



Date Submitted:

Dates of Revisions:

# NFB Academie 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 \$ 764.00, will primarily be used for :Field trips and substitutes.</p> <p>The names represented below indicate approval of the SPP by SAC committee members.</p> <p>Barry Blackburn Principal</p> <p>Bretta Berger SAC Chair</p>	<p style="text-align: right;">Legend</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 33%;">AP: Advanced Placement</td> <td style="width: 33%;">PDSP: Professional Development Site Plan</td> </tr> <tr> <td>AYP: Adequate Yearly Progress</td> <td>PERT: Postsecondary Education Readiness Test</td> </tr> <tr> <td>CCS: Common Core Standards</td> <td>PLAN: (ACT's 10<sup>th</sup> Grade Assessment Test)</td> </tr> <tr> <td>DEA: Discovery Education Assessment</td> <td>PMP: Progress Monitoring Plan</td> </tr> <tr> <td>ED: Economically Disadvantaged</td> <td>PMS: Progress Monitoring System</td> </tr> <tr> <td>ELL: English Language Learners</td> <td>POC: Plan of Care</td> </tr> <tr> <td>ESE: Exceptional Student Education</td> <td>PPP: Pupil Progression Plan</td> </tr> <tr> <td>FAIR: Florida Assessment for Instruction of Reading</td> <td>Rtl: Response to Intervention</td> </tr> <tr> <td>FCAT: Florida Comprehensive Assessment Test</td> <td>SAC: School Advisory Council</td> </tr> <tr> <td>IB: International Baccalaureate</td> <td>SAI: Supplemental Academic Instruction</td> </tr> <tr> <td>IEP: Individualized Education Plan</td> <td>SAT 10: Stanford Achievement Test</td> </tr> <tr> <td>IPDP: Individualized Professional Development Plan</td> <td>SESAT: Stanford Early School Achievement Test</td> </tr> <tr> <td>NGSSS: Next Generation Sunshine State Standards</td> <td>SINI: Schools in Need of Improvement</td> </tr> <tr> <td>NCLB: No Child Left Behind</td> <td>SPP: School Performance Plan</td> </tr> <tr> <td></td> <td>SWD: Students with Disabilities</td> </tr> <tr> <td></td> <td>VE: Varying Exceptionalities</td> </tr> </table>	AP: Advanced Placement	PDSP: Professional Development Site Plan	AYP: Adequate Yearly Progress	PERT: Postsecondary Education Readiness Test	CCS: Common Core Standards	PLAN: (ACT's 10 <sup>th</sup> Grade Assessment Test)	DEA: Discovery Education Assessment	PMP: Progress Monitoring Plan	ED: Economically Disadvantaged	PMS: Progress Monitoring System	ELL: English Language Learners	POC: Plan of Care	ESE: Exceptional Student Education	PPP: Pupil Progression Plan	FAIR: Florida Assessment for Instruction of Reading	Rtl: Response to Intervention	FCAT: Florida Comprehensive Assessment Test	SAC: School Advisory Council	IB: International Baccalaureate	SAI: Supplemental Academic Instruction	IEP: Individualized Education Plan	SAT 10: Stanford Achievement Test	IPDP: Individualized Professional Development Plan	SESAT: Stanford Early School Achievement Test	NGSSS: Next Generation Sunshine State Standards	SINI: Schools in Need of Improvement	NCLB: No Child Left Behind	SPP: School Performance Plan		SWD: Students with Disabilities		VE: Varying Exceptionalities
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## School Profile 2012- 2013

### Accreditation Standards

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

### School Profile: (Narrative)

In 2002 a unique collaborative partnership of the Okaloosa County School District and Northwest Florida Ballet (NFB) established the NFB *Académie*. Today, NFB *Académie* offers children who want to dance – regardless of their economic means—the opportunity to develop their natural abilities, and a strong academic program in a nurturing and supportive learning environment. The *Académie* provides Gr. 3-8 students a demanding academic curriculum in an artistic environment supported by instruction in Ballet, Art, French, and Music. Academic studies are based on district adopted curriculum which is aligned to both New Generation Sunshine State Standards, and Common Core Standards. This year we are piloting a high school pre-professional program for 9<sup>th</sup> and 10<sup>th</sup> grade students. The paraprofessional program blends both traditional and on line coursework with advanced ballet classes.

The first of its kind in Florida, the school is open to all public, private and charter school students in Okaloosa and surrounding counties (Santa Rosa and Walton). Through a contractual agreement between the local school district and the non-profit organization, certified academic teachers and support services provided by the public Okaloosa County School District with support from Barry Blackburn, NFB *Académie* principal, are enhanced by the ballet company's professional instructors in classes held in Northwest Florida Ballet's dance facilities. Under the artistic direction of Todd Eric Allen, NFB is the only professional dance company in Northwest Florida. NFB offers world-class ballet performances and training to the community, while reaching thousands of other school children through public programs and student performances.

The *Académie* currently serves 140 students. Each May, students are selected by audition for third grade. Selection is based solely on the student's potential to learn to dance. Since the program's inception, *Académie* students have consistently excelled academically, and received among the highest scores on the annual Florida Comprehensive Achievement Tests (FCAT).

**Student Population:** The NFB Académie draws its enrollment from Okaloosa residents, as well as residents of neighboring Santa Rosa and Walton counties. At the opening of the 2012-13 school year, the population of NFB Académie consisted of 16 male students and 124 female students for a total population of 140 students. This population was broken down as follows: 12 white males, 2 multi-racial male, 2 Hispanic males, 91 white females, 15 multi-racial females, 8 black females, 5 Hispanic female and 5 Asian females.

**Customer Satisfaction/Parent Involvement:** Over ninety percent of parents responding to the climate survey agree that NFB Académie provides a safe environment, treats everyone fairly, assigns an appropriate amount of homework, and clearly defines behavioral expectations. Over ninety percent feel teachers do a good job educating their children. Over eighty five percent indicated that they agree that NFB Académie staff puts the student's needs first. Over eighty percent of parents feel the NFB Académie uses a variety of methods for parent communication and that the are made aware of their child's grade level curriculum.

**Academic Achievement:** NFB Académie consistently ranks among the top performing schools in Okaloosa County and the State of Florida. The school has been an A+ School since becoming eligible for school grading. In 2012, NFB Académie third grade was ranked second in the district with 95% of third grade students demonstrating proficiency in math. NFB Académie fourth grade ranked second in the district with 91% of the fourth grade students demonstrating proficiency in math. NFB Académie fifth grade ranked 10<sup>th</sup> in the district with 71% of the fifth grade students demonstrating proficiency in math. The 6<sup>th</sup> grade students ranked first in math with 100% earning a level 3 or higher. The 7<sup>th</sup> and 8<sup>th</sup> grade students ranked first in Math with 100% earning a level 3 or higher. NFB Académie third grade students ranked first in the district with 100% demonstrating proficiency in reading. Fourth grade students ranked second with 94% of students demonstrating proficiency in reading. Fifth grade students ranked fourth with 87% demonstrating proficiency in reading. Middle school students ranked first in the district with 100% demonstrating proficiency in reading. In 2011, the NFB Académie 70% of fourth graders scored a 4.0 or better in writing proficiency. Eighth grade students had 71% score a 4.0 or better. These scores would indicate we should maintain and continue to develop our current writing instructional strategies. In 2011, the NFB Académie was ranked fifth in the district in percentage of elementary students demonstrating proficiency in Science with 71% scoring level 3 or higher. Middle school students were unable to be ranked due to too few students testing, but averaging 58% of students who were proficient in Science.

**Programs:** The following School Performance Plan outlines numerous practices and strategies to address the concerns of our students performing at, above and below grade level. Special programs designed to meet the needs of our students include our co-curricular Arts integration program including Ballet, Music, Visual Arts and Foreign language instruction in French that is an integral part of NFB Académie's Balanced Literacy approach. Designated resource personnel have been assigned to each grade level to provide differentiated instruction in small groups. High expectations are set for each academic classroom where a diagnostic/prescriptive teaching approach is used. For high achieving students, rich cultural and Artistic programs emphasize higher order thinking and problem solving. Our computer lab allows for students to work at their instructional level with innovative, research-based software in reading and math. Each class works in the computer lab periodically each week. The lab is also used for supplemental instruction using Math curriculum developed through FLVS that is supported through small group instruction by the classroom teacher who facilitates the online course material and assessment.

**Staff:** Seven instructional staff members hold certification and are highly qualified in all areas for which they will provide instruction. All academic teachers have Florida certification and bachelor's degrees. The Academic Director is an Assistant Principal for the school district and has the appropriate certification and Masters degree in Educational Leadership and a Bachelors degree in Music Education.

## **School Profile**

### **2012- 2013**

**School Vision:** NFB Académie envisions a student population capable of strengthening our community through excellence and knowledge of an integrated education in arts and culture. Maximize educational systems that empower students to successfully transition into a globally competitive society.

#### **School Mission:**

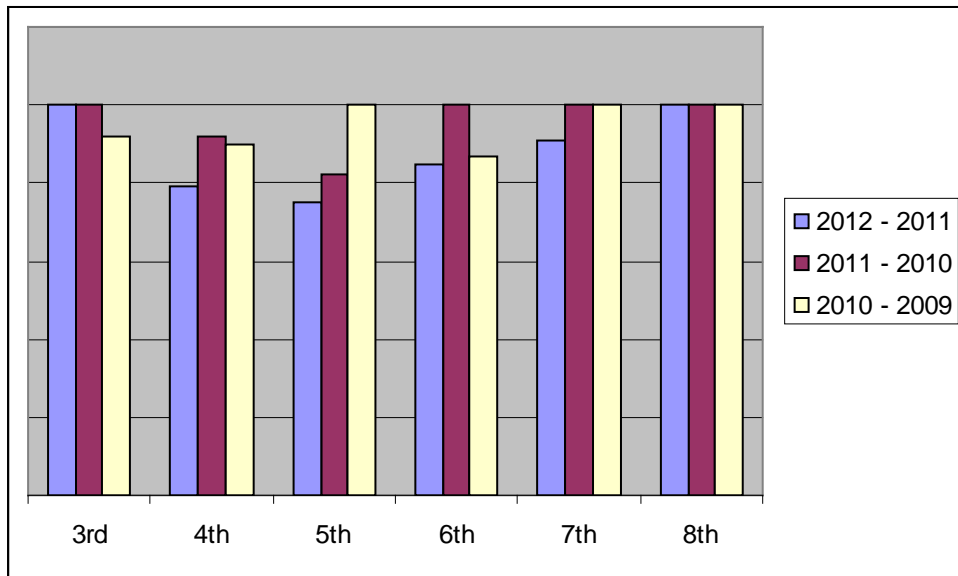
The mission of the NFB Académie is to provide a strong core educational curriculum enhanced by focused education in dance and the arts. The NFB Académie nurtures those in ballet for careers as professional artists while inspiring all students to pursue an enriched life. We perpetuate our commitment to educational excellence through rigorous and relevant curriculum, stakeholder relationships, and accountability.

#### **Belief Statements:**

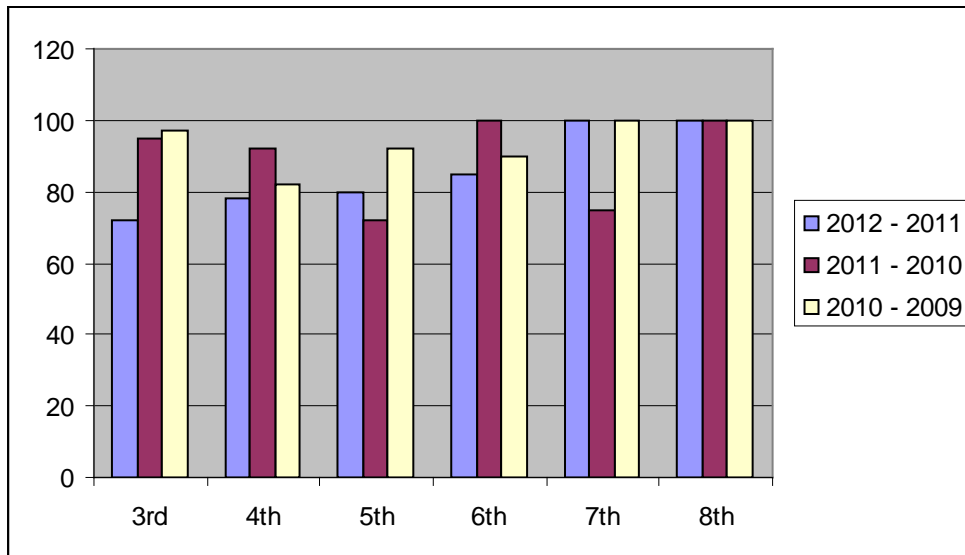
- +Assessment is critical to understanding student needs. Student needs drive instruction and the use of resources.
- +Teachers differentiate instruction to meet student needs.
- + Instruction and interaction in the Arts enhances the educational experience for all students.
- +Teachers work together to set high standards and support a focused school curriculum.
- +Students learn when they are engaged in curriculum that is meaningful, relevant and authentic.
- +Literacy should be taught through all subjects, across the curriculum.
- +Interdisciplinary teaching creates connections that make learning meaningful.
- +Critical thinking and problem solving develops lifelong learners.
- +Hands on curriculum promotes student understanding.
- +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.

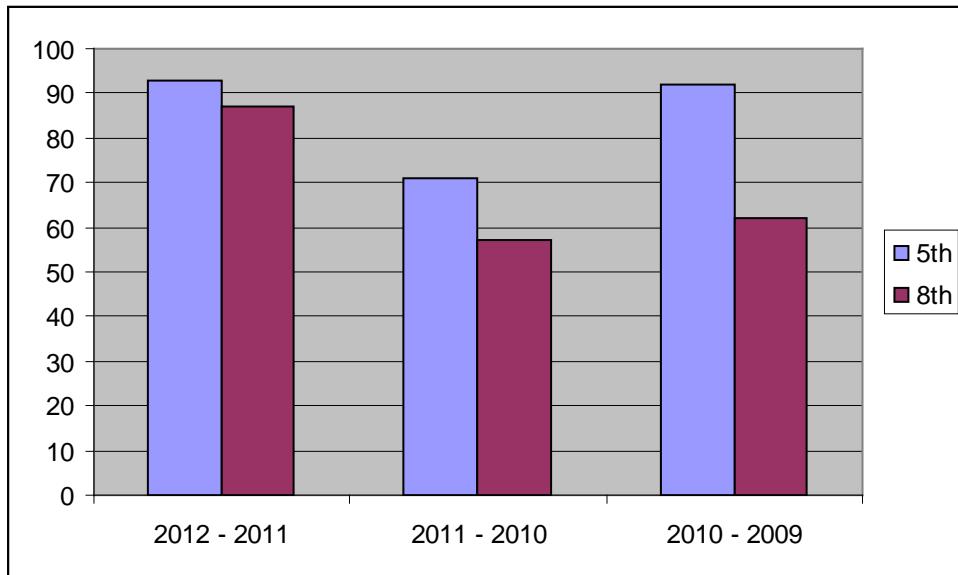
### NFB Academie FCAT Reading 3.0 or Above



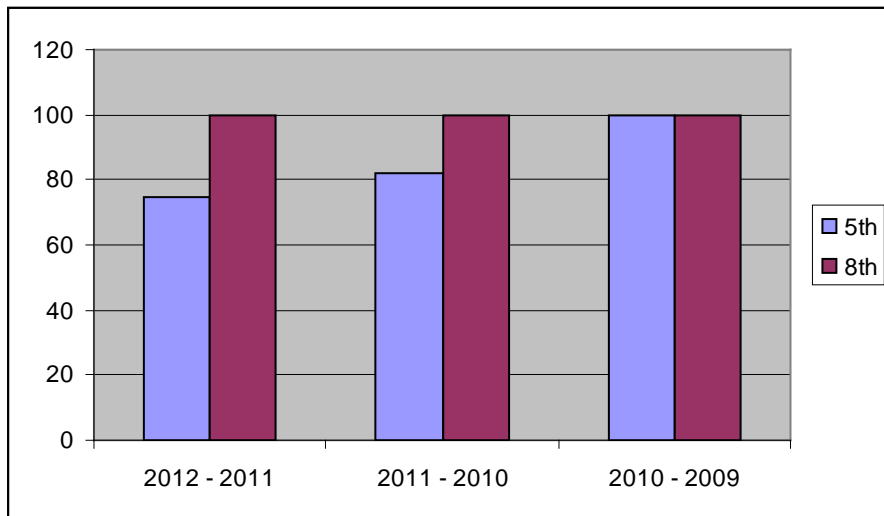
### NFB Academie FCAT Math 3.0 or Above



### NFB Academie FCAT Writing 3.0 or Above



### NFB Academie FCAT Science 3.0 or Above







School: NFB Academie	School Focus: Reading
District Goal:	Students shall demonstrate reading proficiency at or above expected grade level.
NCLB Goal:	86% of each student subgroup will meet NCLB state proficiency targets for AYP in the critical area of reading based on the school vision.

Highly Qualified Status Administrators: (Title I)	
Reading Instructors/Recruitment: (Secondary)	1 Teachers with reading certification/endorsement      1 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 90%. (District Objective: <input type="checkbox"/> +2 percentile points or <input checked="" type="checkbox"/> maintain 90-100%)
Objective R-2	The percentage of all curriculum students who will achieve FCAT adequate yearly progress in reading as defined by the State of Florida on the FCAT will be at least 90%. (District Objective: <input type="checkbox"/> + 2 percentile points or <input checked="" 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>
See graph on pg. 6	<p><b><u>ALL STUDENTS</u></b>  <b>Instruction:</b>            A balanced literacy approach that differentiates instruction and includes the teaching of phonemic awareness, phonics, fluency, vocabulary and comprehension at each student's INSTR level, will be fully implemented and include the following components</p> <ul style="list-style-type: none"> <li>● Independent Reading</li> <li>● Read Aloud</li> <li>● Shared Reading</li> <li>● Guided Reading</li> <li>● Word Work (Phonemic Awareness, Phonics, Spelling, and Vocabulary Building) in small or large group setting</li> <li>● Writing Workshop (see Writing)</li> </ul> <p>120 – 150 minutes will be allotted for Language Arts instruction daily. Every classroom will have</p>	<p>Book Clubs</p> <p>Textbook Funds</p> <p><b>PLIE funds</b></p> <p><b>Teacher owned materials</b></p>	<p><b>PDSP Focus:</b>            Introduction to Common Core Standards for 3<sup>rd</sup> through 8<sup>th</sup> grade.</p> <p><b>Objective/other:</b>            All teachers will become proficient in balanced literacy as evidenced by observation.</p> <p>All teachers will obtain training in conducting differentiated literacy stations as a strategy to improve student performance in reading as evidenced by 90 % of 3-5 grade students scoring proficient on Reading FCAT, 90% of 6<sup>th</sup>-8<sup>th</sup> grade students scoring</p>	<p>3<sup>rd</sup> through 8<sup>th</sup> grade teachers will schedule a conferences as needed. Conferences will be held each nine weeks with PMP students. Materials for home use may be made available to parents during parent/teacher conferences.</p> <p>The initiation of RtI strategies to identify specific needs and develop differentiated learning accommodations will be implemented when appropriate involving a team of educators, parents and district personnel. There will be an active campaign to involve parents in our fall orientation and open house.</p>

	<p>a minimum of 90 minutes of uninterrupted time for reading.</p> <p>Students will be taught following district designed curriculum guides.</p> <p>7-8<sup>th</sup> grade students using Elements of Literature by Holt to study a variety of genres and literary elements.</p> <p>At least 20 minutes for 3-5 and 30 minutes for 6-8 will be allotted within each classroom for independent reading.</p> <p>Students will be consistently engaged in the higher order/critical thinking process through the use of appropriate, comprehension strategies such as making connections, questioning, visualizing, inferencing, determining importance and synthesizing.</p> <p>Students will use Social Studies Weekly as a supplement to facilitate informational reading.</p> <p>Shared, echo, and choral reading of poetry will be used to model and practice fluency.</p> <p>Elementary students will be integrating reading and writing. Rather than using set prompts, students will be using brainstorming strategies for finding writing prompts/ideas.</p> <p>Students will be provided with monthly visits to the FWB Public Library.</p> <p>Students will use FCAT Explorer as technical resources.</p> <p>Elementary students will use the basal text to learn genres, text structures, and correlating that to writing curriculum.</p> <p>Third through sixth grade students will implement a "Writer's Notebook" to have one location to record process of writing from one</p>	<p>Textbook funds</p> <p>Fort Walton Beach Library at no cost</p> <p>Textbook Funds</p> <p>District provided Textbook Funds</p>	<p>proficient on Reading FCAT.</p> <p>Teachers will attend collaborative professional development workshops on early release days with Edge and Plew Elementary schools. Professional development workshops will focus on reading/literacy strategies including Text complexity, Rigor, fluency and balanced literacy.</p> <p>Teachers will hold collegial conversations during meetings to discuss the effectiveness of literacy strategy implementation.</p> <p>Teachers will participate in book studies with peers to obtain strategies for continued implementation of the Okaloosa County Comprehensive Balanced Literacy Plan.</p> <p>All training on the above components will incorporate interdisciplinary teaching and differentiation of curriculum as integral components of a balanced literacy approach.</p> <p>Regularly scheduled meetings will discuss student performance and progress as well as share best practices.</p> <p>Teachers will participate in on-going teacher training and inservice education</p>	<p>Parents will be invited to participate in child/ parent activities. Open house will be promoted through newsletters, emails, and bulletin boards.</p> <p>The Parents Leading in Education(PLIE) will be established in lieu of the traditional fundraising PTO. This team will work with administration in the planning and execution of parent information sessions that are designed to share NFB Academie curriculum and inform parents on how they can support their children academically.</p> <p>The READ-A-THON will be implemented as a NFB Academie fundraiser and community involvement project.</p> <p>Ongoing communications with parents are offered through periodic classroom newsletters and a periodic school wide newsletter.</p> <p>Parents are encouraged to provide the office with their e-mail address so they can be sent the newsletter via e-mail and kept abreast of school wide initiatives.</p> <p>Teachers will be encouraged to use email as a form of communication.</p> <p>A parent climate survey will be sent to all parents in April and data collected for the evaluation of school programs.</p>
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	<p>goal to another.</p> <p>Student led literature circles will be used to engage students.</p> <p>Home reading requirement will be used as part of the on-going homework program.</p> <p>Students will participate in 20-30 minutes of reading at home, author study and purpose, focusing on Living Biographies and in depth character studies for 3<sup>rd</sup>-6<sup>th</sup> to learn about story elements, genres, and gain an authentic understanding of fact or fiction.</p> <p>Elementary students will use the technology resources of selection audio on CD—Basal Listening Library. Differentiation for struggling readers.</p> <p>Reading, Writing and other language processes will be used as tools for learning subject matter in all content areas.</p> <p>Fifth and sixth grade students will participate in whole-class novels while working in groups to answer diverse and leveled range of questions, complete a variety of writing activities and culminating projects.</p> <p>Students will read at their instructional level.</p> <p>Leveled guided reading books and chapter books will be purchased for each grade level.</p> <p>Literacy instruction will occur in all content areas.</p> <p>Teachers with the help and guidance of administration will take time to analyze data by grade level in order to identify instructional practices to meet the needs of students.</p> <p>Academic visual aids will be displayed as</p>			<p>A brochure has been developed highlighting the rich and individualized NFB Academie curriculum. This brochure is part of every registration packet. In addition each registration packet will include a parent involvement form. The information on the Parent involvement forms will be used to recruit parents through out the year.</p> <p>Authors' visits, plays and special programs are held at NFB Academie through out the year. Parents are invited to attend all NFBA special events.</p> <p>An Honors assembly is held every nine weeks to honor student achievement in academics and citizenship.</p> <p>Our lunchroom plays a pivotal role in parent involvement.</p>
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	<p>appropriate in all classrooms to allow access for visual learners.</p> <p>Music and art instruction provided for all students for 50 minutes per week.  French instruction is provided for all students for 100 per week.  These co-curricular subjects incorporate multiple benchmarks and standards related to reading.</p> <p><b>Assessment:</b>  Beginning in August, classroom and reading resource teachers will identify student needs, individualize instruction and monitor student gains using the following assessments:</p> <ul style="list-style-type: none"> <li>• FCAT,</li> <li>• DEA for 3rd through 8<sup>th</sup> for eligible students</li> <li>• Informal and teacher developed assessments</li> </ul> <p>All students in grades 1<sup>st</sup> thru 5<sup>h</sup>, will be assessed using cold comprehension and selection/chapter book tests on a regular basis. Cold comprehension activities that assess the New Generation Sunshine State Standards will be a portion of the weekly grade. These assessments are to be used <b>for</b> learning. Strategies will be explicitly taught to improve student comprehension on weekly assessments. Teachers are encouraged to use cold comprehension assessments that relate to content area curriculum. Ongoing writing assessment to a variety of reading selections, topics, and prompts.</p> <p>Grade levels will submit an assessment plan for reading during pre-planning. Vertical grade level meetings will ensure continuity between grades.</p> <p>As needed teachers will adjust reading group assignments based on formative and summative data.</p> <p>DEA probes will be implemented when</p>	<p>Plan of care funds and SAI funds</p>		
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	<p>necessary, depending on accessibility, as a form of formative assessment.</p> <p><b><u>STUDENTS BELOW PROFICIENCY LEVEL</u></b></p> <p>Students working below grade level will complete assignments at their instructional level in all areas.</p> <p>Teachers will meet every nine weeks with the PMP support team to review progress and adjust strategies/resources for all students at Level 1 and 2 or below the 35<sup>th</sup> percentile in reading on the DEA.</p> <p>The initiation of RTI strategies to identify specific needs and develop differentiated learning accommodations will be implemented when appropriate involving a team of educators, parents and district personnel.</p> <p>Teachers monitor progress for all PMP students (level 1, 2 or below the 35%). Students who do not make adequate progress based on formative assessment will be referred from the grade level meetings to the guidance committee. Each child, presented to the guidance committee will have an NFB Academie plan outlining their daily schedule to optimize learning throughout the day. Creative scheduling, including suspension of curriculum, multi grade placement and change in curriculum or pedagogy will be utilized as needed. Additional materials will be purchased for use in meeting student needs.</p> <p>For those retained students who will receive Plan of Care assistance a POC case manager will meet quarterly with assigned tutors/teachers to evaluate student progress.</p> <p>Summer School may be provided at alternative sites for students who have not mastered grade</p>	<p>SAI funds: POC funds</p> <p>SAI funds</p> <p>SAI funds and discretionary funds</p>		
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	<p>level benchmarks.</p> <p>Students working significantly below grade level will be provided with alternative assessments as needed.</p> <p>Small group instruction is provided to our ELL students. ELL students will be provided additional daily instruction in the Language Arts. Graphic organizers, books on tape, computer programs and books written in the student's native language will be provided.</p> <p>A peer tutoring program will be established to provide support for our younger ELL students and provide leadership roles for our proficient bilingual children if available.</p> <p>Faculty members will mentor selected students emphasizing positive behavior characteristics and providing support.</p> <p><b><u>STUDENTS ABOVE PROFICIENCY LEVEL</u></b></p> <p>The teacher will provide identified students' with differentiated instruction when appropriate.</p> <p>Above grade level students in 3<sup>rd</sup>- 5<sup>th</sup> grade will expand upon the textbook theme through critical thinking skills, novels, problem solving and research.</p> <p>All 4<sup>th</sup> and 5<sup>th</sup> grade teachers will develop FCAT like questions for students who are reading novels as part of their reading class assignments. These questions will require written answers that challenge students to use higher order thinking skills.</p> <p>Students will participate in an authentic interdisciplinary project throughout the school year.</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: NFB Academie	School Focus: Math
District Goal:	Students shall demonstrate math proficiency at or above expected grade level.
NCLB Goal:	86% of each student subgroup will meet NCLB state proficiency targets for AYP in the critical area of math.

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 90 %. (District Objective: <input type="checkbox"/> +2 percentile points or <input checked="" 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 90%. (District Objective: <input type="checkbox"/> +2 percentile points or <input checked="" type="checkbox"/> maintain 90-100%)
Objective M-3	The percentage of all curriculum students who will be proficient in math as defined by the State of Florida on the Florida Algebra I End-of-Course Exam will be at least 90%. (District Objective: <input type="checkbox"/> +2 percentile points or <input checked="" 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>
See graph on pg. 6	<p><b>ALL STUDENTS</b></p> <p>Teachers will share and revise curriculum maps during pre-planning.</p> <p>Students will be taught following district designed curriculum guides.</p> <p>Students will be involved in multi-complexity instruction and assessment.</p> <p>Students in fifth grade will work in pairs or groups to answer H.O.T. questions posed in text book.</p> <p>Students will do daily “Math Minute” bell-ringers to focus on basic math concepts and improve speed and accuracy.</p> <p>Teachers will use technology and online resources such as Think Central, Brain Pop, FCAT Explorer, and DEA probes.</p> <p>Teachers will develop a school wide math</p>	<p>Discretionary funds</p> <p>District provided</p>	<p><b>PDSP Focus:</b> Introduction to Common Core Standards for 3<sup>rd</sup> through 8<sup>th</sup> grade</p> <p><b>Objective/other:</b> All teachers will obtain training in conducting differentiated math lessons as strategies to improve student performance in math as evidenced by 90% of 3 – 8 grade students scoring proficient on the Math portion of the FCAT.</p> <p><i>Workshops will be held during early release days in which math strategies will be focused on.</i></p> <p>Teacher meetings will discuss student performance and progress</p>	<p>3<sup>rd</sup> through 8<sup>th</sup> grade teachers will schedule a conferences as needed. Conferences will be held each nine weeks with PMP students. Materials for home use may be made available to parents during parent/teacher conferences.</p> <p>The initiation of RtI strategies to identify specific needs and develop differentiated learning accommodations will be implemented when appropriate involving a team of educators, parents and district personnel.</p> <p>There will be an active campaign to involve parents in our fall orientation and open house. Parents will be invited to participate in child/ parent activities. Open house will be</p>

	<p>vocabulary so that teachers across the grade levels will use a common language.</p> <p>Florida Virtual School is available for students in middle school and provides differentiated instruction for all levels.</p> <p>Home math assignments are provided as part of the on-going homework program.</p> <p>Music and art instruction provided for all students for 50 minutes per week.  French instruction is provided for all students for 100 minutes per week.  These co-curricular subjects incorporate multiple benchmarks and standards related to math.</p> <p>Teachers will assess and instruct students in the natural progression of mathematical learning: concrete to representation to abstract.</p> <p>An average of 60 minutes of mathematics is scheduled daily for all students. The instruction may be divided into whole group development of concepts, independent practice and individualized center time that includes a teacher station for re-teaching of concepts.  Multiple resources are available for curriculum and instruction (i.e.: Focus Software, Go Math, Fluency practice, FCAT practice, Daily Oral Math, Florida Virtual School for supplemental curriculum, and Math Journals)</p> <p>Students will develop critical thinking and problem solving skills through the daily instruction of a problem of the day. <b>Third through Fifth grade will use multi-step problem solving on a daily basis.</b> Writing to explain will be an integral part of problem solving.</p> <p>Teachers with the help and guidance of administration will take time to analyze data by</p>	<p>Teacher purchased materials</p> <p>Textbook Funds</p>	<p>as well as share best practices.</p>	<p>promoted through newsletters, emails, and bulletin boards.</p> <p>The Parents Leading in Education(PLIE) will be established in lieu of the traditional fundraising PTO. This team will work with administration in the planning and execution of parent information sessions that are designed to share NFB Academie curriculum and inform parents on how they can support their children academically.</p> <p>The READ-A-THON will be implemented NFB Academie fundraiser and community involvement project.</p> <p>Ongoing communications with parents are offered through periodic classroom newsletters and a periodic school wide newsletter.</p> <p>Parents are encouraged to provide the office with their e-mail address so they can be sent the newsletter via e-mail and kept abreast of school wide initiatives.</p> <p>Teachers will be encouraged to use email as a form of communication.</p> <p>A parent climate survey will be sent to all parents in April and data collected for the evaluation of school programs.</p> <p>A brochure has been developed</p>
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	<p>grade level in order to identify instructional practices to meet the needs of students.</p> <p>Students are utilizing the Grab-and-Go literature connection to incorporate and introduce math and reading.</p> <p>Teachers will work with students on concept development in math, using higher order questioning techniques, sharing student alternative solutions and developing ownership of the understanding of concepts and math critical thinking skills.</p> <p>Students will be using the Grab-and-Go stations, games, activities to have a variety of introduction and practice of math skills and concepts.</p> <p>Lesson Plans will integrate Math into all subject areas. (i.e. AIMS, Science experiments, reading graphs, charts, etc.)</p> <p>Math program in middle grade classes allow students to take honors level courses in Algebra I Honors, Geometry Honors and Pre-Algebra as appropriate to enable students to make a successful transition to high school and prepare for collegiate success.</p> <p><b><u>Assessment</u></b></p> <p>Pre and Post assessment tests will be administered on an as needed basis</p> <p>Teachers will use DEA. Teachers will use district provided assessments.</p> <p>DEA probes will be implemented when necessary, depending on accessibility, as a form of formative assessment.</p> <p>3<sup>rd</sup>-5<sup>th</sup> grade Teachers will use Focus(FCAT Explorer) to identify strengths and weaknesses.</p>	<p>District Provided</p>		<p>highlighting the rich and individualized NFB Academie curriculum. This brochure is part of every registration packet. In addition each registration packet will include a parent involvement form. The information on the Parent involvement forms will be used to recruit parents throughout the year.</p> <p>Authors' visits, plays and special programs are held at NFB Academie through out the year. Parents are invited to attend all NFBA special events.</p> <p>An Honors assembly is held every nine weeks to honor student achievement in academics and citizenship.</p> <p>Our lunchroom plays a pivotal role in parent involvement.</p>
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	<p>Students will be instructed daily and assessed on problem solving skills weekly (the application of a math concept that demonstrates understanding of that concept)</p> <p>Problem solving skills may consist of a portion of the weekly grade.</p> <p>Vertical grade level meetings will ensure continuity between grades. Students working below grade level will be provided an alternative assessment on an as needed basis.</p> <p><b><u>STUDENTS BELOW PROFICIENCY LEVEL</u></b> Concepts will be re-taught in small groups during classroom math time.</p> <p>The initiation of RtI strategies to identify specific needs and develop differentiated learning accommodations will be implemented when appropriate involving a team of educators, parents and district personnel.</p> <p>Summer school may be provided for the students scoring a level 1 or 2 on FCAT at alternative sites.</p> <p>Curriculum will be suspended to provide additional math help on an as needed basis.</p> <p>After and during school tutoring for students "at risk" in mathematics may be provided.</p> <p><b><u>STUDENTS ABOVE PROFICIENCY LEVEL</u></b> Advanced Math lessons will be offered to students performing above the 85<sup>th</sup> - 90<sup>th</sup> percentile entering third grade and level 4 and 5 students in 4<sup>th</sup> through 8th grades.</p>	<p>SAC provided funds</p> <p>SAI funds</p> <p>SAC</p>		
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	<p>Instruction may be differentiated within the classroom allowing more advanced students to explore above grade level content during center time and cooperative learning activities.</p> <p>Gifted students will participate in an authentic, interdisciplinary project.</p> <p>Tutors may work with students who need help maintaining a level 3-5 on the FCAT as evidenced by classroom performance and FCAT test scores.</p>			
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- The process for administering formative and summative assessments (screening, diagnostic, & progress monitoring) is identified in the Okaloosa County Pupil Progression Plan.**

<b>School: NFB Academie</b>		<b>School Focus: Writing</b>	
<b>District Goal:</b>	<b>Students shall demonstrate writing proficiency at or above expected grade level.</b>		
<b>NCLB Goal:</b>	<b>Each student subgroup will meet NCLB state proficiency targets for AYP in the critical area of writing by achieving at least 1% increase over the previous year or by maintaining a proficiency of 90% or above.</b>		

<b>Objective</b>	<b>The percentage of 4<sup>th</sup> and 8<sup>th</sup> grade students scoring 4.0 and above on FCAT Writing will be at least 90%. (District Objective: <input type="checkbox"/> +2 percentile points or <input checked="" type="checkbox"/> maintain 90-100%)</b>
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<b>Target Group(s) Supporting Data (summary) – Provide 3 year historical data chart</b>	<b>Strategies/Innovative methods &amp; extended learning opportunities</b> <small>Include technology and assessment</small>	<b>Budget</b>	<b>Professional Development</b> <small>(Identify measurable teacher outcome)</small>	<b>Communication with Parents &amp; Customer Relations</b> <small>(Community/Parent awareness)</small>
See graph on pg. 7	<p>Teachers will develop a school wide writing vocabulary so that teacher’s across the grade levels will use a common language. Students will be taught following district designed curriculum guides.</p> <p>Teachers will continue to implement the Melissa Forney, Sandollar, and Lisa Moore modes of writer’s workshop.</p> <p>Music and art instruction provided for all students for 50 minutes per week. French instruction is provided for all students for 100 per week. These co-curricular subjects incorporate multiple benchmarks and standards related to writing.</p> <p>A Writing Workshop will be held monthly for 30-45 min. for 3<sup>rd</sup>- 6<sup>th</sup> grades. The workshop will include a mini-lesson, conferencing, independent writing time and a short sharing period.</p> <p>Students in 3<sup>rd</sup> through 8<sup>th</sup> grade will write to a prompt periodically throughout school. Narrative, persuasive, and expository prompts will be emphasized until mastery is obtained by</p>	<p>Discretionary funds</p> <p>District provided</p>	<p><b>PDSP Focus:</b> Collaboration in narrative, expository and persuasive writing and more focus on conventions</p> <p><b>Objective/other:</b> All teachers will become proficient in balanced literacy as evidenced by observation.</p> <p>Workshops will be held during early release days in which the Melissa Forney, Step up 2 Writing, Jeff Anderson and Sandollar modesl of writer’s workshop/mini-lessons will be presented and studied by all teachers.</p> <p>All teachers will participate in at least one peer coaching session including a pre-conference, demonstration of writers workshop and a follow up conference. Teachers may peer</p>	A Parent Education Night will focus on Writing curriculum and ways that parents can support their students writing progress.

	<p>age appropriate students.</p> <p>4<sup>rd</sup> through 8th grade students will understand the FCAT writing rubric. Teachers will model scoring of anchor papers for 3rd through 8<sup>th</sup> grade students. Narrative, expository, and persuasive papers will be used for age appropriate students.</p> <p>7-8<sup>th</sup> grade will be conducting weekly writing workshops to enhance and cultivate all writing elements and processes.</p> <p>4th grade students will analyze writing and learn to score their own papers and anchor papers using the FCAT rubric. Teachers will review student assessment and provide feedback on student accuracy in scoring.</p> <p>Students will be integrating reading and writing. Rather than using set prompts, students will be using Lisa Morris and Tamera Doehring brainstorming strategies for writing prompts/ideas.</p> <p>Grammar exercises are incorporated into writing lessons for narrative, expository and persuasive writing.</p> <p>Teachers will incorporate graphic organizers for pre-writing exercises.</p> <p>Teachers will utilize various genres literature as a springboard for writing.</p> <p>3<sup>rd</sup> grade students will use the basal text to learn genres, text structures, and correlating that to writing curriculum.</p> <p>Students will implement a “Writer’s Notebook” to have one location to record process of writing from one goal to another.</p> <p>Teachers will utilize cross-curricular writing</p>		<p>coach with exemplary teachers.</p> <p>Exemplary teachers are teachers who have been determined through observation to have superior skill in a particular area of Balanced Literacy and have been trained in coaching and skills development.</p> <p>Teacher meetings will discuss student performance and progress as well as share best practices.</p> <p>Teachers may participate in book studies to obtain strategies for integrating writing instruction to improve student performance.</p>	
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<b>School: NFB Academie</b>	<b>School Focus: Science</b>
<b>District Goal:</b>	<b>Students shall demonstrate science proficiency at or above expected grade level.</b>

<b>Objective (Grades 5, 8, and Biology)</b>	<b>The percentage of 5<sup>th</sup> and 8<sup>th</sup> grade students who will be proficient in science as defined by the State of Florida on the Florida Comprehensive Assessment Test will be at least 75%. (District Objective: <input checked="" type="checkbox"/> +2 percentile points or <input type="checkbox"/> maintain 90-100%)</b>
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<b>Target Group(s) Supporting Data (summary) – Provide 3 year historical data chart</b>	<b>Strategies/Innovative methods &amp; extended learning opportunities</b> <small>Include technology and assessment</small>	<b>Budget</b>	<b>Professional Development</b> <small>(Identify measurable teacher outcome)</small>	<b>Communication with Parents &amp; Customer Relations</b> <small>(Community/Parent awareness)</small>
See graph on pg. 7	<p>Elementary students will use the Science Fusion consumable texts.</p> <p>3<sup>rd</sup>-5<sup>th</sup> grade students will utilize the Interactive Glossary, Inquiry Kits/Flipcharts and ThinkCentral website to participate in a varied approach to science lessons.</p> <p>Students will be involved in multi-complexity instruction and assessment.</p> <p>Cross grade level meetings will share and revise curriculum maps during pre-planning.</p> <p>Teachers will develop a school wide Science vocabulary so that teacher's across the grade levels will use a common language.</p> <p>Students will be taught following district designed curriculum guides.</p> <p>Students will write in science to include lab notes, FCAT extended response practice, interdisciplinary writing prompts and research papers.</p> <p>Science reading materials will be provided on a</p>	<p>Textbook funds</p> <p>SAI Funds</p> <p>Textbook Funds</p>	<p><b>PDSP Focus:</b> New textbook</p> <p><b>Objective/other:</b></p>	<p>School wide science fair will provide parents and community members an opportunity to observe our students science fair projects.</p>

	<p>student's independent and instructional reading levels.</p> <p>Science and math will be integrated in all grade levels using textbooks and teacher gathered/provided materials</p> <p>Graphic organizers will be used in science as a tool to master key concepts (graphic organizers will be used to teach note taking)</p> <p>7<sup>th</sup>-8<sup>th</sup> grade students are conducting and performing weekly labs to practice all steps of scientific method create lab reports.</p> <p>Middle School students use Earth, Physical and Life Science texts by Pearson as a consumable and provide a real-life application in the classroom and supplemental online resources are available.</p> <p>Teachers will be involved in training and application of new State Math Standards.</p> <p>The Emerald Coast Science Center will be contracted to provide a series of hands on scientific investigative sessions for 1 hour/week.</p> <p>Hands on experiments and/or demonstrations will be a part of every science unit.</p> <p>5<sup>th</sup>- 8th grade students will participate in a Science Fair.</p> <p>Music and art instruction provided for all students for 50 minutes per week. French instruction is provided for all students for 100 per week. These co-curricular subjects incorporate multiple benchmarks and standards related to science.</p>	<p>NFB Budget</p> <p>Textbook funds</p>		
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	<p>3<sup>rd</sup> and 4<sup>th</sup> grade students will do class or small group science fair projects as an introductory experience.</p> <p>Teachers will implement the program structure of the Science Fusion and Pearson text.</p> <p>Science Fusion leveled science books will be used to differentiate instruction. A set will be provided for check out.</p> <p>All students will study the scientific method. Seventh and eighth grade students will mentor a fifth grade student through the science fair process.</p> <p>Teachers will use scaffolded inquiry to include direct, guided and full inquiry.</p> <p>Science program in middle grade classes allow students to participate in Emerald Coast Science Center to enable students to make a successful transition to high school and prepare for collegiate success.</p> <p><b>Assessment:</b> 5<sup>th</sup> and 8<sup>th</sup> grade students will be tested using DEA</p> <p>DEA probes will be implemented when necessary, depending on accessibility, as a form of formative assessment.</p> <p>3<sup>rd</sup>-8<sup>th</sup> grade will be tested using district provided assessments.</p>			
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- **The process for administering formative and summative assessments (screening, diagnostic, & progress monitoring) is identified in the Okaloosa County Pupil Progression Plan.**

<b>School: NFB Academie</b>		<b>School Focus: College Readiness/Academic Acceleration</b>	
<b>School Objective:</b>	Engage students in activities and courses that enable students to be prepared on the highest level for high school success and future collegiate efforts.		

<b>Target Group(s) Supporting Data (summary) – Provide 3 year historical data chart</b>	<b>Strategies/innovative methods &amp; extended learning opportunities</b> <small>Include technology and assessment</small>	<b>Budget</b>	<b>Professional Development</b> <small>(Identify measurable teacher outcome)</small>	<b>Communication with Parents &amp; Customer Relations</b> <small>(Community/Parent awareness)</small>
	<p>Writing program in middle grade classes allow students gain advanced understanding of persuasive and expository writing necessary to enable students to make a successful transition to high school and prepare for collegiate success.</p> <p>Math program in middle grade classes allow students to take honors level courses in Algebra I Honors, Geometry Honors and Pre-Algebra as appropriate to enable students to make a successful transition to high school and prepare for collegiate success.</p> <p>Science program in middle grade classes allow students to participate in Emerald Coast Science Center to enable students to make a successful transition to high school and prepare for collegiate success.</p>	<p>Discretionary</p> <p>Discretionary funds</p> <p>Discretionary funds \fundraising efforts</p>	<p><b>PDSP Focus:</b> District provided STEMM Center for math and science teacher professional development</p> <p><b>Objective/other:</b></p>	<p>Weekly and monthly teacher generated updates</p> <p>Online access to grades</p> <p>Gradebook generated progress reports and report cards</p> <p>District provided communications</p>

- 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:

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)

- 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

<b>Accreditation Standards</b>
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| <ol style="list-style-type: none"><li>1. Vision and Purpose</li><li>2. Governance and Leadership</li><li>3. Teaching and Learning</li><li>4. Documenting and Using Results</li><li>5. Resources and Support Systems</li><li>6. Stakeholder Communication and Relationships</li><li>7. Commitment to Continuous Improvement</li></ol> |
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GOAL 1: OCSD will develop innovative and relevant curricula which engage students and are tailored to their individual needs and aspirations.

- +NFB Academie is the only school in the district to provide instruction in art, ballet, French and music as well as traditional education classes for elementary and middle school students.
- + This year we are piloting a high school paraprofessional program for advanced ballet students.

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

- + Rigorous math instruction is offered to 7<sup>th</sup> and 8<sup>th</sup> grade students including, honors algebra and geometry.
- + Since the program's inception, Académie students have consistently excelled academically, and received among the highest scores in the county on the Florida Comprehensive Achievement Tests (FCAT).

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

- +Educational programs designed to meet the needs of all our students include our co-curricular Arts integration program including Ballet, Music, Visual Arts and Foreign language instruction in French that is an integral part of NFB Académie's Balanced Literacy approach.
- +Our computer lab allows for students to work at their instructional level with innovative, research-based software in reading and math. Each class works in the computer lab periodically each week.

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.

- + The NFB Academie School Advisory Council (SAC) Committee which is made up of parents, teachers, support staff, the principal and community members is involved in helping develop the school improvement plan and making educational decisions about our school.
  
- + The NFB Academie Parent Leaders in Education (PLIE) organization provide support financially and by volunteering through out the school to provide educational support to enhance classroom instruction..