School Name: Shalimar Elementary
School Performance Plan
2012 - 2013

All school advisory agendas, minutes, membership, and guidelines of operations are housed at the school site as well as the district office. These reflect the process used in the preparation and evaluation of the school performance plan and the school's annual budget. SAC funds in the amount of $ 0, will primarily be used for : N/A .

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

Sheila Lightbourne
Principal

Stacie Smith
 SAC Chair

Legend

AICE:	Advance International Certificate of Education
AP:	Advanced Placement
AYP:	Adequate Yearly Progress
CCS:	Common Core Standards
DA	Differentiated Accountability
DEA:	Discovery Education Assessment
ED:	Economically Disadvantaged
ELL:	English Language Learners
ESE:	Exceptional Student Education
FAIR:	Florida Assessment for Instruction of Reading
FCAT:	Florida Comprehensive Assessment Test
IB:	International Baccalaureate
IEP:	Individualized Education Plan
IPDP:	Individualized Professional Development Plan
NGSSS:	Next Generation Sunshine State Standards

NCLB:	No Child Left Behind
PDSP:	Professional Development Site Plan
PERT:	Postsecondary Education Readiness Test
PLAN:	(ACT's 10th Grade Assessment Test)
PMP:	Progress Monitoring Plan
PMS:	Progress Monitoring System
POC:	Plan of Care
PPP:	Pupil Progression Plan
RtI:	Response to Intervention
SAC:	School Advisory Council
SAI:	Supplemental Academic Instruction
SAT 10:	Stanford Achievement Test
SESAT:	Stanford Early School Achievement Test
SINI:	Schools in Need of Improvement
SPP/SIP	School Performance Plan; School Improvement Plan
SWD:	Students with Disabilities
VE:	Varying Exceptionalities

School Profile
2012 - 2013

School Profile:

Located in the beautiful Florida Panhandle, Shalimar Elementary School serves approximately 580 students in the Shalimar and Fort Walton Beach areas. Initially SACS accredited in 1966, we have been honored to serve the communities' students, families, and stakeholders during the past 47 years. Working together, the faculty, staff, volunteers, and stakeholders have established rigorous academic standards for our students, and we are committed to providing flexible, high quality, differentiated instruction for all students. Shalimar is proud to be a diverse community of learners, with a demographic mix of 3% Asian, 8% Hispanic, 12% multi-racial, 13% Black, and 64% White. Some 62% of students receive Free or Reduced lunches.

Situated on 32 acres of land adjacent to Highway 85, the school is bordered by Eglin Air Force Base to the north and the Shalimar township community proper to the south. Because of its close proximity to the Air Force base, many Shalimar families have connections to the military or civil service.   Meigs Middle School, located approximately one-half mile down the street to the west, will receive the majority of students advancing from 5th grade, with a small percentage feeding to Pryor Middle School in Fort Walton Beach.

One hundred percent of Shalimar's instructional staff is highly qualified, as indicated by state certification and continuing professional development. Approximately 30% of our teachers have 6-14 years teaching experience, and an additional 37% have taught for 15 years or more.   Shalimar's "Dynamite Dolphins" are served by six each Kindergarten and 1st grade teachers, five each 2nd, 3rd, and 5th grade teachers, and four 4th grade teachers. We also benefit from a Literacy Coach/Remediation Specialist who is available to model lessons in reading and writing strategies, integrating reading into all content areas, and helping teachers delve deeper into the Common core State Standards (CCSS). Our full time Guidance Counselor also serves at the RtI coordinator. The RtI team is a support committee which helps teachers develop specific academic strategies in all content areas and behavior modification techniques for individual students. This team works throughout the year, helping teachers document the methods used to support struggling students.

In order to maximize student learning gains, our 4th and 5th grade classes are departmentalized and levelized.   Levelized classes allow for student groups to move through the curriculum at a pace tailored to build upon specific strengths while also targeting areas of need. Departmentalized teachers are subject area specialists who provide focused, intensive academic instruction.

Shalimar is committed to the integration of technology and instruction, with overhead digital projectors installed in all classrooms, a minimum of two student computers per classroom, and a well-equipped media center which houses both a traditional library as well as a computer lab. Ten classrooms are currently equipped with Mimio Interactive Whiteboard technology, with additional classrooms being outfitted for Mimio technology each year.

In conjunction with the Florida Department of Education and Okaloosa County School District's Science, Technology, Engineering & Math (STEM) curriculum frameworks, Shalimar boasts a beautifully equipped Science Lab, with a full time Science Consultant on site. The Science Lab is home to fish, turtles, lizards, a tarantula, and extensive collections of rock and mineral samples, mounted insects, and snake skins. Beginning in August (for grades 3-5) or January (grades 1-2), classes travel to the Science Lab once a week to participate in a unique, hands-on learning experience. From examining plant and animal slides under a microscope to recycling rainwater, students gain real world knowledge while engaging in the Scientific Method.

Since 2005, Shalimar has hosted an annual Math & Science Night, where students and their families are invited to participate in a variety of engaging and enjoyable learning activities. Averaging 400+ attendees, Math & Science Night is a unique opportunity for students and their families to jointly explore real-world mathematical and scientific experiences. Last year also marked the first annual Bilingual Family Fiesta Night. Designed to provide Spanish-speaking families with critical information in their native language, Fiesta Night also offers Spanish speakers a chance to meet and interact with faculty and staff in a non-threatening, relaxed atmosphere.

Rated an "A" school by the state of Florida since 2002, Shalimar enjoys significant support from parents and families, logging some 3,464 volunteer hours over the past year. Through the 2012 Parent Climate Survey, parents noted these areas of strength:
- 100% of respondents indicated they agree with the statement: "My child's school emphasizes academic performance as the number one priority."
- 98% agree: "As a parent, I feel welcome at my child's school."
- 97% agree: "Clear expectations of conduct and behavior are communicated to my child."
- 97% agree: "My child's school is well maintained."
- 95% agree: "My child's school maintains a safe environment."
- 95% agree: "My child's school treats everyone fairly, regardless of race, economic status, or other relationships."

The 2012 Parent Climate Survey also indicated a need to improve the following areas:
- Homework is used to reinforce what is taught in the classroom. (20% disagree)
- As a parent, I am made aware of the curriculum program for my child's grade level or course. (15% disagree)
- Parent input is valued at my child's school. (13% disagree)

Working closely with the School Advisory Committee, our faculty and staff will continue to work to improve these areas of need over the coming year.

FCAT Proficiency by race

3rd grade math

Level:	Asian (3)	Black (12)	Hispanic (3)	Multi-racial (16)	White (70)
1	0	2	1	2	11
2	2	7	0	3	16
Total:	66%	75%	33%	31%	39%

Level:	Asian (3)	Black (12)	Hispanic (3)	Multi-racial (16)	White (70)
3	0	2	1	6	27
4	0	0	0	5	8
5	1	1	1	0	8
Total:	33%	25%	66%	69%	61%

3rd grade Reading

Level:	Asian (3)	Black (12)	Hispanic (3)	Multi-racial (16)	White (70)
1	1	2	1	0	7
2	2	5	0	6	19
Total:	100%	58%	33%	38%	37%

Level:	Asian (3)	Black (12)	Hispanic (3)	Multi-racial (16)	White (70)
3	0	3	1	2	18
4	0	2	0	5	16
5	0	0	1	3	10
Total:	0%	42%	67%	63%	63%

4th grade Math

Level:	Asian (6)	Black (7)	Hispanic (10)	Multi-racial (16)	White (45)
1	0	3	4	4	3
2	2	2	2	3	16
Total:	33%	71%	60%	44%	42%

Level:	Asian (6)	Black (7)	Hispanic (10)	Multi-racial (16)	White (45)
3	2	2	2	6	10
4	1	0	2	3	13
5	1	0	0	0	3
Total:	67%	29%	40%	56%	58%

4th grade Reading

Level:	Asian (6)	Black (7)	Hispanic (10)	Multi-racial (16)	White (45)
1	0	2	0	1	2
2	1	4	5	6	9
Total:	17%	86%	50%	44%	24%

Level:	Asian (6)	Black (7)	Hispanic (10)	Multi-racial (16)	White (45)
3	3	0	3	5	16
4	1	0	2	2	12
5	1	1	0	2	6
Total:	83%	14%	50%	56%	76%

4th grade Writing

Level:	Asian (6)	Black (7)	Hispanic (10)	Multi-racial (16)	White (44)
1.0-	0	0	0	0	1

Level					
1.5					
2.0-2.5	0	0	1	3	4
Total:	0	0	10%	19%	11%

Level:	Asian (6)	Black (7)	Hispanic (10)	Multi-racial (16)	White (44)
3.0-3.5	4	5	6	11	18
4.0-4.5	2	2	3	0	21
5	0	0	0	2	0
Total:	100%	100%	90%	81%	89%

5th grade Math

Level:	Asian (3)	Black (8)	Hispanic (5)	Multi-racial (10)	White (61)
1	0	1	1	1	7
2	1	2	2	6	12
Total:	33%	38%	60%	70%	31%

Level:	Asian (3)	Black (8)	Hispanic (5)	Multi-racial (10)	White (61)
3	0	2	2	3	16
4	2	3	0	0	13
5	0	0	0	0	13
Total:	67%	63%	40%	30%	69%

5th grade Reading

Level:	Asian (3)	Black (8)	Hispanic (5)	Multi-racial (10)	White (61)
1	0	0	0	2	7
2	0	2	1	4	15
Total:	0	25%	20%	60%	36%

Level:	Asian (3)	Black (8)	Hispanic (5)	Multi-racial (10)	White (61)
3	2	4	2	4	15
4	1	2	2	0	12
5	0	0	0	0	12
Total:	100%	75%	80%	40%	64%

5th grade Science

Level:	Asian (3)	Black (8)	Hispanic (5)	Multi-racial (10)	White (61)
1	1	0	1	1	6
2	0	2	2	2	12
Total:	33%	25%	60%	30%	30%

Level:	Asian (3)	Black (8)	Hispanic (5)	Multi-racial (10)	White (61)
3	1	6	2	7	20
4	4	0	0	0	11
5	0	0	0	0	12
Total:	67%	75%	40%	70%	70%

Proficiency by eligibility

3rd grade Math

Level:	LEP (5)	ESE-Gifted (1)	ESE-Other (22)
1	2	0	7
2	1	0	9
Total:	60%	0	73%

4th grade Math

Level:	LEP (8)	ESE-Gifted (6)	ESE-Other (10)	504 (3)
1	4	0	4	0
2	1	0	5	2
Total:	63%	0	90%	67%

5th grade Math

Level:	LEP (2)	ESE-Gifted (7)	ESE-Other (13)	504 (7)
1	0	0	4	0
2	1	0	5	1
Total:	50%	0	69%	14%

Level:	LEP (5)	ESE-Gifted (1)	ESE-Other (22)
3	1	0	4
4	0	1	1
5	1	0	1

Level:	LEP (8)	ESE-Gifted (6)	ESE-Other (10)	504
3	2	0	0	1
4	1	3	1	0
5	0	3	0	0

Level:	LEP (2)	ESE-Gifted (7)	ESE-Other (13)	504 (7)
3	1	0	4	6
4	0	0	0	0
5	0	7	0	0

Total:	40%	100%	27%

Total:	38%	100%	10%	33%

Total:	50%	100%	31%	86%

3rd grade Reading

Level:	LEP (5)	ESE-Gifted (1)	ESE-Other (22)
1	2	0	5
2	2	0	10
Total:	80%	0	68%

4th grade Reading

Level:	LEP (8)	ESE-Gifted (6)	ESE-Other (10)	504 (3)
1	0	0	5	0
2	4	0	4	3
Total:	50%	0	90%	100%

5th grade Reading

Level:	LEP (2)	ESE-Gifted (7)	ESE-Other (13)	504 (7)
1	1	0	2	1
2	0	0	5	3
Total:	50%	0	54%	57%

Level:	LEP (5)	ESE-Gifted (1)	ESE-Other (22)
3	1	0	4
4	0	1	2
5	0	0	1
Total:	20%	100%	32%

Level:	LEP (8)	ESE-Gifted (6)	ESE-Other (10)	504 (3)
3	3	0	0	0
4	1	1	1	0
5	0	5	0	0
Total:	50%	100%	10%	0

Level:	LEP (2)	ESE-Gifted (7)	ESE-Other (13)	504 (7)
3	0	0	5	1
4	1	0	1	1
5	0	7	0	1
Total:	50%	100%	46%	43%

Proficiency by Sub-skills

	Race	# students	Math % proficient	Average (100 pts. poss.)			Reading % proficient	Average (100 pts. poss.)			
				Operations, Problems, Statistics	Fractions	Geometry & Measurement		Vocab	Reading Application	Literary Analysis	Informational Text
	A	3	33	66	60	72	0	57	53	53	67
	B	12	25	62	43	64	42	79	53	64	59
	H	3	67	73	80	72	67	76	57	73	83
	M	16	69	75	76	73	63	80	71	85	74
3rd	W	70	61	71	65	76	63	81	68	77	71

		# students	Math % proficient	Average (100 pts. poss.)			Reading % proficient	Average (100 pts. poss.)			
				Operations, Problems, Statistics	Fractions	Geometry & Measurement		Vocab	Reading Application	Literary Analysis	Informational Text
	LEP	5	40	60	66	66	20	72	46	62	70
	ESE-L	1	100	95	100	85	100	86	90	70	100
	ESE-Other	22	27	60	54	65	32	62	43	68	57

	Race	# students	Math % proficient	Average (100 pts. poss.) Operations, Problems, Statistics	Fractions	Geometry & Measurement	Reading % proficient	Vocab	Average (100 pts. poss.) Reading Application	Literary Analysis	Informational Text
	A	6	67	83	83	71	86	79	76	67	88
	B	7	29	65	64	39	14	54	64	52	57
	H	10	40	67	64	47	50	62	77	53	73
	M	16	56	73	73	51	50	72	72	68	80
	W	45	58	78	80	58	76	78	76	68	80

4th

		# students	Math % proficient	Average (100 pts. poss.) Operations, Problems, Statistics	Fractions	Geometry & Measurement	Reading % proficient	Vocab	Average (100 pts. poss.) Reading Application	Literary Analysis	Informational Text
	LEP	8	38	66	61	45	50	58	79	55	73
	ESE-L	6	100	96	97	88	100	100	95	92	100
	ESE-Other	10	10	60	54	52	10	51	52	41	52
	504	3	33	63	73	47	0	63	58	54	73

Race	# students	Math % proficient	Average (100 pts. poss.)			Reading % proficient	Average (100 pts. poss.)			
			Number: Base 10 and Fractions	Expression, Equation & Statistics	Geometry & Measurement		Vocab	Reading Application	Literary Analysis	Informational Text
A	3	67	74	60	62	100	82	86	79	67
B	8	63	70	61	57	75	75	66	77	63
H	5	40	56	60	40	80	82	67	75	69
M	10	30	51	46	46	40	59	56	64	50
W	61	69	68	69	64	64	75	71	73	69

	# students	Math % proficient	Average (100 pts. poss.)			Reading % proficient	Average (100 pts. poss.)			
			Number: Base 10 and Fractions	Expression, Equation & Statistics	Geometry & Measurement		Vocab	Reading Application	Literary Analysis	Informational Text
LEP	2	50	46	65	32	50	67	65	57	61
ESE-L	7	100	97	96	94	100	100	94	95	93
ESE-Other	13	31	51	52	47	46	61	55	65	54
504	7	86	60	70	56	43	65	75	56	62

Race	# students	Science % proficient	Avg. (100 pts. poss.)		Avg. (6 pts. poss.)
			Physical Science	Earth & Space	Life & Environmental
A	3	67	67	75	4
B	8	75	78	71	5.3
H	5	40	68	69	3.6
M	10	70	67	64	4.2
W	61	70	80	78	4.6

5th

	# students	Science % proficient	Avg. (100 pts. poss.)		Avg. (6 pts. poss.)
			Physical Science	Earth & Space	Life & Environmental
LEP	2	0	75	57	3
ESE-L	7	100	96	98	6
ESE-Other	13	46	72	65	2.8
504	7	71	74	71	5.1

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

Highly Qualified Status Administrators: (Title I)	⌈ **1** ⌋	
Reading Instructors/Recruitment: (Secondary)	**n/a Teachers with reading certification/endorsement**	**n/a 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 88%.**
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 73%.**
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 47 %.**

Target Group(s) Supporting Data (summary) – Provide 3 year historical data chart	**Strategies/Innovative methods & extended learning opportunities** Include technology and assessment	**Budget**	**Professional Development** (Identify measurable teacher outcome)	**Communication with Parents & Customer Relations** (Community/Parent awareness)
Historical data of percent of students in all curriculum groups scoring level 1 through 5 on the FCAT Reading **3rd--FCAT Reading** Level: 2010 2011 2012 1 — 10 10 11 2 — 12 19 31 Total: 22% 29% 42% **3rd--FCAT Reading** Level: 2010 2011 2012 3 — 30 29 23 4 — 38 38 22 5 — 10 4 13 Total: 78% 71% 59% Change 2+ 7- 12-	**ALL STUDENTS:** The major focus at Shalimar Elementary will be Feedback, Data Team Decision Making and Student Goal Setting with a focus on students' ability to articulate what they are expected to learn and set goals accordingly. Reading instruction will be delivered via flexible grouping based on data analysis of FCAT, formative assessments such as, DEA, DRA2, Star Reading, fluency assessments, running records, and lexile levels. According to Okaloosa County's Comprehensive Balanced Literacy Model a minimum 90 minute uninterrupted daily reading block will be utilized, which includes phonemic awareness, phonics, vocabulary, comprehension and fluency. Strategies will	$5,000.00 Nicole Law PD $623.60 *The Data Team Experience books* $608.31 Books for PLC's: *Classroom Instruction that Works* by R. Marsano, D. Pickering, J. Pollock	**PDSP FOCUS:** October Early Release will provide collaboration across two schools (Shalimar and Wright) to offer differentiated professional development to meet the needs of all teachers. Teachers will utilize text complexity in reading and throughout content areas incorporating John Hattie's research regarding visible learning and Marzano's strategies for implementation. Lesson plans will identify	Student information will be made available through • School Planners • Parent/teacher conferences • Progress reports, • Mass telephone system • Dolphin school newsletters on a bi-weekly basis to include information on FCAT Explorer, Parent Star and

4th--FCAT Reading

Level:	2010	2011	2012
1	6	9	6
2	13	14	30
Total:	19%	23%	36%

4th--FCAT Reading

Level:	2010	2011	2012
3	34	30	32
4	35	32	20
5	12	16	12
Total:	81%	78%	64%
Change	2-	3-	14-

5th--FCAT Reading

Level:	2010	2011	2012
1	10	10	9
2	13	17	25
Total:	23%	27%	34%

5th--FCAT Reading

Level:	2010	2011	2012
3	33	29	34
4	36	28	19
5	8	17	13
Total:	77%	73%	66%
Change	7-	14-	7-

include CIS, close reading through complex text, HEQ, feedback, and daily read-aloud.

Teachers engaged in lesson study will be afforded opportunities for lesson study process, i.e., plan, observe, debrief and reteach.

Teachers will utilize and adhere to the OCSD Curriculum and Pacing Guide during planning and instruction.

Teachers will conference with students to provide timely feedback that is corrective and specific to skills and/or knowledge. All students will be encouraged to monitor their own progress. Teachers will be provided Lexile Grade Level Conversion chart, Reading Grade Level Comparison chart, and a DRA2 Student Book Graph for the purpose of sharing with individual students during weekly feedback conferences.

Students will have plethora of reading material available to them, both in the classroom and media center. Reading material will be available to them on their independent reading level (at all times) with a target goal of completing one (1) book every two (2) weeks. Accelerated Reader will be used to increase fluency, motivation and comprehension. Teachers will collaborate with students to set and monitor AR goals.

Students will be engaged in reading literacy strategies throughout the day during all content area instruction on their instructional level. CCSS for literacy in Social Studies will provide greater emphasis on students locating evidence that supports their answers within the text. The use of reading response journals will be implemented in all classrooms. Students will be required to support answers with evidence from the text.

$4,000.00
Media Center :
Book Fair, Fall
and Spring,
Scholastic

connections of activities to the CCSS.

Objective/other:

During ER days, teachers will participate in training specific to appropriate feedback, CIS, and close reading.

Teachers will be engaged in Lesson Study opportunities and PLC's (Professional Learning Communities) throughout the school year.

Teachers will use DEA/FCAT, diagnostic and formative assessments to make instructional and remediation decisions.

Grades on line

- Shalimar website with links

- Report cards

- Email

- Classroom newsletters

- Electronic/digital sign in front of school

- District website

- Orientation

- Open House

- Annual Title 1 Meeting

- Math/Science Fair Night

- Miler Club (PE)

- DEA Individual Student Reports (3 times per year

- Letters from teachers

- Honor Assemblies 3 times per year

Our PTO provides ample opportunities for parents to participate in activities to promote community/parent

	Students will be engaged in reading throughout the day during all content area instruction. Reading assignments from longer text passages as well as shorter ones when text is extremely complex will be utilized. The use of response journals, extended response, exit slips and/or literature connections will be implemented in all classrooms. Students will be consistently engaged through the day in the use of higher order/critical thinking processes. Teachers will model and scaffold critical thinking skills using Webb's Depth of Knowledge Levels and Bloom's Taxonomy. Teachers will describe text complexity in regard to CCSS, targeting vocabulary and syntax. **RtI-Tier 2- Tier 3 and <u>STUDENTS AT RISK</u>** Students scoring either a level 1 or level 2 on FCAT or Level 1 or 2 on Fall DEA will receive intensive, small group instruction, (using Triumphs, FCRR activities, Quick Reads, Readers Theater, and various other manipulatives) facilitated by the classroom teacher, Title 1 reading teacher, and/or paraprofessionals. Students will also have the opportunity to receive after school tutoring in order to target specific educational needs. Level 1 and 2 students will be afforded the opportunity to participate in a pilot program entitled, Reading For Understanding Project through FSU/FCRR based on the program's pre-assessment data. Students selected for the program will receive intensive, high yield targeted instruction in small group, 30 minutes each day, 5 days per week.	POC funds: $64,100.00 Budget #5100.0131.04 31.3161, 5200.021.0431. 3161, 5100.0220.043 1.3161, 5100.0231.043 1.3161,5100- .232.0431.3161 5100,0233.403 1.3161 $300.00 for paper and ink for reports of DEA to be printed and sent to parents 3 times per year		involvement. Our SAC committee communicates pertinent information concerning school decisions via Shalimar website located at the SAC Minutes link.

	Both at risk and retained students will have the opportunity to have a mentor for motivation, encouragement, and to serve as role models.		
	Teachers will meet with RtI Committee to review progress and adjust strategies/resources for all students at Level 1 and 2 or below the designated %tile in reading on the DEA. Ongoing progress monitoring will enable the teachers and the RtI team to remediate these students to obtain grade level success and close the academic gap.	$1,056.00 Subs for mid-year data chats	
	SHALIMAR DOLPHIN POD:		
	Grades 3, 4 and 5 will implement a "Dolphin Pod" to target and effectively meet the needs of the lower quartile		
	The main goal of the Dolphin Pod is to provide the students with a community learning experience designed to prepare the child for college and career readiness as Florida transitions to the new Common Core Standards for education. The students will be changing classes for each subject area and will have three teachers collaborating to provide an integrated curriculum.	$1,440.00 Subs for 3 teachers 2 times per 9 weeks	
	These students will be provided 30-minute instruction outside the 90-minute reading block in the computer lab, utilizing the research based, Fast ForWord Intervention Program software.		
	Instruction will be centered on the ways each child learns best, including hands-on activities, digital learning opportunities and real-world experiences. Some of the activities and special programs in which the Shalimar Dolphin Pod will participate include digital learning communities using Edmodo,		

	Kindle eReaders used in small group reading instruction, field trips with real-world learning experiences, Engineers for America, Leadership opportunities with Dynamic Dolphin school news show, projects and presentations that combine technology, math, science, reading and writing,.			
Students Identified as Gifted: Grade K-1 Grade 1-4 Grade 2-2 Grade 3-1 Grade 4 -6 Grade 5-7 Total of 21 of the student population (3%)	**STUDENTS ABOVE PROFICIENCY LEVEL** Students who are above the proficiency level will be identified utilizing standardized test scores (DEA, FCAT) or DRA2. Certified gifted instructors will provide direct instruction twice a week for 45 minute time blocks in a resource room for grades Kindergarten through 2nd grade. The 3rd grade gifted / enrichment program is within a classroom setting and encompasses higher academic rigor along with enrichment type activities throughout all academic subjects. The 4th and 5th grade gifted / enrichment program is a push-in program serving all gifted and Level 5 Reading FCAT students through a Talented / Gifted Enrichment format. Mensa mind challenges and activities are used to further critical thinking skills once a week for 45 minutes. Shalimar offers a school wide enrichment program to all students with opportunities for student participation in Odyssey of the Mind and Technology Bowl.			
	LIMITED ENGLISH PROFCIENT STUDENTS Students of limited English proficiency in the lowest quartile in 3rd, 4th and 5th grade will receive all strategies listed in the Dolphin Pod. K-2 will be provided small group instruction with an Instructional Interpreter and/or paraprofessional, using Rosetta Stone.	$13,882.60 Interpreter Salary Budget # 1010.5100.0131. 0431.4410		

	Most first grade students will be placed in a bi-lingual classroom where the teacher will target specific language strategies to ensure English proficiency. An ESOL interpreter will provide further small group support within the classroom 30 minutes per day.

 All ELL students will be given a bi-lingual dictionary to improve English acquisition.

TECHNOLOGY:
All classrooms will utilize classroom computers throughout the day to reinforce and practice reading strategies using software such as, Star Fall, Education City, Essential Skills, Reading 180, FAST ForWord, FCAT Explorer, and various and approved internet sites. In addition, all classrooms K through 5 will be given a scheduled Computer Lab time.

ASSESSMENT
Teachers and students will monitor student progress through common formative assessments during instruction that provides feedback to adjust ongoing teaching and learning to improve students' achievement of intended instructional outcomes. Teachers will monitor progress, according to the Pupil Progression Plan.

DEA data will be collected for pre, mid and post scores on all students to plan instruction, identify strengths and weaknesses, target areas of concern and identify students in need of remediation or acceleration. Ongoing progress monitoring via DEA Probes for all students and FCAT Explorer for grades 3 through 5 will guide instruction. Kindergarten students will be monitored using various formative assessments and Kindergarten checklists. | $39,644.52 First Grade bi-lingual teacher budget #101.5100.0131.0431.5126 | | |

	On a weekly basis, grade level teachers will meet to monitor progress of all children according to Okaloosa County's curriculum pacing guide as correlated with the CCSS. Each grade level will meet with the principal, counselor, literacy coach, or Title 1 reading teacher to determine student progress to date according to the Five Steps of Data Teams as outlined in *The Data Team Experience*, written by Angela Peery, Ed.D. , and identify additional strategies to assist students in reading development according to individual PMPs. Data Teams will be collaborative, structured, scheduled which will focus on the effectiveness of teaching and learning. The Data Team Leader will create agendas, take attendance and record minutes of all Data Meetings and send a copy to Coach Oliver, Music teacher, Title 1 contact and principal. Teachers will conference with ALL students to help them articulate their high academic goals for their achievement, using various rubrics to track their progress toward accomplishment of the stated goals. Parents will be informed on student progress on instructional goals via DEA Individual Student Report, three (3) times per year. On a weekly basis, grade level teachers will be afforded the opportunity to discuss their plan of action that aligns curriculum with CCSS. Minutes taken during these meetings will indicate discussion and use of research-based instructional practices.			

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

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

Objective M-1	The percentage of all curriculum students who will be proficient in math as defined by the State of Florida on the Florida Comprehensive Assessment Test will be at least 88%.
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 72%.
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 57%.
Objective M-4 (Secondary only)	The percentage of all curriculum students who will be proficient in math as defined by the State of Florida on the Florida Algebra I End-of-Course Exams will be at least ____%. (District Objective: ☐ +2 percentile points or ☐ maintain 90-100%)
Objective M-5 (Secondary only)	The percentage of all curriculum students who will be proficient in math as defined by the State of Florida on the Florida Geometry End-of-Course Exams will be at least ____%. (District Objective: ☐ +2 percentile points or ☐ maintain 90-100%)

Target Group(s) Supporting Data (summary) – Provide 3 year historical data chart	Strategies/Innovative methods & extended learning opportunities Include technology and assessment	Budget	Professional Development (Identify measurable teacher outcome)	Communication with Parents & Customer Relations (Community/Parent awareness)
Historical data of the percent of students in all curriculum groups scoring level 1 through 5 on the FCAT Math. **3rd--FCAT Math** 	Level:	2010	2011	2012
1	3	7	15
2	14	8	27
Total:	17%	15%	42%	 **3rd--FCAT Math** 	Level:	2010	2011	2012
3	28	40	35
4	32	33	13
5	23	12	11
Total:	83%	86%	58%
Change	0	3+	28-		The major focus at Shalimar Elementary will be Feedback, Data Team Decision Making and Student Goal Setting with a focus on students' ability to articulate what they are expected to learn and set goals accordingly. All teachers will allocate 60 minutes of math instruction per day. Student assessment data will be used to drive instruction and identify student strengths and target areas of concern to determine student progress. Strategies will include HEQ, CIS, feedback, and response journals to include short and extended responses to math problems to demonstrate the process of a particular math concept. The Common Core State Standards (CCSS) will be integrated in second through fifth grades along with the Next Generation Sunshine State Standards (NGSSS) to determine progress and	Nicole Law PD	**PDSP Focus**: October Early Release will provide collaboration across two schools (Shalimar and Wright) to offer differentiated professional development to meet the needs of all teachers. Teachers will utilize text complexity in reading and throughout content areas incorporating John Hattie's research regarding visible learning and Marzano's strategies for implementation. Lesson plans will identify connections of activities to the	Parent/Student communication and information will be made available through • School Planners • Parent/teacher conferences • Progress reports • Mass telephone system • Dolphin school newsletters on a bi-weekly basis to include information on FCAT Explorer,

4th--FCAT Math			
Level:	2010	2011	2012
1	3	11	17
2	19	19	30
Total:	22%	30%	47%

4th--FCAT Math			
Level:	2010	2011	2012
3	33	37	26
4	31	26	23
5	14	7	5
Total:	78%	70%	54%
Change	2-	8-	16-

5th--FCAT Math			
Level:	2010	2011	2012
1	7	10	11
2	28	17	26
Total:	35%	27%	37%

5th--FCAT Math			
Level:	2010	2011	2012
3	28	29	27
4	24	28	22
5	13	17	13
Total:	65%	74%	62%
Change	8-	9+	12-

mastery of the standards. CCSS is fully implemented in Kindergarten and First grade. Using the guidance of the Okaloosa Curriculum Math Guide Core math instruction, math stations and math groups will continue to be aligned with our focus towards the conceptual framework of teaching the big ideas as we gradually move towards the CCSS.

K-1 students will participate in the FSU pilot program, M-FAS.   Students 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 M-FAS rep on a weekly basis to plan targeted instruction based on the data.

4th and 5th grade classrooms are departmentalized and the students will be leveled by proficiency for math instruction. This will allow for intensive interventions and enrichment to include flexible, small group instruction with paraprofessional, Literacy Coach, Title 1 teacher and/or classroom teacher.

Students will be consistently and actively engaged in real world tasks where they are developing ownership of the understanding of math concepts and math critical thinking skills.

Higher order thinking will enable students to think deeper, problem solve, master automaticity of math facts and use critical thinking strategies on more difficult math concepts. Daily written responses that include "writing to explain" and defend solutions will as an integral part of learning.

Teachers will conference with students to provide timely feedback that is corrective and specific to skills and/or knowledge. All

CCSS.

Objective/other:

During ER days, teachers will participate in training specific to appropriate feedback, CIS, and close reading.

Teachers will be engaged in Lesson Study opportunities and PLC's (Professional Learning Communities) throughout the school year.

Teachers will use DEA/FCAT, diagnostic and formative assessments to make instructional and remediation decisions.

Parent Star and Grades on line

- Shalimar website with links

- Report cards

- Email

- Classroom newsletters

- Electronic/digital sign in front of school

- District website

- Orientation

- Open House

- Annual Title 1 Meeting

- Math/Science Fair Night

- Miler Club (PE)

- DEA Individual Student Reports (3 times per year

- Letters from teachers

- Pre-K Transition Tours and materials

Our PTO provides ample opportunities for parents to participate in activities to promote community/parent involvement.

	students will be encouraged to monitor their own progress.

Teachers will conference with ALL students to help them articulate their high academic goals for their achievement, using various rubrics to track their progress toward accomplishment of the stated goals.

Students will use a variety of vocabulary building activities to increase their ability to understand math questions. Students will be involved in helping create word walls and anchor charts that will be displayed in classrooms for future reference.

TECHNOLOGY:

Students will use a variety of technology in order to help reinforce math NGSSS and aid in implementation of CCSS
All students will utilize the computer software Math Facts in a Flash to increase fact fluency.

ASSESSMENT
Tier 1 (All Students)

Teachers and students will monitor student progress through common formative assessments during instruction that provides feedback to adjust ongoing teaching and learning to improve students' achievement of intended instructional outcomes. Teachers will monitor progress, according to the Pupil Progression Plan.

DEA data will be collected for pre, mid and post scores on all students to plan and drive instruction, identify strengths and weaknesses, target areas of concern and identify students in need of remediation or acceleration, differentiating instruction. Ongoing progress monitoring via DEA Probes for all students and FCAT Explorer | | | Our SAC committee communicates information concerning school decisions through SAC minutes via Shalimar website located at the SAC Minutes link. |

	for grades 3 through 5 will guide instruction. Kindergarten students will be monitored using Kindergarten Checklists. On a weekly basis, grade level teachers will meet to monitor progress of all children according to Okaloosa County's curriculum pacing guide as correlated with the CCSS. Each grade level will meet with the principal, counselor, literacy coach, or Title 1 reading teacher to determine student progress to date according to the Five Steps of Data Teams as outlined in *The Data Team Experience*, written by Angela Peery, Ed.D. and identify additional methods for demonstrating mastery of NGSSS and will share as a grade level, differentiated activities to enrich their curriculum. The Data Team Leader will create agendas; take attendance and record minutes of all Data Meetings. Teachers will conference with ALL students to help them articulate their high academic goals for their achievement, using various rubrics to track their progress toward accomplishment of the stated goals. Parents will be informed on student progress on instructional goals via DEA Individual Student Report, three (3) times per year. On a weekly basis, grade level teachers will meet to discuss their plan of action that aligns curriculum with CCSS. Minutes taken during these meetings will indicate discussion and use of research-based instructional practices. **RtI-Tier 2- Tier 3 and STUDENTS AT RISK** Students scoring either a level 1 or level 2 on FCAT or Level 1 or 2 on Fall DEA will receive intensive, small group instruction		

	from classroom teacher, Title 1 reading teacher, literacy coach and paraprofessionals, using research-based strategies to meet students' needs. Students will also have the opportunity to receive after school tutoring in order to target specific educational needs. Both at risk and retained students will have the opportunity to have a mentor for motivation, encouragement, and to serve as role models. Teachers will meet with RtI Committee to review progress and adjust strategies/resources for all students at Level 1 and 2 or below the designated %tile in math on the DEA. Ongoing progress monitoring will enable the teachers and the RtI team to remediate these students to obtain grade level success and close the academic gap. Teachers with possible retentions will meet with guidance counselor at mid-year. **SHALIMAR DOLPHIN POD**: Grades 3, 4 and 5 will implement a "Dolphin Pod" to target and effectively meet the needs of the lower quartile. These students will use writing to clarify concepts and understanding; use manipulatives for conceptual understanding; and base ten strategies for understanding our number system. The main goal of the Dolphin Pod is to provide the students with a community learning experience designed to prepare the child for college and career readiness as Florida transitions to the new Common Core Standards for education. The students will be changing classes for each subject area and will have three teachers collaborating to provide an integrated curriculum.		

Instruction will be centered on the ways each child learns best, including hands-on activities, digital learning opportunities and real-world experiences. Some of the activities and special programs in which the Shalimar Dolphin Pod will participate include, Digital learning communities using Edmodo, Kindle eReaders used in small group reading instruction, Field trips with real-world learning experiences, Engineers for America, Leadership opportunities with Dynamic Dolphin school news show, Projects and presentations that combine technology, math, science, reading and writing,.

STUDENTS ABOVE PROFICIENCY LEVEL

Students who are above the proficiency level will be identified utilizing standardized test scores (FCAT).   Certified gifted instructors will provide direct instruction twice a week for 45 minute time blocks in a resource room for grades Kindergarten through 2nd grade. The 3rd grade gifted / enrichment program is within a classroom setting and encompasses higher academic rigor along with enrichment type activities throughout all academic subjects.   The 4th and 5th grade gifted / enrichment program is a push-in program serving all gifted and Level 5 Math FCAT students through a Talented / Gifted Enrichment format. Mensa mind challenges and activities are used to further critical thinking skills once a week for 45 minutes. Shalimar offers a school wide enrichment program to all students with opportunities for student participation in Odyssey of the Mind and Technology Bowl.

LIMITED ENGLISH PROFCIENT STUDENTS

	Students of limited English proficiency in the lowest quartile in 3rd, 4th and 5th grade will receive all strategies listed in the Dolphin Pod. K-2 will be provided small group instruction with an Instructional Interpreter and/or paraprofessional, using Rosetta Stone. Most first grade students will be placed in a bi-lingual classroom where the teacher will target specific language strategies to ensure English proficiency. An ESOL interpreter will provide further small group support within the classroom 30 minutes per day. All ELL students will be given a bi-lingual dictionary to improve English acquisition.			

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

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

Objective	**The percentage of 4th grade students scoring 4.0 and above on FCAT Writing will be at least 38%.**

Target Group(s) Supporting Data (summary) – Provide 3 year historical data chart	**Strategies/Innovative methods & extended learning opportunities** Include technology and assessment	**Budget**	**Professional Development** (Identify measurable teacher outcome)	**Communication with Parents & Customer Relations** (Community/Parent awareness)
Historical data~percent of 4th grade students scoring level 3.0 through 4.0 on the FCAT Writes. 	**ALL STUDENTS:** The major focus at Shalimar Elementary will be Feedback, Data Team Decision Making and Student Goal Setting with a focus on students' ability to articulate what they are expected to learn and set goals accordingly. All 4th grade students will receive a minimum of 30 minutes of Writer's Workshop per day. Teachers will provide explicit instruction in the writing process across the curriculum and content areas. Two times per grading period, students' writings will be graded, as measured by the Florida FCAT Rubric to ensure all students have achieved specific writing standards for each grade level. Students will be given instruction how to balance time and plan effectively for a timed writing. Teacher will provide exemplars of proficient papers to increase students' knowledge of a proficient paper specific to grade level. Our focus this year will be spelling, sentence structure and grammar. An increased focus will be to 'write to explain' and 'defend a solution'.		**PDSP Focus**: Teachers will utilize text complexity in reading and throughout content areas incorporating John Hattie's research regarding visible learning and Marzano's strategies for implementation. Lesson plans will identify connections of activities to the CCSS. **Objective/other:** During ER days, teachers will participate in training specific to appropriate feedback, CIS, and close reading. Teachers will be engaged in Lesson Study opportunities and PLC's (Professional Learning Communities) throughout the school year. Teachers will use diagnostic and formative assessments to	Individual conferences with parents to design learning strategies for students needing a Progress Monitoring Plan • Daily school planners • Letters • Phone calls • Weekly folders that include students' work • Mass phone system • Teacher letters • Electronic Gradebook • Shalimar's Website • Mid-Term progress reports

Historical data chart:

%	2010	2011	2012
3.0	95	99	89
3.5			62
4.0	53	83	36

	4th grade classes are departmentalized to provide more intensive, differentiated, focused instruction specific to individual needs. 4th grade writing classes are scheduled for a minimum of 60 minutes per day. We have a writing teacher on this level, using balanced literacy model, writer's workshop, and the six traits language for focusing on specific skills in mini- lessons, intertwining NGSSS into the CCSS.

Ongoing test-taking skills will be taught to prepare for state testing.

Students will be taught and will use multiple sources of foundational tools to include but not limited to graphic organizers, anchor charts and mentor text.

All teachers will provide opportunities for authentic writing across the curriculum, including the use of quality literature models.

Teachers will conference with students to provide timely feedback that is corrective and specific to skills and/or knowledge. All students will be encouraged to monitor their own progress

Teachers will conference with ALL students to help them articulate their high academic goals for their achievement, using various rubrics to track their progress toward accomplishment of the stated goals.

Teachers will keep writing portfolios to assist students in their own progress monitoring. Students and teacher will conference one on one as needed.

Students will use a variety of syntax and vocabulary building activities to increase their ability to show proficiency in writing. Students will be involved in helping create word walls and anchor charts that will be | | make instructional and remediation decisions.

Our Literacy coach will model, observe and give specific feedback to teachers to ensure best practices in writing are being used to meet the needs of all children. Teachers will contact her to set time and date. | |

displayed in classrooms for future reference.

Higher order thinking will enable students to think deeper, problem solve, master automaticity of the writing process and use critical thinking strategies when writing to explain and defend solutions. Daily written responses that include "writing to explain" and 'defend solutions' will serve as an integral part of learning.

TECHNOLOGY:

Teachers will use **technology** such as Mimios and/or LCD projectors to model and demonstrate proficient writing at each grade level.

Students will use computer based programs for syntax and vocabulary building to become proficient writers such as Essential Skills and Brain Pop.

Students will use computers to produce a final paper specific to grade level.

ASSESSMENTS:

Tier 1 (All Students)

Teachers and students will monitor student progress through common formative assessments during instruction that provides feedback to adjust ongoing teaching and learning to improve students' achievement of intended instructional outcomes. Teachers will monitor progress, according to the Pupil Progression Plan.

On a weekly basis, grade level teachers will meet to monitor progress of all children according to Okaloosa County's curriculum pacing guide as correlated with the CCS. Each grade level will meet with the principal,

	counselor, literacy coach, or Title 1 reading teacher to determine student progress to date according the Five Steps of Data Teams as outlined in *The Data Team Experience*, written by Angela Peery, Ed.D. and identify additional methods for demonstrating mastery of NGSSS and will share as a grade level, differentiated activities to enrich their curriculum. The Data Team Leader will create agendas; take attendance and record minutes of all Data Meetings. Teachers will conference with ALL students to help them articulate their high academic goals for their achievement, using various rubrics to track their progress toward accomplishment of the stated goals. Parents will be informed on student progress on instructional goals via DEA Individual Student Report, three (3) times per year. On a weekly basis, grade level teachers will meet to discuss their plan of action that aligns curriculum with CCSS. Minutes taken during these meetings will indicate discussion and use of research-based instructional practices. **RtI-Tier 2- Tier 3 and STUDENTS AT RISK** Students scoring either a level 1 or level 2 on FCAT or Level 1 or 2 on Fall DEA will receive intensive, flexible, small group instruction from classroom teacher, Title 1 reading teacher, literacy coach and paraprofessionals, using research-based strategies to meet students' needs. Students will also have the opportunity to receive after school tutoring in order to target specific educational needs. Both at risk and retained students will have			

the opportunity to have a mentor for motivation, encouragement, and to serve as role model.

Teachers will meet with RtI Committee to review progress and adjust strategies/resources for all students at Level 1 and 2 or below the designated %tile in math on the DEA. Ongoing progress monitoring will enable the teachers and the RtI team to remediate these students to obtain grade level success and close the academic gap. Teachers with possible retentions will meet with guidance counselor at mid-year.

All 4th grade students will take FCAT Writes and K-3 and 5th grade students will take the Okaloosa (OK) Writes in the spring, both tests on the same day. OK Writes score will be used as ongoing monitoring.

Struggling writers who are below proficiency level will participate in intensive, small, flexible groups within the classroom with a paraprofessional, Literacy Coach and/or classroom teacher.

SHALIMAR DOLPHIN POD:

Grades 3, 4 and 5 will implement a "Dolphin Pod" to target and effectively meet the needs of the lower quartile.

The main goal of the Dolphin Pod is to provide the students with a community learning experience designed to prepare the child for college and career readiness as Florida transitions to the new Common Core Standards for education. The students will be changing classes for each subject area and will have three teachers collaborating to provide an integrated curriculum.

Instruction will be centered on the ways each

	child learns best, including hands-on activities, digital learning opportunities and real-world experiences. Some of the activities and special programs in which the Shalimar Dolphin Pod will participate include, Digital learning communities using Edmodo, Kindle eReaders used in small group reading instruction, Field trips with real-world learning experiences, Engineers for America, Leadership opportunities with Dynamic Dolphin school news show, Projects and presentations that combine technology, math, science, reading and writing. These students will use writing discussion to clarify concepts and understanding. **STUDENTS ABOVE PROFICIENCY LEVEL** Students who are above the proficiency level will be identified utilizing standardized test scores (FCAT). Certified gifted instructors will provide direct instruction twice a week for 45 minute time blocks in a resource room for grades Kindergarten through 2nd grade. The 3rd grade gifted / enrichment program is within a classroom setting and encompasses higher academic rigor along with enrichment type activities throughout all academic subjects. The 4th and 5th grade gifted / enrichment program is a push-in program serving all gifted and talented students through an enrichment format. Mensa mind challenges and activities are used to further critical thinking skills once a week for 45 minutes. Shalimar offers a school wide enrichment program to all students with opportunities for student participation in Odyssey of the Mind and Technology Bowl. **LIMITED ENGLISH PROFCIENT STUDENTS** Students of limited English proficiency in the lowest quartile in 3rd, 4th and 5th grade will		

	receive all strategies listed in the Dolphin Pod. K-2 will be provided small group instruction with an Instructional Interpreter and/or paraprofessional, using Rosetta Stone. Most first grade students will be placed in a bi-lingual classroom where the teacher will target specific language strategies to ensure English proficiency. An ESOL interpreter will provide further small group support within the classroom 30 minutes per day. All ELL students will be given a bi-lingual dictionary to improve English acquisition.		

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

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

Objective S-1 (Grades 5, 8)	The percentage of 5th grade students who will be proficient in science as defined by the State of Florida on the Florida Comprehensive Assessment Test will be at least 81%.
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 n/a%. (District Objective: ☐ +2 percentile points or ☐ maintain 90-100%)

Target Group(s) Supporting Data (summary) – Provide 3 year historical data chart	Strategies/Innovative methods & extended learning opportunities Include technology and assessment	Budget	Professional Development (Identify measurable teacher outcome)	Communication with Parents & Customer Relations (Community/Parent awareness)
Historical data of the percent of students in all curriculum groups scoring level 1 through 5 on the FCAT Science.	The major focus at Shalimar Elementary will be Feedback, Data Team Decision Making and Student Goal Setting with a focus on students' ability to articulate what they are expected to learn and set goals accordingly. Teachers will implement the Next Generation Standards and revised District Curriculum guides. Teachers will utilize appropriate instruction methods to include small group instruction, exploration, leveled reading materials and technology. Teachers will implement science writing tasks to reflect lab exploration, science extended response practice, and research papers. Students will be encouraged through exploration of cause and effect using various maniupulatives and encourage persistence in approaching tasks. Beginning in August, grades 3-5 will be engaged in weekly hands on science	$14,916.33 Science Lab	**PDSP Focus:** October Early Release will provide collaboration across two schools (Shalimar and Wright) to offer differentiated professional development to meet the needs of all teachers. Teachers will utilize text complexity in reading and throughout content areas incorporating John Hattie's research regarding visible learning and Marzano's strategies for implementation. Lesson plans will identify connections of activities to the CCSS. **Objective/other:** During ER days, teachers will	Parent/Student communication and information will be made available through • School Planners • Parent/teacher conferences • Progress reports • Mass telephone system • Dolphin school newsletters on a bi-weekly basis to include information on FCAT Explorer, Parent Star and Grades on line • Shalimar website with links

5th--FCAT Science

Level:	2010	2011	2012
1	13	11	10
2	33	30	20
Total:	43%	41%	30%

5th--FCAT Science

Level:	2010	2011	2012
3	38	41	42
4	11	11	15
5	4	7	13
Total:	53%	59%	70%
Change	3-	6+	11+

| | experiments in the dedicated science lab with the classroom teacher and lab consultant and grades 1 and 2 begin bi-monthly experimentation.   Collaboration regarding these experiments between the classroom teacher and lab consultant will enhance the science curriculum.

As an extension of our science lab, all students participate in the process of creating and maintaining a raised flower, fruit, herb and vegetable garden. Students will record this process in their science writing journals.

Students extend their knowledge through the Science Inquiry Process to help them go deeper with their knowledge and application of scientific literacy. Science notebooks are used as written communication of a students' personal scientific knowledge.

Students will use a variety of reading strategies to improve comprehension in science and informational text.   Students will be provided reading selections that support science content at every instructional level such as leveled readers, supplemental publications, and web-based extension resources.

Classroom instruction will include virtual field trips to provide experiences that might otherwise not be feasible.

All grade 4 students will participate in a 2 day environmental field trip to the Biophilia Center in Freeport.

The Science, Technology, Engineering and Math (STEM) project locally is being supported by the Engineers for America (EFA). All grade 5 students and the Dolphin Pod will participate in a field trip to | consultant budget #101.5100.0131.0431 | participate in training specific to appropriate feedback, CIS, and close reading.

Teachers will be engaged in Lesson Study opportunities and PLC's (Professional Learning Communities) throughout the school year.

Teachers will use DEA/FCAT, diagnostic and formative assessments to make instructional and remediation decisions. | • Report cards

• Email

• Classroom newsletters

• Electronic/digital sign in front of school

• District website

• Orientation

• Open House

• Annual Title 1 Meeting

• Math/Science Fair Night

• DEA Individual Student Reports (3 times per year

• Letters from teachers |

	the Armament Museum where they will engage in hands-on math and science activities that are aligned with the NGSSS. Guides from the aerospace engineering field will lead students to analyze aeronautical displays. The scientific process is taught in all grades with each grade level completing grade appropriate laboratory experiments. In K-1 grades, each class will complete a science fair class project and all grades 2-5 will complete small group science fair projects. **AT RISK STUDENTS:** Students will be periodically assessed and remediation will be provided to students not making adequate gains. Students will be provided access to a wider range of guided reading science leveled books as a result of consolidation of grade level science books. **GIFTED AND TALENTED STUDENTS:** These students will be provided rigorous, academically challenging instruction and a differentiated curriculum. Students will participate in inquiry-base projects and activities that allow for higher-order thinking skills. Fifth grade is departmentalized for science which provides 60 minutes of daily intense instruction on the NGSSS. **ASSESSMENTS:** **Tier 11 and 111(Students working below grade level expectations.)** Teachers and students will monitor student progress through common formative assessments during instruction that provides feedback to adjust ongoing teaching and learning to improve students'		

	achievement of intended instructional outcomes. Teachers will monitor progress, according to the Pupil Progression Plan.

DEA data will be collected for pre, mid and post scores <u>on grade 5 students</u> to plan and drive instruction, identify strengths and weaknesses, target areas of concern and identify students in need of remediation or acceleration, differentiating instruction

The following strategies will be implemented to improve the mastery of the struggling students; appropriate small group instruction; exploration; leveled reading material and technology; integrate leveled reading materials to supplement science curriculum.

LIMITED   ENGLISH   PROFCIENT STUDENTS

Students of limited English proficiency in the lowest quartile in 3rd, 4th and 5th grade will receive all strategies listed in the Dolphin Pod.

K-2 will be provided small group instruction with an Instructional Interpreter and/or paraprofessional, using Rosetta Stone.

Most first grade students will be placed in a bi-lingual classroom where the teacher will target specific language strategies to ensure English proficiency.   An ESOL interpreter will provide further small group support within the classroom 30 minutes per day.

 All ELL students will be given a bi-lingual dictionary to improve English acquisition. | | |

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

School: Shalimar Elementary		School Focus: College Readiness/Academic Acceleration
School Objective:		

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

- **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: Shalimar Elementary

Instruction by highly qualified teachers	Strategies to attract highly qualified teachers	Plans for assisting preschool children in the transition from early childhood programs to local elementary programs (preschool transition strategies)
All teachers at Shalimar Elementary School are highly qualified. Ongoing professional development ensures all teachers retain this status. Professional Development is listed under Professional Development in the Shalimar Elementary School Performance Plan and in the PDSP.	The application process for Okaloosa County employment is located on the Okaloosa County website. All new teachers are assigned a peer mentor. Teachers in their first year at Shalimar Elementary will participate in informational meetings in order to become proficient in the use/completion of school/district processes to include: discipline, referrals, progress monitoring plans, ESE referrals, Pupil Progression Plan, technology (i.e., Dashboard), and RtI.	The last month of the school year, Shalimar Elementary holds a PreK Transition Tour for all feeding preschools. Our Title 1 contact, Debbie Maksymyk coordinates the tour, and the following steps are taken as she plans the tour: 1-Calls to all feeder preschools to survey the best day and time for the tour. 2-Brochures created to send to all preschools who participate. 3-Invitations are created and hand delivered to the preschools to give to parents. 4-The tour schedules are created for all "Tour Guides" (paraprofessionals and Debbie Maksymyk). The Tour Guides take small groups of preschoolers and parents to each area in the school, as well as Kindergarten classrooms. 5- Information and Kindergarten readiness materials are given to all parents and preschool administrators concerning Kindergarten and Shalimar Elementary. 6-Kindergarten readiness materials are provided with Kindergarten registration packets. 7-The first day of school each year, Shalimar Elementary holds a Kindergarten Parent Breakfast.

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

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

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

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

- Obj. 2.1 (a) (1) Striving to meet NCLB performance goals, by 2015, 85% of students will meet the FCAT proficiency targets of level 3 in math, reading, and science, and a 4.0 in writing.
- Obj. 2.2 The comprehensive assessment program for Gr. K-12 (i.e., DEA), will be annually reviewed to monitor alignment with the state's proficiency level of 3 or above in reading and math.

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

- Obj. 3.1(b) Shalimar Elementary continues to comply with state class size mandates to enhance the teaching and learning environment as required by Florida Constitution Amendment Nine.
- Obj. 3.3 (b) According to the OCSD Climate Survey, 95% of Shalimar Elementary parents agree that Shalimar Elementary maintains a safe and orderly environment.

GOAL 4: OCSD will actively pursue family and community members to become our partners in the improvement of student performance and the process of school improvement.

- Obj. 4.1 (a) On an annual basis, members of School Advisory Councils will adhere to and operate by statutory and School Board Policy.
- Obj. 4.1 (b) According to the OCSD Climate Survey, five (5) separate climate survey indicators received a 90+% customer satisfaction rating; those five (5) indicators are listed in the profile.