



**Date Submitted:**

**Dates of Revisions:**

# School Name: W. C. Pryor School Performance Plan 20 12 - 20 13

<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><b>Jeff Palmer</b> Principal</p> <p><b>Mary Vasiloff</b> 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:

(Narrative)

All stakeholders at W. C. Pryor Middle School have a real sense of pride in our school. We are dedicated to providing a supportive, challenging and disciplined environment that promotes academic and personal success for every child. Our commitment to success is a shared responsibility among students, parents, teachers, administrators, and the community.

W. C. Pryor Middle School, The Pride of the Pirates, was established in 1958. The school staff serves a diverse population. Students and their families come from a variety of backgrounds. Some are from military families who bring languages, customs, and personal experiences from around the world. Some are from professional or civil service families. Our school is home to a large percentage of ESE students, serving students of almost every ESE classification. Additionally, our population is over 60% free and reduced meals. Our dedicated staff exhausts every effort to meet the educational goals for each student. These teachers beat the odds each day by ignoring the statistics and having high expectations for each student. Our students continue to excel in the areas of reading, math and writing. Our Pirate Krewe, a service organization, introduces our in-coming sixth graders to the life of a Pirate during a “survivor orientation in July. Additional orientations are held for all grade levels during the week before school starts.

With strong emphasis on teamwork, the school is organized with an Anchor Committee made up of key leaders serving as the grade level/department leaders and a Literacy Leadership Team to coordinate literacy activities throughout the school. Incorporating Rigor through Guided Comprehension remains a focus of our instructional focus as we move towards implementation of Common Core State Standards. Comprehension Instructional Sequence (CIS) and close reads will be incorporated in core content area classes to support CCSS Literacy Standards for Social Studies, Science and Technical Subjects. New Generation Content Area Reading (NGCAR-PD) strategies will be emphasized during our professional development.

Teachers have received extensive training to either implement Progress Monitoring Plans or Individual Education Plans and conference with parents. Refresher trainings have been offered for the various technologies already in place as teacher tools and student resources. Classes will integrate technologies such as data projectors and CPI units, Mimio to develop lessons that are high interest and provide automatic assessment and feedback. The four digital educators will also provide training in the use of high energy engagement tools, such as mimio, CPS units, document cameras and iPads. Technology and computer assisted models of instruction are available to our students. These include DEA, Brainchild, Study Island, Achieve 3000 and other websites. These effective programs support the curriculum, not supplant it.

With the assistance of the Literacy Coach, Pryor will continue our Observation Classrooms in science and social studies, language arts and math. Observation Classrooms demonstrate strategies that support balanced literacy in the content areas. This will give teachers an opportunity to observe other teachers and collaborate on best practices for literacy integration. Lesson Study will be another avenue for teachers to work together to provide best practices for our students including CIS and close reading of complex text. A continued emphasis will be placed on brain-based learning and

strategies for teaching students of poverty. Pryor will take a school-wide approach on discipline, instruction and motivation so that students and teachers can develop a respectful, nurturing relationship with academic progress as the main objective. A step-plan has been developed to ensure discipline is appropriately and consistently applied. Parent communication is a vital part of this plan.

The W. C. Pryor Middle School Belief Statement indicates that student learning is a chief priority and the commitment to continuous improvement is a prerequisite for student success. The student day begins with a homeroom period, PIERS (Pirates Engaged, Involved and Ready for Success). During this period students set goals for themselves under the guidance of their PIERS teacher and gain strategies to help them accomplish these goals. Specialized PIERS groups also focus on remediation for identified students and enrichment for SAILS students.

Our goal is to provide rigor for all students; however, with such a diverse population, we understand that students need different levels of support to achieve the rigorous curriculum expected of them at Pryor. Scaffold innovations: Intensive math, PE Pullout, Power Hour Tutoring, and Success Zone are provided in-house. The Intensive Reading program has been in place since 2004. Our remediation continuum is designed to meet the needs of all students' scoring below grade level. Instruction is based on a balanced literacy model as identified in our K-12 Reading Plan. Reading and Math blocks are in place to address the needs of our most needy students. Students scoring at upper level two on FCAT and do not need instruction in decoding and text reading efficiency may be placed in a will be placed class with a NGCAR-PD trained teacher. Currently six teachers are working towards NGCAR-PD training. Five teachers are Reading Endorsed. The faculty at W. C. Pryor Middle School advocated a compelling belief that there are no quick fixes. Students learn more from standards-based teaching than FCAT can test. Our science, math, language arts, and social studies curriculums are aligned to the New Generation Sunshine State Standards and involve high interest differentiated lessons. Teachers use frequent formative and diagnostic assessments in order to modify instruction, and use real world applications to teach essential concepts.

Pre-AP classes designed to provide an educational experience for students that is both challenging and engaging. All students are encouraged to take one advanced placement course to prepare for the rigors of high school. Pre-AP students will be provided an advanced curriculum that places them in a direction to be successful in the AP and IB programs at Choctaw. Students taking 3 or more Pre-AP classes can place into the SAILS program. Our SAILS program includes a community service component. Community service hours are transferrable to Choctawhatchee High School.

W.C. Pryor Middle School remains unique because it continues to offer a wide range of electives: Wheel, Web-design, Aviation and Engineering. Student involvement continues to be the key to success; therefore, extra-curricular activities include the National Junior Honor Society, Academic Team, Minority Council, Trendsetters, Pirate Krewe and a full sports program.

Parent participation is welcomed and encouraged at W.C. Pryor! Parents have the opportunity to participate through SAC, Parents for Pryor and volunteer and chaperone activities. In addition, our principal welcomes feedback from parents during his monthly parent coffees with small groups of parents. Workshops for parents of ESOL students are provided by our interpreter. In addition, our Dean of Students conducts sessions on how to access grades on line, attendance policies etc. for parents as needed. These initiatives along with multiple opportunities for parents to schedule conferences are complemented by Good News Postcards, Positive Referrals and our welcoming from desk have earned Pryor high marks on our Parent Climate Survey. Question #11, "I feel welcome at my child's school", earned the highest degree of satisfaction from Pryor parents. All questions indicated a degree of satisfaction at or above district levels for middle schools with the exception of question #16, "The health services provided at my child's school support his/her wellness." Satisfaction in all categories at or above the district average for middle school with the

exception on question 16 regarding health services to support wellness. As a result, wellness will be addressed through PE classes and our lunch support group, Lunch and Learn. We will also do a better job communicating our events to parents.

We remain proud of our students' many accomplishments. We have attained A+ status for 12 Years

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

Highly Qualified Status Administrators: (Title I)		
Reading Instructors/Recruitment: (Secondary)	4 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 64%. (District Objective: X <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 68%. (District Objective: X <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 66 %. (District Objective: X <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>																				
ALL CURRICULUM GROUPS  FCAT SSS Reading Mean Score <table border="1"> <thead> <tr> <th>GR</th> <th colspan="3">Year</th> </tr> <tr> <th></th> <th>10</th> <th>11/adj</th> <th>12</th> </tr> </thead> <tbody> <tr> <td>6</td> <td>315</td> <td>319/226</td> <td>225</td> </tr> <tr> <td>7</td> <td>322</td> <td>324/232</td> <td>234</td> </tr> <tr> <td>8</td> <td>312</td> <td>333/245</td> <td>240</td> </tr> </tbody> </table>	GR	Year				10	11/adj	12	6	315	319/226	225	7	322	324/232	234	8	312	333/245	240	<p>All classrooms will incorporate the three stages of the Guided Comprehension Model. This encompasses a combination of whole group, small group including cooperative learning, independent practice and reflection activities.</p> <p>During Stage One, all teachers will provide critical-input experiences to help students interact with new knowledge and Guided Practice to help students deepen their understanding of new knowledge.</p> <p>Teachers will also front-load information prior to reading during Stage One. Pre-reading activities will be included in</p>	<p>Discretionary Budget</p> <p>Postage \$250</p> <p>Positive referral Breakfast \$1200</p> <p>Resources for Professional Learning Communities \$1000</p>	<p><b>PDSP Focus:</b> Literacy in the content areas</p>	<p>SAC/Parents for Pryor</p> <p>PMS conferences</p> <p>PMP conferences</p> <p>IEP conferences</p> <p>Parent conferences,</p> <p>SPP presentation to SAC,</p> <p>Teacher WIKI spaces/Websites,</p> <p>Student planners</p>
GR	Year																							
	10	11/adj	12																					
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	<p>weekly lesson plans. Such strategies may include: Think-aloud, Anticipation Guides; vocabulary activities; Graphic Organizers; Brainstorming; Predi-0-gram; KWL; Story Chains, Video.</p> <p>Cooperative group activities including Window Pane Summaries, Expert-Home Groups, Interactive Reading Guides, Jigsaw and Reciprocal Teaching will be used within Stage Two.</p> <p>Stage Three will include reflection activities, such as: Exit Passes, Tickets Out, 3-2-1, Reflection and Learning Logs. Such reflections will be used for goal setting.</p> <p>All teachers will review and disaggregate their students' FCAT scores and EOC scores and meet with the principal to set IPDI goals.</p> <p>Administration will conduct quarterly data chats with teachers to monitor student progress.</p> <p>All teachers will incorporate the use of effective vocabulary strategies as defined by Robert Marzano to increase student performance in reading both in narrative and expository text. Examples of these strategies are concept definition mapping, Frayer model, word sorts etc.</p> <p>Content area vocabulary terms and the use of interactive and updated word</p>	<p>Connect Ed. Robo Call System \$1000</p> <p>Technology Internal Fund \$3000</p> <p>Release time for Teacher Planning \$1000</p> <p>POC Funds</p> <p>Study Island \$2200</p> <p>Achieve 3000 \$4000</p>	<p>John Hattie's Visible Learning Strategies</p> <p>Literacy in the content areas</p>	<p>Friday emails</p> <p>Teacher News Letters</p> <p>Open House/Orientations</p> <p>School Website</p> <p>Quarterly Parent News Letter</p> <p>Individual Phone Calls</p> <p>Connect Ed Robo call system</p> <p>Report Cards</p> <p>Grades Online system</p> <p>After receiving a lexile score, students are advised by their teacher regarding proper reading selections</p> <p>DEA/lexile score reports are provided to parents during conferencing</p> <p>Spanish interpreter will conduct phone calls, write letters and provide translation at face to face meetings.</p> <p>Interpreter will conduct</p>
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	<p>of complex, non-fiction text and primary documents in language arts, science and social studies classes.</p> <p>Teachers will participate in a Lesson Study. Lesson Study will focus on close reads and CIS.</p> <p>All students will be assessed for a lexile level to help guide the selection of the appropriate complexity of text for individual students. Lexile levels will be shared with students to help to become self-regulated learners and set appropriate goals for their learning.</p> <p>Weekly “cold reads” will be administered to students in language arts classes.</p> <p>All Language Arts teachers will utilize read-aloud to increase student enjoyment of reading. Classroom libraries will ensure appropriate titles/topics as identified through interest inventories and student-generated “Best Seller” lists”.</p> <p>Teachers will provide high energy engagement activities; such as: stations, discussion groups, technology (Websites, Mimio, Discovery Education), Wait Time, Movement and other strategies identified by Ruby Payne and Eric Jensen.</p>		<p>Transition to CCSS</p> <p>Transitioning to CCSS.</p> <p>John Hattie's Visible Learning strategies.</p>	
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	<p>All teachers will provide interactive learning activities based on measurable goals that include visible success criteria as defined by John Hattie. Instruction will be modified based on evidence to maximize learning.</p> <p>All teachers will be aware of and provide feedback relative to the three levels of feedback as identified by John Hattie.</p> <p>As teachers transition to Common Core Standards, emphasis will be placed upon citing explicit textual support and using support to make logical inferences. Students will be expected to respond in writing.</p> <p>Students will be exposed to tasks that require close reading of complex text.</p> <p>Social studies and science classes will include content reading and writing strategies as outlined in CCSS Literacy Standards in reading and writing.</p> <p>Language Arts classes will require one book report/project per nine weeks. AR program will be utilized for outside reading. A point system will be developed and used by all LA teachers for motivational purposes.</p> <p>An independent reading log with a motivational reward system will be developed and used in PIERS to</p>		<p>Literacy within the Content Areas (High-yield strategies)</p> <p>High-yield strategies: feedback</p> <p>Writing in response to reading: transition to CCSS[</p> <p>Transitioning to CCSS</p> <p>Writing in response to reading: transition to CCSS</p>	
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<p>STUDENTS SCORING ABOVE PROFICIENCY (4&amp;5)</p>	<p>encourage independent reading of various genres. PIERS conferencing will include a review of the reading log.</p> <p>All teachers will include review strategies, such as, Concentric Circles, Jeopardy and "I Have/Who Has?" for unit tests, semester exams and EOC exams.</p> <p>All teachers will use Data Star and Dashboard to review FCAT sub-tests scores in reading to identify students' strengths &amp; weaknesses and guide differentiated instruction. Quarterly data chats will take place to monitor student progress.</p> <p>Success Zone will be available to all students for extra help and homework.</p> <p>Lunch and Learn workshops will be facilitated by the guidance counselor for enhance students' personal/social, academic and career skills necessary to succeed in school and everyday life. PIERS classes will also include a study skills component.  </p> <p>All teachers will increase rigor and relevance through real life learning experiences requiring critical thinking skills.</p> <p>Differentiation for those students identified as gifted will be provided</p>		<p>Literacy within the Content Areas</p> <p>John Hattie's Visible Learning</p> <p>John Hattie's Visible Learning</p>	
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LEVEL 4-5 READING				within the advanced classes.							
GR	% ≥ 4 (Reading)										
	10	11/adj	12					All teachers will create and assess higher order thinking skills; such as problem solving tasks that require students to generate and test hypothesis.			
6	28	34/28	26								
7	35	30/23	30								
8	18	32/38	30								
				<p>Higher order thinking and questioning will be included in all unit plans. Strategies include:</p> <ul style="list-style-type: none"> <li>-Open-Response Questions</li> <li>-Silent Discussion Groups</li> <li>-Bloom's Taxonomy</li> <li>-Webb's Depth of Knowledge</li> <li>-HEQ</li> <li>-Open-ended and student-generated questions</li> <li>-Cube-it</li> <li>-Thick and Thin and 3-leveled questioning</li> <li>-RAFT</li> <li>-Think-Tac-Toe</li> </ul> <p>All teachers will provide opportunities for extended discussion of text meaning and interpretations. Complex text with real world applications will be used in addition to text materials.</p> <p>Language Arts teachers will incorporate activities that increase motivation and engagement in literacy learning through the use of strategies that help students take ownership for learning. Such activities include:</p> <ul style="list-style-type: none"> <li>-Novel Studies</li> <li>-Literature Circles</li> </ul>							
						Literacy in the Content Areas					
						Transition to CCSS					
						John Hattie's Visible Learning					

STUDENTS NOT MAKING LEARNING GAINS

GR	% Not making learning gains		
	10	11	12
Total	31	28	34

- Interactive Reading Guide
- Reciprocal teaching
- Socratic Seminars
- Student Conference Logs

Teachers will use stage three of the Guided Comprehension Model to help students to be metacognitive and take ownership for learning.

Students enrolled in the SAILS program will be provided with specialized PIERS classes based on student-selected topics.

Intensive Reading Teachers will hold data chats with students to review FCAT and DEA results and set goals based on those results. If a student is not in an IR class, this will be done by the Language Arts teacher. Students will set goals to help them become self-regulated learners and to make learning visible.

Teachers will understand and utilize the RTI process and its relationship to the implementation of the DEA assessments to determine Tier 1 student progress and guide core reading instructional decision making to plan differentiated instruction using researched-based instruction and intervention.

Monitoring of student progress will be included in the lesson plans to ensure that specific strategies for students not making learning gains are included in instruction.

John Hattie's Visible Learning

John Hattie's Visible Learning

<p>STUDENTS SCORING AT LEVELS 1&amp;2/LOWEST 25%</p> <p>LEVEL 1 and 2 READING</p> <table border="1" data-bbox="188 1082 537 1273"> <thead> <tr> <th>GR</th> <th colspan="3">% ≤ 2 (Reading)</th> </tr> </thead> <tbody> <tr> <td></td> <td>10</td> <td>11/adj</td> <td>12</td> </tr> <tr> <td>6</td> <td>28</td> <td>27/40</td> <td>43</td> </tr> <tr> <td>7</td> <td>22</td> <td>26/45</td> <td>35</td> </tr> <tr> <td>8</td> <td>32</td> <td>30/33</td> <td>39</td> </tr> </tbody> </table>	GR	% ≤ 2 (Reading)				10	11/adj	12	6	28	27/40	43	7	22	26/45	35	8	32	30/33	39	<p>Teachers will incorporate Stage Three of Guided Comprehension: Goal Setting and Reflection. Such strategies may include:</p> <ul style="list-style-type: none"> <li>-Rereading to fix areas of confusion -</li> <li>-Clarifying unfamiliar vocabulary words</li> <li>-Selecting appropriate reading strategy for the text</li> <li>-Self-questioning</li> <li>-Reflection stems</li> <li>-Reading Response Logs/Comprehension</li> <li>-Journals</li> <li>-Tickets Out</li> <li>-3-2-1</li> </ul> <p>All teachers will use assessment data to drive instruction.</p> <p>Teachers will analyze student performance on DEA to make decisions to guide reading instructional strategies and create probes to address areas of concern.</p> <p>Teachers will differentiate materials, as well as process, and product. Differentiated instruction strategies will include small guided instruction groups based on student readiness and performance on measurable goals and formative assessment.</p> <p>Teachers will also use differentiated strategies for time management and study skills/organization.</p>			
GR	% ≤ 2 (Reading)																							
	10	11/adj	12																					
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7	22	26/45	35																					
8	32	30/33	39																					

	<p>Teachers will utilize vocabulary strategies, such as;</p> <ul style="list-style-type: none"> <li>Fruyer Model</li> <li>Vocabulary Concept Chain</li> <li>Word Walls</li> <li>-Vocabulary Maps</li> <li>-Semantic Feature Analysis</li> <li>-Context Clues</li> <li>-List-Group-Label</li> </ul> <p>RtI: Tier 2 students: Teachers will monitor student progress using DEA results and plan supplemental instruction/intervention for Tier 2 students not responding to core instruction. Focus of instruction, determined by review of DEA data, will include explicit modeled instruction and guided and independent practice.</p> <p>RtI probes will be utilized by IR/ESE teachers to monitor student progress.</p> <p>All students scoring at levels 1 or 2 will be enrolled in an intensive reading class. The model of remediation will be differentiated according to student needs.</p> <p>The lowest achieving students will be placed in a double period block integrating reading and language arts.</p> <p>Specialized programs and materials will include:</p> <ul style="list-style-type: none"> <li>-Achieve 3000</li> <li>-Focus</li> </ul>		<p>John Hattie's Visible Learning</p>	
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-Best Practices  
 -Pearson Literature Reading Intervention Kit

Higher performing level 2 students without decoding or fluency issues will be placed in a Content Area Reading class with a CAR-PD or reading endorsed teacher.

Remediation will be offered to lowest achieving students through specialized PIERS groups, PE Pullout and after school tutoring.

All teachers will be cognizant of student subgroups and differentiate instruction accordingly by process, product and/or materials.

Within the first month of school, teachers will be provided with specific information identifying the NCLB subgroups to include the lowest 25%, as well as, students not making AYP.

Teachers will collaborate with administrators regarding students not making AYP and the lowest 25%.

ELL STUDENTS:  
 Translator will be utilized as a resource throughout the curriculum and as an interpreter as needed.

ELL students will be provided with iPads

NCLB SUBGROUPS

GR	% ≤ Level 2 Reading Subgroups		
	10	1 1	12
Black	42	4 5	50
SWD	50	4 4	59
ESOL	Cella	733	



	<p>and electronic translating devices.</p> <p>ELL students will be provided with instruction using Rosetta Stone where appropriate.</p> <p>Parent education courses will be provided to aid parents in becoming more informed about school programs and policies, as well as, to help students with homework.</p> <p>All teachers will use culturally responsive strategies to increase comprehension.</p> <p>Language Arts teachers will use CRI (culturally responsive instruction) strategies included with PH Literature selections, as well as Spanish language CDS and literature where appropriate.</p> <p>Teachers will access Culturegrams on the district website to determine appropriate lessons to integrate into lesson plans.</p> <p>Teachers will use visualization strategies that may include:</p> <ul style="list-style-type: none"> <li>-Sketch to Stretch</li> <li>-Graphic Organizers</li> <li>-Guided Imagery</li> <li>-United Streaming</li> <li>-Language arts teachers will provide instruction on affixes/roots to help with reading for meaning (vocabulary) and accuracy in reading and writing.</li> </ul>			
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	<p>LA Teachers will provide instruction in syllable types and pronunciation of multisyllabic words.</p> <p>All teachers will provide opportunities for repeated reading with a variety of genres.</p> <p>-Teachers will provide instruction and practice using idioms and shades of meaning to identify meaning in text. Specific Vocabulary strategies may include:</p> <ul style="list-style-type: none"><li>-Sketch to Stretch</li><li>-List Group Label</li><li>-Sentence Frames</li><li>-Vocabulary by Analogy</li></ul> <p><b>SWD STUDENTS:</b> Teachers will be aware of and accommodate specialized needs of SWD and goals of students as per IEP. Monthly consults will occur to monitor student progress on stated goals, as well as to collaborate with ESE teachers on student needs.</p> <p>Language arts teachers will write the IEP reading goals in conjunction with the case manager.</p> <p>Teachers will present information in small chunks and ask for descriptions, discussion and predictions.</p>			
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	<p>Teachers will utilize:</p> <ul style="list-style-type: none"> <li>-Books on tape</li> <li>-Study Island</li> <li>-DEA</li> <li>-Texts at appropriate lexile levels</li> </ul> <p>RtI Tier 3 Students: Teachers will plan targeted intervention for Tier 3 students not responding to core plus supplemental instruction using problem solving process. Interventions will be matched to individual student needs, be evidence-based, and provided in addition to core.</p> <p>RtI probes will be utilized by IR/ESE teachers to monitor student progress.</p> <p><b>AFRICAN AMERICAN STUDENTS:</b> Positive perception of African American students will be fostered by exposure to role models from literature, YouTube, DEA.</p> <p>Identified students will be provided with the opportunity to participate in Trendsetters, specialized gender-specific PIERS class, designed to improve study skills and positive self-image. Motivational speakers will be provided through the Trendsetter class.</p> <p>Classroom libraries will include works authored by African American authors and/or contain African American</p>			
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	<p>characters.  <b>ECONOMICALLY DISADVANTAGED STUDENTS:</b>  School business partnerships will be cultivated to help provide supplies for needy students. Teachers will assess students' access to resources and communicate needs to administration.</p> <p>Teachers will incorporate Ruby Payne's identified "nine practices" to raise the achievement of students living in poverty.</p> <p>Teachers will conference with students during PIERS to help them set goals for attendance, achievement and work habits etc.</p> <p>Teachers will use graphic organizers to assist students of poverty with to develop organizational skills. Graphic organizers will include a combination of words, pictures and symbols.</p> <p>Teachers will provide background knowledge to students through Marzano's vocabulary activities, United Streaming, YouTube.</p> <p>Teachers will incorporate strategies for working memory; such as: chunking of information; "pause" technique to help them to process information; movement activities.</p> <p>Teachers will change student's mindset</p>			
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	<p>by focusing on attitude, effort and strategy.</p> <p>Teachers will provide strategies for engaged instruction; such as: mixed social groupings, corrective feedback, and celebration of positives.</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: Pryor	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 71%. (District Objective: <input checked="" type="checkbox"/> +2 percentile points or <input type="checkbox"/> maintain 90-100%)
Objective M-2	The percentage of all curriculum students who will achieve FCAT adequate yearly progress in math as defined by the State of Florida on the FCAT will be at least 78%. (District Objective: <input checked="" type="checkbox"/> +2 percentile points or <input type="checkbox"/> maintain 90-100%)
Objective M-3	The percentage of students in the lowest 25% who will make learning gains in math as defined by the State of Florida on the FCAT will be at least 74%. (District Objective: <input checked="" type="checkbox"/> +2 percentile points or <input type="checkbox"/> maintain 90-100%)
Objective M-4 (Secondary only)	The percentage of all curriculum students who will be proficient in math as defined by the State of Florida on the Florida Algebra I End-of-Course Exams will be at least 100%. (District Objective: <input type="checkbox"/> +2 percentile points or <input checked="" 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 100%. (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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<p>ALL CURRICULUM GROUPS</p>	<p>All classrooms will use a Guided Math Approach combining whole group, small instructional and cooperative learning groups along with independent practice.</p>	<p>Discretionary Budget</p>	<p>PDSP Focus:</p>	<p>SAC/ Parents for Pryor</p>																				
<p>FCAT SSS Math Mean Score</p>	<p>Teachers will identify academic mathematical vocabulary and reading by unit and grade level and will use the following strategies to increase understanding:</p>	<p>Postage \$250</p>	<p>Transition to CCSS</p>	<p>PMS conferences</p>																				
<table border="1"> <thead> <tr> <th>GR</th> <th colspan="3">Year</th> </tr> <tr> <th></th> <th>10</th> <th>11/adj</th> <th>12</th> </tr> </thead> <tbody> <tr> <td>6</td> <td>333</td> <td>322/228</td> <td>230</td> </tr> <tr> <td>7</td> <td>323</td> <td>323/239</td> <td>239</td> </tr> <tr> <td>8</td> <td>329</td> <td>346/253</td> <td>250</td> </tr> </tbody> </table>	GR	Year				10	11/adj	12	6	333	322/228	230	7	323	323/239	239	8	329	346/253	250	<p>* Word Walls</p> <p>* Frayer Model</p> <p>* Vocabulary Foldables</p> <p>* Coding the text</p> <p>* Vocabulary Flash Cards</p>	<p>Positive referral</p> <p>Breakfast \$1200</p>	<p>Technology</p>	<p>PMP conferences</p> <p>IEP conferences</p> <p>Parent conferences,</p>
GR	Year																							
	10	11/adj	12																					
6	333	322/228	230																					
7	323	323/239	239																					
8	329	346/253	250																					
	<p>* STAR: Search, Translate, Answer, Review</p> <p>A relationship will be established with our feeder elementary schools to increase communication and discussions of critical math topics.</p> <p>Teachers will work with elementary and high school colleagues to vertically align the curriculum.</p> <p>DEA tests will be administered to all students during the first four weeks of school to determine readiness skills. Areas of need will be targeted and addressed.</p> <p>Students will utilize computers to practice "computer based testing" in preparation for all computer based tests.</p>	<p>Resources for Professional Learning Communities \$1000</p> <p>Connect Ed. Robo Call System \$1000</p>		<p>SPP presentation to SAC,</p> <p>Teacher WIKI spaces/Websites,</p> <p>Student planners</p> <p>Friday emails</p> <p>Teacher News Letters</p>																				
		<p>Technology Internal Fund \$3000</p> <p>Release time for Teacher Planning \$1000</p> <p>POC Funds</p> <p>Study Island \$2200</p>		<p>Open House/Orientations</p> <p>School Website</p> <p>School Facebook Page</p> <p>Quarterly Parent News Letter</p> <p>Individual Phone Calls</p> <p>Connect Ed Robo call system</p> <p>Report Cards</p>																				

	<p>Encourage students to participate in Success Zone, our after school tutoring program taught by highly qualified math instructors.</p> <p>Students will be exposed to manipulative based instruction that provides concrete examples for abstract ideas and concepts learned during professional development opportunities.</p> <p>Teachers will teach through various modalities (kinesthetic, visual, and auditory) to address student needs.</p> <p>Teachers will identify common problem solving deficiencies for each grade level and teach techniques and strategies to improve performance. Problem solving strategies include but are not limited to:</p> <ul style="list-style-type: none"> <li>* Looking for a pattern</li> <li>* Make a table</li> <li>* Guess, Check &amp; Revise</li> <li>* Work Backwards</li> <li>* Act it Out</li> <li>* Use logical reasoning</li> <li>* Draw a Diagram</li> <li>* Graphic Organizers</li> </ul> <p>Teachers will understand and utilize the RtI process and its relationship to FCAT and baseline assessments to determine Tier 1 student progress and guide core mathematics instructional decision making to plan differentiated instruction using researched-based instruction and</p>		<p>Teacher Evaluation</p> <p>Math Breakout Sessions</p>	<p>Grades Online system</p> <p>After receiving a lexile score, students are advised by their teacher regarding proper reading selections</p> <p>DEA score reports are provided to parents during conferencing</p> <p>Spanish interpreter will conduct phone calls, write letters and provide translation at face-to-face meetings.</p> <p>Interpreter will conduct parent meetings with parents who speak English on a limited basis.</p> <p>iPads for students to access translation programs</p> <p>Annual, Interim, re-evaluation IEP's</p> <p>Positive referral phone call.</p> <p>Positive referral post cards</p> <p>Parent Coffees with Principal with small groups of parents to address specific topics, as well as, garner feedback.</p>
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	<p>intervention.</p> <p>Teachers will differentiate materials, as well as process, strategies and product. Differentiated instruction strategies will include small guided instruction groups based on student readiness and performance on measurable goals. Time management and study skills/organization will also be an area of focus.</p> <p>Students will be taught the importance and note taking skills and various methods of note taking. Time management and study skills/organization will also be an area of focus.</p> <p>Frequent, various, formative assessments will be used to determine student understanding and progress. Formative assessments will include, but not limited to:</p> <ul style="list-style-type: none"> <li>* Bell Ringers</li> <li>* Technology devices (CPS)</li> <li>* DEA Probes</li> <li>* Exit Passes</li> <li>*Quizzes</li> </ul> <p>Science and math teachers will plan a cross-curriculum STEM project each semester. Guest speakers will introduce topics specific to grade level and content to students as a means of integrating STEM. Teachers will provide follow up in the classroom</p>		<p>Data Analysis</p>	<p>Parent meetings with Dean of Students to address issues of how to access grades on line, attendance policies etc.</p>
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STUDENTS SCORING ABOVE PROFICIENCY (4&5)

LEVEL 4-5 Math

GR	% $\geq$ 4 (Math )		
	10	11/adj	12
6	28	31/24	27
7	29	29/27	26
8	32	48/42	38

2011-12 Algebra EOC Results: % per Level			
	Lvl 1	Lvl 2	Lvl 3
7 <sup>th</sup>	0	0	100
8 <sup>th</sup>	0	0	100

Higher order thinking and questioning will be included in all unit plans.

Strategies include:

- \*Open-Response Questions
- \*Bloom's Taxonomy
- \*QAR
- \*Open-ended, student-generated questions
- \* Thick and Thin
- \* 3-leveled question

All teachers will use the Okaloosa County pacing guide NGSSS to guide instruction.

Teachers will provide supplementary materials to reinforce grade level benchmarks such as:

- \*CPS Quiz
- \*Bellringers
- \*Glencoe Software
- \*DEA Probes
- \*Grade Level Specific FCAT Books

Teachers will differentiate instruction to include activities addressing both grade level standards and course content.

Students will be introduced and taught to utilize graphing calculators to emphasize rigor of instruction.

Students will be given the opportunity to participate with an extracurricular math

**STUDENTS NOT MAKING MATH LEARNING GAINS**

GR	% Not making Math gains		
	10	11	12
Total	27	22	27

**STUDENTS SCORING AT LEVELS 1&2 in Math**

**LEVEL 1 and 2 MATH**

GR	% ≤ 2 (Math)		
	10	11/adj	12
6	30	36/38	37
7	32	30/34	38
8	26	10/23	25

**NCLB SUBGROUPS**

GR	% ≤ Level 2 Reading Subgroups		
	10	11	12
Black	45	30	
SWD	48	46	

team. Activities will include stock market simulation, math competitions, and, etc.

Teachers will incorporate activities that increase motivation and engagement in learning through the use of technology; such as:

- \* Mimio
- \* Computers on Wheels (COWS)
- \* CPS
- \* On-line resources
  - BrainPop
  - Study Island
  - Educational games

Teachers will utilize strategies that help students take ownership for learning; such as:

- \* Cooperative Learning Groups
- \* Think-Pair-Share
- \* Think-Write-Share-Strengthen

Positive reinforcement will be provided through:

- \* Positive Postcards
- \* Parent phone calls
- \* Positive Referral Breakfasts

Encourage students to participate in Success Zone, our after school tutoring program taught by highly qualified math instructors

Increase parent communications via emails, phone calls, and conferences. A conference log will be maintained by the

F/R	37	30	
ESOL	Cella	730	

<p>teacher.</p> <p>Provide parents and students a copy of the most recent DEA results with helpful resources to be utilized for supplemental materials. Individualized student to teacher conferences will be conducted to share and explain results of the test.</p> <p>Teachers will use content area appropriate reading strategies, such as:</p> <ul style="list-style-type: none"> <li>* Double and triple column notes</li> <li>* Coding the Text</li> <li>* Graphic Organizers</li> <li>* Exit Cards</li> <li>* Summarizing</li> </ul> <p>The lowest achieving students will be placed in a double period block class integrating grade level and remedial content.</p> <p>Students scoring at level 1 or 2 will be enrolled in an intensive math class as schedule permits.</p> <p>Remediation will be offered to lowest achieving students through specialized PIERS groups, physical education pullout, and after school tutoring.</p> <p>RtI: Tier 2 Students: Teachers will plan supplemental instruction/intervention for students not responding to core instruction. Focus of instructions is determined by review of assessment data and will include explicit</p>			
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	<p>instruction, modeled instruction, guided and independent practice.</p> <p>Teachers will differentiate materials to include questions relevant to the students' social and cultural experiences, as well as differentiated process and product. Differentiated instruction strategies may include small guided instruction groups based on student readiness and performance on measurable goals.</p> <p>Teachers may also use differentiated strategies for time management and study skill/organization.</p> <p>Students will be encouraged to participate in extracurricular groups such as Trend Setters and Minority Council where positive mentors will demonstrate and encourage academic success.</p> <p>Visualization strategies may include:</p> <ul style="list-style-type: none"> <li>* Sketch to Stretch</li> <li>* Graphic Organizers</li> <li>* Manipulatives</li> <li>* Concept Definition Maps</li> <li>* List Group Label</li> </ul> <p>Teachers will model expectations and problem solving strategies for students and provide small group instruction to reinforce strategies.</p> <p>Teachers will provide prescriptive, cumulative review.</p>			
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	<p><b>RtI: Tier 3 Students</b>  Teachers will plan targeted intervention for students not responding to core plus supplemental instruction using problem solving process. Interventions will be matched to individual student needs, be evidence-based, and provided in addition to core.</p> <p>An interpreter will be assigned to classes containing non-English speaking students.</p> <p>ELL students will be provided with iPads and electronic translating devices.</p> <p>ELL students will be provided with instruction using Rosetta Stone where appropriate.</p> <p>Parent education courses will be provided to aid parents in becoming more informed about school programs and policies, as well as, to help students with homework.</p> <p>Teachers will use visualization strategies that may include:  Sketch to Stretch  Graphic Organizers  Guided Imagery</p> <p>Teachers will utilize on-line resources provided with the text to provide definitions and examples in alternate languages for ease in translating</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: Pryor	School Focus: Writing
District Goal:	Students shall demonstrate writing proficiency at or above expected grade level.

Objective	The percentage of 8 <sup>th</sup> grade students scoring 4.0 and above on FCAT Writing will be at least 82%. (District Objective: <input checked="" type="checkbox"/> +2 percentile points or <input type="checkbox"/> maintain 90-100%)
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Target Group(s) Supporting Data (summary) – Provide 3 year historical data chart	Strategies/Innovative methods & extended learning opportunities <small>Include technology and assessment</small>	Budget	Professional Development <small>(Identify measurable teacher outcome)</small>	Communication with Parents & Customer Relations <small>(Community/Parent awareness)</small>																								
<p>ALL CURRICULUM GROUPS FCAT WRITING SCORES</p> <table border="1"> <tr> <td>G</td> <td colspan="3">(% ≥ 3.5) Year</td> </tr> <tr> <td>R</td> <td>2010</td> <td>2011</td> <td>2012</td> </tr> <tr> <td>8</td> <td>82</td> <td>91</td> <td>39</td> </tr> </table> <p>MEAN PROMPT SCORE</p> <table border="1"> <tr> <td>GR</td> <td>(%)</td> <td colspan="2">Year</td> </tr> <tr> <td></td> <td>10</td> <td>11</td> <td>12</td> </tr> <tr> <td>8</td> <td>3.9</td> <td>4.1</td> <td>3.1</td> </tr> </table>	G	(% ≥ 3.5) Year			R	2010	2011	2012	8	82	91	39	GR	(%)	Year			10	11	12	8	3.9	4.1	3.1	<p>All teachers will utilize best practices in writing and continue to differentiate through the use of Guided Writing tiered assignments, small group instruction and conferencing.</p> <p>Pre-writing instructional strategies will include graphic organizers, gathering information, developing and/or building prior knowledge and making connections.</p> <p>Specific instruction with regard to introductions/effective leads and elaboration/support will be provided in all language arts classes.</p> <p>Teachers will model the planning process using specific graphic organizers. Completion of graphic organizers will be used as bellringers.</p> <p>Teachers will use graphic organizers that specifically connect the introduction to the conclusion.</p>	<p>Discretionary Budget</p> <p>Postage \$250</p> <p>Positive referral Breakfast \$1200</p> <p>Resources for Professional Learning Communities \$1000</p> <p>Connect Ed. Robo Call System \$1000</p> <p>Technology Internal Fund \$3000</p>	<p><b>PDSP Focus:</b> Literacy in the Content Areas</p>	<p>SAC/Parents for Pryor</p> <p>PMS conferences</p> <p>PMP conferences</p> <p>IEP conferences</p> <p>Parent conferences,</p> <p>SPP presentation to SAC,</p> <p>Teacher WIKI spaces/Websites,</p> <p>Student planners</p> <p>Friday emails</p> <p>Teacher News Letters</p> <p>Open House/Orientations</p> <p>School Website</p> <p>Quarterly Parent News</p>
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	<p>Teachers will scaffold instruction to help students bring graphic organizers to completion.</p> <p>Teachers will model metacognitive strategies for writing to a prompt utilizing exemplars and student writing as model pieces of writing.</p> <p>Teachers will instruct students in small groups based on student need.</p> <p>The language arts department will utilize a grading scale based on the 6 point rubric.</p> <p>Teachers will instruct the students in the use of the rubric and the correlation to the grading scale.</p> <p>All LA teachers will meet in Professional Learning Communities to effectively interpret and apply the FCAT Writes Rubric to Okaloosa Writes essays.</p> <p>ELA teachers and content area teachers will collaborate to ensure that best practices in writing strategies are consistently used among grade levels.</p> <p>Language Arts teachers will provide explicit instruction in each of the four areas on the FCAT Writes Rubric: focus, support, organization, and conventions. Common terminology will be used and used across grade levels to define the writing process.</p>	<p>Release time for Teacher Planning \$1500</p> <p>POC Funds</p> <p>Study Island \$2200</p> <p>Printing \$250</p>	<p>Transition to CCSS</p>	<p>Letter</p> <p>Individual Phone Calls</p> <p>Connect Ed Robo call system</p> <p>Report Cards</p> <p>Grades Online system</p> <p>After receiving a lexile score, students are advised by their teacher regarding proper reading selections</p> <p>DEA score reports are provided to parents during conferencing</p> <p>Spanish interpreter will conduct phone calls, write letters and provide translation at face to face meetings.</p> <p>Interpreter will conduct parent meetings with parents who speak English on a limited basis.</p> <p>iPads for students to access translation programs</p> <p>Annual, Interim, re-evaluation IEP's</p>
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	<p>Students will write to a timed prompt quarterly (Pryor Writes, Okaloosa Writes, FCAT Writes)</p> <p>Grammar books will be used to focus attention on the more stringent scoring of conventions.</p> <p>Reality Central Writing Journals will be used in traditional language arts classes to help students organize writing responses.</p> <p>As we transition to the common core standards and increased expectations for FCAT writing, all teachers will provide opportunities for students to respond to a text in writing.</p> <p>As we transition to common core standards, all teachers will hold high expectations for appropriate use of conventions. ICE will be enforced school-wide as a means of ensuring expectations are consistent for all grade levels and content areas. Students who lose points for conventions on assessments in content areas will have an opportunity to earn back points through correction.</p> <p>All social studies teachers will provide one formal writing assignment per nine-week period.</p> <p>CCSS for writing in Social Studies,</p>		<p>Transition to CCSS</p> <p>Transition to CCSS</p> <p>Transition to CCSS</p>	<p>Positive referral phone call.</p> <p>Positive referral post cards</p> <p>Parent Coffees with Principal with small groups of parents to address specific topics, as well as, garner feedback.</p> <p>Parent meetings with Dean of Students to address issues of how to access grades on line, attendance policies etc.</p>
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<p>NCLB Subgroups</p>	<p>Science and Technical Subjects will be implemented in respective classes.</p> <p>Teachers will instruct students in small guided groups based on student need.</p> <p>Teachers will Model thinking processes for writing using simple graphic organizers, and building vocabulary. Teachers will utilize strategies aimed to familiarize students with vocabulary terms followed by discussion. Such strategies include academic vocabulary, scatagories, vocabulary concept chain, and replacement words.</p> <p>Students will illustrate vocabulary terms through such instructional strategies as the Frayer Model, Sketch to Stretch.</p> <p>Teachers will utilize read aloud to model writing styles and language usage.</p> <p>Teachers will model the organizational format of the five paragraph essay using exemplars.</p> <p>Teachers will provide specific instruction using transitions to help cohesiveness of the essay.</p> <p>Teachers will provide ELL students with appropriate language and linguistic strategies to be successful.</p> <p>ELL Students have the opportunity to</p>			
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	use Rosetta Stone, computerized English-language building program 			
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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: Pryor	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 8 <sup>th</sup> grade students who will be proficient in science as defined by the State of Florida on the Florida Comprehensive Assessment Test will be at least 70%. (District Objective: X <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>All Curriculum Groups</p> <p>FCAT LEVEL 3-5 Science Score</p> <table border="1"> <tr> <td>GR</td> <td colspan="3">% ≥ Lvl 3 in Science FCAT</td> </tr> <tr> <td></td> <td>10</td> <td>11</td> <td>12</td> </tr> <tr> <td>8</td> <td>48</td> <td>64</td> <td>65</td> </tr> </table> <p>FCAT LEVEL 1 and 2 Science Score</p> <table border="1"> <tr> <td>GR</td> <td colspan="3">% ≤ Lvl 2 in Science FCAT</td> </tr> <tr> <td></td> <td>10</td> <td>11</td> <td>12</td> </tr> <tr> <td>8</td> <td>52</td> <td>36</td> <td>35</td> </tr> </table>	GR	% ≥ Lvl 3 in Science FCAT				10	11	12	8	48	64	65	GR	% ≤ Lvl 2 in Science FCAT				10	11	12	8	52	36	35	<p>All teachers will teach science through a combination of whole group, small group, cooperative learning and independent practice. A combination of reading and writing strategies, weekly hands-on instructional and lab activities will be incorporated.</p> <p>Teachers will utilize the 5 E's (Engage, Explore, Explain, Elaborate, and Evaluate) planning to guide instruction.</p> <p>Teachers will use the "digital pathway" to motivate students as part of the Engage and Explore phase of instruction.</p> <p>Additional front loading activities may include:</p> <ul style="list-style-type: none"> <li>-KWL</li> <li>-Anticipation Guides</li> <li>-Vocabulary</li> <li>-ABC Brainstorming</li> </ul>	<p>Discretionary Budget</p> <p>Postage \$250</p> <p>Positive referral Breakfast \$1200</p> <p>Resources for Professional Learning Communities \$1000</p> <p>Connect Ed. Robo Call System \$1000</p> <p>Technology</p>	<p><b>PDSP Focus:</b></p> <p>Literacy in the Content Areas</p> <p>Technology</p> <p>Literacy in content areas</p>	<p>SAC/Parents for Pryor</p> <p>PMS conferences</p> <p>PMP conferences</p> <p>IEP conferences</p> <p>Parent conferences,</p> <p>SPP presentation to SAC,</p> <p>Teacher WIKI spaces/Websites,</p> <p>Student planners</p> <p>Friday emails</p> <p>Teacher News Letters</p> <p>Open House/Orientations</p>
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	<p>-Mind-streaming -Mini-labs</p> <p>Teachers will use Pearson interactive activities during the Explain and Elaborate phase of instruction as appropriate.</p> <p>Cooperative group activities including Window Pane Summaries, Expert-Home Groups, Interactive Reading Guides and Jigsaw will also be used within the explain and elaborate phase of instruction.</p> <p>Teachers will include language arts and math standards in lesson plans in addition to New Generation Science standards.</p> <p>Reading comprehension strategies will include: -Interactive Reading Guides -Double Column Notes -Summarizing and synthesizing -Graphic Organizers -Outlining</p> <p>Teachers will utilize vocabulary strategies, such as; -Frayer Model -Vocabulary Concept Chain -Vocabulary Foldables -I have/Who Has? -Concentric Circles -<b>Word Sorts</b></p>	<p>Internal Fund \$3000</p> <p>Release time for Teacher Planning \$1000</p> <p>POC Funds</p> <p>Study Island \$2200</p> <p>Science Fair teacher release time \$500</p> <p>Science Fair supplies \$250</p> <p>Science Fair Awards \$500</p> <p>Science Lab Supplies/Equipment \$3000</p>	<p>John Hattie Visible Learning</p> <p>Literacy in content areas</p>	<p>School Website</p> <p>Quarterly Parent News Letter</p> <p>Individual Phone Calls</p> <p>Connect Ed Robo call system</p> <p>Report Cards</p> <p>Grades Online system</p> <p>After receiving a lexile score, students are advised by their teacher regarding proper reading selections</p> <p>DEA score reports are provided to parents during conferencing</p> <p>Spanish interpreter will conduct phone calls, write letters and provide translation at face to face meetings.</p> <p>Interpreter will conduct parent meetings with parents who speak English on a limited basis.</p> <p>iPads for students to access translation programs</p>
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	<p>close reads and CIS.</p> <p>During the evaluate phase, teachers will include formative and summative assessments.</p> <p>All teachers will provide interactive learning activities based on measurable goals which include visible success criteria as defined by John Hattie. Instruction will be modified based on evidence to maximize learning.</p> <p>All teachers will be aware of and provide feedback relative to the three levels of feedback as identified by John Hattie.</p> <p>Formative Assessments may include:</p> <ul style="list-style-type: none"> <li>-Learning Targets/measurable goals</li> <li>-Projects</li> <li>-Quizzes</li> <li>-Writing</li> <li>-Whiteboards</li> <li>-Key Chains</li> <li>-Strategic Teacher Questioning</li> <li>-Student-Generated Questions</li> <li>-Quick Writes</li> <li>-Lab Reports</li> <li>-Graphic Organizers</li> <li>-Progress Monitoring (DEA)</li> <li>-3,2,1</li> </ul> <p>Eighth grade teachers will administer the DEA as a formative assessment. DEA probes and Study Island will be utilized to address specific areas.</p>		<p>John Hattie's Visible Learning</p>	
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<p>STUDENTS SCORING AT LEVELS 4&amp;5 ON THE 2012 ADMINISTRATION OF FCAT IN READING AND /OR MATH</p>	<p>All teachers will increase rigor and relevance through real life learning experiences requiring critical thinking skills.</p> <p>Teachers will increase complexity through projects that require higher-order thinking and the application of knowledge including relevant labs and other hands-on activities.</p> <p>All teachers will create and assess higher order thinking skills; such as problem solving tasks that require students to generate and test hypothesis.</p> <p>Higher order thinking and questioning strategies will be included in all unit plans. Strategies include:</p> <ul style="list-style-type: none"> <li>-Bloom's Taxonomy</li> <li>-Webb' s Depth of Knowledge</li> <li>-HEQ</li> <li>-Open-ended and student generated questions</li> <li>-Cube-it</li> <li>-3-leveled questioning</li> </ul> <p>Students in advanced classes will participate in the Science Fair.</p> <p>At least one of the labs included in advanced classes each nine weeks will be a formal lab.</p> <p>Guest speakers will introduce topics specific to grade level and content to</p>			
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<p>STUDENTS SCORING AT LEVELS 1&amp;2 ON 2012 ADMINISTRATION OF FCAT IN READING AND/OR MATH</p> <p>NCLB Subgroups</p>	<p>students as a means of integrating STEM. Teachers will provide follow up in the classroom.</p> <p>Success Zone will be available to all students needing extra help with concepts and or homework.</p> <p>Eighth grade teachers will administer the DEA as a formative assessment. DEA probes and Study Island will be utilized to address specific areas.</p> <p>Teachers will consistently revisit curriculum standards and vocabulary from previous grade levels. Eighth grade teachers will create review packets to help prepare for FCAT.</p> <p>Teachers will create DEA probes to address areas of concern.</p> <p>Students enrolled in regular science classes will participate in a group science fair project with the option of submitting an individual project for the science fair.</p> <p>All teachers will be cognizant of student subgroups and differentiate instruction accordingly by process, product and/or materials.</p> <p>Within the first month of school, teachers will be provided with specific information identifying the NCLB</p>			
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	<p>subgroups to include the lowest 25%, as well as, students not making AYP.</p> <p>Teachers will collaborate with administrators regarding students not making AYP and the lowest 25%.</p> <p>Teachers will instruct students in small guided groups based on student need.</p> <p>Teachers will Model thinking processes for writing using simple graphic organizers, and building vocabulary. Teachers will utilize strategies aimed to familiarize students with vocabulary terms followed by discussion. Such strategies include academic vocabulary, scatagories, vocabulary concept chain, and replacement words.</p> <p>Students will illustrate vocabulary terms through such instructional strategies as the Frayer Model, Sketch to Stretch.</p> <p>Teachers will utilize read-aloud to model writing styles and language usage.</p> <p>ELL Students: A translator will be utilized as a resource throughout the curriculum and as an interpreter as needed.</p> <p>ELL students will be provided with I-pads and electronic translating devices.</p> <p>ELL students will be provided with</p>		<p>Transition to CCSS</p> <p>Transition to CCSS</p>	
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	<p>instruction using Rosetta Stone where appropriate.</p> <p>ELL students in need of an interpreter will be placed in the same section of the course.</p> <p>Parent education courses will be provided to aid parents in becoming more informed about school programs and policies, as well as, to help students with homework.</p> <p><b>SWD STUDENTS:</b> Teachers will be aware of and accommodate specialized needs of SWD and goals of students as per IEP. Monthly consults will occur to monitor student progress on stated goals, as well as to collaborate with ESE teachers on student needs.</p> <p>Teachers will present information in small chunks and ask for descriptions, discussion and prediction.</p> <p><b>ECONOMICALLY DISADVANTAGED STUDENTS:</b></p> <p>School business partnerships will be cultivated to help provide supplies for needy students. Teachers will assess students' access to resources and communicate needs to administration.</p> <p>Teachers will incorporate Ruby Payne's identified "nine practices" to raise the</p>			
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	<p>achievement of students living in poverty.</p> <p>Teachers will conference with students during PIERS to help them set goals for attendance, achievement and work habits etc.</p> <p>Teachers will use graphic organizers to assist students of poverty with to develop organizational skills. Graphic organizers will include a combination of words, pictures and symbols.</p> <p>Teachers will provide background knowledge to students through Marzano's vocabulary activities, United Streaming, YouTube.</p> <p>Teachers will incorporate strategies for working memory; such as: chunking of information; "pause" technique to help them to process information; movement activities.</p> <p>Teachers will change student's mindset by focusing on attitude, effort and strategy.</p> <p>Teachers will provide strategies for engaged instruction; such as mixed social groupings, corrective feedback, and celebration of positives.</p>			
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- **The process for administering formative and summative assessments (screening, diagnostic, & progress monitoring) is identified in the Okaloosa County Pupil Progression Plan.**

<b>School:</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:

Instruction by highly qualified teachers	Strategies to attract highly qualified teachers	Plans for assisting preschool children in the transition from early childhood programs to local elementary programs (preschool transition strategies)

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

## SUPPLEMENTAL PAGE 2012- 2013

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

- STEM and Electives
- Quarterly STEM activities through math classes
- Specialized PIERS that address all achievement levels

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

- Quality instruction through PD
- Quarterly Assessment
- Quarterly Data Chats with teachers to monitor student achievement

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

- A ten-step discipline plan is in place to prevent disruption during class
- Minimize classroom interruptions by ensuring announcements are only made during PIERS and at the end of the school day
- Student engagement through technology

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.

- We have added a Facebook Page
- Principal Coffees
- SAC/Parents for Pryor
- Monthly e-mail distribution