



**Date Submitted:**

**Dates of Revisions:**

# School Name: Wright Elementary School

## School Performance Plan

### 2012 - 2013

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

### School Profile:

Wright Elementary school is located in the heart of Ft. Walton Beach, Florida; Wright serves approximately 650 students in the Ft. Walton Beach area. Wright was accredited in 2011. Wright Elementary has had the privilege of serving the community and stakeholders for the past (52) years. The faculty has worked diligently with staff, volunteers, and stakeholders to achieve high standards for academic excellence for our students and is dedicated to continuous success. Wright serves a diverse population with a demographic mix consisting of; 3.1% Asian, 17.8% Hispanic, 12.3% multi-racial, 21.1% Black, and 45.7% White. 80% of the students receive free or reduced lunch; all students at Wright Elementary receive free breakfast daily.

Wright Elementary is but a few miles from two of the largest air force bases. We are proud of our military connections, and welcome the members of the 7th Special Forces to our area. With such a large military presence, Okaloosa District Schools has implemented a STEMM school for current 6<sup>th</sup> grade students. Wright is pleased that some of our former 5<sup>th</sup> graders are in the program. Other transitioning 5<sup>th</sup> to 6<sup>th</sup> grade students report to one of two feeder middle schools: Pryor Middle School or Bruner Middle School depending on their zoning.

One hundred percent (100%) of Wright's instructional staff have acquired Highly Qualified status, as indicated by state certification and continuing professional development. 43.18% of our instructional staff has taught for 20 or more years, 40.90% has taught 6-19 years, 11.36% has taught for 2-5 years, and .045% of the staff are first year teachers. 70.45% of our faculty have advanced degrees while 36.36% of them are National Board Certified teachers. 75% of the faculty have obtained either ESOL endorsement or certification as well as 25% of the faculty have obtained their Reading endorsement.

Wright Elementary is also served by a full time Literacy Coach who is available to coach, to plan, and to model lessons in reading and writing, as well as integrating reading and writing in all content areas for all teachers. The Coach, along with the principal, also plans professional development to assist teachers in the transition to the Common Core State Standards. We are served by a half day guidance counselor who is a vital part of the RtI committee and works closely with Title X. Our RtI team, led by our Media Specialist, meets, plans, and supports teachers in developing plans for each referred student's success in all academic and behavior areas. The team meets weekly throughout the year to assist teachers in documenting individual student needs.

At Wright, we are using a two person team of teachers (one teacher instructing Reading, Social Studies, and Language Arts while the other teacher instructs Math, Science, and Language Arts) to maximize time on task and to provide specific focused instruction. Language Arts is weaved into all content areas to support the ELA of the CCSS.

Wright Elementary is proud of our dedication in the implementation of technology in all content areas and all classrooms. We have a full service computer lab; we have added a portable lab-top lab as well as two I-pad labs this year. Each of the portable labs serves an entire class. Wright Elementary is implementing the computer based Fast ForWord program, along with Success Maker to identify student's needs and then to remediate in those areas. 100% of the teachers have Mimio and/or LCD technology in their classrooms.

Since 2006, Wright Elementary has provided three separate academic based family nights: Literacy Night, Science Night, and Math Night. During each night, activities are planned where parents are able to participate with their children in each of the focused areas. The average participation throughout the years has been 300+ attendees. Wright holds other annual family events including a tribute to our Veterans, a Holiday Family Sing-Along, a Black History Event, a Cinco de Mayo Celebration, Muffins for Moms, and Donuts for Dads. Wright has additional support through the PTO, SAC, and our school mentor and volunteer programs.

Since the Florida school rating began, Wright has maintained either an A or B status and continues to strive to make academic gains. These strengths were noted in the 2011-2012 Parent Climate Survey:

- **Clear expectations of conduct and behavior are communicated to my child.**
- **My child's school maintains a safe environment.**
- **I am satisfied that my child's teachers do a good job educating my child.**

The 2011-2012 also noted these areas for improvement:

- **Parent input is valued at my child's school.**
- **The guidance department at my child's school provides for the educational success of my student.**
- **My child's school is well maintained.**

Historical Data

FCAT 2.0

Third Grade Reading

		<b>Total Test Scores</b>					<b>Mean Points Earned</b>					
		% in each Achievement Level					By Content Area					
Grade	Number of Students	Mean Developmental Scale Score	1	2	3	4	5	Percentage in Achievement Levels 3 and Above	Vocabulary	Reading Application	Literary Analysis: Fiction and Nonfiction	Informational Text and Research Process
03									7	20	10	8
03	91	197	19	36	15	20	10	45	5	12	7	6

Fourth Grade Reading

		<b>Total Test Scores</b>					<b>Mean Points Earned</b>					
		% in each Achievement Level					By Content Area					
Grade	Number of Students	Mean Developmental Scale Score	1	2	3	4	5	Percentage in Achievement Levels 3 and Above	Vocabulary	Reading Application	Literary Analysis: Fiction and Nonfiction	Informational Text and Research Process
04									8	16	13	8
04	106	210	16	30	27	21	6	54	5	12	8	6

Fifth Grade Reading

		<b>Total Test Scores</b>					<b>Mean Points Earned By Content Area</b>					
		% in each Achievement Level										
Grade	Number of Students	Mean Developmental Scale Score	1	2	3	4	5	Percentage in Achievement Levels 3 and Above	Vocabulary	Reading Application	Literary Analysis: Fiction and Nonfiction	Informational Text and Research Process
05	98	217	17	29	32	17	5	54	6	9	5	9

Third Grade Math

		<b>Total Test Scores</b>					<b>Mean Points Earned By Content Area</b>				
		% in each Achievement Level									
Grade	Number of Students	Mean Developmental Scale Score	1	2	3	4	5	Percentage in Achievement Levels 3 and Above	Operations, Problems, and Statistics	Number: Fractions	Geometry and Measurement
03	89	195	25	26	36	11	2	49	14	6	9

Fourth Grade Math

		<b>Total Test Scores</b>					<b>Mean Points Earned</b>				
		% in each Achievement Level					By Content Area				
Grade	Number of Students	Mean Developmental Scale Score	1	2	3	4	5	Percentage in Achievement Levels 3 and Above	Number: Operations and Problems	Number: Base Ten and Fractions	Geometry and Measurement
04	106	201	1	2	3	4	5	30	12	5	6

Fifth Grade Math

		<b>Total Test Scores</b>					<b>Mean Points Earned</b>				
		% in each Achievement Level					By Content Area				
Grade	Number of Students	Mean Developmental Scale Score	1	2	3	4	5	Percentage in Achievement Levels 3 and Above	Number: Base Ten and Fractions	Expressions, Equations, and Statistics	Geometry and Measurement
05	99	213	1	2	3	4	5	37	11	5	7

Fifth Grade Science

Grade	Total Test Scores							Percentage in Achievement Levels 3 and Above	Mean Points Earned By Content Area			
	Number of Students	Mean FCAT Equivalent Scale Score (100-500)	% in each Achievement Level						Nature of Science	Earth and Space Science	Physical Science	Life Science
			1	2	3	4	5					
05	99	318	21	27	38	10	3	52	7	11	10	9

Fourth Grade Writing

Grade	Number of Students	Mean Score	Unscorable Percentage	Percentage Earning Each Score Point											Percentage Scoring 3.0 and Above	Percentage Scoring 3.5 and Above	Percentage Scoring 4.0 and Above
				1.0	1.5	2.0	2.5	3.0	3.5	4.0	4.5	5.0	5.5	6.0			
04	105	2.7	0	5	8	14	19	30	13	10	1	0	0	0	54	24	10

Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data

**Years:** 2001, 2002, 2003, 2004, 2005, 2006, 2007, 2008, 2009, 2010, 2011

**Grades:** 3, 4, 5, 6, 7, 8, 9, 10, 11, **Subjects:** Reading, Mathematics, Writing and Science

Modify Selections

The table below provides school performance data for FCAT Reading, Mathematics, Writing and Science. Students who score Achievement Level 3 and above in Reading, Mathematics or Science are considered on grade level, proficient, or advanced. As of 2011, certain FCAT assessments are no longer administered. In their place are new assessments called FCAT 2.0, which are aligned to the Next Generation Sunshine State Standards. This transition began in 2011 with FCAT 2.0 Reading (grades 3-10) and FCAT 2.0 Mathematics (grade 3-8) assessments. A comprehensive mathematics assessment is no longer administered to grade 9 students. The only FCAT assessments administered in 2011 are FCAT Mathematics (grade 10), FCAT Science (grades 5, 8, and 11), and FCAT Writing (grades 4, 8, and 10). FCAT 2.0 results are not reported in this database. They may be accessed in Excel spreadsheets found at <http://fcats.fldoe.org/mediapacket/2011/default.asp>. For the FCAT Writing essay, the table provides the percent of students scoring 3.5 and above for the years 2002-2009, and the percent of students scoring 4.0 and above for the years 2010-2011. In May 2011, the State Board of Education increased the proficiency level used for school grading purposes to a 4.0. When reviewing FCAT Writing results from 2010 and beyond, comparisons to previous years' writing scores should be avoided. This caution is given for two reasons. First, beginning in 2010, each essay was scored by one rater. In previous years, two raters were used and the scores were averaged. A student could have received a half-point score, such as 4.5, whereas since 2010, no half-point scores are possible. Second, beginning in 2010, each student within the same grade level was required to write an essay using the same mode of writing (narrative, expository, or persuasive). In previous years, there were two modes assessed at each grade level with half of the students responding to each mode. For example, the 2010 Grade 4 FCAT Writing required all students to write a narrative essay. In 2009, half of the students wrote a narrative essay, and half of the students were required to write an expository essay.

School Percent Scoring Three and Above																																											
Grade Level	Reading										Mathematics										Writing Essay (3.5 and above)										Writing Essay (4.0 and above)		Science										
	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2006	2007	2008	2009	2010	2011				
<b>Okaloosa</b>																																											
<b>WRIGHT ELEMENTARY SCHOOL (281)</b>																																											
3	NA	61	74	81	74	82	76	72	68	71	NA	NA	49	63	69	65	78	79	68	61	76	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA		
4	54	50	68	64	79	75	80	72	75	71	NA	NA	54	50	54	67	78	79	55	71	64	NA	‡	54	80	68	79	77	81	65	75	56	81	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
5	NA	45	65	72	69	73	82	82	77	71	NA	49	40	59	56	52	66	70	69	51	65	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	45

+Indicates data is not available at this time.

‡The State compiled State Percent Scoring 3.5 and Above data from 2002-2009

Note: NA indicates the test was not given for that year or grade level, or Achievement Levels had not been established.



The table below provides the School mean Scale Scores in Reading, Mathematics, Writing and Science. The Scale Score is a score used to report test results on the entire test. Scale Scores on the FCAT Sunshine State Standards tests range from 100 through 500 for each grade level and content area. A computer program is used to analyze student responses and to compute the Scale Score. As of 2011, certain FCAT assessments are no longer administered. In their place are new assessments called FCAT 2.0, which are aligned to the Next Generation Sunshine State Standards. This transition began in 2011 with FCAT 2.0 Reading (grades 3-10) and FCAT 2.0 Mathematics (grade 3-8) assessments. A comprehensive mathematics assessment is no longer administered to grade 9 students. The only FCAT assessments administered in 2011 are FCAT Mathematics (grade 10), FCAT Science (grades 5, 8, and 11), and FCAT Writing (grades 4, 8, and 10). FCAT 2.0 results are not reported in this database. They may be accessed in Excel spreadsheets found at <http://fcats.fldoe.org/mediapacket/2011/default.asp>.

School Mean Scores																																						
Grade Level	Reading											Mathematics										Writing					Science											
	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2006	2007	2008	2009	2010	2011	2003	2004	2005	2006	2007	2008	2009	2010	2011	
<b>Okaloosa</b>																																						
<b>WRIGHT ELEMENTARY SCHOOL (281)</b>																																						
3	NA	295	306	327	317	329	312	313	317	311	NA	NA	288	302	318	309	334	322	315	312	329	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
4	299	292	315	314	331	324	335	317	326	327	NA	NA	291	298	306	318	327	330	306	323	314	NA	312	326	290	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
5	NA	268	297	306	302	314	317	325	309	314	NA	307	301	327	331	323	339	342	341	327	338	NA	NA	NA	NA	NA	NA	NA	290	287	294	310	310	322	308	319	319	

+Indicates data is not available at this time.

Note: NA indicates the test was not given for that year or grade level, or Achievement Levels had not been established.

Note: FCAT Writing+ was administered from 2006 – 2008. In 2009, the multiple-choice items were removed from the statewide writing assessment; therefore, the test name was changed back to FCAT Writing, and Scale Scores are no longer reported for the statewide writing assessment.

The table below provides the School average Developmental Scale Score (DSS) in Reading and Mathematics for FCAT and the change in DSS score since last year. The DSS is a score used to determine a student's annual progress from grade to grade. The FCAT Developmental Scales for Reading and Mathematics range from 86 through 3008 across grades 4 through 10.

School - Mean Developmental Scale Score (DSS)								
Grade	Reading Scores				Mathematics Scores			
Grade Level	% of Students Matched to 2010	Mean DSS (Matched Students 2011)	Mean DSS (Matched Students 2010)	Mean DSS Change for Matched Students	% of Students Matched to 2010	Mean DSS (Matched Students 2011)	Mean DSS (Matched Students 2010)	Mean DSS Change for Matched Students

Note: Matched DSS data cannot be generated for grade 3 because it is the first year that students take the FCAT.

The tables below provide a School summary of FCAT Reading, Mathematics, Writing and Science, including the percent of students scoring in each Achievement Level. For FCAT Reading and Mathematics, the data includes the number of students tested, mean Scale Scores, mean Developmental Scale Scores, and the percentage of students scoring in each achievement level. There are five categories of achievement that describe the success students have with the content tested on the FCAT Reading, Mathematics and Science. Level 5 is the highest, and level 1 is the lowest. Levels 3 and above are considered on or above grade level. Writing is assessed in grades 4, 8, and 10. Writing mean essay scores combined are the result of combining the average scores for each type of writing assessed, in years when multiple prompts per grade level were administered. When reviewing FCAT Writing results from 2010 and beyond, comparisons to previous years' writing scores should be avoided. This caution is given for two reasons. First, beginning in 2010, each essay was scored by one rater. In previous years, two raters were used and the scores were averaged. A student could have received a half-point score, such as 4.5, whereas since 2010, no half-point scores are possible. Second, beginning in 2010, each student within the same grade level was required to write an essay using the same mode of writing (narrative, expository, or persuasive). In previous years, there were two modes assessed at each grade level with half of the students responding to each mode. For example, the 2010 Grade 4 FCAT Writing required all students to write a narrative essay. In 2009, half of the students wrote a narrative essay, and half of the students were required to write an expository essay. As of 2011, certain FCAT assessments are no longer administered. In their place are new assessments called FCAT 2.0, which are aligned to the Next Generation Sunshine State Standards. This transition began in 2011 with FCAT 2.0 Reading (grades 3-10) and FCAT 2.0 Mathematics (grade 3-8) assessments. A comprehensive mathematics assessment is no longer administered to grade 9 students. The only FCAT assessments administered in 2011 are FCAT Mathematics (grade 10), FCAT Science (grades 5, 8, and 11), and FCAT Writing (grades 4, 8, and 10). FCAT 2.0 results are not reported in this database. They may be accessed in Excel spreadsheets found at <http://fcat.fldoe.org/mediapacket/2011/default.asp>.

School Summary of Students Tested									
Grade 3									
Reading Scores									
				Percentage of Students by Achievement Level					
Year	Students Tested	Mean DSS	Mean Scale Score	1	2	3	4	5	Level 3 & above**
<b>Okaloosa</b>									
<b>WRIGHT ELEMENTARY SCHOOL (281)</b>									
2001	101	NA	297	0	0	0	0	0	0
2002	97	1268	295	21	19	37	23	1	61

2003	108	1337	306	15	12	42	27	5	74
2004	86	1463	327	9	9	40	30	12	81
2005	96	1404	317	18	8	31	36	6	74
2006	98	1477	329	6	12	38	37	7	82
2007	84	1372	312	14	10	44	24	8	76
2008	93	1380	313	11	17	41	28	3	72
2009	116	1403	317	16	16	26	32	10	68
2010	100	1368	311	13	16	35	33	3	71

**Mathematics Scores**

				Percentage of Students by Achievement Level					
Year	Students Tested	Mean DSS	Mean Scale Score	1	2	3	4	5	Level 3 & above**

**Okaloosa**

2001	103	NA	289	NA	NA	NA	NA	NA	NA
2002	97	1243	288	25	26	33	15	1	49
2003	108	1309	302	16	22	43	18	2	63
2004	86	1386	318	10	21	37	26	6	69
2005	96	1342	309	18	18	30	30	4	65
2006	98	1456	334	3	19	36	36	6	78
2007	84	1401	322	12	10	45	26	7	79
2008	93	1371	315	12	20	41	24	3	68
2009	116	1354	312	11	28	39	16	7	61
2010	100	1435	329	5	19	40	29	7	76

\* No data is reported when fewer than ten students were tested.

\*\* Adding the percents in Achievement Levels 3 – 5 may not result in the percent reported under "Level 3 and above" due to rounding.

Note: NA indicates the test was not given for that year or grade level, or Achievement Levels had not been established.

Note: FCAT Writing+ was administered from 2006 – 2008. In 2009, the multiple-choice items were removed from the statewide writing assessment; therefore, the test name was changed back to FCAT Writing, and Scale Scores are no longer reported for the statewide writing assessment.

**Grade 4**

**Reading Scores**

				Percentage of Students by Achievement Level					
Year	Students Tested	Mean DSS	Mean Scale Score	1	2	3	4	5	Level 3 & above**

**Okaloosa**

**WRIGHT ELEMENTARY SCHOOL (281)**

2001	95	NA	299	34	12	26	21	7	54
2002	99	1419	292	37	12	24	20	6	50
2003	99	1552	315	13	18	42	24	2	68
2004	116	1547	314	13	23	42	17	4	64
2005	89	1651	331	11	10	36	31	11	79
2006	89	1609	324	9	16	37	34	4	75
2007	101	1669	335	12	8	26	39	16	80
2008	74	1565	317	8	20	45	23	4	72
2009	107	1620	326	7	18	33	33	9	75
2010	86	1625	327	10	19	34	27	10	71

**Mathematics Scores**

				Percentage of Students by Achievement Level					
Year	Students Tested	Mean DSS	Mean Scale Score	1	2	3	4	5	Level 3 & above**
<b>Okaloosa</b>									
2001	95	NA	299	0	0	0	0	0	0
2002	99	1415	291	27	18	38	15	1	54
2003	99	1445	298	21	28	34	14	2	50
2004	116	1482	306	15	31	34	17	3	54
2005	89	1534	318	12	20	40	24	3	67
2006	89	1576	327	7	16	44	29	4	78
2007	101	1588	330	5	16	44	26	10	79
2008	74	1481	306	14	31	36	18	1	55
2009	107	1556	323	8	21	44	18	9	71
2010	86	1517	314	12	24	41	15	8	64

**Writing Scores**

				Percentage of Students by Achievement Level					
Year	Students Tested	Mean Essay Score Combined†	Mean Scale Score	1	2	3	4	5	
<b>Okaloosa</b>									
2001	107	3.0	NA	NA	NA	NA	NA	NA	
2002	98	3.4	NA	NA	NA	NA	NA	NA	
2003	103	3.8	NA	NA	NA	NA	NA	NA	
2004	117	3.7	NA	NA	NA	NA	NA	NA	
2005	90	3.8	NA	NA	NA	NA	NA	NA	

2006	88	3.9	312	NA	NA	NA	NA	NA	
2007	100	4.1	326	13	15	42	20	10	
2008	72	3.6	290	22	25	40	11	1	
2009	106	3.8	NA	NA	NA	NA	NA	NA	
2010	85	3.7	NA	NA	NA	NA	NA	NA	
<b>2011</b>	<b>91</b>	<b>4.0</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>	

† Mean essay score combined is the result of combining the mean scores for each mode of writing assessed. Prior to 2010, with the exception of grade 10 in 2008, two modes were assessed per grade level. Beginning in 2010, one mode was assessed per grade level.

\* No data is reported when fewer than ten students were tested.

\*\* Adding the percents in Achievement Levels 3 – 5 may not result in the percent reported under "Level 3 and above" due to rounding.

Note: NA indicates the test was not given for that year or grade level, or Achievement Levels had not been established.

Note: FCAT Writing+ was administered from 2006 – 2008. In 2009, the multiple-choice items were removed from the statewide writing assessment; therefore, the test name was changed back to FCAT Writing, and Scale Scores are no longer reported for the statewide writing assessment.

Grade 5									
Reading Scores									
				Percentage of Students by Achievement Level					
Year	Students Tested	Mean DSS	Mean Scale Score	1	2	3	4	5	Level 3 & above**
<b>Okaloosa</b>									
<b>WRIGHT ELEMENTARY SCHOOL (281)</b>									
2001	112	NA	277	NA	NA	NA	NA	NA	NA
2002	111	1412	268	38	18	23	21	1	45
2003	103	1578	297	18	17	37	25	3	65
2004	97	1629	306	10	18	45	22	5	72
2005	116	1607	302	15	16	42	23	3	69
2006	93	1670	314	12	15	42	24	8	73
2007	83	1686	317	8	10	40	40	2	82
2008	99	1731	325	5	13	39	31	11	82
2009	84	1646	309	11	12	48	23	7	77
2010	98	1671	314	10	18	35	26	11	71
Mathematics Scores									
				Percentage of Students by Achievement Level					
Year	Students Tested	Mean DSS	Mean Scale Score	1	2	3	4	5	Level 3 & above**
<b>Okaloosa</b>									

2001	112	NA	307	29	21	21	23	5	49
2002	111	1520	301	34	25	19	16	5	40
2003	103	1642	327	22	18	27	27	5	59
2004	97	1657	331	11	33	30	22	4	56
2005	116	1619	323	15	34	34	16	2	52
2006	92	1699	339	9	25	35	23	9	66
2007	83	1711	342	5	25	39	22	10	70
2008	101	1706	341	8	23	37	23	10	69
2009	86	1641	327	10	38	29	21	1	51
2010	98	1694	338	13	21	30	22	13	65
<b>Science Scores</b>									
				Percentage of Students by Achievement Level					
<b>Year</b>	<b>Students Tested</b>		<b>Mean Scale Score</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Level 3 &amp; above**</b>
<b>Okaloosa</b>									
2003	103		290	NA	NA	NA	NA	NA	NA
2004	97		287	NA	NA	NA	NA	NA	NA
2005	116		294	NA	NA	NA	NA	NA	NA
2006	93		310	25	34	27	13	1	41
2007	82		310	21	41	29	9	0	38
2008	100		322	15	33	42	7	3	52
2009	86		308	20	42	30	8	0	38
2010	97		319	12	38	35	11	3	49
<b>2011</b>	<b>96</b>		<b>319</b>	<b>18</b>	<b>38</b>	<b>30</b>	<b>11</b>	<b>3</b>	<b>45</b>

\* No data is reported when fewer than ten students were tested.

\*\* Adding the percents in Achievement Levels 3 – 5 may not result in the percent reported under "Level 3 and above" due to rounding.

Note: NA indicates the test was not given for that year or grade level, or Achievement Levels had not been established.

Note: FCAT Writing+ was administered from 2006 – 2008. In 2009, the multiple-choice items were removed from the statewide writing assessment; therefore, the test name was changed back to FCAT Writing, and Scale Scores are no longer reported for the statewide writing assessment.

## School Profile

2012- 2013

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

**School Mission:** Perpetuate our commitment to educational excellence through:

- Rigorous and relevant curriculum
- Accountability
- Stakeholder relationships

### **Belief Statements:**

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

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

Highly Qualified Status Administrators: (Title I)	1	
Reading Instructors/Recruitment: (Secondary)	11 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 86%. (District Objective: <input 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 65%. (District Objective: <input 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 70 %. (District Objective: <input type="checkbox"/> + 2 percentile points or <input type="checkbox"/> maintain 90-100%)

Target Group(s) Supporting Data (summary) – Provide 3 year historical data chart	Strategies/Innovative methods & extended learning opportunities <small>Include technology and assessment</small>	Budget	Professional Development <small>(Identify measurable teacher outcome)</small>	Communication with Parents & Customer Relations <small>(Community/Parent awareness)</small>																																												
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4th--FCAT Reading			
Level:	2010	2011	2012
1	10	8	16
2	19	22	30
<b>Total:</b>	<b>29</b>	<b>30</b>	<b>46</b>

4th--FCAT Reading			
Level:	2010	2011	2012
3	34	32	27
4	27	31	21
5	10	8	6
<b>Total:</b>	<b>71</b>	<b>71</b>	<b>54</b>

Change

5th--FCAT Reading			
Level:	2010	2011	2012
1	10	10	17
2	18	22	29
<b>Total:</b>	<b>28</b>	<b>32</b>	<b>46</b>

5th--FCAT Reading			
Level:	2010	2011	2012
3	35	35	32
4	26	22	17
5	11	10	5
<b>Total:</b>	<b>72</b>	<b>67</b>	<b>54</b>

Change

(kindergarten), Lexile Levels, and formative room assessments.

Teachers will use state course descriptors as well as district provided guides (Curriculum, Pacing, and the Okaloosa Balance Literacy Model) to guide instruction.

Strict adherence to the daily uninterrupted 90 minute reading block.

Teachers will incorporate the use of complex text, and daily read alouds, and to increase student academic achievement.

All reading classes will complete at least one CIS lesson and/or Close Read quarterly to support text based evidence and text complexity.

All reading classes will participate in a Lesson Study during the 2012-2013 year.

Teachers will incorporate data walls for the students to self monitor progress.

Reading materials available to students will include but not be limited to fiction, non-fiction, poetry, plays, biographies.

Students will use reading response journals in all classes to enhance comprehension by supporting their writing using evidence from the text.

Students will be engaged in all classes, increasing higher order thinking skills according to Webb's Depth of Knowledge.

Teachers will use research based instruction to increase student's academic vocabulary. Teachers will be trained to evaluate reading material for its complexity to ensure rigor.

sessions to focus on implementing Common Core ELA in all subject areas.

Three Books studies for professional growth will be offered throughout this year and teachers can choose to participate.

Morning small group PD will be provided for those teachers who wish to strengthen their skills in CIS and Close Reads.

**Objective/other:**

Teachers will meet in data teams to desegregate data and to make instructional changes to increase student achievement.

- School website with links
- Report cards
- Email
- Classroom newsletters
- Marquee in front of school
- District website
- Orientation
- Open House
- Annual Title 1 Meeting
- Literacy/Math/Science Night
- Doughnuts for Dads & Muffins for Moms
- DEA Individual Student Reports (3 times per year)
- Letters from teachers

	<p>All classrooms will incorporate the use of word walls and the use of anchor charts for student reference.</p> <p><b><u>Rtl-Tier 2- Tier 3 and STUDENTS AT RISK</u></b></p> <p>Students scoring a level 1 or 2 on the 2012 FCAT 2.0 or Fall DEA, or have been retained will be placed on a PMP to provide ongoing progress monitoring. These students will receive intensive, explicit instruction to meet their academic needs in their reading block as well as 30 minute period (outside the 90 minute block) in the computer lab using the Fast For Word or Successmaker intervention program.</p> <p><b><u>STUDENTS ABOVE PROFICIENT LEVEL</u></b></p> <p>Students scoring above proficiency will receive differentiated instruction according to their individual needs to ensure academic gains are made. These students will participate in enriched programs to further their thinking, i.e. Grasses in the Classes, AIMS, Project Based Learning, etc.</p> <p><b><u>LIMITED ENGLISH PROFICIENT STUDENTS</u></b></p> <p>These students will receive the same support as those listed for at risk students. These students will have the benefit of three on-site interpreters to assist them as they acquire their academic and social language.</p> <p>K-2 will have small group instruction with their teacher and an interpreter, utilizing the phonemic awareness based programs Waterford and/or Fast For Word.</p> <p>All ELL students will be provided a bi-lingual dictionary and be allotted extra time as prescribed in their LEP.</p>	<p>Instructional interpreters  </p>		
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	<p>Students in grade 3-5 will receive reading assistance through a classroom aide and/or interpreter.</p> <p style="text-align: center;"><b><u>TECHNOLOGY:</u></b></p> <p>All classrooms are equipped with computers for student daily use to access programs such as Rosetta Stone, Essential Skills, FCAT Explorer, Successmaker, and Fast For Word . Wright Elementary's computer lab is outfitted with 24 computers where classes work on technology based projects. Two classes are using iPad labs where each student has a device assigned to them as y reservation. well as a Laptop Lab for classroom use . All classrooms are equipped with an LCD Projector, Mimio device, and/or an ELMO.</p> <p style="text-align: center;"><b><u>ASSESSMENT</u></b></p> <p>Teachers will use both formative and summative assessments to track students' progress and drive instruction. Teachers in Data Teams will use this information to provide feedback (a high yield strategy) to students and to adjust their teaching to achieve mastery of skills for all students.</p> <p>Teachers will monitor students through PMPs Data Walls, Data Analysis, and Data Chats.</p> <p>DEA data will be gathered three times per year to track academic gains. The DEA data will be studied to determine areas of strengths and weaknesses, as well as trends throughout grade levels, the school and the district.</p> <p>Kindergarten children will have on-going monitoring through the district provided kindergarten checklist. .</p>	<p>Lead and Learning Center</p>		
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	<p>Teachers will meet weekly in Data Teams to collaborate, study, disaggregate data, and make instructional decisions to increase academic success. Data Teams will keep data notebooks documenting data analysis. Data leaders will create agendas for data meetings as well as take attendance and minutes of the meeting. Data minutes of the each data meeting will be sent to the principle, Rtl Coordinator, and the Literacy Coach</p> <p>Teachers will use the strategies for engagement provided by the Lead and Learn center, (<u>The Data Team Experience and Data Teams Workbook</u>). Other recourses for engagement include strategies from Marcia Tate's <u>Worksheets Don't Grow Dendrites</u>.</p> <p>Teachers will use weekly student conferences as a means to ensure each student understand their progress in learning and to be able to self report success.</p> <p>Teachers will communicate with parents on students' successes and needs.</p> <p>Teachers will have the opportunity to meet weekly with the Principal and Literacy Coach to learn more about the CCSS and the transition from NGSS.</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:	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 86%. (District Objective: <input 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 61%. (District Objective: <input 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 % . (District Objective: <input type="checkbox"/> + 2 percentile points or <input type="checkbox"/> maintain 90-100%)
Objective M-4 (Secondary only)	The percentage of all curriculum students who will be proficient in math as defined by the State of Florida on the Florida Algebra I End-of-Course Exams will be at least 75%. (District Objective: <input type="checkbox"/> +2 percentile points or <input type="checkbox"/> maintain 90-100%)
Objective M-5 (Secondary only)	The percentage of all curriculum students who will be proficient in math as defined by the State of Florida on the Florida Geometry End-of-Course Exams will be at least % . (District Objective: <input type="checkbox"/> +2 percentile points or <input type="checkbox"/> maintain 90-100%)

Target Group(s) Supporting Data (summary) – Provide 3 year historical data chart	Strategies/Innovative methods & extended learning opportunities <small>Include technology and assessment</small>	Budget	Professional Development <small>(Identify measurable teacher outcome)</small>	Communication with Parents & Customer Relations <small>(Community/Parent awareness)</small>																																												
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4th--FCAT Math			
Level:	2010	2011	2012
1	12	10	39
2	24	32	31
<b>Total:</b>	<b>36%</b>	<b>42%</b>	<b>70%</b>

4th--FCAT Math			
Level:	2010	2011	2012
3	41	34	21
4	15	16	8
5	8	8	2
<b>Total:</b>	<b>64%</b>	<b>58%</b>	<b>31%</b>

5th--FCAT Math			
Level:	2010	2011	2012
1	13	7	30
2	21	36	32
<b>Total:</b>	<b>34%</b>	<b>43%</b>	<b>62%</b>

5th--FCAT Math			
Level:	2010	2011	2012
3	30	26	23
4	22	22	10
5	13	8	4
<b>Total:</b>	<b>65%</b>	<b>56%</b>	<b>37%</b>

Wright Elementary will also incorporate the English Language Arts (ELA) Common Core State Standards (CCSS) throughout all disciplines.

To guide instruction teachers will use state course descriptors as well district provided Curriculum and Pacing guide the 8 mathematical practices, and other researched based strategies.

Teachers will incorporate data walls into their classrooms for the students to monitor their own process.

Students will use math response journals to deepen comprehension of objectives and skills while supporting their writing using evidence from the text. Short and extended responses will be the norm to show evidence of understanding and the application of the objective. Teachers will incorporate the CCSS with the NGSS to prepare students for the changes to occur.

Students will be engaged in all classes which increases higher order thinking skills according to Webb's Depth of Knowledge enabling them to think deeper, solve problems, have mastery of skills and objectives, and make academic gains.

Teachers will use research based instruction to increase student's academic vocabulary. Teachers will be trained to evaluate reading material for its complexity to ensure rigor.

All math classes will participate in Lesson Study during the 2012-2013 year.

K-1 teachers and students will participate in the FSU pilot program, MFAS. Students

implementing Common Core ELA in all subject areas.]

Three Books studies for professional growth will be offered throughout this year and teachers can choose to participate.

Morning small group PD will be provided for those teachers who wish to strengthen their skills in CIS and Close Reads.

**Objective/other:**

Teachers will meet in data teams to desegregate data, make instructional changes to increase student achievement

- School website with links
- Report cards
- Email
- Classroom newsletters
- Sign in front of school
- District website
- Orientation
- Open House
- Annual Title 1 Meeting
- Literacy/Math/Science Night
- Doughnuts for Dads & Muffins for Moms
- DEA Individual Student Reports (3 times per year)
- Letters from teachers

will be instructed through M-FAS lessons and formative assessments will be given to collect proficiency data. Teachers will meet in their data teams with the MFAS rep on a weekly basis to plan targeted instruction based on the data.

**Rtl-Tier 2- Tier 3 and STUDENTS AT RISK**

Students scoring a level 1 or 2 on the 2012 FCAT 2.0 or Fall DEA, or have been retained will be placed on a PMP to provide ongoing progress monitoring. These students will receive intensive, explicit instruction to meet their academic needs in their reading block as well as 30 minute period (outside the 90 minute block) in the computer lab using the Fast For Word or Successmaker intervention program.

**STUDENTS ABOVE PROFICIENT LEVEL**

Students scoring above proficiency will receive differentiated instruction according to their individual needs to ensure academic gains are made. These students will participate in enriched programs to further their thinking, i.e. Grasses in the Classes, AIMS, Project Based Learning, etc.

**LIMITED ENGLISH PROFICIENT STUDENTS**

These students will receive the same support as those listed for at risk students. These students will have the benefit of three on-site interpreters to assist them as they acquire their academic and social language.

K-2 will have small group instruction with their teacher and an interpreter, utilizing the phonemic awareness based programs Waterford and/or Fast For Word.

	<p>All ELL students will be provided a bi-lingual dictionary and be allotted extra time as prescribed in their LEP.</p> <p>Students in grade 3-5 will receive reading assistance through a classroom aide and/or interpreter.</p> <p style="text-align: center;"><b><u>TECHNOLOGY:</u></b></p> <p>All classrooms are equipped with computers for student daily use to access programs such as Rosetta Stone, Essential Skills, FCAT Explorer, Successmaker, and Fast For Word . Wright Elementary's computer lab is outfitted with 24 computers where classes work on technology based projects. Two classes are using iPad labs where each student has a device assigned to them as y reservation. well as a Laptop Lab for classroom use . All classrooms are equipped with an LCD Projector, Mimio device, and/or an ELMO.</p> <p style="text-align: center;"><b><u>ASSESSMENT</u></b></p> <p>Teachers will use both formative and summative assessments to track students' progress and drive instruction. Teachers in Data Teams will use this information to provide feedback (a high yield strategy) to students and to adjust their teaching to achieve mastery of skills for all students.</p> <p>Teachers will monitor students through PMPs Data Walls, Data Analysis, and Data Chats.</p> <p>DEA data will be gathered three times per year to track academic gains. The DEA data will be studied to determine areas of strengths and weaknesses, as well as trends throughout grade levels, the school and the district.</p> <p>Kindergarten children will have on-going</p>			
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	<p>monitoring through the district provided kindergarten checklist. .</p> <p>Teachers will meet weekly in Data Teams to collaborate, study, disaggregate data, and make instructional decisions to increase academic success. Data Teams will keep data notebooks documenting data analysis. Data leaders will create agendas for data meetings as well as take attendance and minutes of the meeting. Data minutes of the each data meeting will be sent to the principle, Rtl Coordinator, and the Literacy Coach</p> <p>Teachers will use the strategies for engagement provided by the Lead and Learn center, (<u>The Data Team Experience and Data Teams Workbook</u>). Other recourses for engagement include strategies from Marcia Tate's <u>Worksheets Don't Grow Dendrites</u>.</p> <p>Teachers will use weekly student conferences as a means to ensure each student understand their progress in learning and to be able to self report success.</p> <p>Teachers will communicate with parents on students' successes and needs.</p> <p>Teachers will have the opportunity to meet weekly with the Principal and Literacy Coach to learn more about the CCSS and the transition from NGSS.  </p>			
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<b>School:</b>	<b>School Focus: Writing</b>
<b>District Goal:</b>	<b>Students shall demonstrate writing proficiency at or above expected grade level.</b>

<b>Objective</b>	<b>The percentage of 4<sup>th</sup> grade students scoring 4.0 and above on FCAT Writing will be at least 83%. (District Objective: <input 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>
	<p><b><u>ALL STUDENTS</u></b></p> <p>Wright Elementary will focus on strategies identified by John Hattie’s selected Effect Sizes. The three strategies researched will be Feedback, Classroom Discussion, and Student Self-Report Grades. All teachers will incorporate these strategies.</p> <p>Wright Elementary will also incorporate the English Language Arts (ELA) Common Core State Standards (CCSS) throughout all disciplines.</p> <p>Instruction will delivered using flexible grouping based on individualized needs according to data. (Data collected will include information from previous years, DEA and classroom assessments. Teachers will use district provided guides (Curriculum, and Pacing, to guide instruction, i.e. HEQ, Lesson Study, teaching students going from concrete to abstract, and relating mathematics in the classroom to real world situations for application of the skill to increase student academic achievement.</p> <p>Teachers will incorporate data walls for the</p>	<p>Subs for presentation from the Lead and Learn Center</p> <p>Books for PLC’s <u>Visible Learning for Teachers</u> by John Hattie and <u>Worksheets Don’t Grow Dendrites</u> by Marcia Tate.</p> <p>Subs for Lesson Study</p>	<p><b>PDSP Focus:</b></p> <p>Wright will have yearlong focus developing a laser like focus using feedback, classroom discussion, student self-reported grades, and student engagement.</p> <p>During Professional Development Day, (Early Release), teachers will meet whole group to learn more researched based strategies to implement Classroom Discussions, Feedback, Student Engagement, and Student Self Reported Grades. Teachers will then meet in small group break-out sessions to focus on implementing Common Core ELA in all subject areas.</p> <p>Three Books studies for professional growth will be offered throughout this year and teachers can choose to participate.</p>	<p>Parent/Student communication and information will be made available through</p> <ul style="list-style-type: none"> <li>• School Planners</li> <li>• Parent/teacher conferences</li> <li>• Progress reports</li> <li>• Mass telephone system</li> <li>• School Newsletter</li> <li>• Parent Star and Grades on line</li> <li>• School website with links</li> <li>• Report cards</li> <li>• Email</li> <li>• Classroom newsletters</li> </ul>

	<p>students to self monitor their process.</p> <p>Students will use writing journals in their class to respond to ideas, thoughts, and give explicit information from text to increase their writing styles and focus on writing conventions.</p> <p>Writing will be a process in which students have the ability to journal as well as work on extended pieces. This process will enable the teacher to conference with all students at least once weekly and for students to complete all steps of the writing process to include brainstorm.</p> <p>Students will use writing to respond to a variety of HEQ in class journals to enhance comprehension .of objectives and skills by supporting their writing using evidence from the text. Short and extended responses to show evidence of understanding and the application of the objective. Teachers will incorporate the CCSS with the SSS to prepare students for the changes to occur.</p> <p>Students will be engaged in all classes, increasing higher order thinking skills according to Webb's Depth of Knowledge..</p> <p>Teachers will use research based instruction to increase student's academic vocabulary. Teachers will be trained to evaluate reading material for its complexity to ensure rigor.</p> <p>Quarterly school-wide writing assessments will be administered to all students as a way to monitor progress and compare data. K-2 students will respond to a reading passage, and 3-5 students will respond to a given prompt to include narrative, explanatory, persuasion, and opinion writing. All writing will be scored using the Florida scoring rubric.</p>		<p>Morning small group PD will be provided for those teachers who wish to strengthen their skills in CIS and Close Reads.</p> <p><b>Objective/other:</b> Teachers will meet in data teams to desegregate data, make instructional changes to increase student achievement</p>	<ul style="list-style-type: none"> <li>• Sign in front of school</li> <li>• District website</li> <li>• Orientation</li> <li>• Open House</li> <li>• Annual Title 1 Meeting</li> <li>• Literacy/Math/Science Night</li> <li>• Doughnuts for Dads &amp; Muffins for Moms</li> <li>• DEA Individual Student Reports (3 times per year)</li> <li>• Letters from teachers</li> </ul>
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All reading classes will participate in Lesson Study during the 2012-2013 year.

**Rtl-Tier 2- Tier 3 and STUDENTS AT RISK**

Students scoring a level 1 or 2 on the 2012 FCAT 2.0 or Fall DEA, or have been retained will be placed on a PMP to provide ongoing progress monitoring. These students will receive intensive, explicit instruction to meet their academic needs in their reading block as well as 30 minute period (outside the 90 minute block) in the computer lab using the Fast For Word or Successmaker intervention program.

**STUDENTS ABOVE PROFICIENT LEVEL**

Students scoring above proficiency will receive differentiated instruction according to their individual needs to ensure academic gains are made. These students will participate in enriched programs to further their thinking, i.e. Grasses in the Classes, AIMS, Project Based Learning, etc.

**LIMITED ENGLISH PROFICIENT STUDENTS**

These students will receive the same support as those listed for at risk students. These students will have the benefit of three on-site interpreters to assist them as they acquire their academic and social language.

K-2 will have small group instruction with their teacher and an interpreter, utilizing the phonemic awareness based programs Waterford and/or Fast For Word.

	<p>All ELL students will be provided a bi-lingual dictionary and be allotted extra time as prescribed in their LEP.</p> <p>Students in grade 3-5 will receive reading assistance through a classroom aide and/or interpreter.</p> <p style="text-align: center;"><b><u>TECHNOLOGY:</u></b></p> <p>All classrooms are equipped with computers for student daily use to access programs such as Rosetta Stone, Essential Skills, FCAT Explorer, Successmaker, and Fast For Word . Wright Elementary's computer lab is outfitted with 24 computers where classes work on technology based projects. Two classes are using iPad labs where each student has a device assigned to them as y reservation. well as a Laptop Lab for classroom use . All classrooms are equipped with an LCD Projector, Mimio device, and/or an ELMO.</p> <p style="text-align: center;"><b><u>ASSESSMENT</u></b></p> <p>Teachers will use both formative and summative assessments to track students' progress and drive instruction. Teachers in Data Teams will use this information to provide feedback (a high yield strategy) to students and to adjust their teaching to achieve mastery of skills for all students.</p> <p>Teachers will monitor students through PMPs Data Walls, Data Analysis, and Data Chats.</p> <p>DEA data will be gathered three times per year to track academic gains. The DEA data will be studied to determine areas of strengths and weaknesses, as well as trends throughout grade levels, the school and the district.</p> <p>Kindergarten children will have on-going</p>			
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	<p>monitoring through the district provided kindergarten checklist. .</p> <p>Teachers will meet weekly in Data Teams to collaborate, study, disaggregate data, and make instructional decisions to increase academic success. Data Teams will keep data notebooks documenting data analysis. Data leaders will create agendas for data meetings as well as take attendance and minutes of the meeting. Data minutes of the each data meeting will be sent to the principle, Rtl Coordinator, and the Literacy Coach</p> <p>Teachers will use the strategies for engagement provided by the Lead and Learn center, (<u>The Data Team Experience and Data Teams Workbook</u>). Other recourses for engagement include strategies from Marcia Tate's <u>Worksheets Don't Grow Dendrites</u>.</p> <p>Teachers will use weekly student conferences as a means to ensure each student understand their progress in learning and to be able to self report success.</p> <p>Teachers will communicate with parents on students' successes and needs.</p> <p>Teachers will have the opportunity to meet weekly with the Principal and Literacy Coach to learn more about the CCSS and the transition from NGSS.</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:	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 <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 55%. (District Objective: <input type="checkbox"/> +2 percentile points or <input type="checkbox"/> maintain 90-100%)
Objective S-2 (High school only)	The percentage of all curriculum students who will be proficient in science as defined by the State of Florida on the Florida Biology End-of-Course Exams will be at least %%. (District Objective: <input type="checkbox"/> +2 percentile points or <input type="checkbox"/> maintain 90-100%)

Target Group(s) Supporting Data (summary) – Provide 3 year historical data chart	Strategies/Innovative methods & extended learning opportunities <small>Include technology and assessment</small>	Budget	Professional Development <small>(Identify measurable teacher outcome)</small>	Communication with Parents & Customer Relations <small>(Community/Parent awareness)</small>
	<p><b><u>ALL STUDENTS</u></b></p> <p>Wright Elementary will focus on strategies identified by John Hattie’s selected Effect Sizes. The three strategies researched will be Feedback, Classroom Discussion, and Student Self-Report Grades. All teachers will incorporate these strategies.</p> <p>Wright Elementary will also incorporate the English Language Arts (ELA) Common Core State Standards (CCSS) throughout all disciplines. Teachers will implement the NGSS and Curriculum Guides.</p> <p>Instruction will delivered using flexible grouping based on individualized needs according to data. (Data collected will include information from previous years, DEA and classroom assessments. Teachers will use district provided guides (Curriculum, and Pacing, to guide instruction, i.e. HEQ, Lesson Study, teaching students going from concrete to abstract, and relating mathematics in the classroom to real world situations for</p>	<p>Subs for presentation from the Lead and Learn Center</p> <p>Books for PLC’s <u>Visible Learning for Teachers</u> by John Hattie and <u>Worksheets Don’t Grow Dendrites</u> by Marcia Tate.</p> <p>Subs for Lesson Study</p>	<p><b>PDSP Focus:</b></p> <p>Wright will have yearlong focus developing a laser like focus using feedback, classroom discussion, student self-reported grades, and student engagement.</p> <p>During Professional Development Day, (Early Release), teachers will meet whole group to learn more researched based strategies to implement Classroom Discussions, Feedback, Student Engagement, and Student Self Reported Grades. Teachers will then meet in small group break-out sessions to focus on implementing Common Core ELA in all subject areas.</p> <p>Three Books studies for professional growth will be offered throughout this year</p>	<p>Parent/Student communication and information will be made available through</p> <ul style="list-style-type: none"> <li>• School Planners</li> <li>• Parent/teacher conferences</li> <li>• Progress reports</li> <li>• Mass telephone system</li> <li>• School Newsletter</li> <li>• Parent Star and Grades on line</li> <li>• School website with links</li> <li>• Report cards</li> </ul>

	<p>application of the skill to increase student academic achievement.</p> <p>Science class will incorporate the scientific process throughout all lessons giving students the opportunity to increase critical thinking skills. Hands on lab activities and experiments will be conducted at all grade levels, class room discussions will be based on scientific inquiry,, prediction, cause and effect, and making comparisons.</p> <p>Students will use both primary and secondary sources of informational text that will support and extend student knowledge.</p> <p>All science classes will complete at least one CIS lesson and/or Close Read quarterly to support text based evidence and text complexity.</p> <p>All science classes will participate in Lesson Study during the 2012-2013 year.</p> <p>Teachers will incorporate data walls for the students to self monitor their process.</p> <p>Students will use science response journals to report observations, investigations, inferences, predictions, ideas as well as practice discovery evidence from text based material and proving their thoughts.</p> <p>Students will be engaged in all classes, increasing higher order thinking skills according to Webb's Depth of Knowledge..</p> <p>Teachers will use research based instruction to increase student's academic vocabulary. Teachers will be trained to evaluate reading material for its complexity to ensure rigor.</p>		<p>and teachers can choose to participate.</p> <p>Morning small group PD will be provided for those teachers who wish to strengthen their skills in CIS and Close Reads.</p> <p><b>Objective/other:</b> Teachers will meet in data teams to desegregate data, make instructional changes to increase student achievement</p>	<ul style="list-style-type: none"> <li>• Email</li> <li>• Classroom newsletters</li> <li>• Sign in front of school</li> <li>• District website</li> <li>• Orientation</li> <li>• Open House</li> <li>• Annual Title 1 Meeting</li> <li>• Literacy/Math/Science Night</li> <li>• Doughnuts for Dads &amp; Muffins for Moms</li> <li>• DEA Individual Student Reports (3 times per year</li> <li>• Letters from teachers newsletters</li> </ul>
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AT RISK**

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K-2 will have small group instruction with their teacher and an interpreter, utilizing the phonemic awareness based programs Waterford and/or Fast For Word.

All ELL students will be provided a bi-

	<p>lingual dictionary and be allotted extra time as prescribed in their LEP.</p> <p>Students in grade 3-5 will receive reading assistance through a classroom aide and/or interpreter.</p> <p style="text-align: center;"><b>TECHNOLOGY:</b></p> <p>All classrooms are equipped with computers for student daily use to access programs such as Rosetta Stone, Essential Skills, FCAT Explorer, Successmaker, and Fast For Word . Wright Elementary's computer lab is outfitted with 24 computers where classes work on technology based projects. Two classes are using iPad labs where each student has a device assigned to them as y reservation. well as a Laptop Lab for classroom use . All classrooms are equipped with an LCD Projector, Mimio device, and/or an ELMO.</p> <p style="text-align: center;"><b>ASSESSMENT</b></p> <p>Teachers will use both formative and summative assessments to track students' progress and drive instruction. Teachers in Data Teams will use this information to provide feedback (a high yield strategy) to students and to adjust their teaching to achieve mastery of skills for all students.</p> <p>Teachers will monitor students through PMPs Data Walls, Data Analysis, and Data Chats.</p> <p>DEA data will be gathered three times per year to track academic gains. The DEA data will be studied to determine areas of strengths and weaknesses, as well as trends throughout grade levels, the school and the district.</p> <p>Kindergarten children will have on-going monitoring through the district provided</p>			
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	<p>kindergarten checklist. .</p> <p>Teachers will meet weekly in Data Teams to collaborate, study, disaggregate data, and make instructional decisions to increase academic success. Data Teams will keep data notebooks documenting data analysis. Data leaders will create agendas for data meetings as well as take attendance and minutes of the meeting. Data minutes of the each data meeting will be sent to the principle, Rtl Coordinator, and the Literacy Coach</p> <p>Teachers will use the strategies for engagement provided by the Lead and Learn center, (The <u>Data Team Experience and Data Teams Workbook</u>). Other recourses for engagement include strategies from Marcia Tate's <u>Worksheets Don't Grow Dendrites</u>.</p> <p>Teachers will use weekly student conferences as a means to ensure each student understand their progress in learning and to be able to self report success.</p> <p>Teachers will communicate with parents on students' successes and needs.</p> <p>Teachers will have the opportunity to meet weekly with the Principal and Literacy Coach to learn more about the CCSS and the transition from NGSS.</p>			
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<b>School:</b>		<b>School Focus: College Readiness/Academic Acceleration</b>
<b>School Objective:</b>		

<b>Target Group(s) Supporting Data (summary) – Provide 3 year historical data chart</b>	<b>Strategies/innovative methods &amp; extended learning opportunities</b> <small>Include technology and assessment</small>	<b>Budget</b>	<b>Professional Development</b> <small>(Identify measurable teacher outcome)</small>	<b>Communication with Parents &amp; Customer Relations</b> <small>(Community/Parent awareness)</small>
			<b>PDSP Focus:</b>  <b>Objective/other:</b>	

- 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: **Wright Elementary 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)
<p>All teachers at Wright Elementary School are highly qualified. Ongoing professional development ensures all teachers retain this status.</p> <p>Professional Development is listed under Professional Development in the Wright Elementary School Performance Plan and in the PDSP.</p>	<p>The application process for Okaloosa County employment is located on the Okaloosa County website.</p> <p>All new teachers are assigned a peer mentor.</p> <p>Weekly meetings with key personnel (i.e., grade level/department chairs) to keep all informed and part of the team.</p> <p>Monthly professional development meetings ("Early Release") for all faculty members.</p>	<p>The last month of the school year, Wright Elementary holds a Pre-K Transition Tour for all feeding preschools. To plan for these tours the following plan is in place:</p> <ol style="list-style-type: none"> <li>1. Calls to all feeder preschools to survey the best day and time for the tour.</li> <li>2. Invitations are extended to the feeder preschools.</li> <li>3. The tour schedules are created.</li> <li>4. Information and Kindergarten readiness materials are given to all parents</li> <li>5. Kindergarten registration packets are distributed</li> <li>6. The first day of school each year, Wright holds a Kindergarten Parent "Boo Hoo" breakfast</li> </ol>

- **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.

- Research from John Hattie has been implemented in all classes
- Research from Dr. Marcia Tate has been implemented in all classrooms
- All classes will incorporate once CIS/Close Read Quarterly
- All teachers will participate in one Lesson Study cycle per year

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

- State approved curricula are implemented in all classes.
- Students are carefully progressed monitored to ensure academic success

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

- School administrator conducts daily walk throughs to ensure continuously learning is occurring.
- Bi-Monthly professional development occurs to increase teacher knowledge of best practices
  - Book studies are on-going
  - Data Teams have been established and are carefully monitored by the administrator

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.

- Business partners and sponsors are secured for the school
- Mentors from the community are matched with students who are considered “at risk”
- Volunteers from the community serve Wright in a variety of capacities.