



Date Submitted: September 12, 2012
Dates of Revisions:

School Name: Destin 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 \$ 0, will primarily be used for Staff development opportunities if funding becomes available.

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

- Marti Gardner
Principal
- Dana Chandler
SAC Chair

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

School Profile

2012- 2013

School Profile: Destin Elementary

School Profile:

Destin Elementary School is a public school located in the heart of a growing vacation destination known as Destin, Florida. This once small northwest panhandle school opened its doors in 1955 to an energetic fishing community that has since become an integral part of Okaloosa County. Destin's current population is rapidly expanding, with current numbers in excess of 12,000. The general makeup of this population is diverse, with many foreign language-speaking families moving into the area seeking employment in the tourism industry and the reassignment of military families. Nevertheless, the community's population continues to be predominantly comprised of average to upper socio-economic, well-educated households. *A reflection of our recent economy, approximately 34% of the student body is on the Free and Reduced Lunch Program.* The minority population of 20% consists of 1% African American, 7% Hispanic, 10% Multiracial and 2% Asian. Considering the vacation industry supporting our community's financial base, one might expect our student population to be transient in nature. On the contrary, we are able to report a relatively low mobility rate.

Destin Elementary successfully serves approximately 865 students in grades Pre-Kindergarten through fifth grade. Fifty-two certified, in-field classroom teachers provide quality instruction to meet high academic standards. Students are assessed frequently to verify levels of academic performance followed by appropriate instruction designed to move students forward at the most appropriate rate possible. Equal attention is given to the needs of high, average, and low performing students through the provision of differentiated instruction, art classes, technology classes, reading and math incentive programs, tutorial and remedial programs, advanced learning opportunities, an academically supportive child care program, and a variety of competitive student clubs. Establishing high expectations for every student and addressing individual academic needs has contributed to Destin Elementary achieving twelve A+ ratings from the State of Florida Department of Education and meeting Federal No Child Left Behind requirements. Our academic success had placed Destin Elementary among the top performing elementary school in Okaloosa County.

The following programs are provided to help students meet their individual academic needs. Exceptional Student Education (ESE) programs include Pre-Kindergarten Disabilities, Specific Learning Disabilities, (SLD) Speech and Language, and Gifted Education.

Community involvement plays a major role in the success of Destin Elementary. Faculty and staff members work to involve parents as well as other Destin residents in all that is accomplished. Community members are active in our School Advisory Council, the Parent-Teacher Organization, Parent/Community Volunteer Program, and our Mentoring Program. Their support has helped provide additional technology, facility improvements, academic incentives, resource speakers, field trips, and an abundance of classroom materials. Parents participate in expository and narrative writing lessons at the fourth grade level during parent nights. Attendance at our many stage performances, academic-related fairs, and physical education events is impressive. In fact, community members of all ages join in the fun at Destin Elementary as we welcome our annual Snowbirds to volunteer, mentor, and tutor.

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.

Positive community attitudes toward our school are reflected in the 2012 Climate Survey results.

The customer satisfaction survey receiving the highest rankings:

- As a parent, I feel welcome. 99%
- My child's school maintains a safe environment. 98%
- Clear expectations of conduct and behavior are communicated to my child. 98%
- My child's school is well maintained. 98%

The customer satisfaction survey receiving the lowest rankings:

- The guidance department at my child's school provides for the educational success of my child. 76% - increase by 4%
- The amount of time required for my child's homework assignments is appropriate. 89%
- School funds are used to support the school in a financially responsible manner. 89% - 15.5% indicated no opinion

To address the lowest component in the Climate Survey, the guidance councilor will submit information to the school website and newsletter providing information to assist parents in helpful educational tips and resources on a monthly basis.

Overall School Climate Survey = 94%

Never satisfied with status quo, Destin Elementary seeks continual improvement through data analysis of test results, through the implementation of research-based best practices in teaching, through professional development, and through active community participation. We remain committed to both the mission and vision of Destin Elementary School.

Destin Elementary 2011 School Accountably Report Grades 3 - 5

School Year	% Meeting High Standards in Reading	% Meeting High Standards in Math	% Meeting High Standards in Writing	% Meeting High Standards in Science	% Making Learning Gains in Reading	% Making Learning Gains in Math	% of Lowest 25% Making Learning Gains in Reading	% of Lowest 25% Making Learning Gains in Math	Points Earned (Sum of Previous 9 Columns)	Free & Reduce Lunch
2011 -12	77%	64%	89%	68%			73%	58%	575	
2010 -11	93	88	86	82	71	56	72	57	605	30
2009 -10	94	92	89	76	74	61	81	68	635	26

Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science.

Adequate Progress based on gains of the lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.

Students making 3 + Proficiency 2012 FCAT

Grade Level	Reading						Mathematics						Writing Essay ≥ 3.5		Writing ≥ 4.0	Science					
	2009	2010	2011	2012	2009	2010	2011	2012	2009	2010	2011	2012	2009	2010	2011	2012	2009	2010	2011	2012	
3	88	89	94	67	95	89	95	62	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	
4	92	96	91	82	95	92	87	72	93	99	85	85	NA	NA	NA	NA	NA	NA	NA	NA	
5	94	90	94	78	77	86	79	50	NA	NA	NA	NA	NA	NA	NA	63	69	82	68	68	

3rd Grade FCAT READING

Year	Students Tested	Mean DSS	Mean Score	Percentage Of Students by Achievement Level					Level 3 & above
				1	2	3	4	5	
2010	150	1570	344	3%	8%	29%	47%	14%	89%
2011	142	1570	344	2%	8%	30%	47%	13%	90%
2012	150		207	9%	25%	19%	34%	13%	67%

3rd Grade DEA Reading

Year	Students Tested	% Students at or above Proficiency	ED	ELL
2012	151	80% (121)	79% (38)	38% (3)

3rd Grade FCAT Math

Year	Students Tested	Mean DSS	Mean Score	Percentage Of Students by Achievement Level					Level 3 & above
				1	2	3	4	5	
2010	150	1593	363	4%	7%	26%	39%	25%	89%
2011	142	1566	358	1%	9%	35%	35%	20%	90%
2012	151		203	14%	24%	32%	22%	8%	62%

3rd Grade DEA Math

Year	Students Tested	% Students at or above Proficiency	ED	ELL
2012	150	79% (119)	79% (37)	

4th Grade FCAT Reading

Year	Students Tested	Mean DSS	Mean Score	Percentage Of Students by Achievement Level					Level 3 & above
				1	2	3	4	5	
2010	133	1824	361	2%	2%	27%	41%	29%	86%
2011	146	1732	345	5%	7%	26%	45%	17%	88%
2012	132		222	4%	14%	30%	37%	15%	82%

4th Grade DEA Reading

Year	Students Tested	% Students at or above Proficiency	ED	ELL
2012	136	87% (118)	83% (29)	100%

4th Grade FCAT Math

Year	Students Tested	Mean DSS	Mean Score	Percentage Of Students by Achievement Level					Level 3 & above
				1	2	3	4	5	
2010	133	1711	368	2%	7%	32%	41%	19%	92%
2011	146	1630	340	3%	14%	45%	25%	14%	84%
2012	134		221	9%	19%	32%	25%	14%	72%

4th Grade DEA Math

Year	Students Tested	% Students at or above Proficiency	ED	ELL
2012	136	68% (93)	69% (24)	

4th Grade Writing

Year	Students Tested	Mean Combine	Mean Score	1	2	3	4	5	6
2010	132	4.1	NA	1%	1%	18%	54	19%	7%
2011	146	4.1	NA	1%	1%	14%	63	16%	5%
2012	142	4.1	NA	1%	1%	14%	63%	16%	5%

5th Grade FCAT Reading

Year	Students Tested	Mean DSS	Mean Score	Percentage Of Students by Achievement Level					Level 3 & above
				1	2	3	4	5	
2010	133	1810	339	4%	6%	38%	36%	16%	90%
2011	88	1867	349	2%	3%	34%	38%	23%	94%
2012	103		230	8%	15%	27%	29%	21%	78%

5th Grade FCAT Math

Year	Students Tested	Mean DSS	Mean Score	Percentage Of Students by Achievement Level					Level 3 & above
				1	2	3	4	5	
2010	133	1795	360	2%	12%	39%	35%	12%	86%
2011	88	1774	355	3%	18%	26%	36%	16%	78%
2012	103		221	12%	38%	29%	16%	6%	50%

5th Grade FCAT Science

Year	Students Tested	Mean DSS	Mean Score	Percentage Of Students by Achievement Level					Level 3 & above
				1	2	3	4	5	
2010	132		346	2%	29%	43%	16%	10%	69%
2011	88		369	2%	19%	36%	23%	19%	78%
2012	104		352	7%	25%	40%	13%	15%	68%

Kindergarten DEA Reading

Year	Students Tested	Overall Average	Students at or Proficiency	ED	ELL
2012	164	77%	61%	35%(17)	36%(4)
Year	Students Tested	Overall Average	Students at or Proficiency	ED	ELL
2012	163	80%	82%(113)	63%(31)	73%(8)

1st Grade DEA Reading

Year	Students Tested	Overall Average	Students at or Proficiency	ED	ELL
2012	166	84%	78%	67%(38)	63%(10)
Year	Students Tested	Overall Average <td>Students at or Proficiency</td> <td>ED</td> <td>ELL</td>	Students at or Proficiency	ED	ELL
2012	166	86%	88%	61%(43)	80%(12)

2nd Grade DEA Reading

Year	Students Tested	Overall Average	Students at or Proficiency	ED	ELL
2012	171	76%	85%(146)	82%(42)	75%(3)
Year	Students Tested	Overall Average <td>Students at or Proficiency <td>ED</td> <td>ELL</td> </td>	Students at or Proficiency <td>ED</td> <td>ELL</td>	ED	ELL
2012	170	75%	80%(136)	70(35)	75%(3)

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

Highly Qualified Status Administrators: (Title I)	Principal Certification Areas: MS Ed. Leadership K-12, BS Elementary Education K-6, Library – Technology Science K-12 Assistant Principal Certification Areas: MS Ed. Leadership K-12, Mathematics 6-12, Middle Grades Integrated Curriculum 5-9
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 90% (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 86% (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 75 %. (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 <i>Include technology and assessment</i>	Budget	Professional Development <i>(Identify measurable teacher outcome)</i>	Communication with Parents & Customer Relations <i>(Community/Parent awareness)</i>
<p>*103 5th grade students tested – Current 6th</p> <p>1BD 5th Grade students did not make learning gains</p> <p>22% 5th Grade students scored < LV 3</p> <p>78% 5th Graders scored ≥LV 3</p> <p>1BD Economically Disadvantaged (ED) scored ≥ LV 3</p>	<p>ALL STUDENTS: All teachers are expected to implement research-based practices defined in curriculum documents approved in the School Board Balanced Literacy Plan</p> <p>All students will be instructed with complex text, close reads, and how to code text through Comprehensive Instructional Sequence</p> <p>All students will be instructed using higher order questions as noted in lesson plans</p> <p>Grade level common formative assessments will be developed throughout the year and analyzed to determine individual instructional needs</p>	<p>LC (Title II District Grant)</p> <p>Accelerated Reader Incentives \$500 PTO</p>	<p>PDSP Focus:</p> <p>All Staff Members</p> <ul style="list-style-type: none"> Data Team/Lesson Study - Unpacking the Standards Integration of the CCS Complex Text Training Providing Formative Feedback – Visible Learning Collaborative Lesson Planning <p>Objective/other:</p> <p>Training Opportunities will take place during Early Release or Splash Time (90 minute grade level specific training provided every five weeks)</p> <p>Data analysis of the 2012 FCAT, DEA, & Stanford 10</p>	<p>PTO developed email data base sent monthly with pertinent school information</p> <p>Parent communication via:</p> <ul style="list-style-type: none"> Teacher & School website Grade level specific parent meeting Grades 2-5 student planners Conferences Connect Ed Phone System Work Samples PMP/IEP-Star Phone Calls <p>Parent training in the usage of</p> <ul style="list-style-type: none"> Online Think Central resources FCAT writing Implementation of CCS <p>Provide information to all parents explaining the PPP, proficiency requirements and</p>
<p>*134 4th grade students tested - Current 5th</p> <p>1BD 4th Grade students did not make learning gains on FCAT 2012</p> <p>18% 4th Grade students scored < LV 3</p>	<p>The media specialist will provide AR training to all teachers to ensure accurate usage</p> <p>The media specialist will provide monthly book reviews, book choices and/or informational resource skills through ITV or class instruction</p>	<p>Media Specialist \$64,000 Discretionary</p>		

<p>*82% scored \geq LV 3</p> <p>TBD Current 4th grade (ED)</p> <p><i>Area of Focus:</i> <i>Literary Analysis</i></p>	<p>All teachers will utilize elements of the Danielson model in planning and delivering instruction.</p> <p>100% of teachers will use DEA data to create and implement DEA probes.</p> <p>All teachers will participate in data / lesson study</p> <p>Emphasis will be placed on strategies to strengthen weakest areas as evidence by the 2012 FCAT or DEA.</p> <p>Teachers will daily administer formative assessments in order to implement differentiated instruction to flexible groups that integrates the instructional approaches of the OCSD Balanced Literacy Plan</p>	<p>results will be reviewed during bi-monthly grade-level meetings as a means of identifying instructional areas needing improvement. These findings and subsequent discussion, as evidenced in Learning Community Logs and administrative walk-throughs, will determine the focus of both grade-level professional development and strategic teaching plans to improve student performance.</p> <p>100% of teachers will receive training on DEA cut scores.</p> <p>First Grade teachers will receive training on implementation of the Common Core Standards.</p> <p>Teachers will model acceptable responses and provide students with explicit instruction in both specific content-related words and concepts with strategies that help them to learn words independently to improve vocabulary development.</p> <p>New instructional teachers will participate in training in the use of Accelerated Reading, STAR, DEA, PMP, IEP, PPP, and IPDP.</p> <p>All teachers will receive training on Comprehensive Instructional Strategy (CIS), Close Reads, and how to identify and instruct with complex text.</p>	<p>FCAT / DEA guidelines</p> <p>An online School Climate Survey will be provided for DES families during the second semester of school</p> <p>The survey will seek input as well as measure the level of customer satisfaction. Survey results will be communicated to all community stakeholders and will be used by SAC members to assist in developing/revising the Destin Elementary School SPP.</p> <p>Students in grades 2-5 will receive DES Planners to record daily assignments, homework, and future test in order to enhance home/school communication.</p> <p>Semester parent meeting for ELL parents.</p>
<p>*151 3rd grade students tested - Current 4th</p> <p>*33% 3rd grade students scored \leq LV 2</p> <p>*67% scored \geq LV 3</p> <p>TBD Current 3rd grade ED</p> <p>TBD ELL scored \geq LV 3</p> <p>*25 Students did not make learning gains on exit DEA</p> <p>See DEA Data charts above</p> <p><i>Area of Focus:</i> <i>Reading Application</i></p>	<p>Instruct students in small <i>guided reading</i> groups; provide materials/resources/ mini-lessons appropriate to the instructional level of students</p> <p>All students will receive extensive instruction in answering open-response questions in reading as needed according to CCSS or NGSS</p> <p>Classroom libraries will be leveled by AR and Lexia levels to include a variety of genres across the curriculum.</p> <p>Teachers will schedule one-on-one conferences with parents and students to guide student progress through specific, personal feedback documented on Parent Conference form</p> <p>Staff members will monitor students on an IEP, LEP, PMP, 504 and Levels 1 & 2 (DEA and/or FCAT) bi-monthly to modify strategies and discuss student progress.</p> <p>DEA will be administered three times a year to grades K-5 as a means of monitoring</p>	<p>100% of teachers will receive training on DEA cut scores.</p> <p>First Grade teachers will receive training on implementation of the Common Core Standards.</p> <p>Teachers will model acceptable responses and provide students with explicit instruction in both specific content-related words and concepts with strategies that help them to learn words independently to improve vocabulary development.</p> <p>New instructional teachers will participate in training in the use of Accelerated Reading, STAR, DEA, PMP, IEP, PPP, and IPDP.</p> <p>All teachers will receive training on Comprehensive Instructional Strategy (CIS), Close Reads, and how to identify and instruct with complex text.</p>	<p>FCAT / DEA guidelines</p> <p>An online School Climate Survey will be provided for DES families during the second semester of school</p> <p>The survey will seek input as well as measure the level of customer satisfaction. Survey results will be communicated to all community stakeholders and will be used by SAC members to assist in developing/revising the Destin Elementary School SPP.</p> <p>Students in grades 2-5 will receive DES Planners to record daily assignments, homework, and future test in order to enhance home/school communication.</p> <p>Semester parent meeting for ELL parents.</p>
<p>*171 2nd grade students tested exit DEA Current 3rd</p> <p>*85% Scored at or above proficiency = (146) students</p> <p>*82% ED students scored proficient = (42) students</p> <p>*75% ELL students scored proficient = (3) students</p> <p>*21 Students did not make learning gains on exit DEA</p>	<p>All students will receive extensive instruction in answering open-response questions in reading as needed according to CCSS or NGSS</p> <p>Classroom libraries will be leveled by AR and Lexia levels to include a variety of genres across the curriculum.</p> <p>Teachers will schedule one-on-one conferences with parents and students to guide student progress through specific, personal feedback documented on Parent Conference form</p> <p>Staff members will monitor students on an IEP, LEP, PMP, 504 and Levels 1 & 2 (DEA and/or FCAT) bi-monthly to modify strategies and discuss student progress.</p> <p>DEA will be administered three times a year to grades K-5 as a means of monitoring</p>	<p>100% of teachers will receive training on DEA cut scores.</p> <p>First Grade teachers will receive training on implementation of the Common Core Standards.</p> <p>Teachers will model acceptable responses and provide students with explicit instruction in both specific content-related words and concepts with strategies that help them to learn words independently to improve vocabulary development.</p> <p>New instructional teachers will participate in training in the use of Accelerated Reading, STAR, DEA, PMP, IEP, PPP, and IPDP.</p> <p>All teachers will receive training on Comprehensive Instructional Strategy (CIS), Close Reads, and how to identify and instruct with complex text.</p>	<p>FCAT / DEA guidelines</p> <p>An online School Climate Survey will be provided for DES families during the second semester of school</p> <p>The survey will seek input as well as measure the level of customer satisfaction. Survey results will be communicated to all community stakeholders and will be used by SAC members to assist in developing/revising the Destin Elementary School SPP.</p> <p>Students in grades 2-5 will receive DES Planners to record daily assignments, homework, and future test in order to enhance home/school communication.</p> <p>Semester parent meeting for ELL parents.</p>

<p>Areas of Focus: Information & Application</p> <p>166 1st grade students tested exit DEA Current 2nd</p> <p>78% Scored at or above proficiency = (130) students</p> <p>67% ED students scored proficient = (38) students</p> <p>63% ELL students scored proficient = (10) students</p> <p>21 Students did not make learning gains on exit DEA</p> <p>Area of Focus: Main Idea & Language Strategies</p>	<p>student growth, generating prescriptive strategy development/ implementation, and determining appropriate instructional groups for differentiating instruction.</p> <p>All teachers will read aloud daily different genres across all content areas</p> <p>Kindergarten and first grade teachers will base curriculum objectives on the Common Core Standards.</p> <p>Lexile scores will be determined and acknowledged for instruction in content areas for grades K – 5. The instruction will be aligned to the CCS expectations.</p> <p>Continue looping model and departmentalizing across all grade levels.</p> <p>Classroom teachers will set individual AFR goals and monitor students weekly to ensure 85% accuracy is maintained with independent reading practice.</p> <p>Provide creative learning opportunities through technology, music, art, & physical education to reinforce the NGSSS and CCS</p> <p>Provide adequate teaching of test-taking strategies to assure students are familiar with the testing format used in FCAT.</p>	<p>9 Retained Students</p> <p>Kindergarten = 6</p> <p>1st grade = 1 / AP = 3</p> <p>2nd grade = 2 / AP = 4</p> <p>3rd grade = 5 / AP = 5 / GP = 8</p> <p>4th grade = 0</p> <p>5th grade = 3 / AP = 1</p> <p>0 students twice retained</p> <p>Students who scored Level 1 in reading on the 2011 FCAT NGSSS or 2012 exit DEA</p>	<p>student growth, generating prescriptive strategy development/ implementation, and determining appropriate instructional groups for differentiating instruction.</p> <p>All teachers will read aloud daily different genres across all content areas</p> <p>Kindergarten and first grade teachers will base curriculum objectives on the Common Core Standards.</p> <p>Lexile scores will be determined and acknowledged for instruction in content areas for grades K – 5. The instruction will be aligned to the CCS expectations.</p> <p>Continue looping model and departmentalizing across all grade levels.</p> <p>Classroom teachers will set individual AFR goals and monitor students weekly to ensure 85% accuracy is maintained with independent reading practice.</p> <p>Provide creative learning opportunities through technology, music, art, & physical education to reinforce the NGSSS and CCS</p> <p>Provide adequate teaching of test-taking strategies to assure students are familiar with the testing format used in FCAT.</p> <p>STUDENTS BELOW PROFICIENCY:</p> <p>Bi-monthly grade level support for students identified by their IEP or LEP will be provided by a resource teacher, speech therapist or ELL assistant to review assessments, share best practices and monitor student progress</p> <p>Students scoring below proficiency on FCAT and/or DEA will receive remediation instruction from their classroom teacher, mentors, and/or volunteers.</p> <p>All Good Cause, Administrative Promotions,</p>
<p>2.5 hr teacher</p>	<p>Resource Teacher - 52% Project 48% Discretionary</p> <p>2 Interpreters Project 4110</p>	<p>100% of teachers will participate in RtI training and implementation.</p> <p>RtI committee will assist grade levels in developing and monitoring RtI plans</p> <p>As data analysis indicates, CRTs, ESET, ESOLT, GET, & RTs will continue to receive training from the LC in the following reading strategies for deepening comprehension:</p> <ul style="list-style-type: none"> Visualizing/Inferring, Determining Importance, Summarizing, & Synthesizing. <p>All grade levels will meet weekly to plan instruction following the updated OCSD Curriculum Pacing Guide, the NGSSS and the CCS. They will also discuss student performance and share best practices. Minutes will be submitted to the principal.</p> <p>Lesson Study assistance will be provided by the LC.</p> <p>Volunteer Tutors will receive remedial reading instruction training by the classroom teacher, Literacy Coach and/or ESE teacher.</p> <p>Provide training for teachers new to our district that focuses</p>	<p>All teachers will be introduced to CCS 2nd – 5th grade teachers will begin to transition from NGSSS to CCS</p>

<p>Current Grade</p> <table border="1"> <tr><td>5</td><td>1st Grade</td></tr> <tr><td>20</td><td>2nd Grade</td></tr> <tr><td>3</td><td>3rd Grade</td></tr> <tr><td>2</td><td>4th Grade</td></tr> <tr><td>5</td><td>5th Grade</td></tr> </table>	5	1 st Grade	20	2 nd Grade	3	3 rd Grade	2	4 th Grade	5	5 th Grade	<p>and retained students will receive both individual & small group instruction from the classroom teacher based on the progress monitoring section of the student's PMP and/or IEP.</p> <p>RTI Team will meet weekly to monitor and ensure the use of best strategies for students performing below grade level</p>	<p>assistant – Discretionary</p>	<p>on the literacy components outlined in the OCSD Balanced Literacy Overview.</p> <p>All instructional staff members will receive CRISS training over the next 2 years.</p>	<p>PK-D --Parents will be offered literacy training given by ESE Prek teacher</p> <p>PK-D --Reading and Math literacy packets will be sent home to encourage parental involvement and at home reading.</p> <p>PK-D-- Provide Parents with a letter explaining what their children will be doing and inviting parents to join the visit.</p> <p>PK-D Provide parents of children going into K in SY 2012-13 with:</p> <ul style="list-style-type: none"> * Information about what children going into K will be expected to do in a general education setting in each of the developmental areas. * Information about alternative placement for children needing more support than general ed kindergarten.
5	1 st Grade													
20	2 nd Grade													
3	3 rd Grade													
2	4 th Grade													
5	5 th Grade													
<p>Students identified as gifted 2012 – 13 school year as of September, 2012</p> <table border="1"> <tr><td>1st =</td></tr> <tr><td>2nd =</td></tr> <tr><td>3rd =</td></tr> <tr><td>4th =</td></tr> <tr><td>5th =</td></tr> <tr><td>Total</td></tr> </table> <p>(A change of 20 from last year)</p>	1 st =	2 nd =	3 rd =	4 th =	5 th =	Total	<p>STUDENTS PERFORMING ABOVE GRADE LEVEL:</p> <p>Implement grade level specific enrichment strategies for students reading above grade level as indicated by FCAT, DEA, FAIR & STAR assessments. (Reader's Theater, Literature circles, novel-based instruction</p> <p>Academic Mobility coupled with flexible grouping will be utilized throughout the year to provide enrichment opportunities to high achieving students.</p> <p>Students identified as Gifted and/or Talented will be provided rigorous and academically challenging reading, science, and mathematics instruction by a Gifted or Classroom Teacher</p>	<p>100% Gifted Teacher – Project</p>						
1 st =														
2 nd =														
3 rd =														
4 th =														
5 th =														
Total														
<p>See Data in Charts above</p>	<p>ELL STUDENTS:</p> <p>Identified students will receive weekly services</p> <p>Bi-Lingual Leap Pads will be sent home for student and parent use to help reinforce the strategies being taught in the classroom.</p>	<p>2 Interpreters Project 4110</p>												
<p>* 8 Students enrolled in Pre-Kindergarten Disabilities</p> <p>* 4 Students transitioned into DES kindergarten classes</p>	<p>PK-D Classes</p> <p>PK-D - Instruct students in vocabulary development through using picture/story books at home and school</p> <p>Students will visit kindergarten classes during April.</p>													

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

School: Destin 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 88% . (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 86% . (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 75% . (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 <i>Include technology and assessment</i>	Budget	Professional Development <i>(Identify measurable teacher outcome)</i>	Communication with Parents & Customer Relations <i>(Community/Parent awareness)</i>
103 5th grade students Tested – Current 6th	ALL STUDENTS: All teachers are expected to implement research-based practices defined in curriculum documents approved the OCCSD School Board Comprehensive Math Model Students in grades 2 – 5 will record daily in their planners. All students will be instructed using higher order questions as noted in lesson plans.	\$66,400 Literacy Coach Project 4125 & Discretionary Substitutes for Lesson Study SAC & District Funding	PDSP Focus: <ul style="list-style-type: none"> Data Team/lesson Study - Unpacking the Standards Integration of the CCS Complex Text Training Providing Formative Feedback – Visible Learning Collaborative Lesson Planning Training Opportunities will take place during Early Release or Splash Time (90 minute grade level specific training provided every five weeks)	PTO developed email data base sent monthly with pertinent school information Parent communication via: <ul style="list-style-type: none"> Teacher & School website Grade level specific parent meeting Grades 2-5 student planners Conferences Connect Ed Phone System Work Samples PMP/IEP-Star Phone Calls Parent training will be provided to train parents in the use of: On-line Think Central Implementation of CCS
37 5th grade students did not make learning gains on 2012 FCAT				
50% Scored ≤ LV 2 50% Scored ≥ LV 3				
TBD% ED scored LV ≥ 3	All students will receive extensive instruction in answering open-response questions in math.			
9% SLD scored ≥ LV 3	Teachers will model acceptable responses and provide students both with explicit instruction in specific content-related words and concepts with strategies that help them to learn words independently			
37 4th grade students did not make learning gains on 2012 FCAT	Provide students with instruction on how to locate and provide evidence of answers within text/resource content		Objective/other: All grade levels will meet weekly to plan instruction following the updated OCCSD Math Comprehensive Model	
28% Scored ≤ LV 2 72% Scored ≥ LV 3	Kindergarten and first grade teachers will base curriculum objectives on the Common Core Standards		Data analysis of the 2012 DEA & FCAT results will be reviewed during bi-monthly	Students in grades 2-5 will receive DES Planners, homework, and future test in order to enhance home/school communication.
151 3rd grade students tested - Current 4th graders				
62% students scored				

<p>> LV 3 on Spring 2012 math FCAT</p> <p>38% students scored < level 2 on Spring 2012 math FCAT</p> <p>170 2nd grade students tested exit DEA Current 3rd</p> <p>136 (80%) students scored > LV 3 on Spring 2012 math DEA</p> <p>34 (20%) students scored < level 2 on Spring 2012 math DEA</p> <p>ED students scored proficient = (38) students</p> <p>ELL students scored proficient = (10) students</p> <p>18 Students did not make learning gains on exit DEA</p> <hr/> <p>162 1st grade students tested exit DEA Current 2nd</p> <p>143 (88%) students scored > LV 3 on Spring 2012 math DEA</p> <p>19 (12%) Students scored < LV 2 on Spring 2012 math DEA</p> <p>ED Students scored proficient = (38) students</p>	<p>Continue looping model and implement departmentalizing across K, 1st, and 2nd grade specific classes</p> <p>Expand leveled and departmentalized instruction in grades K - 5</p> <p>Incorporate on-going spiral review using formative assessment daily</p> <p>Create a language rich math classroom (vocabulary, terms, answers, explanations)</p> <p>Students in grades K-5 will take entry, midyear, and exit assessments using DEA as a means of monitoring student growth, generating prescriptive strategy development/ implementation, and determining appropriate instructional groups for Differentiating Instruction.</p> <p>Mathematics instruction will include:</p> <ul style="list-style-type: none"> • problem solving • math facts fluency • use of critical thinking strategies • extended response to questions including justification of answers • differentiated instruction • hands on activities/stations • large and small group instruction <p>All students will use station activities developed at each grade level to practice math concepts based on differentiated instruction.</p> <p>Utilize Accelerated Math for Grades 2 – 5</p> <p>Provide adequate teaching of test-taking strategies to assure students are familiar with the testing format used in FCAT.</p> <p>Students' performance data will be analyzed each week in order to implement differentiated instructional strategies to</p>		<p>grade-level meetings as a means of identifying instructional areas needing improvement. These findings and subsequent discussion as evidenced in Community Learning Logs and administrative walk-through, will determine the focus of both grade-level professional development and strategic teaching plans to improve student performance.</p> <p>All teachers will participate in analyzing DEA data and planning for instruction.</p> <p>100% of teachers will use DEA data to create and implement DEA probes.</p> <p>Teachers participating in district professional development opportunities will present at Take and Talk Thursdays</p> <p>Teachers will receive training on how to utilize Think Central's ability to differentiate assignments for students.</p> <p>First grade teachers will receive training on how to implement the Common Core Standards</p> <p>100% of teachers will participate in ongoing RTI training using the</p> <p>RTI committee will assist grade levels in developing and</p>	<p>Bi-Monthly communication will be sent home for students scoring</p>
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<p>* ELL Students scored proficient = (10) students</p> <p>* 18 Students did not make learning gains on exit DEA</p>	<p>flexible student groups.</p> <p>Math assessment will consist of at least 50% problem solving questions.</p> <p>Student engagement enhanced through the integration of technology (e.g. data projector, Mimio, iPad, hand held electronics, portable computer lab.)</p> <p>Student's data will be maintained in an Assessment Data Notebook in order to monitor student achievement, plan effective instruction, and communicate with parents.</p> <p>Provide creative learning opportunities through technology, music, art, media, & physical education to reinforce the NGSSES and CCS's taught during mathematics instruction.</p> <p>Grades 2 & 3 Math teachers will participate in MFAS</p>	<p>STUDENTS PERFORMING BELOW PROFICIENCY:</p> <p>Provide identified at-risk students with individualized before and after-school tutoring services using supplemental curriculum materials.</p> <p>All Good Cause promotions and retained students will receive both individual & small group instruction from the classroom teacher.</p> <p>Additional support will be provided by an ELL or SLD teacher at least 3 times weekly.</p> <p>RTI Team will meet weekly to ensure use of best strategies for students performing below grade level</p> <p>Teachers will use DEA data to create and implement DEA probes of Level 1 students in grades 2 - 5</p>	<p>monitoring RTI</p> <p>A Primary and Intermediate math coach will assist grade levels to develop lessons to enhance mastery of the lowest areas identified on DEA and FCAT</p> <p>The math committee will meet monthly to disseminate district information from meetings / trainings and monitor student progress</p> <p>2nd & 3rd grade teachers will participate in the MFAS lesson study</p>
<p>STUDENTS PERFORMING ABOVE PROFICIENCY:</p> <p>Implement grade level specific enrichment strategies for students reading above grade level as indicated by FCAT, DEA, FAIR & STAR</p>	<p>STUDENTS PERFORMING ABOVE PROFICIENCY:</p> <p>Implement grade level specific enrichment strategies for students reading above grade level as indicated by FCAT, DEA, FAIR & STAR</p>	<p>\$64,400 ESE Teacher & Discretionary</p> <p>Before/After School tutoring Principals Discretionary</p> <p>\$ POC Tutoring Project</p>	<p>\$64,400 Gifted Teacher Project</p>

<p>assessments.</p>	<p>Flexible grouping will be utilized throughout the year to provide enrichment and acceleration opportunities to high achieving students.</p> <p>Students identified as Gifted and/or Talented will be provided rigorous and academically challenging reading, science, and mathematics instruction by the Gifted or Classroom Teacher</p> <p>Investigate implementing a 4th & 5th grade Academic Team</p> <p>ELL STUDENTS: 65 identified students will receive weekly services from our two interpreters. 18 students are being monitored and are on the two year exit plan. Bi-Lingual Leap Pads will be sent home for student and parent use to help reinforce the strategies being taught in the classroom.</p> <p><u>PK-D -- Provide instruction in beginning math concepts through thematic units, literacy and hand on activities</u></p>	<p>2 ELL Interpreters Project 4011</p>		
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School: Destin 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 99% (District Objective: <input type="checkbox"/> +2 percentile points or <input checked="" 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>132 4th grade students tested</p> <p>4.1 Narrative Writing FCAT 12</p> <p>140 4th grade students scored \geq LV 3.0 99% Scored \geq LV 3.0</p> <p>120 4th grade students scored \geq LV 4.0 95% Scored \geq LV 4.0</p> <p>2 4th grade students scored < LV 3.0</p> <p>9 4th grade ELL students scored 100% \geq LV 3.0 96% scored \geq LV 4.0</p>	<p>All Students: Provide students with instruction on how to locate and provide evidence of answers within text/resource content.</p> <p>Write Score will be utilized in grades 2, 3 & 4 to monitor student progress and guide instruction.</p> <p>Using FL writing rubric, train students in grades 3, 4 & 5 how to peer scoring & self score</p> <p>Use OCSD Pacing Guide and quarterly checklists to bridge instruction for grade level expectations.</p> <p>kindergarten & 1st grade teachers will implement CCS</p> <p>Incorporate on-going cumulative review into instruction every day</p> <p>Integrate technology through usage of data projector and Mimio.</p> <p>K-5th students will participate in one scored prompt writing exercise each 9 weeks using a grade-level generated prompt that is simultaneously administered within each grade-level. The first of these exercises will serve as an entry-level assessment. The third prompt writing exercise will be Okaloosa Writes for grades K-3 & 5 and Florida Writes for grade 4.</p> <p>Quarterly scored prompt writings will be recorded using school-wide created writing rubric, and FL Writes Rubric. Prompts will be recorded and housed in school wide Student Writing Portfolio</p>	<p>Write Score Program \$3400 Principals Discretionary</p> <p>\$65,500 Literacy Coach Project 4125 & Discretionary</p> <p>POC - Project</p> <p>\$64,400 Gifted Teacher Project 4001</p>	<p>PDSP Focus:</p> <ul style="list-style-type: none"> Data Team/Lesson Study Unpacking the Standards Writing Across Content Areas Complex Text Training Providing Formative Feedback – Visible Learning Collaborative Lesson Planning Visible Learning - Feedback <p>Objective/other: Training Opportunities will take place during Early Release or Splash Time (90 minute grade level specific training provided every five weeks)</p> <p>Objective/other: All new K-5 faculty members responsible for teaching writing will participate in explicit PD in writing instruction evidenced by submitted lesson plans and monitored by the Principal.</p>	<p>PTO developed email data base sent monthly with pertinent school information</p> <p>Parent communication via: * Teacher & School website * Grade level specific parent meeting * Grades 2-5 student planners * Conferences * Connect Ed Phone System * Work Samples * PMP/IEP-Star * Phone Calls</p> <p>Parent training in the usage of</p> <ul style="list-style-type: none"> Think Central online resources FCAT writing ELL support <p>Provide information to all parents explaining the PPP, proficiency requirements and FCAT / DEA guidelines</p> <p>Parents participate in expository and narrative writing lessons at the 4th grade writing level during parent nights</p>	

<p>Exemplars from FLDOE will be utilized to meet the CCSS expectations to meet the Writing standards for each grade.</p>		<p>Newly hired CRTs, ESETs, ESOLTs, & GETs will be offered training on the scoring of prompt writing using the Florida Writes Writing Rubric. (LC &/or designated "resident Experts"). All grade levels will meet weekly to plan instruction following the OCSD Curriculum and Pacing Guide.</p>	<p>An online School Climate Survey will be provided for DES families during the second semester of school</p> <p>The survey will seek input as well as measure the level of customer satisfaction. Survey results will be communicated to all community stakeholders and will be used by SAC members to assist in developing/revising the Destin Elementary School SPP.</p>
<p>All K-3rd and 5th grade student writings will be scored using the 4 traits identified in the FL Writing Rubric and the DES created rubric.</p> <p>Writing Workshop and its components, as defined in the OCSD Balanced Literacy Model Overview, will be implemented within a print-rich environment at all grade-levels.</p>		<p>Weekly grade level meetings will discuss student performance and share best practices. Minutes will be submitted to the principal.</p> <p>K-2 Teachers will receive training on using the DES K-2 writing rubric.</p>	<p>Students in grades 2-5 will receive DES Planners to record daily assignments, homework, and future test in order to enhance home/school communication.</p>
<p>Students will participate daily in Writing Workshop for the following amounts of time: 30-45 minutes for K-2nd and 45-70 minutes for 3rd-5th. A balanced approach to teaching both expository and narrative writing will be included in student writing instruction for grades 3rd-5th</p> <p>All K-5 teachers will use school-wide common vocabulary during Writing Workshop instruction. Traits instruction will include the use of focus, organization, elaboration, & conventions.</p> <p>Teacher instruction to will include the use of: mini-lessons, modeling, drafting, revising, and editing published pieces, conferring, Writers Notebook, and share time.</p>		<p>Interested teachers participate in morning book studies</p> <p>1st, 2nd & 3rd teachers will swap writing prompts each nine weeks to holistically score</p> <p>Digital Educators will present technology resources to support writing instruction during faculty meetings, Teach & Take Thursdays and Early Release days.</p>	<p>Students in grades 2-5 will receive DES Planners to record daily assignments, homework, and future test in order to enhance home/school communication.</p>
<p>Students will receive explicit instruction in "writing across the curriculum" from classroom teacher and literacy coach.</p> <p>Provide appropriate intervention using weekly student conferencing strategies during Writer's Workshop to ensure individual student achieves AYP.</p> <p>Technology Classes focusing on writing will be offered to 4th & 5th grade classes taught by Gifted Teacher</p>		<p>All staff members will be CRISS trained in the next two years.</p>	<p>Semester parent meeting for ELL parents.</p>
<p>Exiting grade-level writing expectations are as follows: K: LV 1 1st: LV 2 2nd: LV 3 3rd: LV 4 4th & 5th: LV 4 +</p>			

	<p>Provide creative learning opportunities through technology, music, art, & physical education to reinforce the SSS & GLE concepts taught during Writing Workshop.</p> <p>Two times per year, all 4th grade students will participate in Author Shares with grade-level peers from other classrooms to review writings and discuss various writing techniques.</p> <p>Writing Buddies (5th, 3rd, 4th, 1st, 2nd, K). Twice a month, writing buddies will meet to share, edit, and/or support writing instruction.</p> <p>Gifted / Talented students will extend their writing experiences and knowledge through gifted curriculum to create a project to include technology.</p> <p>ELL STUDENTS: 55 identified students will receive weekly services from our two interpreters. 25 students are being monitored and are on the two year exit plan.</p> <p>Bi-Lingual Leap Pads will be sent home for student and parent use to help reinforce the strategies being taught in the classroom.</p> <hr/> <p>PK-D -- Assist student in developing age appropriate handwriting skills using <u>HANDWRITING WITHOUT TEARS</u> handwriting curriculum and materials.</p>	<p>2 Interpreters Project 4110</p> <hr/> <p>PK-D \$150 Textbook Funding</p>	<p>PK-D-- Familiarize self with teacher's manual for various level of handwriting.</p>	
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School: Destin Elementary	School Focus: Science
District Goal: Students shall demonstrate science proficiency at or above expected grade level.	

Objective S-1 (Grades 5, 8)	The percentage of 5 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 78%. (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 <i>Include technology and assessment</i>	Budget	Professional Development <i>(Identify measurable teacher outcome)</i>	Communication with Parents & Customer Relations <i>(Community/Parent awareness)</i>
104 5th Grade Students Tested FCAT 2012 *92% Students scored < 2 *68% Students scored > 3 Current 5th Grade Students *92% (125) scored at or above proficiency on the 2012 DEA exit exam *94% (33) ED students scored proficient 100% (1) ELL scored proficient Content areas of focus: <u>Earth & Space Science</u> <u>Physical Science</u> Current 4th Grade Students *79% (119) scored at or above proficiency on 2012 DEA exit exam 79% (38) ED students scored proficient 38% (3) scored proficient	All Students: Will be instructed using higher order questions as noted in lesson plan book All students will receive extensive instruction in answering open-response questions in science. Teachers will model acceptable responses and provide students both with explicit instruction in specific content-related words and concepts with strategies that help them to learn words independently. Students in grades 3-5 will take entry, midyear, and exit Science assessments using DEA as a means of monitoring student growth, generating prescriptive strategy development / implementation and determining appropriate instructional groups for differentiating instruction Lexile scores will be determined and monitored for instruction in content areas for grades 1 – 5 Students will maintain a Science journal to keep vocabulary words and experiments conducted in class Provide adequate teaching of test-taking strategies to assure students are familiar with the testing format used in FCAT. Increase opportunities for students to engage in more abstract reasoning, planning, analysis, judgment, and creative thought.	\$65,500 Literacy Coach 50% Project 50% Discretionary Substitutes for Lesson Study SAC Funds & Discretionary 2 Interpreters Project 4:10 Resource Teacher Discretionary Media Specialist Discretionary	PDSP Focus: <ul style="list-style-type: none"> Data Team/Lesson Study - Unpacking the standards Writing Across Content Areas Complex Text Training Providing Formative Feedback – Visible Learning Collaborative Lesson Planning Visible Learning - Feedback Objective/other: Training Opportunities will take place during Early Release or Splash Time (90 minute grade level specific training provided every five weeks)	PTO developed email data base sent monthly with pertinent school information Parent communication via: * Teacher & School website * Grade level specific parent meeting * Grades 2-5 student planners * Conferences * Connect Ed Phone System * Work Samples * PMP/IEP-Star * Phone Calls Parent training in the usage of: * Think Central online resources * FCAT writing * ELL support Provide information to all parents explaining the PPP, proficiency requirements and FCAT / DEA guidelines An online School Climate Survey will be provided for DES families during second semester of school

<p>Provide students with instruction on how to locate and provide evidence of answers within text/resource content. K-5th grade students will participate in a Science Fair, or Class Fair emphasizing the scientific process, reference/research skills, and data analysis.</p> <p>Students will practice gathering and analyzing data in order to provide written conclusions.</p> <p>Students will participate in hands-on inquiry-based science activities that include a lab or field experience biweekly.</p> <p>Reading instruction, as evidenced in the OCSD Balanced Literacy Model, will be used during science instruction.</p> <p>Leveled Science books provided by the Science text will be utilized to differentiate instruction</p> <p>Use Marzano's and Webb's levels of thinking to ensure the higher order/critical thinking process are a part of daily instruction</p> <p>Students and parents will be provided training/instructions on how to access Think Central online resources</p> <p>Integrate technology through usage of a data projector, electronic microscopes, Mimio lessons and web-based resources</p> <p>Collaboration with nonprofit organizations</p> <p>Investigate implementing a 4th & 5th grade Academic Team</p> <p>4th Grade classes will participate in the E.O. Wilson Biophilla project</p> <p>Students will have the opportunity to participate in the SPASE Team / Robotics Club / Recycle Club</p>	<p>PK-D-- Investigate science activities for parents to do at home to encourage exploration of cause & effect</p>	<p>Improvement. These findings and subsequent discussion, as evidenced in Learning Community Logs and administrative walk-tours, will determine the focus of both grade-level professional development and strategic teaching plans to improve student performance.</p> <p>The Science Squad will meet and discuss FCAT data to generate a strength and weakness list for each grade level for determining professional development needs and guide student instruction.</p> <p>Continue training in the use of On-line Science resources.</p> <p>Weekly grade level meetings will discuss student performance and share best practices. Minutes will be submitted to the principal.</p> <p>Digital Educators will present technology resources to support science instruction during faculty meetings, Teach & Take Thursdays and Early Release days.</p> <p>Interested teachers participate in morning book studies</p>	<p>The survey will seek input as well as measure the level of customer satisfaction. Survey results will be communicated to all community stakeholders and will be used by SAC members to assist in developing/revising the Destin Elementary School SPP.</p> <p>Students in grades 2-5 will receive DES Planners to record daily assignments, homework, and future test in order to enhance home/school communication.</p> <p>Students & parents will be provided training how to access online text thematic units.</p> <p>The survey will seek input as well as measure the level of customer satisfaction. Survey results will be communicated to all community stakeholders and will be used by SAC members to assist in developing/revising the Destin Elementary School SPP.</p> <p>Semester parent meeting for ELL parents.</p> <p>PK-D-- Provide parents with at home science activities related to curriculum based</p>
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SUPPLEMENTAL PAGE 2012- 2013

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

- The implementation of the CCS is a focus of all professional development.
- A gifted/talented inclusion model will be implemented in 5th grade to allow students an accelerated program

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| Accreditation Standards <ol style="list-style-type: none">1. Vision and Purpose2. Governance and Leadership3. Teaching and Learning4. Documenting and Using Results5. Resources and Support Systems6. Stakeholder Communication and Relationships7. Commitment to Continuous Improvement |
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GOAL 2: OCSD will ensure the achievement of high academic standards by all students as measured by national, state and local standards.

- Grade level/ and school level data teams will meet to determine instructional effectiveness and share researched-based instructional practices
- To enhance student engagement through technology, all teachers will be provided training in the usage of the Mimio, portable laptop computer lab, online textbook and web based resources

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

- Common planning time is allocated for teachers to engage in collaborative lesson study
- DES digital educators will provide monthly training to staff members to guide and assist peers in effective technology integration

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.

- A school-wide parental and stakeholders email data base will provide pertinent school & district information
- Partnership with the Destin Chamber of Commerce, Biophilla Center. Engineers for America, Henderson State Park and other local resources