



**Date Submitted: 9-17-2012**  
**Dates of Revisions: 9-25-12**

School Name: LAUREL HILL SCHOOL  
 School Performance Plan  
 20 12 - 20 13

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 \$ 1,199, will primarily be used for **STUDENT AWARDS**. The names represented below indicate approval of the SPP by SAC committee members.

SUSAN LOWREY-SEXTON  
 Principal

HAZEL HARPER  
 SAC Chair

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

## School Profile 2012- 2013

### School Profile:

Laurel Hill School—proud home of the Hoboes—is a small, public Pre-K through grade 12 school located in the panhandle of Florida in northwest Okaloosa County. The rural community of Laurel Hill is bounded by the Blackwater State Forest, the Alabama state line, Walton County, and acres of farmland. Approximately 65% of the roads in the 12-mile radius served by Laurel Hill School are unpaved, clay roads. The enrollment generally fluctuates around 430-450 students. The student population is comprised of 14% minorities and approximately 56% of the students are disadvantaged.

According to the 2010 census, the surrounding community now has 80.3% of its population as graduates of high school—up from 73.7% in 2000—with a 91.3% comparison with the Okaloosa County rate. The median per capita income within the city is \$27,150, and the employment rate is approximately 49%. Less than 1% of the residents have local jobs, resulting in an extended commute for parents. Laurel Hill School has a 93.8 stability rate and a graduation rate of 100% for the 2010-11 school year. Laurel Hill School is 1 of 2 Okaloosa County Schools ranked among US News & World Report's 2012 Best High Schools. The school was awarded a "silver" distinction, based on 2009-10 school data.

Reading and development of literacy practices has been the primary focus of academic improvement efforts for the past four years. Laurel Hill School received grades of a B for the past school year, an A in 2010, an A in 2009, an A in 2008. Laurel Hill School's students, faculty, staff and the community are dedicated to improving test scores and making gains in adequate yearly progress, hoping to again achieve "A" school status for 2011-12. The School Accountability Report yields the following information on the state's data points: we were at 58% in the area of meeting high standards in Reading, down from 68%; Math dropped by 26% -- from 79% to 53% in the area of meeting high standards. The percent making learning gains in Reading climbed from 53% to 68%, while the percent making learning gains in Math dropped from 72% to 57%. There has been great progress with our struggling reading students. In the area of the lowest 25<sup>th</sup> percentile students making learning gains in Reading increased 24% from 40% to 64%. However, the student learning gains for the lowest 25<sup>th</sup> percentile in Math dropped from 71% to 54%. The number of students meeting high standards in Writing dropped from 87% to 69%. In the area of Science, the percent of students meeting high standards was 32% in Grade 5 and 50% in Grade 8, making for a combined Science score of 40%. There is much work to do in the Science area to keep pace with the district averages. Together, we have developed a strong School Performance Plan and responsive Professional Development Plan for next year, with the hope of exceeding last year's record. Teachers have reviewed the disaggregated data from district and state tests, as well as data from other Pupil Progression Plan assessments given over the course of the year, to individualize and personalize, through differentiation, the state curriculum provided.

Results of the customer satisfaction survey indicate a high level of satisfaction with student conduct and behavior, that students know what is expected of them to be successful in school, and that many children will be able to graduate from high school and attend college. There was a low level of satisfaction in knowledge of the curriculum program and parent input being valued. Efforts will be made to increase parent participation in the survey, so that results are more relevant and valid.

Students in grades 6-12 have the opportunity to participate in extra-curricular activities such as Academic Team, Beta Club, Leadership Class, Student Council, and FFA. Sports opportunities include Volleyball, Cross Country, and in every grade level Boys and Girls Basketball, Softball and Baseball.

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Laurel Hill strives to add challenges to the curriculum. Technology integration has been the vision of the school for the past several years. Students have had access to two Computer on Wheels labs and teachers have been using Mimios, ELMOs, and projectors, as well as CPS clicker systems. Technology classes have been added so that all students in grades 6-12 may access a wide variety of basic computer or advanced IT classes. Last year, LHS was made Wi-Fi capable. This year, the school has been selected to participate in a district pilot study of using iPads in every course (core and elective) within the 8<sup>th</sup>-12<sup>th</sup> grade classrooms. A digital learning environment will provide our students with a customized and personalized education, preparing them with the knowledge and skills to succeed in college and careers. The world—and the ability to pursue their dreams—will be at their fingertips. Teachers will have an effective tool to overcome challenges and better educate students of all learning needs. With digital learning, there will be opportunities to learn more because learning doesn't have to start when a student enters the classroom and end when the bell rings. Students can access digital learning virtually whenever and wherever they are. Like print content, digital content will be correlated to the new Common Core State Standards (CCSS) and what students are expected to learn. There will be opportunities for engaging and personalized content, including learning games, simulations and virtual environments. Virtually, students and teachers will have access to school, a printing press, broadcasting station, community hall, a marketplace and a library. These resources will provide tools for interacting effectively in a networked world. More importantly, critical thinking about this world at our fingertips will be part of the journey. Critical thinking must become an essential, learnable mental skill. Learning to live mindfully within this digital culture and exercising the right choices with this form of personal empowerment will be a part of the expectations for our students. Every instructional teacher on the LHS staff will have an iPad for technology integration in the classroom. Students, parents and staff will be dedicated to working together to make this an enriching experience for all.

Literacy practices will be strengthened and supported by the transition to the CCSS. Teachers have attended district and state workshops in order to transmit information and provide professional development for our faculty. The use of data teams and use of data for decision making, with processes in place to solve or overcome barriers will be emphasized. Planning, as associated with the Florida Educator Accomplished Practices (FEAP) and Danielson frameworks, lesson study and a continuous improvement model will assist in accelerating the performance of ALL students. Student progressions through learning goals will be monitored through formative assessments and collaborative work with peers. There will be a shift from FCAT Item Specifications to course descriptions for PARCC alignment. Title I support in Reading and Math, as well as ESE support will be available to elementary teachers, and ESE strategy classes and core middle school classes in Language Arts, Math and Science will be supported by our ESE teacher and aides in secondary classes. Parent involvement and support is facilitated by offering 15-20 activities targeting parent participation this year.

A look toward the implementation of RtI Phase II--the Multi-Tiered System of Supports (MTSS)--will drive our school improvement efforts. These priorities will include: consistently promoting the shared vision of one system meeting the needs of all students with MTSS as the platform for integration of initiatives such as standards-based instruction, collegial learning (i.e. lesson studies, Professional Learning Communities (PLCs), teacher/leader proficiencies, and continuous school improvement.) Throughout the continuum of instruction and intervention, planning/problem-solving will be used to match instructional resources to educational needs for ALL students. During our early release and duty release common planning time, teams will engage in instructional planning and problem-solving to ensure that student success is achieved and maintained. Laurel Hill School also will work in concert with the State of Florida Board of Education Mission of “increasing the proficiency of all students within one seamless, efficient system by providing them with the opportunity to expand their knowledge and skills through learning opportunities and research valued by students, parents, and communities and to maintain an accountability system that measures student progress....” In order to accomplish this, commitment to the MTSS will require 1) high quality instruction and intervention matched to student's needs, 2) use of data over time to make important educational decisions, 3) implementation of team processes and structures, 4) implementation of a problem-solving process and 5) use of tiered supports and decision protocols. In addition, Professional Learning Communities (PLCs) will necessarily 1) focus on learning and its results 2) require a collaborative culture and use of inquiry cycles, and 3) Action Research. In the following document we have a commitment to

Educator Quality, a curriculum aligned and paced, Lesson Study and a continuous improvement model. We have instructional review, self-study, monitoring of process and plans, classroom walkthroughs and observations in support of teacher effectiveness. We will have increased capacity for data analysis and problem identification with goal setting, and development and implementation of intervention plans and monitoring their effectiveness. Our SPP allows for implementation of evidenced-based strategies with aligned professional development. (Adapted from FLDOE document, "Guiding Tools for Instructional Problem-Solving.")

We are Laurel Hill School, a small school with big dreams!

### **District Vision:**

Maximize educational systems that empower students to successfully transition into a globally competitive society.

### **District Mission:**

Perpetuate our commitment to educational excellence through:

- Rigorous and relevant curriculum
- Accountability
- Stakeholder relationships

### **District 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.

## LAUREL HILL SCHOOL PROFILE

**School Vision:** EXCELLENCE IN SMALL THINGS—EXCELLENCE IN ALL THINGS!

**School Mission:** THE MISSION OF LAUREL HILL SCHOOL IS TO EMPOWER EACH STUDENT WITH THE KNOWLEDGE, CONFIDENCE AND OPPORTUNITIES NECESSARY TO MEET THE CHALLENGES OF ELEMENTARY, MIDDLE SCHOOL, HIGH SCHOOL AND BEYOND

### **Belief Statements:**

- TEACHERS, ADMINISTRATORS, PARENTS AND COMMUNITY MEMBERS COOPERATIVELY PARTICIPATE IN PROMOTING THE SCHOOL'S MISSION.
- ALL STUDENTS CAN LEARN AND ARE CAPABLE OF PERSONAL ACHIEVEMENT.
- STUDENTS ARE ACTIVELY INVOLVED IN ALL ASPECTS OF LEARNING, INCLUDING KNOWLEDGE OF SKILLS, PROBLEM SOLVING AND PRODUCTION OF QUALITY WORK.
- POSITIVE RELATIONSHIPS AND MUTUAL RESPECT BETWEEN STUDENTS AND STAFF ENHANCE STUDENT SELF-ESTEEM.
- EACH STUDENT IS A VALUED INDIVIDUAL WITH UNIQUE PHYSICAL, SOCIAL, EMOTIONAL AND INTELLECTUAL NEEDS
- INSTRUCTORS INCORPORATE A VARIETY OF TEACHING STRATEGIES TO MEET DIFFERENT LEARNING STYLES.
- THE SCHOOL PROVIDES A SAFE AND POSITIVE LEARNING ENVIRONMENT.
- SPECIAL SERVICES AND RESOURCES ARE PROVIDED TO SUPPORT STUDENT SUCCESS.

2012- 2013

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

Highly Qualified Status Administrators: (Title I)	Susan Lowrey-Sexton, Masters in Psychology, Certification in Educational Leadership, Certification in Social Science 6-12 Brandon McSween, Masters in Divinity, Certification in Social Science 6-12 and OCSD Endorsement as AP	
Reading Instructors/Recruitment: (Secondary)	3 Teachers with reading certification/endorsement	2 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 63%. (District Objective: <input type="checkbox"/> +2 percentile points or <input type="checkbox"/> maintain 90-100%)
Objective R-2	The percentage of all curriculum students who will make learning gains in reading as defined by the State of Florida on the FCAT will be at least 73%. (District Objective: <input type="checkbox"/> + 2 percentile points or <input type="checkbox"/> maintain 90-100%)
Objective R-3	The percentage of students in the lowest 25% who will make learning gains in reading as defined by the State of Florida on the FCAT will be at least 69 %. (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>Grades 3-5</p> <p>2010 -- 63%</p> <p>2011 -- 78%</p> <p>2012 -- 65%</p> <p>Grades 6-8</p> <p>2010 -- 64%</p> <p>2011 -- 63%</p> <p>2012 -- 57%</p> <p>Grades 9-10</p> <p>2010 -- 60%</p>	<p>*OCSD Balanced Literacy Model will be fully implemented in all classrooms. Ninety minutes of uninterrupted class time will be dedicated to: Read Alouds, Guided Reading, Independent Reading, Shared Reading, Vocabulary Work and Writing. Various teachers will implement the Daily 5/CAFÉ framework for Reader's Workshop.</p> <p>*Elementary Students will have access to extensive classroom libraries enriched with non-fiction reading materials, all correlated to the LHS Accelerated Reader (AR) Program. Students will be rewarded for setting and monitoring goals, with the media aide assisting with recordkeeping and awards distribution.</p>	<p>District supported Literacy Coach</p> <p>\$2000 Title I funds</p>	<p>PDSP Focus:</p> <p>*During Early Release and Common Collaborative Planning Time, all teachers will continue their work on the Danielson Domain 1- Planning framework to include: Knowledge and Pedagogy, Knowledge of Students, Setting Instructional Outcomes, Knowledge of Resources and Technology, Coherent Instruction and Student Assessments</p> <p>*Use of Hattie's research on Effect Size (Two targets-- Feedback and Student</p>	<p>SPP online</p> <p>LHS Website</p> <p>Parent Newsletter (monthly)</p> <p>District and State Notification Letters</p> <p>Open Houses (Back to School, American Education Week, Read-a-thons)</p> <p>After-School Tutoring (POC and SES) and Summer Intensive Studies</p> <p>IEP/504 Meetings</p>

<p>2011 -- 44%</p> <p>2012 -- 38%</p> <p><b>Reading Lowest 25%</b></p> <p>2008-2009 – 62%</p> <p>2009-2010 – 51%</p> <p>2010-2011 – 40%</p> <p>2011-2012 – 64%</p>	<p>*Common Core Standards will be implemented in grades K and 1, through use of pacing/curriculum guides, collaborative lesson planning, and parent information sessions.</p> <p>*FCAT and DEA reading results will be analyzed with the literacy coach and principal after each administration while in data chats, as well as during common planning time. The resulting data will require triangulating this information with formative assessments and grades, as well as with Successmaker Reading.</p> <p>*All elementary teachers will maintain growth spreadsheets to monitor progress in reading, recording DEA scores, Successmaker scores, grades, FCAT scores, where applicable, and use the district Cold Reads Assessment for establishing grades. The use of feedback will be evidenced by use of exemplars of student work displayed/use of rubrics.</p> <p>*The Title I Reading Teacher will provide resource room assistance for Level 1 and 2 struggling and at-risk readers in grades 3-5. The Title I Reading aide will provide in-class assistance for struggling students in Grades K-3.</p> <p>*The LHS MTSS model will include having Tier 2 and Tier 3 students receive extra assistance through extended time with ESE teacher and/or ESE aides or AmeriCorps volunteer. The use of a data teams approach for writing will be linked to more complex reading passages/extended prompts.</p> <p>*The Successmaker Reading Program will serve to further individualize the reading curriculum and build lexile levels for all students through scheduled</p>	<p>Data chats (Substitutes) Title I</p> <p>\$36,000 Title I funds</p> <p>\$68,000 ESE teacher \$60,000 ESE aides \$5600 Americorps volunteer</p> <p>\$15,000 Title I</p>	<p>Expectations)</p> <p>*Use of Data Teams Approach: Charting and Analyzing Formative and Summative Assessments</p> <p>*Professional Learning Community (PLC) Work during Common Collaborative Planning: Lesson Study, Technology Integration (iPads), Text Complexity, Common Core Transitions</p> <p>*After-school Study on Classroom Assessment for Student Learning</p> <p>Objective/other: *All teachers will be incorporating district pacing/curriculum guides to prepare students for common core standards implementation, benchmark coverage and/or EOC exams</p> <p>*Secondary teachers will continue professional development in use of Achieve 3000 software program</p> <p>*Secondary teachers, with the aid of technology coordinator will continue professional development in iPad curriculum using e-texts and student/teacher communication tools, such as EDMODO</p>	<p>Grades Online w/email link</p> <p>Parent Conferences</p> <p>Parent Information Sessions (Parenting Skills, Test-Taking Skills, Math/Science Night, Kindergarten Skills, FCAT Writing Workshop)</p> <p>Awards Presentations</p> <p>Electronic Sign and Marquee Signs</p> <p>Classroom Weekly Newsletters</p> <p>Elementary Student Communication Binders</p> <p>5<sup>th</sup> Grade Assignment Notebooks</p> <p>Teacher/Parent emails</p> <p>Grandparents' Day</p> <p>Veteran's Day Observation (Community Military)</p> <p>Community Christmas Tea for Seniors</p> <p>Science Exhibition and Science Fair</p> <p>Elementary Field Days</p> <p>FHSAA Sports Events</p>
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	<p>computer lab time several times a week, serving as both a remedial as well as enrichment resource.</p> <p>*Teachers will adhere to the PPP Manual when administering assessments and according to state and district timelines.</p> <p>*Summer Intensive Studies (SIS) will be offered for at-risk readers, as funds are available.</p> <p>*Teachers in grades 6-10 will access Achieve 3000 to develop reading skills, establish lexile levels and monitor growth, and integrate reading with writing, social studies, science and math.</p> <p>*Instruction of all students will include lessons and assessments that reflect proficiency with instructional processes involving complex text with embedding of close reading and re-reading of complex text as a routine event incorporating writing in response to text and participating in text-based discussions.</p> <p>*All teachers will utilize a CIS approach in lessons.</p> <p>*Teachers will use FLDOE C-Palms in developing lesson plans and resources linked to technology and the Common Core Standards</p> <p>*Teachers will find PARCC-like questions to use as bell-ringers in order to build student experience in multi-step, complex questions</p> <p>* After-school tutoring will be available for students to increase reading achievement of non-proficient students.</p> <p>*Teachers in all content areas will</p>	<p>District funds</p> <p>\$7,000</p> <p>District POC funds</p>	<p>*Teachers will use Larry Bell's UNRA(a)VEL strategies for Reading.</p> <p>*Teachers will incorporate Hattie's Visible Learning concepts into classroom practice.</p> <p>*Teachers will continue to focus on all aspects of the Danielson Teacher Effectiveness Frameworks, as evidenced in their PD notebooks, walkthroughs and classroom observations.</p> <p>*All staff will follow the LHS CCSS transition action plan developed at the CCSS Summer Institute.</p> <p>*All staff will participate in data chats after DEA administrations and as Data Teams (Writing) work progresses.</p> <p>*All staff will participate in the Comprehension Instructional Sequence (CIS) training offered by school trainers and based upon CCSS Summer Institute materials.</p>	
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	<p>continue to build “Word Walls” for improving vocabulary development.</p> <p>*Students in Social Studies classes will cite evidence from primary and secondary sources as they conduct research using iPad technology. In addition, they will use Hanel’s Highly Effective Questioning (HEQ)</p> <p>*Teachers in core areas will use higher order thinking strategies such as silent discussion and open-ended questioning.</p> <p>*Progress Monitoring Plans (PMPs) will be developed by teachers, parents for students at-risk for proficiency.</p> <p>*Tutoring programs will be available for students needing remedial assistance before FCAT retakes in the fall.</p> <p>*Teachers will work with the ESE resource teacher to accommodate and support IEP goals.</p> <p>*Non-proficient students will be assigned to an Intensive Reading teacher or to an English teacher who is also Reading Certified/Endorsed.</p> <p>*All teachers will use Hattie’s 3 Questions to guide the formative feedback loop (“Where is the student going?”, “How is the student going?” and “Where to Next?”) as they address feedback at three levels—Task, Process and Self-Regulation.</p> <p>*Teachers will follow feedback discussion with immediate opportunities for students to use the information.</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: Laurel Hill School	School Focus: Math
District Goal:	Students shall demonstrate math proficiency at or above expected grade level.

Objective M-1	The percentage of all curriculum students who will be proficient in math as defined by the State of Florida on the Florida Comprehensive Assessment Test will be at least 60%. (District Objective: <input type="checkbox"/> +2 percentile points or <input type="checkbox"/> maintain 90-100%)
Objective M-2	The percentage of all curriculum students who will achieve FCAT adequate yearly progress in math as defined by the State of Florida on the FCAT will be at least 62%. (District Objective: <input type="checkbox"/> +2 percentile points or <input type="checkbox"/> maintain 90-100%)
Objective M-3	The percentage of students in the lowest 25% who will make learning gains in math as defined by the State of Florida on the FCAT will be at least 60%. (District Objective: <input type="checkbox"/> + 2 percentile points or <input type="checkbox"/> maintain 90-100%)
Objective M-4 (Secondary only)	The percentage of all curriculum students who will be proficient in math as defined by the State of Florida on the Florida Algebra I End-of-Course Exams will be at least 60%. (District Objective: <input type="checkbox"/> +2 percentile points or <input type="checkbox"/> maintain 90-100%)
Objective M-5 (Secondary only)	The percentage of all curriculum students who will be proficient in math as defined by the State of Florida on the Florida Geometry End-of-Course Exams will be at least 60%. (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>
Grades 3-5 2010 -- 70% 2011 -- 79% 2012 -- 45%  Grades 6-8 2010 -- 76% 2011 -- 80% 2012 -- 51%  Grades 9-12 2010 -- 81% 2011 -- 79% 2012 -- N/A	<p>*Teachers will provide daily instruction utilizing components of the math series (Go Math) while following the district curriculum guide and the OCSD Comprehensive Balanced Mathematics Plan.</p> <p>*Teachers will use technology, such as FCAT Explorer, Successmaker Math, Reflex Math, Think Central and DEA to provide individual self-paced practice, aimed at providing remediation as well as enrichment.</p> <p>*There will be an emphasis on the language of math in discussion, writing assignments and problem-solving.</p> <p>*Teachers will provide daily instruction focused on data analysis and a determination of need for differentiation based upon Strategic and Intensive</p>	\$10,000 technology funds	<p><b>PDSP Focus:</b></p> <p>*During Early Release and Common Collaborative Planning Time, all teachers will continue their work on the Danielson Domain 1-Planning framework to include: Knowledge and Pedagogy, Knowledge of Students, Setting Instructional Outcomes, Knowledge of Resources and Technology, Coherent Instruction and Student Assessments</p> <p>*Use of Hattie's research on Effect Size (Two targets— Feedback--.90 effect size and Student Expectations--1.44 effect size.)</p>	<p>SPP online</p> <p>LHS Website</p> <p>Parent Newsletter (monthly)</p> <p>District and State Notification Letters</p> <p>Open Houses (Back to School, American Education Week, Read-a-thons)</p> <p>After-School Tutoring (POC and SES) and Summer Intensive Studies</p> <p>IEP/504 Meetings Grades Online w/email link Parent Conferences</p>

<p><b>Math Lowest 25%</b>  <b>2008-2009 – 67%</b>  <b>2009-2010 – 77%</b>  <b>2010-2011 – 71%</b>  <b>2011-2012 – 47%</b></p>	<p>Intervention provided in the math series resources. The use of feedback will center on conferencing and data chats. Teachers will utilize multiple resources to reinforce problem-solving strategies, such as using manipulatives, modeling higher order thinking skills, and implementing project-based learning.</p> <p>*Teachers will find PARCC-like questions to use as bell-ringers in order to build student experience in multi-step, complex questions</p> <p>*Fifth grade teachers will departmentalize for Reading/Social Studies and Math/Science.</p> <p>*Students in grades 3-5 who are at-risk for proficiency or who have made scores of 1 &amp; 2 on FCAT will receive the services of Title I supplemental small group instruction.</p> <p>*The ESE resource room teacher and/or aides will provide pull-out or in-room support services, depending upon IEP needs.</p> <p>*Small group tutoring will be offered for all students after school, through SES or POC Funds, as available.</p> <p>*Summer Intensive Studies (SIS) will be provided (funds available) to help students reach grade level proficiency</p> <p>*In secondary classes, math begins with the course descriptions as a transition from the NGSSS to the CCSS. Critical thinking, chunking of learning goals, using progression scales, and monitoring formative assessments along with curriculum mapping will be integrated into lesson planning design.</p>	<p>District Funds</p>	<p><b>*Use of Data Teams Approach: Charting and Analyzing Formative and Summative Assessments</b></p> <p><b>*Professional Learning Community (PLC) Work during Common Collaborative Planning: Lesson Study, Technology Integration (iPads), Text Complexity, Common Core Transitions</b></p> <p><b>*After-school and release time study on Classroom Assessment for Student Learning</b></p> <p><b>Objective/other:</b>  <b>*All teachers will be incorporating district pacing/curriculum guides to prepare students for common core standards implementation, benchmark coverage and/or EOC exams</b></p> <p><b>*Secondary teachers will continue professional development in use of Achieve 3000 software program</b></p> <p><b>*Secondary teachers will continue professional development in iPad curriculum using e-texts and student/teacher communication tools</b></p> <p><b>*Elementary teachers will obtain introductory training in iPad use in the classroom</b></p>	<p><b>Parent Information Sessions (Parenting Skills, Test-Taking Skills, Math/Science Night, Kindergarten Skills, FCAT Writing Workshop)</b></p> <p><b>Awards Presentations</b></p> <p><b>Electronic Sign and Marquee Signs</b></p> <p><b>Blackboard Communication System</b></p> <p><b>Classroom Weekly Newsletters</b></p> <p><b>Elementary Student Communication Binders</b></p> <p><b>5<sup>th</sup> Grade Assignment Notebooks</b></p> <p><b>Teacher/Parent emails</b></p> <p><b>Grandparents' Day</b></p> <p><b>Veteran's Day Observation (Community Military)</b></p> <p><b>Community Christmas Tea for Seniors</b></p> <p><b>Science Fairs</b></p> <p><b>Elementary Field Days</b></p> <p><b>Sumdog Math Games Contests</b></p>
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	<p>*Achieve 3000 has a built in math problem solving question with each current event entry.</p> <p>*Algebra I and Geometry teachers will focus on skills needed for students to be proficient or above on the state EOC exams.</p> <p>*Math for College Readiness will focus on skills necessary to pass the PERT and to be prepared for college level math.</p> <p>*Secondary students in the higher math classes (Math for College Readiness/Pre-Calculus) will have the opportunity after re-teaching to be re-assessed for some of their grades.</p> <p>*Secondary students missing assignments or requiring extra assistance will be assigned or will voluntarily attend Mandatory Attendance Study Hall (MASH) to make up work.</p> <p>*Algebra I students facing re-takes will be given the opportunity to have after-school remediation through December and before the re-take opportunity</p> <p>*Math teachers will use models from the Mathematics Assessment Project for formative evaluation and assessment lesson planning exemplars.</p> <p>*Math teachers will collaboratively work with these strategies as students are prepared for state EOC exams:</p> <ul style="list-style-type: none"> <li>❖ Attend district-wide curriculum department meetings to develop pacing guides for each course; implement pacing guide</li> <li>❖ Use Florida Achieves Focus mini-</li> </ul>	<p>\$7,000</p>	<p>*Teachers will use Larry Bell's UNRA(a)VEL techniques for Math</p> <p>*Teachers will incorporate Hattie's Visible Learning concepts into classroom practice.</p> <p>*Teachers will continue to focus on all aspects of the Danielson Teacher Effectiveness Frameworks, as evidenced in their PD notebooks, walkthroughs and classroom observations.</p> <p>*Math teachers will work on lesson planning to support implementation of the 8 Standards for Mathematical Practice outlined in the CCSS during early release</p> <p>*All staff will follow the LHS CCSS transition action plan developed at the CCSS Summer Institute.</p> <p>*All staff will participate in data chats after DEA administrations and as Data Teams (Writing) work progresses.]</p>	
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	<p><b>assessments and re-teach/reassess as needed</b></p> <ul style="list-style-type: none"> <li>❖ <b>Use specific “math vocabulary” to describe values, terms, processes (i.e. bottom number should be expressed as denominator)</b></li> <li>❖ <b>Incorporate writing in the mathematics class in order to deepen and further the student’s understanding of concepts</b></li> <li>❖ <b>Use Glencoe/McGraw-Hill ancillary materials for re-teaching/ reassessing</b></li> <li>❖ <b>Use Kahn Academy iPad App to offer students a different instructor for concepts already covered or to be covered</b></li> <li>❖ <b>Use Everglades K-12 Algebra I End-of-Course text as a supplement</b></li> </ul>			
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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: Laurel Hill School	School Focus: Writing
District Goal:	Students shall demonstrate writing proficiency at or above expected grade level.

Objective	The percentage of 4 <sup>th</sup> , 8 <sup>th</sup> , & 10 <sup>th</sup> grade students scoring 4.0 and above on FCAT Writing will be at least 74%. (District Objective: <input 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><b>Grade 4</b> 2010 -- 85% 2011 -- 93% 2012 -- 70%</p> <p><b>Grade 8</b> 2010 -- 100% 2011 -- 87% 2012 -- 67%</p> <p><b>Grade 10</b> 2010 -- 95% 2011 -- 83% 2012 -- 74%</p>	<p>*All teacher assignments will emphasize grammar and use of English conventions in writing tasks</p> <p>*All students will have a LHS Writing portfolio, provided by the school and will be taken home to parents at the close of the school year</p> <p>*DOE Exemplar Papers will be utilized for scoring of rubrics and teachers will model the revision of both narrative and expository writing</p> <p>*Students in all elementary classes will participate in LHS Writes, a parallel state writing assessment as a formative assessment, as well as Okaloosa Writes, as a summative assessment. Teachers will conduct feedback conferences for substantial improvement in the revision process</p> <p>*Teachers will utilize the “Caught Ya” editing strategies with non-fiction, text-based paragraphs, with editing and revising opportunities seen as key aspects of lesson planning</p> <p>*Elementary students will participate in Daily Oral Language activities</p>	<p>Title I (sub)</p> <p>Literacy Coach</p>	<p><b>PDSP Focus:</b> CCSS in Writing Across the Curriculum</p> <p>*CCSS Argumentative Writing and Oral Presentations</p> <p>*Use of Leadership and Learning Center Data Teams Approach, Writing targeted across the curriculum for initial implementation of process.</p> <p>*Teachers will work collaboratively to score parallel writing activities or content area papers within departments</p> <p><b>Objective/other:</b> *Fourth, Eighth and Tenth Grade Teachers will collaboratively study state-released anchor papers to guide reflection on high quality writing</p> <p>*Teachers will use Larry Bell’s UNRA(a)VEL techniques for Writing</p>	<p>Parents will be invited to a Title I Writing seminar in January to simulate the tasks of FCAT Writes and receive information on more rigorous requirements</p> <p>*Student writing folders go home</p>

	<p><b>*Students will use peer collaboration/evaluation to improve component parts of their writing entries/ essays, as they move to final copy.</b></p> <p><b>*Students in secondary Science, Social Studies and Math classes will write responses to a rubric in order to demonstrate proficiency in content areas, concentrating on text support as evidence</b></p> <p><b>*Students in all classes will write to establish an opinion or claim, ensuring work is backed by justification and support.</b></p> <p><b>*Achieve 3000 Reading entries include an opportunity for writing responses attached to each current event entry in secondary classes.</b></p> <p><b>*All teachers will use Hattie’s 3 Questions to guide the formative feedback loop (“Where is the student going?”, “How is the student going?” and “Where to Next?”) as they address feedback at three levels—Task, Process and Self-Regulation feedback.</b></p> <p><b>*All secondary teachers will work to make strong writers by ensuring students can use research, analysis and argumentation skills as tools for learning in each of the disciplines</b></p> <p><b>*Teachers will follow feedback discussion with immediate opportunities for students to use the information.</b></p> <p><b>**All core teachers will use models from the Literacy Design Collaborative Framework to standardize writing tasks that align to the CCSS ELA standards.  </b></p>		<p><b>*All staff will follow the LHS CCSS transition action plan developed at the CCSS Summer Institute.</b></p> <p><b>*All staff will participate in data chats after each DEA administrations and as Data Teams (Writing) work progresses over second semester PD.</b></p> <p><b>*Teachers will receive CCSS support from the leadership team, using FLDOE resources obtained in the Summer Institute  </b></p>	
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School: Laurel Hill School	School Focus: Science
District Goal:	Students shall demonstrate science proficiency at or above expected grade level.

Objective S-1 (Grades 5, 8)	The percentage of 5 <sup>th</sup> and 8 <sup>th</sup> grade students who will be proficient in science as defined by the State of Florida on the Florida Comprehensive Assessment Test will be at least 60%. (District Objective: <input type="checkbox"/> +2 percentile points or <input type="checkbox"/> maintain 90-100%)
Objective S-2 (High school only)	The percentage of all curriculum students who will be proficient in science as defined by the State of Florida on the Florida Biology End-of-Course Exams will be at least 60%. (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>Grade 5</p> <p>2010 -- 54%</p> <p>2011-- 55%</p> <p>2012 -- 30%</p> <p>Grade 8</p> <p>2010 -- 45%</p> <p>2011 -- 61%</p> <p>2012 -- 46%</p> <p>Grade 11</p> <p>2010 -- 52%</p> <p>2011 -- 52%</p> <p>2012 -- N/A</p>	<p>*Teachers will conduct science experiments and project-based learning activities in order to promote understanding of the Scientific Method</p> <p>*Teachers will provide explicit instruction on science vocabulary to increase concept mastery. Non-fiction reading materials with Science topics will be placed in all elementary classrooms.</p> <p>*The DEA assessment and use of probes/supplemental teaching tools, as well as the Science textbook, will be used to support student learning.</p> <p>*After-school tutoring will be available for students requiring assistance with course content or in Science Fair project work.</p> <p>*Secondary teachers will follow the district pacing/curriculum guides in preparing students for district and state EOCs.</p> <p>*All students in grades K-8 will have access to Gizmo Science software applications</p>		<p>PDSP Focus:</p> <p>*All staff will follow the LHS CCSS transition action plan developed at the CCSS Summer Institute.</p> <p>Objective/other:</p> <p>*Secondary teachers will attend district training in courses with state EOCs.</p> <p>*Elementary representative will attend Science professional development conducted by the district (train the trainer)</p> <p>*All staff will follow the LHS CCSS transition action plan developed at the CCSS Summer Institute.</p> <p>*All staff will participate in data chats after DEA administrations and as Data Teams (Writing) work progresses.</p>	<p>Science Exhibition and Science Fair</p>



	<p><b>*As a collaborative group, the science teachers will be working together to incorporate the following strategies as they work on lesson study and lesson planning, and preparation for state EOCs:</b></p> <ol style="list-style-type: none"> <li><b>1. Cooperative grouping</b></li> <li><b>2. Guided reading</b></li> <li><b>3. Kane’s vocabulary squares/word wall</b></li> <li><b>4. UNRA(a)VEL Strategy/Larry Bell</b></li> <li><b>5. Reinforcement and Enrichment material</b></li> <li><b>6. Feedback/self- assessment and teacher feedback(quizzes, tests, rubrics, observations)</b></li> <li><b>7. Hands-on activities, labs</b></li> <li><b>8. iPad/technology integration</b></li> </ol>			
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School Focus: College Readiness/Academic Acceleration	
School: LAUREL HILL	
School Objective:	To increase successful participation in AP/Advanced/Dual Enrollment programs/courses by 5%

Target Group(s) Supporting Data (summary) – Provide 3 year historical data chart	Strategies/innovative methods & extended learning opportunities <small>Include technology and assessment</small>	Budget	Professional Development <small>(Identify measurable teacher outcome)</small>	Communication with Parents & Customer Relations <small>(Community/Parent awareness)</small>
<p><b>Acceleration Participation:</b> 2008-2009: 53% 2009-2010: 49% 2010-2011: 54%</p> <p><b>CHOICE: IT enrollment</b> 2008-2009: 36 Students 2009-2010: 41 Students 2010-2011: 72 Students</p> <p><b>CHOICE: Welding enrollment</b> 2008-2009: 18 Students 2009-2010: 16 Students 2010-2011: 14 Students</p> <p><b>Reading Readiness</b> 2008-2009: 50% 2009-2010: 53% 2010-2011: 100%</p> <p><b>Math Readiness</b> 2008-2009: 42% 2009-2010: 37% 2010-2011: 72%</p> <p><b>Graduation Rate:</b> 2008-2009: 93% 2009-2010: 100% 2010-2011: 100%</p>	<p><b>Student/Parent/Teacher Advisement:</b> AP/Advanced/Dual Enrollment/CHOICE Program Recruitment ACT/SAT Registration College Entrance Requirements Florida Virtual Campus Resources Financial Aid/Scholarship Requirements</p> <p>*PERT Administration – 11<sup>th</sup> grade Math/Reading Readiness</p> <p>*PLAN Administration – 10<sup>th</sup> grade</p> <p>*Industry Cert Programs: Welding, IT</p> <p>*Florida Virtual Campus</p> <p>*Implementation of CCSS in Writing</p> <p>*Achieve 3000 (lexile development)</p> <p>*iPad (digital textbooks/online resources/enrichment activities)</p> <p>*Students in courses assessed at the state level and needed for graduation will have the opportunity to be in tutoring specific to the course</p>		<p><b>PDSP Focus:</b> *CCS (planning/Implementation)</p> <p>*Visible Learning Effect Size (feedback focus)</p> <p>*AP Summer Inst for English (writing)</p> <p>*Achieve 3000 (secondary)</p> <p>*iPad initiative training (secondary)</p> <p>*Data Team/PLC meetings: *Secondary teachers will implement instructional strategies for writing according to CCSS in AP/Advanced and content area classes to improve successful acceleration participation. Teachers, along with the counselor and an administrator, will attend data team meetings (following PERT, PLAN, ACT/SAT) and provide data-based input regarding recruitment of acceleration program participants.</p>	<p><b>Relevant Websites (school, district, Florida Virtual Campus, NWFSC, ACT/SAT)</b></p> <p><b>Parent/Teacher Conferences</b></p> <p><b>Student Registration Guide</b></p> <p><b>Parent GRADES viewer</b></p> <p><b>Principal's Monthly Newsletter</b></p>

**Title I Schools**

School: **Laurel Hill School**

Instruction by highly qualified teachers	Strategies to attract highly qualified teachers	Plans for assisting preschool children in the transition from early childhood programs to local elementary programs (preschool transition strategies)
<p>*All Laurel Hill School teachers must be highly qualified in the state of Florida.</p> <p>*Professional development to continue and retain that status is ongoing and outlined within this document and the PDSP.</p>	<p>*The OCS D facilitates all pre-hiring tasks through online applications and maintaining the OASIS site for all prospective teachers, including publicizing all vacancies.</p> <p>*All new teachers are assigned a peer mentor, who assists in outlining school/district policies, such as the PPP, PMPs, MTSS processes, use of school/district technology and software applications as they apply to email, gradebook, etc.</p> <p>* In addition, teachers in their first year must participate in the district's new teacher induction program and complete a portfolio of work.</p>	<p>*LHS has its own Pre-K program and has a local Head Start Feeder program. The Speech teacher works at both locations and this assists with transitioning those students with Speech/Language difficulties.</p> <p>*Parents of Pre-K students are given a thorough orientation--including building the yearly communication notebook--into our Kindergarten and the new CCSS through meeting sessions all year. There is a separate Open House for Parents in addition to the school-wide Open House for Parents and Students.</p>

- 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

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

- LHS teachers will be involved in maximizing the use of instructional technology throughout the school by use of iPad applications to support lesson planning and to engage students in activities that simulate a digital economy.
- LHS will be using the Florida Writes 6-point (or adapted) rubric across all core academic areas in secondary classes, and elementary will be using parallel writing tasks as the faculty works toward a data teams approach to monitor progress.

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

- LHS teachers will be working to cross over to the CCSS by use of the transition action plan developed by the school leadership team while in attendance at the state summer institute and disseminated to staff at September early release professional development.
- LHS will focus on the increased rigor of the writing standard for proficiency in moving from 3.0 to 4.0 on the FCAT Writes rubric, with the specific goal of teaching the Conventions of Standard English.

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

- LHS teachers and staff will participate in early release professional development that will support the Multi-Tiered System of Supports (MTSS) process for ensuring all students learn.
- LHS will engage in collaborative problem solving in order to build systematic means of using formative feedback (goal referenced, tangible and transparent, actionable, user-friendly--specific and personalized--timely, ongoing and consistent) to increase achievement outcomes for all students.

**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.**

- LHS teachers and staff will join with parent and community members on SAC to provide oversight to school operations, decisions and accountability mandates.
- LHS Title I budget monies will be used to bring in presenters for various parenting workshops, as a priority identified by the district needs assessment survey.

### Accreditation Standards

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

