 Title II = \$33,950 .25 SAI RTI = \$16,975 .25 Title I = \$16,975</p> <p>Guidance Counselor = \$73,600</p> <p>Textbooks = \$50,000</p> <p>Discipline Plan = \$350 Honor Roll = \$300</p> <p>Title I Parent Involvement Funds = \$2,986</p>	<p>PDSP Focus: High Yield Strategies (HYS): HYS1: Formative Assessment Effect Size: .90</p> <p>HYS2: Feedback Effect Size: .74</p> <p>Faculty will refine their ability to provide/receive timely and appropriate instructional feedback to improve student achievement (HYS2).</p> <p>Faculty will enhance their knowledge of the Common Core standards (TESL1.a).</p> <p>Objective/other: Grade levels/Writing Committee will analyze content maps and CCSS Writing Exemplars in order to create quarterly grade level writing rubrics (TESL1.a).</p> <p>Literacy Coach will provide support in elements of writer's</p>	<ul style="list-style-type: none"> -Fall Orientation -Conferences (K-1 both semesters and 2-5 at least one a year) -Kenwood Web Page -Voluntarily created teacher websites which can be accessed through Kenwood website -Kenwood Communicator -Daily planners/folders -Parent FCAT Night -Honor Assemblies -Fall Open House -FCAT Explorer -Parent Teacher Organization -School Advisory Council -Parent Internet Viewer -School Marquee -Phone calls by staff -Schoolwide Positive Discipline Plan- Expectation Signs, Kenny Dollar reward system, positive postcards -Guidance Counselor -Connect Ed program to keep parents informed of events and special information -Parents will be provided with

	<p>All students will participate in the Kenwood Postal system. Students practice writing conventions and formatting a letter. This program also serves as motivation for reluctant writers.</p> <p>Students will respond to literature and informational text in order to explain their thinking and justify reasoning through the use of response journals or individual writing (HYS1, HYS2).</p> <p>In accordance with the CCSS, teachers will emphasize text dependent writing across the content areas (ACIM1).</p> <p>In accordance with the CCSS, students will conduct research and writing projects. Primary students (K-2) will participate in shared research and writing projects. Research and writing projects will be conducted at least once a semester (ACIM1).</p> <p>4th Grade writing instruction will be distributed into the following segments- write 30% to persuade, 35% to explain, and 35% to convey an experience (ACIM1).</p> <p>A Young Authors' Conference will be held to provide aspiring Kenwood writers an opportunity to meet a local author and learn new techniques. Students will also be provided the opportunity to write and publish a class book through Student Treasures.</p> <p>Students will receive instruction on keyboarding and word processing/publishing skills utilizing typing and MS Office 2007 software.</p> <p>ASSESSMENT (PROGRESS MONITORING) Kindergarten- 5th Grade: Kenwood Writes to be administered monthly (HYS1).</p>	<p>Webmaster = \$600/start up & \$600 /year to maintain</p> <p>Black Board Connect Call Out System = \$1,085</p>	<p>workshop (TESL1.f).</p> <p>Select classrooms will be utilized as demonstration classrooms for teachers to observe Writer's Workshop.</p> <p>New teachers will collaboratively score writing assignments for the first 9 weeks, then on an as needed basis. New teachers will gain an understanding of the development of student writing abilities and grading using a rubric.</p> <p>Text dependent vs. prompt dependent writing will be explored at each grade (TESL1.a).</p> <p>Grade levels will share examples of written student responses to analyze for depth of knowledge and understanding (HYS1, HYS2) (TESL1.d).</p> <p>The Literacy Coach will provide information regarding publishing a Student Treasures class book.</p> <p>Literacy Coach will assist teachers in identifying writing materials from the Professional Resource Room.</p>	<p>copies of writing rubrics and writing samples to show grade level expectations</p> <p>Interim Progress Reports -Report Cards</p> <p>-Plan of Care/Progress Monitoring Plan conferences- each 9 weeks, as needed. Instructional strategies will be discussed with parent or guardian.</p>
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	<p>(SUMMATIVE) K, 1st, 2nd, 3rd, 5th Grade: OK Writes!</p> <p>4th Grade: FCAT Writes</p> <p>Kenwood Writes scores will be documented and submitted to administration. Writing samples will also be submitted. Kenwood Writes will be placed in student's writing portfolio.</p> <p>PROGRESS MONITORING Grade levels will review writing samples at least once a month. Grade levels will create SMART goals each quarter to progress monitor and identify areas of student need (HYS1) (TAS1).</p> <p>The Writing Committee will meet regularly to analyze and review SPP, CCSS, writing samples, and/or grade level writing rubrics to ensure vertical alignment of skills (TAS1).</p> <p>In order to track student progress, teachers will maintain writing portfolios (HYS1). At least one writing sample will be placed in the portfolio each month.</p> <p>STUDENTS BELOW PROFICIENCY LEVEL (TIER 2 INSTRUCTION TO BE ADMINISTERED BY CLASSROOM TEACHER) Students who are not making adequate progress as determined by the Pupil Progression Plan will be referred to the RtI committee.</p> <p>Students will also have the opportunity to receive before, during, or after school tutoring in order to target specific educational needs as outlined in the PMP or RtI documentation. All students participating</p>		<p>Upon request, the Literacy Coach will be available to attend grade level meetings to aid in establishing and monitoring writing SMART goals (HYS1) (TESL1.d).</p>	<p>-Spanish versions of all district forms will be provided to families to inform of various school/community events -LEP Committee meetings will help to determine eligibility, placement, and status, as needed</p> <p>-Individual Education Plan meetings will be held annually/interims as needed</p>
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	<p>in the tutoring program will receive research-based best practices differentiated to meet their specific educational needs.</p> <p><u>(TIER 3 INSTRUCTION TO BE ADMINISTERED BY CLASSROOM ASSISTANT OR ESE TEACHER)</u></p> <p>Students eligible for Tier 3 Interventions will receive individual or small group instruction (composed of groupings of no more than 2 students) from Title I teacher, SLD teacher, or Intervention Tutor. All interventions will support Rtl identified areas of instructional need (HYS1, HYS2).</p> <p>Students receiving Tier 3 Interventions may be assigned either a peer or adult mentor.</p> <p><u>STUDENTS ABOVE PROFICIENCY LEVEL (GATE)</u></p> <p>Students qualifying for the Gifted and Talented Enrichment Program (GATE) will receive additional instruction and participate in open-ended projects integrating multiple subject areas by a certified Gifted teacher once a week. Writing instructional will be integrated into each GATE session.</p> <p><u>LIMITED ENGLISH PROFICIENT STUDENTS</u></p> <p>Students of limited English proficiency will be placed on a PMP. They will be identified using appropriate assessments (LAS, CELLA, etc.). Students of limited English Proficiency will be provided with a bilingual dictionary in order to improve English acquisition. Kenwood's LEP Committee will provide appropriate resources and support to both students and teachers. These resources and support are, but not limited to, instructional strategies, parent information, language materials, and bilingual content appropriate reading materials.</p> <p><u>ESE STUDENTS</u></p>	<p>Gifted Teacher .08 = \$5,128 Media Specialist .92 = \$57,592</p>		
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	Students requiring ESE resources will be identified using appropriate assessments outlined by the PPP. An ESE certified teacher will provide additional instruction when directed by student's IEP, as well as, serve as a resource for tiered interventions (as needed).			
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- **The process for administering formative and summative assessments (screening, diagnostic, & progress monitoring) is identified in the Okaloosa County Pupil Progression Plan.**

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

Objective S-1 (Grades 5, 8)	The percentage of 5 th 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 72%. (District Objective: <input checked="" type="checkbox"/> +2 percentile points or <input type="checkbox"/> maintain 90-100%)
Objective S-2 (High school only)	The percentage of all curriculum students who will be proficient in science as defined by the State of Florida on the Florida Biology End-of-Course Exams will be at least %%. (District Objective: <input type="checkbox"/> +2 percentile points or <input type="checkbox"/> maintain 90-100%)

Target Group(s) Supporting Data (summary) – Provide 3 year historical data chart	Strategies/Innovative methods & extended learning opportunities <small>Include technology and assessment</small>	Budget	Professional Development <small>(Identify measurable teacher outcome)</small>	Communication with Parents & Customer Relations <small>(Community/Parent awareness)</small>																									
<p>Mean Scale Score: 2009= 315 2010= 327 2011= 349 2012= 339</p> <p>Students scoring Level 3 or above: 2009= 42.6% 2010= 55% 2011= 66% 2012= 69%</p> <p>% of Mean Points Earned by Content Area</p> <table border="1"> <thead> <tr> <th></th> <th>PS</th> <th>ES</th> <th>LE</th> <th>ST</th> </tr> </thead> <tbody> <tr> <td>2009</td> <td>61%</td> <td>63%</td> <td>61%</td> <td>64%</td> </tr> <tr> <td>2010</td> <td>71%</td> <td>69%</td> <td>69%</td> <td>64%</td> </tr> <tr> <td>2011</td> <td>75%</td> <td>68%</td> <td>76%</td> <td>77%</td> </tr> <tr> <td>2012</td> <td>69%</td> <td>75%</td> <td>71%</td> <td>80%</td> </tr> </tbody> </table> <p>PS= Physical Science ES= Earth & Space LE= Life & Environment ST= Scientific Thinking</p>		PS	ES	LE	ST	2009	61%	63%	61%	64%	2010	71%	69%	69%	64%	2011	75%	68%	76%	77%	2012	69%	75%	71%	80%	<p>ALL STUDENTS (TIER 1 INSTRUCTION TO BE ADMINISTERED BY CLASSROOM TEACHER)</p> <p>All students will receive instruction derived from the OCSD curriculum guides and NGSSS. Students will engage in 225 minutes of weekly science instruction. Teachers will provide instruction from the science basal HM Fusions.</p> <p>Teachers in K-5 grades will utilize the ACE (Aerospace Connections in Education) program. This program provides cross-curricular aerospace lessons which support STEM (Science, Technology, Engineering, and Math) initiatives. CAP ACE lesson will be implemented each month. STEM initiatives will be further evident in 4th grade by weekly instruction of inquiry-based lessons.</p> <p>All classes will participate in a hands-on science experiment/activity twice a month.</p> <p>All grades will participate in the Kenwood Elementary School Science Exhibition. 3-5</p>	<p>Science Supplies = \$953</p> <p>31 Classroom Teachers @ \$64,1000 = \$1,987,100.00</p> <p>Literacy Coach = \$67,900 = .50 Title II = \$33,950 .25 SAI RTI = \$16,975 .25 Title I = \$16,975</p> <p>Guidance Counselor = \$73,600</p> <p>Textbooks = \$50,000</p> <p>Discipline Plan = \$350 Honor Roll = \$300</p>	<p>PDSP Focus: High Yield Strategies (HYS): HYS1: Formative Assessment Effect Size: .90</p> <p>HYS2: Feedback Effect Size: .74</p> <p>Teachers will analyze DEA (grades 3-5) scores and quarterly science assessments in order to provide feedback and differentiate instruction (HYS1, HYS2).</p> <p>Objective/other: The CAP ACE faculty representative will support the staff in implementing CAP lessons.</p>	<ul style="list-style-type: none"> -Fall Orientation -Conferences (K-1 both semesters and 2-5 at least one a year) -Kenwood Web Page -Voluntarily created teacher websites which can be accessed through Kenwood website -Kenwood Communicator -Daily planners/folders -Parent FCAT Night -Honor Assemblies -Open House -FCAT Explorer -Parent Teacher Organization -School Advisory Council -Parent Internet Viewer -School Marquee -Phone calls by staff -Schoolwide Positive Discipline Plan- signs, Kenny Dollar reward system, positive postcards -Guidance Counselor -Science Night
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2011	75%	68%	76%	77%																									
2012	69%	75%	71%	80%																									

	<p>grades will develop group and/or individual projects. K-2 grades may develop class projects.</p> <p>Daily writing across the curriculum will occur by writing about science topics through the use of science journals and reflection logs (HYS1, HYS2).</p> <p>Teachers will provide explicit instruction on science vocabulary to increase concept mastery. Graphic organizers will be utilized to extend thinking.</p> <p>Integration of literature and complex text into the curriculum will be evident by the use of trade books, leveled readers, and articles (ACIM4).</p> <p>Technology will be integrated into the science curriculum through the use of Classroom Performance System (CPS) to monitor comprehension of lessons and increase motivation.</p> <p>5th grade students will participate in the Engineers for America Program.</p> <p>4th grade students will go to the Biophilia Center to investigate earth/environmental science concepts.</p> <p>ASSESSMENT (PROGRESS MONITORING) 1st-5th Grade: District Quarterly Assessments</p> <p>3rd-5th Grade: DEA</p> <p>(SUMMATIVE) 5th Grade: FCAT Science</p> <p>PROGRESS MONITORING In order to track student progress, teachers will maintain Assessment Notebooks</p>	<p>Title I Parent Involvement Funds = \$2,986 Webmaster = \$600/start up & \$600 /year to maintain</p> <p>Black Board Connect Call Out System = \$1,085</p>	<p>The Science Committee will create a Science Resource Area.</p> <p>The Media Specialist and Literacy Coach will assist teachers in identifying trade books in the library and Professional Resource Room that integrate science concepts that can be utilized for close reading lessons (ACIM4).</p> <p>Digital Educators will share strategies to integrate technology into the curriculum (TESL1.c).</p>	<p>-Connect Ed program to keep parents informed of events and special information -Bricks for Kids after school activities connect math and science concepts -Bricks 4 Kidz will integrate Math and Science concepts</p>
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	<p>composed of student data, conferencing notes, and various other pieces of data (HYS1).</p> <p>The Science Committee will meet regularly to analyze and review SPP and CCSS to integrate within the content area, and/or assessments to ensure vertical alignment of skills (TAS1).</p> <p><u>STUDENTS BELOW PROFICIENCY LEVEL</u> Grade levels will collaborate to review assessment data for students not making adequate progress to pinpoint instructional gaps.</p> <p>Differentiated instruction via groupings, products, and materials will be used to increase student achievement.</p> <p>Students in Rtl process will receive additional instruction through use of content area reading material during the intervention process to allow for “double dipping” of content.</p> <p><u>STUDENTS ABOVE PROFICIENCY LEVEL (GATE)</u> Students qualifying for the Gifted and Talented Education Program (GATE), will receive additional instruction and participate in open-ended projects integrating multiple subject areas, including Science, by a certified Gifted teacher once a week.</p> <p><u>LIMITED ENGLISH PROFICIENT STUDENTS</u> Students of limited English proficiency will be placed on a PMP. They will be identified using appropriate assessments (LAS, CELLA, etc.). Students of limited English Proficiency will be provided with a bilingual dictionary in order to improve English acquisition. Kenwood’s LEP Committee will</p>	<p>Gifted Teacher .08 = \$5,128 Media Specialist .92 = \$57,592</p>		<p>-Interim Progress Reports -Report Cards</p> <p>-Spanish versions of all district forms will be provided to families to inform of various school/community events</p>
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	<p>provide appropriate resources and support to both students and teachers. These resources and support are, but not limited to, instructional strategies, parent information, language materials, and bilingual content appropriate reading materials.</p> <p><u>ESE STUDENTS</u> Students requiring ESE resources will be identified using appropriate assessments outlined by the PPP. An ESE certified teacher will provide additional instruction when directed by student's IEP, as well as, serve as a resource for tiered interventions (as needed).</p>			<p>-LEP Committee meetings will help to determine eligibility, placement, and status, as needed</p> <p>-Individual Education Plan meetings will be held annually/interims as needed</p>
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- **The process for administering formative and summative assessments (screening, diagnostic, & progress monitoring) is identified in the Okaloosa County Pupil Progression Plan.**

Title I Schools

School: **Kenwood Elementary**

Instruction by highly qualified teachers	Strategies to attract highly qualified teachers	Plans for assisting preschool children in the transition from early childhood programs to local elementary programs (preschool transition strategies)
<p>All teachers at Kenwood Elementary School are highly qualified. Ongoing professional development ensures teachers retain status.</p> <p>Professional Development is listed under Professional Development in the School Performance Plan and in the PDSP.</p>	<p>Application process is online.</p> <p>All new teachers are assigned a peer mentor. Teachers in their first year at Kenwood Elementary will participate in professional development in order to become proficient in the use/completion of school/district processes to include: discipline, referrals, Progress Monitoring Plans, ESE referrals, Pupil Progression Plan, technology, and RTI.</p>	<p>Incoming kindergarten students are encouraged to attend pre-k programs during the school year and the summer prior to entering kindergarten.</p> <p>Kindergarten readiness materials are provided with kindergarten registration packets.</p> <p>In April and May, preschools that feed into Kenwood Elementary are offered tours of the school and information about our programs.</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.

- *Obj. 1.2: An individualized, prescriptive educational plan will be implemented for every student not proficient in reading and math.*

Students who are not proficient according to the Pupil Progression Plan, will be placed on a Progress Monitoring Plan. These students will be monitored through grade level and Data Team meetings and, if needed, provided Rtl interventions. All interventions will be diagnostic prescriptive in order to accelerate learning.

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

- *Obj. 2.1(a)(1): Striving to meet NCLB performance goals, by 2015, 85% of students will meet the FCAT proficiency targets of Level 3 in math, reading and science, and a 4.0 in writing.*

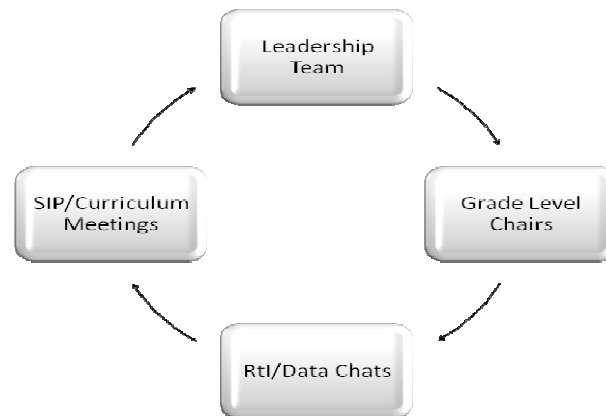
Percent of Kenwood Students Scoring Levels 3-5 on FCAT 2.0 (2012)			
	Math	Reading	Science
Third Grade	82%	72%	
Fourth Grade	56%	70%	
Fifth Grade	60%	73%	69%

Kenwood Elementary Fourth Grade FCAT Writes (2012)	
Mean Score	3.2
Percent scoring ≥3.5	47%

- *Obj. 2.1 (a)(2): By 2015, at least 73% of students on special standards will perform proficiently on the Florida Alternate Assessment (FAA).*

Spring 2012, FAA Summary Report												
Academic Area	Number of Students			Performance Level								
	Assessed	Not Assessed	No Score	1	2	3	4	5	6	7	8	9
Reading	8	0	0	0	0	0	0	0	1	0	3	4
Mathematics	8	0	0	0	0	0	0	0	1	1	4	2
Writing	2	0	0	0	0	0	0	0	0	0	1	1
Science	2	0	0	0	0	0	0	0	0	0	2	0

- *Obj. 2.2: The comprehensive assessment program for Gr. K-12 (i.e., DEA), will be annually reviewed to monitor alignment with the state’s proficiency level of 3 or above in reading and math.*



SIP/Curriculum Committees meet monthly to review information ascertained from Rtl Meetings and weekly Grade Level Data Chats to develop instructional interventions needed to increase student achievement. Strategies are then implemented and results are shared with the Leadership Team.

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

- *Obj. 3.1(b): All schools will continue to comply with state class size mandates to enhance the teaching and learning environment as required by Florida Constitutional Amendment Nine.*

Kenwood complies with state class size mandates to enhance the teaching and learning environment as required by Florida Constitution Amendment Nine by utilizing AS400 to monitor class size. FTE is also utilized to ensure state class size mandate.

- *Obj. 3.2: 100% of instructional staff will meet highly qualified standards in accordance with state and federal guidelines.*

All of Kenwood's instructional staff meet highly qualified standards in accordance with state and federal guidelines. OASIS is utilized to ensure instructional staff meets highly qualified standards. If an instructional staff member is deemed not meeting highly qualified status, parents/guardians will be notified.

- *Obj. 3.3 (a): All schools will maintain a welcoming learning environment as evidenced by a rating of 85% or higher (per school) on related survey items in the OCSD Climate Survey.*

91% of individuals completing the 2012 School Climate Survey selected "strongly agree" or "slightly agree" to the question "As a parent, I feel welcome at my child's school."

Comments from the 2012 School Climate Survey referring to the "best thing about my child's school is":

"Teacher involvement and the programs that are offered to the parents involved in their child's success."

"Faculty members that retain relationships past their grade level."

"Kenwood Elementary is very open to parents. Communication is excellent. . . . I'm also pleased with the gifted program that has expanded."

"The teacher lets me communicate with her as often as I need to regarding my son through email, phone or in person. She returns my emails even if they are on the weekends. The front desk is always very helpful and polite."

"The teachers are always willing to go above and beyond to help in any way possible! My child really enjoys going to school and enjoys her teacher this year and past years."

- *Obj. 3.3 (b): All schools will maintain a safe and orderly environment (per school) as evidenced by a rating of 85% or higher on related survey items in the OCSD Climate Survey.*

91% of individuals completing the 2012 School Climate Survey selected "strongly agree" or "slightly agree" to the question "My child's school maintains a safe environment."

Comments from the 2012 School Climate Survey referring to the "best thing about my child's school is":

"I LOVE THE LANDSCAPING, THE SCHOOL IS WELL KEPT AND IT SEEMS VERY PEACEFUL WHEN I AM VISITING THE SCHOOL."

"Location- the school feels very safe and has a nice atmosphere for learning."

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.

- *Obj. 4.1(b): Customer satisfaction in Okaloosa County schools will be maintained at 90% as measured by the annual OCSD Climate Survey.*

Kenwood Climate Survey Results	
Question	Percent of Individuals Selecting “Strongly Agree” or “Slightly Agree”
My child’s school emphasizes academic performance as the number one priority.	92%
Our principal is an effective leader who meets the needs of our students.	75%
As a parent, I am made aware of the curriculum program for my child’s grade level or course.	78%
The school uses a variety of methods for parent communication.	84%
Parent input is valued at my child’s school	84%
Clear expectations of conduct and behavior are communicated to my child.	95%
My child’s school maintains a safe environment.	91%
Homework is used to reinforce what is taught in the classroom.	82%
My child’s school treats everyone fairly, regardless of race, economic status, or other relationships.	83%
School funds are used to support the school in a financially responsible manner.	77%
As a parent, I feel welcome at my child’s school.	91%
The guidance department at my child’s school provides for the educational success of my student.	62%
I am satisfied that my child’s teachers do a good job educating my child.	91%
My child’s school is well maintained.	95%
The amount of time required for my child’s homework assignments is appropriate.	86%
The health services provided at my child’s school support his/her wellness.	81%
AVERAGE APPROVAL RATING (PERCENT)	84%

- *Obj. 4.2 (a): By 2015, the number of registered mentor and volunteers will increase by 5% each year.*

The Guidance Counselor will recruit mentors for targeted students. Teachers and Media Center Specialist currently enlist the help of volunteers. During the 2011-2012 school year, Kenwood had 320 volunteers and received the Golden School Award.

Okaloosa County School District Common Core State Standards Implementation Timeline Fall 2012

Organize to Implement (Otl)

1. Identify a Leadership Team to assist in the transition to CCSS.
2. Develop a school-level action plan describing CCSS implementation; a continuation of the summer planning.
3. Disseminate information to instructional staff to conduct gap analysis between CCSS and NGSSS.
4. Implement the district-provided needs assessment survey to determine CCSS needs with respect to the professional learning, materials, and resources.
5. Develop a Parent-School Leadership Team (including parents of ESE and ELL students) to guide in the selection of training and resources for parent educational purposes.
6. Leadership Team- Identify elements to use in monitoring process; engage in bi-annual informal meetings to reflect on CCSS transition and implementation.
7. Identify a set of teachers (a curriculum team) to obtain significant PD in CCSS instructional methodologies (e.g., instructional design activities, selecting close reads, creating instructional modules) to serve as school trainers to other staff.
8. Organize Professional Learning Communities and Lesson Study Groups for the purpose of researching instructional strategies aligned to CCSS.

Align Curricular and Instructional Materials (ACIM)

1. Teach CCSS in the classroom; teachers should have in their possession an updated course description and revised curriculum guides.
2. Examine high school course descriptions (SS, SCI, ENG, Math) to ensure alignment to CCSS; conduct gap analysis on new vs. existing standards.
3. Locate and share CCSS resources with instructional staff located on-site, online, and at the district level.
4. Locate complex text and close reading resources to implement CCSS and with fidelity.
5. Utilize web-based portals such as Edmodo to allow teachers to exchange ideas about CCSS instruction, instructional methods, and resources related to course descriptions for math, language arts, science, and social studies.
6. Select staff to participate in textbook adoption process so that curricular materials in classrooms are aligned to CCSS.

Transition Assessment System (TAS)

1. Align specific formative tools/assessments to CCSS content.
2. NOT APPLICABLE TO FALL 2012 IMPLEMENTATION

Train Educators and School Leaders (TESL)

1. Provide professional development training at the school site with a focus on:
 - a) Transition to CCSS (e.g., overview, relevancy and unpacking of standards, and instructional methodologies and strategies).
 - b) Increasing knowledge of text complexity (e.g., analyzing texts currently used in curriculum, securing supplemental texts of sufficient complexity to establish a text gradient across the school year).
 - c) Aligning instruction to CCSS through the use of multi-media.
 - d) Using formal and informal assessments to monitor student mastery of CCSS standards.
 - e) NOT APPLICABLE TO FALL 2012 IMPLEMENTATION
 - f) Relating CCSS to the EFFECTIVE rating on the teacher evaluation rubric.
2. As available, school instructional staff will attend district professional learning activities which model effective instructional strategies and methods aligned to CCSS.

Monitor and Sustain Progress (MSP)

1. Monitor progress of school-level implementation plan; communicate progress through bi-annual informational meetings.
2. Analyze end-of-semester professional development evaluation data to identify student and teacher changes based on professional development implementation.
3. NOT APPLICABLE TO FALL 2012 IMPLEMENTATION
4. NOT APPLICABLE TO FALL 2012 IMPLEMENTATION

Description: Implementation of High Yield Strategy
High Yield Strategy: (Common) Formative Assessments (HYS1)

Differentiated by Grade Level	Differentiated by Student Sub-groups	Teacher/Student Behaviors
<ul style="list-style-type: none"> Formative assessments will be emphasized through the Data Team structure. Each grade level or Data Team will create and implement Common Formative Assessments (CFA) to create specific learning outcomes based on CCSS/NGSSS. 	<ul style="list-style-type: none"> Each grade level will administer a CFA to all students on the identified group of students. The results ascertained from the CFA will be used to differentiate learning and monitor progress. 	<ul style="list-style-type: none"> Teachers will use CFAs to develop feedback strategies and plan common instructional strategies per grade level as depicted in the Data Team Cycle.
Timeline for Implementation	Accountability	Transition to CCSS
<ul style="list-style-type: none"> September- Data Teams create first CFA derived from CCSS/NGSS Data Teams will meet weekly as outlined in the Data Team Cycle depicted by the Leadership and Learning Center 	<ul style="list-style-type: none"> Data Teams will meet weekly to collaborate on common instruction strategies and develop/share CFAs 	<ul style="list-style-type: none"> Each CFA will be developed using a CCSS/NGSSS standard. This will allow teachers to unpack CCSS.
Lesson Study	Resources Required	Parental Involvement
<ul style="list-style-type: none"> PLCs will collaborate on a lesson focusing on text complexity. Using data collected from a CFA created during the Data Team Cycle, teachers will create a lesson based on an area of student need as depicted in the CFA. 	<ul style="list-style-type: none"> Professional learning opportunities Time for Data Teams to meet to create CFAs 	<ul style="list-style-type: none"> Teachers will use information ascertained from CFAs to differentiate instruction. This information will be shared with parents during parent/teacher conferences.

Description: Implementation of High Yield Strategy
High Yield Strategy: Feedback (HYS2)

Differentiated by Grade Level	Differentiated by Student Sub-groups	Teacher/Student Behaviors
<ul style="list-style-type: none"> Feedback will be evident in reading and writing conferencing Primary grades will focus primarily on teacher-student feedback, while intermediate teachers will include specific student-teacher, as well as, teacher-student feedback 	<ul style="list-style-type: none"> Feedback will be universally implemented throughout the grade levels Non-proficient students will receive intensive process feedback Accelerated students will work on providing student-student feedback based on success criteria 	<ul style="list-style-type: none"> Teachers will maintain a reading conferencing notebook. This will allow teachers to reflect on the teacher-student feedback and PLCs to collaborate on common instructional feedback based on success criteria Students should be able to verbalize specific teacher feedback
Timeline for Implementation	Accountability	Transition to CCSS
<ul style="list-style-type: none"> September- General feedback should be evident in instruction November- Evidence of specific task feedback should be evident in instruction January- Evidence of specific task and/or process feedback should be evident in instruction 	<ul style="list-style-type: none"> September- On a rotating basis, specific grade levels will bring subject area journals to faculty meetings to share specific feedback strategies. On a rotating basis, specific grade levels will submit sample journal selections containing task/process feedback. Feedback strategies should be evident in walk-throughs October- During specified faculty meetings or other professional learning gatherings, teachers will “trade and grade” journals to discuss probably feedback based on success criteria 	<ul style="list-style-type: none"> Using Common Formative Assessments, Data Teams will analyze results in order to determine the type of feedback that would be needed in order to master a specific unpacked standard
Lesson Study	Resources Required	Parental Involvement
<ul style="list-style-type: none"> PLCs will collaborate on a lesson focusing on text complexity. During the initial planning process, teachers will postulate possible task and/or process feedback required to master the lesson. Upon completion of instruction, teachers will reflect on the accuracy of feedback and collaborate to refine feedback strategies. 	<ul style="list-style-type: none"> Subject area journals Professional learning opportunities Time for PLCs to collaborate on feedback strategies 	<ul style="list-style-type: none"> During Math Night and Literacy Night, teachers will present feedback strategies utilized in the classroom setting and show parents how they can use these same strategies at home while working with their child.