



**Date Submitted: 09/14/2012**

**Dates of Revisions: 09/25/2012**

# School Name: Bob Sikes Elementary School

## School Performance Plan 2012 - 2013

<p>All school advisory agendas, minutes, membership, and guidelines of operations are housed at the school site as well as the district office. These reflect the process used in the preparation and evaluation of the school performance plan and the school's annual budget. SAC funds in the amount of \$0.00, will primarily be used for:   n/a.  </p> <p>The names represented below indicate approval of the SPP by SAC committee members.</p> <p>Victoria Hayden Principal</p> <p>Monica Miller 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:

Bob Sikes Elementary School was founded in 1958, providing quality education to students in Kindergarten through Sixth Grade. With over 800 students, the faculty, staff, volunteers, and parents of Bob Sikes have set high standards of academic achievement for the children we serve. Working together, we expect the children to consistently achieve their goals of academic and personal growth.

Located in the Adams-Powell neighborhood, our diverse population includes military families, those whose heritage language is other than English, and many families native to Crestview and the surrounding areas. High academic expectations and a desire for learning are the focus at Bob Sikes. Our faculty and staff are dedicated to ensuring that all children receive the best possible education suited to their individual needs.

Today's faculty includes teachers in grades Kindergarten through Fifth Grade. Our diverse population is served by a variety of staff which includes one Varying Exceptionalities classroom and one Emotional Behavioral Disability classroom with certified ESE teachers. We also have an SLD teacher, a Title I teacher, two Gifted teachers, a Technology paraprofessional, a Media Manager, a Speech/Language therapist, Literacy Coach, and two Physical Education teachers. This year we are also adding a full-time Music teacher. These teachers are supported through the efforts of four classroom paraprofessionals. Due to the size of our school, we also have an Assistant Principal as well as a Guidance Coordinator. Thirty seven percent of the faculty has an advanced degree, with sixty seven percent of the staff teaching six years or more. Actual class size for KG-3 is 18 students with grades 4-5 at 22 students.

To ensure that our students continue to expand their horizons, Bob Sikes has a variety of programs designed to give our students a broader educational experience. We have a computer lab with 24 stand alone computers and other instructional technology which allows for its integration into the curriculum. This year as well, one Third Grade classroom has become an iPad lab with one per student; these devices will be utilized for daily activities as well as assessment. Our Science Lab houses resources and materials for weekly hands-on exploration and research. Opportunities for extracurricular activities are offered by the Robotics Club, Patriotic Pups, Student Council, and Music Club.

Much of our continued success is due to the parent involvement evident at Bob Sikes. We have a strong Volunteer program whose participants work with students, assist teachers with projects, and contribute in a variety of other invaluable ways. Bob Sikes has an active PTO which provides our teachers with funds to enhance their classrooms, while also providing our children with experiences on which to build memories. The PTO hosts events such as a School Carnival, Field Days, Water Days, Book Fairs, four parent nights, and many other events which offer our parents an opportunity to spend quality time with their children in their learning environment. Additionally, the PTO, SAC, and Media Center support through funding and resources the Accelerated Reading (AR) and Accelerated Math (AM) programs. These programs are effective motivational and teaching tools used with many of our students.

Since 2003, Bob Sikes has earned a grade of "A" for all but one of those years. This past school year, 77% of our students in the lower quartile scored proficient in Math while 60% scored proficient in Reading. To more effectively differentiate and provide the necessary interventions, K-2 and 3-5 implement strands for our higher- and lower-performing students which are modeled on the Project Child framework. Additionally, teachers in grades 3 and 5 have departmentalized allowing teachers to focus their instructional goals and planning in a specific content area.

Our climate survey suggests that our efforts are continuing to work. Parents feel their children's academic performance is the number one priority at Bob Sikes and their children know what is expected of them with regards to learning and behavior. Parents and families feel welcome at school and believe Bob Sikes provides a safe environment for their children. Their comments reflect satisfaction with our caring staff and the active involvement in creating valuable learning experiences for their children. Some changes have been made this year in response to the survey results; for example, the addition of a guidance coordinator and music teacher to our staff.

**Customer Satisfaction Survey:** The School District of Okaloosa County (OSCD) first conducted a Customer Satisfaction Survey in the spring of 2005. The Haas Center at the University of West Florida conducts the individual school Customer Satisfaction Surveys for the Okaloosa County School District (OSCD) and analyzes the results.

In 2011-2012, there were 32 respondents who answered and returned the sixteen question survey. Bob Sikes ES has made every effort to address the concerns raised with such actions as the addition of a music teacher, P.E. aide, and a guidance coordinator. Another change is the increase to four parent nights (an increase from two in previous years) in an effort to ensure that all stakeholders are informed and know that they are welcomed as collaborative partners. Administration met with parents prior to the beginning of school to discuss concerns and collaboratively find solutions.

Parents agreed with the following statements as meeting or exceeding the needs of their child or children. The identified strengths in descending order of significance are: (the percentages reflect number of respondents answering positively)

- Clear expectations of conduct and behavior are communicated to my child. 97%
- My child's school emphasizes academic performance as the number one priority. 96%
- My child's school maintains a safe environment. 96%
- As a parent, I feel welcome at my child's school. 95%
- I am satisfied that my child's teachers do a good job educating my child. 93%

The following statements are identified by Bob Sikes ES parents as areas in need of improvement within the school or district. The identified areas in need of improvement in descending order of significance are: (the percentages reflect number of respondents answering negatively)

- Parent input is valued at my child's school. 10%
- The amount of time required for my child's homework assignments is appropriate. 9%
- As a parent, I am made aware of the curriculum program for my child's grade level or course. 9%
- The guidance department at my child's school provides for the educational success of my student. 9%
- The school uses a variety of methods for parent communication. 8%

**DATA PROFILE:**

**FCAT Reading Data:**

Grade	Year	No. of Students	Total Test Scores					≥3
			% in Achievement Level**					
			1	2	3	4	5	
3	2012	114	12	6	31	44	7	82
3	2011	121	10	8	38	34	10	82
3	2010	107	11	13	35	36	6	76
4	2012	110	5	11	41	33	10	84
4	2011	97	7	14	39	30	9	78
4	2010	121	7	10	40	33	11	83
5	2012	102	8	18	40	27	7	75
5	2011	117	7	12	35	38	8	81
5	2010	106	7	8	47	33	5	85

**FCAT Math Data:**

Grade	Year	No. of Students	Total Test Scores					≥3
			% in Achievement Level**					
			1	2	3	4	5	
3	2012	114	8	9	29	44	11	83
3	2011	121	5	12	40	35	9	83
3	2010	107	11	8	30	43	7	80
4	2012	110	5	13	45	26	11	83
4	2011	97	1	22	44	28	5	77
4	2010	121	7	17	30	32	14	76
5	2012	102	8	27	34	24	6	65
5	2011	117	7	18	32	32	10	75
5	2010	106	9	35	21	24	11	56

**FCAT Writing Data:**

Grade	Year	Mode	Total Test Scores No. of Students	Score Points on Prompt													
				% Earning Each Score Point											%≥3.0	%≥3.5	%≥4.0
				1.0	1.5	2.0	2.5	3.0	3.5	4.0	4.5	5.0	5.5	6.0			
4	2012	E	108	<0.5	-	3	-	31	-	57	-	8	-	<0.5	97	-	66
4	2011	N	95	<0.5	-	11	-	41	-	40	-	8	-	<0.5	89	-	48
4	2010	E	60	<0.5	<0.5	2	2	8	13	53	17	5	<0.5	<0.5	-	88	75
4	2010	N	62	2	<0.5	5	3	19	15	44	10	3	<0.5	<0.5	-	71	56

**FCAT Science Data:**

Grade	Year	No. of Students	Total Test Scores					≥3
			% in Achievement Level**					
			1	2	3	4	5	
5	2012	102	19	26	45	7	3	55
5	2011	117	9	32	41	14	4	59
5	2010	106	8	37	40	14	1	55

## 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: Bob Sikes ES	School Focus: Reading
District Goal:	Students shall demonstrate reading proficiency at or above expected grade level.

Highly Qualified Status Administrators: (Title I)	2, Victoria Hayden, Principal; Belinda Small, Assistant Principal	
Reading Instructors/Recruitment: (Secondary)	Teachers with reading certification/endorsement	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 83%. (District Objective: <input checked="" 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 67%. (District Objective: <input checked="" 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 74 %. (District Objective: <input checked="" 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>
The strategies discussed in this section are intended to be implemented for all students.	<p>All teachers are expected to implement evidence-based practices defined by the K-12 Reading Plan, Balanced Literacy Plan, and CCSS/NGSS which have been approved by the OCSB School Board. Furthermore, Bob Sikes' teachers and staff are focusing efforts on increasing the implementation of strategies identified as having a high effect size. The strategies include <b>feedback, relationships, and clarity</b> and will be addressed with regards to all stakeholders. In addition, to effectively put these into practice, teachers are required to differentiate and respond to the individual needs of their students regardless of subgroup and/or content area. However, when appropriate, actions for subgroups and/or content area will be noted. **For the purposes of space, one strategy will be described per SPP section.</p> <p>Specific actions are detailed below:</p> <p><b>Feedback:</b> Teacher/student:</p> <ol style="list-style-type: none"> <li>Teachers will develop schedules for conferencing with students to discuss strategy use, reading behaviors, and other pertinent information. 10 out of 45 classrooms are implementing the Daily 5/CAFÉ framework and will have conferencing calendars as part of their data notebooks.</li> <li>Teachers will develop/implement formative</li> </ol>		<p><b>PDSP Focus:</b></p> <ol style="list-style-type: none"> <li>Data Teams/Analysis</li> <li>Daily 5/CAFÉ</li> <li>Feedback</li> <li>Common Core SS</li> <li>Power Strategies</li> </ol> <p><b>Objective/other:</b></p>	<ol style="list-style-type: none"> <li>Teachers will conduct parent conferences with parents as appropriate. Kindergarten teachers will be provided one full day per semester for parent conferences. Teachers will use data from summative and formative assessments during parent conferences.</li> <li>Four parent nights will be scheduled throughout the year. Parent nights will provide Bob Sikes' parents strategies to use with their students in the areas of literacy, math, science, and writing. Parent nights will follow Bob Sikes' focus of creating strong, positive relationships, providing and responding to feedback, and clarity.</li> <li>A North Zone Common Core Parent Night will be provided at Crestview High School in September. All North Zone</li> </ol>

	<p>assessments such as exit cards and pre-tests to gather data regarding both student readiness/understanding and effectiveness of methodology/materials, etc.</p> <ol style="list-style-type: none"> <li>3) All classrooms will implement conferencing in a variety of formats, i.e. teacher to student, student to teacher, peer to peer, which may include student goal setting and self-monitoring.</li> <li>4) A student survey will be administered to all students at least twice a year to gather data regarding teacher/student relationships, classroom routines, instructional practices, and perceptions of school/education.</li> </ol> <p>Teacher/teacher:</p> <ol style="list-style-type: none"> <li>1) Each grade level will participate, at a minimum, in bi-monthly data team meetings to analyze data, review student work samples, develop instructional goals, and assess effectiveness.</li> <li>2) Teachers will participate in a Professional Learning Community based on a topic of their choice (linked to classroom data). Groups will be limited to six participants with no more than two grade level peers per group. During the first semester, the PLC will study a specific topic; during the second semester, the group will complete a lesson study cycle related to that topic.</li> <li>3) A monthly teacher recognition program will be implemented. Teachers will follow the same procedure as the "Cool Kid" award and may nominate a colleague to be recognized for exemplary action.</li> <li>4) Teachers will work with their grade level and support staff to develop interventions or enrichment for students identified as struggling or above proficiency. When appropriate, the RtI team will convene to discuss students and recommend further action.</li> </ol> <p>Teacher/Administration:</p> <ol style="list-style-type: none"> <li>1) Administration will provide release time (through use of substitutes or staff) for teachers to observe in peer classrooms. These observations may be initiated as a result of data team, PLC, or individual teacher data.</li> <li>2) Bi-quarterly data meetings will be scheduled. One will be grade level specific and one will be cross-grade level to provide time for vertical alignment of expectations and curriculum.</li> <li>3) Administration will continue classroom walk-throughs and initiate interactive feedback with teachers as a result of their observations.</li> </ol>	<p>Nicole Law presentation; The Leadership and Learning Center: \$5,600.00; Title I</p> <p>Books for PLC: 12 titles, 9 copies of each (see PDSP for specific titles); \$2532.51; Title I</p> <p>Substitutes: \$3,000.00; Discretionary</p>		<p>schools will be contributing to the event.</p> <p>4) Multiple forms of communication will be utilized to share information and encourage the exchange of feedback between all stakeholders. (e.g., school and class newsletters, websites, school calendar, Edmodo, and school Facebook page)</p> <p>Additional opportunities for communication and community involvement:</p> <ul style="list-style-type: none"> <li>- Bricks4Kidz</li> <li>- One Way Club</li> <li>- Boy/Girl Scouts</li> <li>- Gordon's Martial Arts</li> <li>- City League &amp; YMCA sports activities</li> <li>- Recorder Music Club</li> </ul>
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<p>The strategies discussed in this section are intended to be implemented for all students.</p>	<p>4) Administration will collect lesson plans weekly and provide feedback to staff. Teachers will include a brief reflection from the previous week as part of their lesson plans.</p> <p>Teacher/Parents &amp; Community Members:</p> <ol style="list-style-type: none"> <li>1) Teachers will conduct conferences with parents as appropriate. Kindergarten and PCA teachers will be provided with one full day per semester while other grade levels will work with administration to determine need. Data from formative and summative assessments will be discussed at these meetings.</li> <li>2) Four parent nights will be scheduled throughout the year. The four will be themed as follows – Literacy, Writing, Math, Science with all grade levels providing activities and information to families during these events.</li> <li>3) Multiple forms of communication will be utilized to share information and encourage family involvement. Newsletters (school and classroom) and websites (school, classroom, edmodo) will be the primary tools used.</li> <li>4) A variety of opportunities will be offered for families and community members to become more involved in the school. Three of the most active are the Volunteer/mentoring program, the PTO, and the SAC.</li> </ol> <p>Additional strategies specific to content:</p> <ol style="list-style-type: none"> <li>1) Inclusion of a minimum of one close reading activity utilizing complex text quarterly.</li> <li>2) An increase in the amount of time students are given and expected to read silently daily. Students' reading stamina should be developed to increase their ability to attend during high-stakes testing. Primary students should be reading 15-30 minutes by the end of the year while intermediate students should be sustaining effort for 30-45 minutes. Teachers will work with students to ensure text is appropriate and conference with students on a regular basis to follow-up.</li> <li>3) Although Kindergarten and First Grade are fully implementing the CCSS this year, Second – Fifth grade will begin the transition. Lesson plans and classroom activities should reflect this blended instruction.</li> <li>4) When appropriate, teachers will include test items/activities similar to those found on the PARCC assessment. These sample activities should require students to respond to text-dependent questions in written form, as well as providing textual evidence for their response.</li> </ol>	<p>Substitutes: \$1,400.00; Discretionary</p> <p>Parent Workshops: Verna Smith; Reading presentation, 09/25/2012; \$500.00; Title I; Writing presentation, TBD; \$500.00; Title I</p> <p>Substitutes for Professional Development Release Time: \$1,200.00; Discretionary</p> <p>Printing costs for spiral bound CCSS books for staff: \$473.20; Discretionary</p>		
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<p>The strategies discussed in this section are to be implemented with specific student groups such as Gifted, lower quartile, Plan of Care, and English Language Learners.</p>	<p>Additional strategies specific to subgroups:</p> <ol style="list-style-type: none"> <li>1) Students identified as lower quartile, ELL, POC, or those requiring interventions as a result of the Rtl process, will be invited to participate in after-school tutoring. This tutoring will focus on the specific needs of the student.</li> <li>2) Students in Tier II and/or Tier III will be provided intensive interventions through the use of software such as FastForWord or Power Reading Online. The computer lab schedule will include a daily block of time for this purpose and the Title I Technology Paraprofessional will facilitate the instruction. Students will attend twice weekly at a minimum, but may participate daily as needed.</li> <li>3) The Title I Teacher, Paraprofessionals, and the Literacy Coach will work with students in small group instruction to target those areas identified through data analysis as needing improvement.</li> <li>4) Gifted students will meet twice a month with two Gifted Endorsed teachers to participate in project-based learning activities. These shall include the opportunity for writing, research, and STEMM activities.</li> </ol>	<p>Tutoring: SES, \$5,909.35, Title I; POC, \$6,043.85, District &amp; Discretionary</p> <p>Title I Teacher: \$67,800.00; Title I Paraprofessionals: (4), \$136,375.00; Literacy Coach: (25% Title I) \$16,975.00</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: <b>Bob Sikes ES</b>	School Focus: <b>Math</b>
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 83%. (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 72%. (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 83%. (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 [ ]%. (District Objective: <input type="checkbox"/> +2 percentile points or <input type="checkbox"/> maintain 90-100%)
Objective M-5 (Secondary only)	The percentage of all curriculum students who will be proficient in math as defined by the State of Florida on the Florida Geometry End-of-Course Exams will be at least [ ]%. (District Objective: <input type="checkbox"/> +2 percentile points or <input type="checkbox"/> maintain 90-100%)

Target Group(s) Supporting Data (summary) – Provide 3 year historical data chart	Strategies/Innovative methods & extended learning opportunities <small>Include technology and assessment</small>	Budget	Professional Development <small>(Identify measurable teacher outcome)</small>	Communication with Parents & Customer Relations <small>(Community/Parent awareness)</small>
The strategies discussed in this section are intended to be implemented for all students.	<p>All teachers are expected to implement evidence-based practices defined by the Comprehensive Math Model and CCSS/NGSS which have been approved by the OCSD School Board.</p> <p>Furthermore, Bob Sikes' teachers and staff are focusing efforts on increasing the implementation of strategies identified as having a high effect size. The strategies include <b>feedback, relationships, and clarity</b> and will be addressed with regards to all stakeholders. In addition, to effectively put these into practice, teachers are required to differentiate and respond to the individual needs of their students regardless of subgroup and/or content area. However, when appropriate, actions for subgroups and/or content area will be noted. **For the purposes of space, one strategy will be described per SPP section.</p> <p>Specific actions are detailed below:</p> <p><b>Relationships:</b> Teacher actions:</p> <ol style="list-style-type: none"> <li>Teachers will implement strategies such as the 7,3,1 strategy (from Larry Bell presentation), Cool Kids and BUG awards to foster positive relationships with students.</li> <li>Teachers will participate in grade level data meetings twice a month to collaborate with colleagues about curriculum, student data,</li> </ol>	<p>Larry Bell Presentation: \$1,200.00, Title I</p> <p>Materials for Data Binders: \$270.00, Discretionary</p>	<p><b>PDSP Focus:</b></p> <ol style="list-style-type: none"> <li>Data Teams/Analysis</li> <li>Feedback</li> <li>Power Strategies</li> <li>Common Core SS</li> </ol> <p><b>Objective/other:</b></p>	(See previous information)

	<p>and implementation of CCSS.</p> <p>3) A Cool Teacher program will be implemented where teachers can nominate a staff member to be recognized for their efforts.</p> <p>4) Teachers will participate in Professional Learning Communities based on their identified needs. These communities will be cross-grade level to foster collaboration and vertical alignment of expectations and curriculum.</p> <p>Student actions:</p> <p>1) Students will be expected to abide by the Teacher/Student/Parent Title I Agreement. Student expectations will be posted around the campus as a visual reminder of the behaviors and attitudes of a Bob Sikes Bullpup.</p> <p>2) Extracurricular activities such as Patriotic Pups and the Robotics club will be established to encourage students to develop collaborative and supportive relationships with their peers.</p> <p>3) A "Bully Box" and open door policy will be implemented to encourage students to stand up for themselves and others. The Guidance Coordinator will work with students identified through these policies.</p> <p>Administrative actions:</p> <p>1) As a reward for reaching their goals in identified areas, the administration will offer a quarterly event for students to interact with them. Events such as "Dunk the Principal" or "Paint the Principal" are two such activities.</p> <p>2) Administration will recognize staff members in a "Kudos" section of the weekly staff memo. In addition, the Cool Staff awards will be shared monthly during morning message.</p> <p>3) Faculty meetings will be split to foster sharing and collaboration. Meetings will be held the third week of the month, with primary on Tuesday and intermediate on Thursday.</p> <p>4) A school leadership team will be established consisting of the principal, assistant principal, guidance coordinator, Title I teacher, and literacy coach. The team will meet at least twice a month to maintain school focus.</p> <p>Parent &amp; Community actions:</p> <p>1) A Volunteer/Mentoring program will continue to be implemented. Those wishing to get involved will be invited to orientations scheduled in the fall and can serve in a variety of roles.</p> <p>2) A daily/weekly student agenda will be implemented. Parents are encouraged to use these as a line of communication with teachers, as well as to stay informed about</p>	<p>Materials &amp; Registration fees: \$500.00, Discretionary</p> <p>Materials &amp; Recognition events: Dunking booth, \$100.00, PTO</p> <p>Orientation breakfast: \$262.50, Discretionary</p> <p>Student planners: \$1,281.60, Discretionary</p>		
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<p>The strategies discussed in this section are intended to be implemented for all students.</p> <p>The strategies discussed in this section are to be implemented with specific student groups such as Gifted, lower quartile, Plan of Care, and English Language Learners.</p>	<p>their students' educational experiences.</p> <p>3) Parents are encouraged to be familiar with and embrace the expectations included in the Title I Agreement. Actions such as reading every night, attending at least two school events, and talking with their child daily about school are some of these activities.</p> <p>Additional strategies specific to content:</p> <ol style="list-style-type: none"> <li>1) Teachers will implement the use of Reflex Math, TenMarks, and/or other technology to provide students with the opportunity to improve math fact fluency.</li> <li>2) In Second-Fifth grades, Accelerated Math (AM) will be implemented to provide support to students at their instructional level. Teachers will conference with students to review their work, correct misconceptions/mistakes, and acknowledge growth.</li> <li>3) When appropriate, teachers will include test items/activities similar to those found on the PARCC assessment. These sample activities should require students to respond to multi-step processes, explain in written form how solutions are reached, and show evidence of complex thinking.</li> <li>4) Teachers will begin implementing, as evidenced by lesson plans, the 8 essential math practices as defined by the CCSS. Kid-friendly posters identifying and defining these practices will be provided for each classroom.</li> </ol> <p>Additional strategies specific to subgroups:</p> <ol style="list-style-type: none"> <li>1) Students identified as lower quartile, ELL, POC, or those requiring interventions as a result of the RtI process, will be invited to participate in after-school tutoring. This tutoring will focus on the specific needs of the student.</li> <li>2) Students in Tier II and/or Tier III will be provided intensive interventions through the use of software such as FastForWord or AM. The computer lab schedule will include a daily block of time for this purpose and the Title I Technology Paraprofessional will facilitate the instruction. Students will attend twice weekly at a minimum, but may participate daily as needed.</li> <li>3) The Title I Teacher and Paraprofessionals will work with students in small group instruction to target those areas identified through data analysis as needing improvement.</li> <li>4) Gifted students will meet twice a month with</li> </ol>	<p>Software: Reflex Math, \$1,995.00, Title I; Accelerated Math, \$3,434.40, Title I</p>		
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	two Gifted Endorsed teachers to participate in project-based learning activities. These shall include the opportunity for writing, research, and STEMM activities.			
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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: Bob Sikes ES	School Focus: Writing
District Goal:	Students shall demonstrate writing proficiency at or above expected grade level.

Objective	The percentage of 4 <sup>th</sup> grade students scoring 4.0 and above on FCAT Writing will be at least 68%. (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>
The strategies discussed in this section are intended to be implemented for all students.	<p>All teachers are expected to implement evidence-based practices defined by the Balanced Literacy Model and CCSS/NGSS which have been approved by the OCSD School Board.</p> <p>Furthermore, Bob Sikes' teachers and staff are focusing efforts on increasing the implementation of strategies identified as having a high effect size. The strategies include <b>feedback, relationships, and clarity</b> and will be addressed with regards to all stakeholders. In addition, to effectively put these into practice, teachers are required to differentiate and respond to the individual needs of their students regardless of subgroup and/or content area. However, when appropriate, actions for subgroups and/or content area will be noted. **For the purposes of space, one strategy will be described per SPP section.</p> <p>Specific actions are detailed below:</p> <p><b>Clarity:</b> Teacher actions:</p> <ol style="list-style-type: none"> <li>Teachers will implement the Power Strategy of the Month (or one chosen from the list of alternatives). This implementation will be evidenced by lesson plans and periodic walk-throughs.</li> <li>Grade levels will analyze grade level data and identify areas of focus. Bi-weekly data meetings will review student examples and collaborate to plan instructional activities to address these areas.</li> <li>Essential questions or objectives will be posted in kid-friendly language. These may address longer units of study or be daily expectations. Teachers will provide success criteria to students necessary to meet the objectives/outcomes.</li> <li>Teachers will implement the 12 Power Words. These will provide a common language and foster cross-grade level collaboration.</li> </ol> <p>Student actions:</p> <ol style="list-style-type: none"> <li>Students will be expected to 'write to learn' in</li> </ol>	12 Power Words posters: \$1,155.00, Title I	<p><b>PDSP Focus:</b></p> <ol style="list-style-type: none"> <li>Feedback</li> <li>Power Strategies</li> <li>Common Core SS</li> <li>Framing Quality Questions</li> </ol> <p><b>Objective/other:</b></p>	See previous information

<p>The strategies discussed in this section are intended to be implemented for all students.</p>	<p>all content areas. Activities such as reflection journals, 'Jot Notes' (power strategy), and exit passes will be implemented to provide students with practice in expressing themselves through written communication.</p> <ol style="list-style-type: none"> <li>2) Students will learn about the different levels of questions and be expected to identify and develop questions themselves.</li> <li>3) Student data folders or other types of data collection will be implemented. When appropriate, students will be responsible for graphing, collecting, and analyzing their own achievement and progress.</li> </ol> <p>Administrative actions:</p> <ol style="list-style-type: none"> <li>1) School committees will be reorganized to minimize redundancy. Teachers will serve on no more than two committees. Minutes of meetings will be recorded on a school-wide template and shared with all staff.</li> <li>2) When conducting walk-throughs, high-yield strategies and other areas of school focus will be noted.</li> <li>3) Cross-grade level meetings will be held quarterly. Vertical alignment and expectations will be discussed.</li> </ol> <p>Additional strategies specific to content:</p> <ol style="list-style-type: none"> <li>1) Grade level teams will collaborate to plan and implement team teaching for the purposes of differentiating instruction. For example, the Fourth grade team and Literacy Coach will plan weekly writing lessons focusing on the needs of identified groups of students. At least once a week, students will be grouped (across the grade rather than class) for their focused instruction.</li> <li>2) Teachers will share and analyze student writing samples quarterly, at a minimum, to ensure consistent scoring practices. The collaboration can occur with grade level or cross grade level colleagues.</li> <li>3) Writing in response to reading, both with literature and informational text, will be emphasized. Writing instruction will include opportunities for students to show evidence of their thinking as well as validate their ideas with textual support.</li> </ol>			
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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: Bob Sikes ES	School Focus: Science
District Goal:	Students shall demonstrate science proficiency at or above expected grade level.

Objective S-1 (Grades 5, 8)	The percentage of 5 <sup>th</sup> grade students who will be proficient in science as defined by the State of Florida on the Florida Comprehensive Assessment Test will be at least 60%. (District Objective: <input checked="" 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>
The strategies discussed in this section are intended to be implemented for all students. ]	<p>All teachers are expected to implement evidence-based practices defined by the NGSS which have been approved by the OCSD School Board. Furthermore, Bob Sikes' teachers and staff are focusing efforts on increasing the implementation of strategies identified as having a high effect size. The strategies include <b>feedback, relationships, and clarity</b> and will be addressed with regards to all stakeholders. In addition, to effectively put these into practice, teachers are required to differentiate and respond to the individual needs of their students regardless of subgroup and/or content area. However, when appropriate, actions for subgroups and/or content area will be noted.</p> <p>Additional strategies specific to content:</p> <ol style="list-style-type: none"> <li>Teachers will implement a weekly Science Lab. These lessons should include the principles of STEMM, hands-on exploration, science journals, and formative assessment (such as exit passes) when appropriate.</li> <li>Students will participate in a Science Fair. Grades K-2 will complete a class project, grades 3-4 will complete class or group projects, and Fifth grade will complete individual projects.</li> <li>Science content will be utilized when appropriate for reading and/or writing instruction. This should include activities such as close reads/CIS lessons and writing to explain solutions/hypotheses in science journals. ]</li> </ol>	<p>Supplies: \$621.35, Title I</p> <p>Science Display Boards: \$829.00, Title I Awards/Ribbons: \$34.14, Discretionary</p> <p>Cobblestone Online Subscription: \$125.00, Donation</p>	<p><b>PDSP Focus:</b></p> <ol style="list-style-type: none"> <li>Feedback</li> <li>Power Strategies</li> <li>Common Core SS</li> <li>Framing Quality Questions ]</li> </ol> <p><b>Objective/other:</b></p>	See previous information ]



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

School: <b>Bob Sikes ES</b>	School Focus: <b>College Readiness/Academic Acceleration</b>
School Objective:	To build a strong foundation for the students at BSE that effectively prepares them to pursue advanced educational goals and/or career opportunities.

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>
	1) Students are offered the opportunity to participate in clubs and activities which incorporate STEMM such as the Robotics Club. 2) An advanced strand in K-2 and 3-5 challenges students to think critically and uses a combination of project-based and self-directed learning.	Title I Paraprofessionals: (3) \$93,000.00, Title I	<b>PDSP Focus:</b> 1) Close reads/Text complexity  <b>Objective/other:</b>	1) Bob Sikes ES will host four family nights to focus on Literacy, Math, Science, and Writing. Strategies and activities will give parents the opportunity to learn ways to more effectively reinforce educational experiences as well as challenge their students. 2) The North Zone schools will host a parent information meeting to share information regarding the Common Core State Standards. Bob Sikes ES will continue this effort by including information in the monthly school newsletter, during parent conferences and Open House, and the four family nights.

- 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: **Bob Sikes ES**

Instruction by highly qualified teachers	Strategies to attract highly qualified teachers	Plans for assisting preschool children in the transition from early childhood programs to local elementary programs (preschool transition strategies)
<p>All teachers at Bob Sikes Elementary School are highly qualified. Ongoing professional development ensures teachers retain status.</p> <p>Professional Development is included in the School Performance Plan and is defined in detail in the Professional Development Site Plan (PDSP).</p>	<p>Application process is online.</p> <p>All new teachers are assigned a peer mentor. Teachers in their first year at Bob Sikes Elementary will participate in informational meetings in order to become proficient in the use/completion of school/district processes to include: discipline referrals, Progress Monitoring Plans, ESE referrals, Pupil Progression Plan, technology (i.e., Dashboard), and RtI.</p>	<p>Incoming kindergarten students are encouraged to attend Pre-K programs during the school year and the summer prior to entering kindergarten.</p> <p>Kindergarten readiness materials are provided with kindergarten registration packets. Additionally, assessment is conducted during the summer utilizing the Brigance to gather baseline data on incoming Kindergarten students.</p> <p>In April and May, preschools that feed into Bob Sikes Elementary are offered tours of the school and information about our programs.</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

<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.

- Close reading/Comprehension Instructional Sequence lessons
- Project Child strands in primary and intermediate grades; instruction is customized to enrich and/or provide intervention

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

- Data team minutes
- Implementation of Data Days; grade levels meet with Leadership Team to discuss and analyze data with some meetings incorporating cross-grade level discussions for alignment

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

- Student feedback survey results
- School Performance Plan; focus on feedback, stakeholder relationships, and clarity

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.

- Family Nights sign-in, agendas, and exit surveys
- School Advisory Council