



Date Submitted: 09/14/2012

Dates of Revisions:

School Name: Northwood Elementary

School Performance Plan

2012 - 2013

<p>All school advisory agendas, minutes, membership, and guidelines of operations are housed at the school site as well as the district office. These reflect the process used in the preparation and evaluation of the school performance plan and the school's annual budget. SAC funds in the amount of \$ [], will primarily be used for : [] .</p> <p>The names represented below indicate approval of the SPP by SAC committee members.</p> <p>Jacqueline Craig Principal</p> <p>[] SAC Chair</p>	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>Legend</p> <p>AICE: Advance International Certificate of Education</p> <p>AP: Advanced Placement</p> <p>AYP: Adequate Yearly Progress</p> <p>CCS: Common Core Standards</p> <p>DA: Differentiated Accountability</p> <p>DEA: Discovery Education Assessment</p> <p>ED: Economically Disadvantaged</p> <p>ELL: English Language Learners</p> <p>ESE: Exceptional Student Education</p> <p>FAIR: Florida Assessment for Instruction of Reading</p> <p>FCAT: Florida Comprehensive Assessment Test</p> <p>IB: International Baccalaureate</p> <p>IEP: Individualized Education Plan</p> <p>IPDP: Individualized Professional Development Plan</p> <p>NGSSS: Next Generation Sunshine State Standards</p> </td> <td style="width: 50%; vertical-align: top;"> <p>NCLB: No Child Left Behind</p> <p>PDSP: Professional Development Site Plan</p> <p>PERT: Postsecondary Education Readiness Test (ACT's 10th Grade Assessment Test)</p> <p>PLAN: Progress Monitoring Plan</p> <p>PMP: Progress Monitoring System</p> <p>PMS: Plan of Care</p> <p>PPP: Pupil Progression Plan</p> <p>Rtl: Response to Intervention</p> <p>SAC: School Advisory Council</p> <p>SAI: Supplemental Academic Instruction</p> <p>SAT 10: Stanford Achievement Test</p> <p>SESAT: Stanford Early School Achievement Test</p> <p>SINI: Schools in Need of Improvement</p> <p>SPP/SIP: School Performance Plan; School Improvement Plan</p> <p>SWD: Students with Disabilities</p> <p>VE: Varying Exceptionalities</p> </td> </tr> </table>	<p>Legend</p> <p>AICE: Advance International Certificate of Education</p> <p>AP: Advanced Placement</p> <p>AYP: Adequate Yearly Progress</p> <p>CCS: Common Core Standards</p> <p>DA: Differentiated Accountability</p> <p>DEA: Discovery Education Assessment</p> <p>ED: Economically Disadvantaged</p> <p>ELL: English Language Learners</p> <p>ESE: Exceptional Student Education</p> <p>FAIR: Florida Assessment for Instruction of Reading</p> <p>FCAT: Florida Comprehensive Assessment Test</p> <p>IB: International Baccalaureate</p> <p>IEP: Individualized Education Plan</p> <p>IPDP: Individualized Professional Development Plan</p> <p>NGSSS: Next Generation Sunshine State Standards</p>	<p>NCLB: No Child Left Behind</p> <p>PDSP: Professional Development Site Plan</p> <p>PERT: Postsecondary Education Readiness Test (ACT's 10th Grade Assessment Test)</p> <p>PLAN: Progress Monitoring Plan</p> <p>PMP: Progress Monitoring System</p> <p>PMS: Plan of Care</p> <p>PPP: Pupil Progression Plan</p> <p>Rtl: Response to Intervention</p> <p>SAC: School Advisory Council</p> <p>SAI: Supplemental Academic Instruction</p> <p>SAT 10: Stanford Achievement Test</p> <p>SESAT: Stanford Early School Achievement Test</p> <p>SINI: Schools in Need of Improvement</p> <p>SPP/SIP: School Performance Plan; School Improvement Plan</p> <p>SWD: Students with Disabilities</p> <p>VE: Varying Exceptionalities</p>
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School Profile 2012- 2013

School Profile: (Narrative)

Northwood Elementary School

Northwood Elementary School is centrally located in the heart of Crestview. The original red brick structure was completed in 1942. In the past 68 years, the building has undergone numerous renovations and expansions to accommodate the changing needs of a booming and increasingly diverse community.

Two years ago the adjacent school grounds (formerly known as Richbourg Middle School) were incorporated into Northwood's campus. Northwood acquired classrooms, band and chorus suites, three science labs, a dance studio and an art room. An energy saving, cost efficient lighting retrofit has been completed creating bright, inviting work areas. A major overhaul of the cafeteria and existing restrooms was completed and is on track to implement the five-year vision of Northwood Elementary School to make Northwood a fine and performing arts school that is committed to the highest academic standards and integrating the arts across all disciplines.

Northwood is committed to providing a variety and abundance of services across the spectrum of students' talents and abilities. Northwood is a Title I school. Money from the federal government is available to provide certain programs and services including, but not limited to, free and reduced meals for low-income students and Title 1 Reading and Math teaching supplementation for low performing students. Approximately 12 % of our students are identified as students with disabilities. To accommodate these and other students with exceptionalities, Northwood provides Exceptional Student Education (ESE) programs including Specific Learning Disabilities (SLD), Speech and Language, Communication Behavior Social (CBS), and Gifted Education.

All Northwood students are provided opportunities to enhance and accommodate their wide range of needs and abilities via site-based programs which include Music Education, Physical Education, Media Center Services, Guidance Services, Accelerated Reader (A.R.) and Accelerated Math (A.M.)

In the 2008 – 2009 school year fifth grade successfully departmentalized for reading, language arts, math, and science, and the following year, fourth grade students rotated between teachers for instruction in these core subjects. A full-time Literacy Coach is on staff to support the balanced literacy approach in classrooms at all grade levels. Math and reading tutors are provided at times during the year at all grade levels for students identified to be in academic need in reading and/or math.

Although our school's focus is strongly on meeting the academic needs of each individual student based on appropriate assessments and strategies, our broader commitment is to provide a safe, healthy, well-rounded learning community which produces students who will be productive, contributing, well-adjusted citizens of the future. To this end (and to some extent, controlled by budget issues), we offer the following:

- "Cougars In Control", a school-wide reward system for good behavior
- Before and After-School child care service
- Munch 'n Crunch Writing Club

- Lego League
- Family Involvement Nights
- OVAL Art
- Tech Bowl Team
- Mentor and Volunteer Orientations
- Parent Advisory Council (PAC) Fundraisers
- Student Council
- Adopt-A-Classroom (Business Sponsor) Program
- Christmas and Spring Music Concerts
- Field Trips
- Field Days

...and the list goes on...

Northwood logs thousands of volunteer hours annually and has the longest running mentoring tradition of the area's elementary schools. A very active Parent Advisory Council (PAC) sponsors a fundraiser in the fall and the Earth Day Carnival in the spring, both of which have raised thousands of dollars to purchase materials for the school. The School Advisory Council (SAC) actively leads the way in developing and implementing the School Performance Plan and in supporting the overall mission of the school.

The look, the character, and the high standards for academic excellence at Northwood Elementary have remained a constant source of pride and stability in this neighborhood. Northwood is fortunate to have the commitment of strong, hard working, and many young visionary enthusiastic teachers dedicated to maintaining the high standards of Northwood tradition while also building a bridge to the exciting future of 21st century ideals with opportunities for students in technology and the fine arts.

“Peace, Love, and COUGAR POWER!”



School Data:

FCAT Data

School Year	School Grade	% Meeting High Standards in Reading	% Meeting High Standards in Math	% Meeting High Standards in Writing	% Meeting High Standards in Science	% Making Learning Gains in Reading	% Making Learning Gains in Math	% of Lowest 25% Making Learning Gains in Reading	% of Lowest 25% Making Learning Gains in Math	Free and Reduced Lunch	Minority Rate
2011-12	A	69	60	60	55			70	73	53	32
2010-11	A	83	77	73	53	72	59	71	79	55	28
2009-10	B	85	78	81	52	64	60	52	44	51	27

Climate Survey Results

Survey Questions	% Strongly Agree	% Slightly Agree	% Slightly Disagree	% Strongly Disagree	% No Opinion
1. My child's school emphasizes academic performance as the number one priority.	66	25	5	4	0
2. Our principal is an effective leader who meets the needs of the students.	52	10	20	5	13
3. As a parent, I am made aware of the curriculum program for my child's grade level or course.	56	35	5	4	0
4. The school uses a variety of methods for parent communication.	68	25	2	5	0
5. Parent input is valued at my child's school.	61	24	10	2	3
6. Clear expectations of conduct and behavior are communicated to my child.	76	20	0	4	0
7. My child's school maintains a safe environment.	66	25	5	4	0
8. Homework is used to reinforce what is taught in the classroom.	64	27	5	4	0
9. My child's school treats everyone fairly, regardless of race, economic status, or other relationships.	66	10	0	6	17
10. School funds are used to support the school in a financially responsible manner.	31	30	2	2	35
11. As a parent I feel welcome at my child's school.	74	22	0	4	0
12. The guidance department at my child's school provides for the educational success of my student.	39	25	2	5	29
13. I am satisfied that my child's teachers do a good job educating my child.	74	19	2	5	0
14. My child's school is well maintained.	56	27	2	5	10
15. The amount of time required for my child's homework is appropriate.	66	17	7	10	0
16. The health services provided at my child's school support his/her wellness.	56	12	10	2	20

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

Highly Qualified Status Administrators: (Title I)	Jacqueline H. Craig, M. Ed. in Educational Leadership, certified in School Principal (all levels) with eleven (11) years administrative experience. Currently a principal of a school-wide Title I school grade of “A” based on Florida’s grading system, serving a 52% poverty student population.	
Reading Instructors/Recruitment: (Secondary)	15 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 89 %. (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 89%. (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 89 %. (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>
All Students	<ul style="list-style-type: none"> All teachers are expected to implement research-based practices defined in curriculum documents approved by the OCSB School Board (e.g., Balanced Literacy Plan, Comprehensive Math Model, K-12 Reading Plan, PPP) Northwood Faculty and Staff have chosen to focus on creating assessment capable learners and maximizing feedback in order to increase student achievement. These practices require teachers to differentiate and respond to the needs of all learners regardless of subgroup and/or content area. 		<p>PDSP Focus: First Semester Focus – Creating Assessment Capable Learners and Evaluating Text Complexity Second Semester Focus – Maximizing Feedback and Creating Close Reads and CIS lessons</p> <p>Objective/other:</p>	<ol style="list-style-type: none"> 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. Four parent nights will be scheduled throughout the year. Parent nights will

	<p>Creating Assessment Capable Learners:</p> <ol style="list-style-type: none"> 1. Teachers will provide students with clear learning objectives and outcomes as well as provide students with the success criteria necessary to meet those objectives/outcomes. 2. Teachers will provide students with rubrics/learning continuums/scales/samples/etc. with which students evaluate their own learning. (e.g.,in reading this may occur in the form of providing students rubrics and samples for extended response questions) 3. Teachers will provide students with opportunities to chart/track/graph/monitor their own learning and measure achievement of learning goals in a minimum of two content areas. (e.g., students may chart/graph learning such as letter/sound recognition, reading levels, fluency, use of reading strategies, and grades) <p>Feedback:</p> <ol style="list-style-type: none"> 1. Teachers will conference with individual students on a regular basis to both provide and receive feedback about student learning and to assist students in creating learning goals. (e.g., this may be done through conferences during guided reading or conferences using the Daily 5/CAFÉ method) 2. Teachers will create and implement common formative assessments with their grade level data teams for each instructional cycle in their focus content area in order to gain feedback and gather information to be used in student conferences. 3. Teachers will meet weekly in grade level data teams to analyze data, 			<p>provide Northwood parents strategies to use with their students in the areas of literacy, math, science, and writing. Parent nights will follow Northwood's focus of creating assessment capable learners and maximizing feedback.</p> <ol style="list-style-type: none"> 3. A North Zone Common Core Parent Night will be provided at Crestview High School in September. All North Zone schools will be contributing to the event. 4. Multiple forms of communication will be utilized to share information and encourage the exchange of feedback between all stakeholders. <ul style="list-style-type: none"> • Letters • Conferences • Parent nights • PMP/IEP meetings • Phone calls • Interim Deficiency Reports • Renaissance Place Reports • Title I Compact • Web Pages
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<p>Tier II and Tier III students as well as our subgroup of Economically Disadvantaged</p>	<p>develop common formative assessments, set goals, implement research-based strategies, and monitor student progress.</p> <p>Common Core:</p> <ol style="list-style-type: none"> 1. All Kindergarten and First Grade Teachers will be implementing the Common Core State Standards. 2. All Kindergarten, First, and Second Grade Teachers will be addressing Standard 10 through the development and implementation of close reads through read alouds and printed text. Second semester K-2 teachers will develop a close read, teach and observe the lesson in pairs, and revise the lesson. 3. All Third, Fourth, and Fifth Grade Teachers will be addressing Standard 10 through the development and implementation of Comprehension Instructional Sequence Lessons. Second semester 3-5 teachers will develop a CIS lesson, teach and observe the lesson in pairs, and revise the lesson. 4. All teachers will begin to implement more text-dependant questions second semester which require students to respond in writing and provide text based evidence to support their answers. 5. All Third, Fourth, and Fifth grade teachers will provide practice with PARCC “like” questions for students to practice answering questions requiring complex thinking. <p>Meeting the Needs of Diverse Learners:</p> <ol style="list-style-type: none"> 1. Students performing below proficiency will be identified by the classroom teacher and grade-levels through individual classroom 			<ul style="list-style-type: none"> • Weekly classroom newsletters, monthly school-wide newsletters, and bulletins • Parent Resource Library • Adopt-a-Classroom Business Partners • Mentoring Program • Title I Plan and Parent Involvement
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	<p>assessments, DEA scores, grades, and common formative grade-level assessments.</p> <ol style="list-style-type: none"> 2. Diverse student needs and strategies to meet those needs will be discussed during weekly grade-level data team meetings. Our two Title I teachers and one ESE teacher will be in attendance to serve as a resource for strategies. Grade –level data teams will determine a plan of action for implementing research-based strategies to meet the needs of students below proficiency. 3. Students who are identified by individual teachers or grade-level data teams as performing below proficiency on a consistent basis will be brought before the Rtl team for discussion. 4. Two Title I teachers and one Title I assistant will provide services for identified students to increase time and resources for remediation. The student grouping will remain flexible and will be determined by multiple data sources such as FCAT, DEA, and grade-level common formative assessments. 5. One ESE/Remediation teacher will provide services for identified students to increase time and resources for remediation. IEP goals will be based on the NGSSS/Common Core Standards. <p>Lesson Study:</p> <ol style="list-style-type: none"> 1. Teachers will have the opportunity to visit classrooms demonstrating research-based practices as needed throughout the school year. Lesson Study planning and observation time will be provided for interested Data Teams. 			
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	<p>2. Second semester, K-2 teachers will develop a close read, teach and observe the lesson in pairs, and revise the lesson utilizing data collected during the observation. 3-5 teachers will develop a CIS lesson, teach and observe the lesson in pairs, and revise the lesson utilizing data collected during the observation.</p> <p>3. Teachers have been provided common planning time for the purposes of meeting for data teams and curriculum design (lesson study).</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: Northwood Elementary	School Focus: Math
District Goal:	Students shall demonstrate math proficiency at or above expected grade level.

Objective M-1	The percentage of all curriculum students who will be proficient in math as defined by the State of Florida on the Florida Comprehensive Assessment Test will be at least 87%. (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 87%. (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 87%. (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>
All Students	<ul style="list-style-type: none"> All teachers are expected to implement research-based practices defined in curriculum documents approved by the OCSB School Board (e.g., Balanced Literacy Plan, Comprehensive Math Model, K-12 Reading Plan, PPP) Northwood Faculty and Staff have chosen to focus on creating assessment capable learners and maximizing feedback in order to increase student achievement. These practices require teachers to differentiate and respond to the needs of all learners regardless of subgroup and/or content area. <p>Creating Assessment Capable Learners:</p> <ol style="list-style-type: none"> Teachers will provide students with 		<p>PDSP Focus:</p> <p>First Semester Focus – Creating Assessment Capable Learners</p> <p>Second Semester Focus – Maximizing Feedback</p> <p>Objective/other:</p>	<ol style="list-style-type: none"> 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. Four parent nights will be scheduled throughout the year. Parent nights will provide Northwood parents strategies to

	<p>clear learning objectives and outcomes as well as provide students with the success criteria necessary to meet those objectives/outcomes.</p> <ol style="list-style-type: none"> 2. Teachers will provide students with rubrics/learning continuums/scales/samples/etc. with which students evaluate their own learning. (e.g., in math this may occur in the form of providing students rubrics and samples for extended response questions) 3. Teachers will provide students with opportunities to chart/track/graph/monitor their own learning and measure achievement of learning goals in a minimum of two content areas. (e.g., students may chart/graph learning such as number recognition, math facts fluency, AR Math, and grades) <p>Feedback:</p> <ol style="list-style-type: none"> 1. Teachers will conference with individual students on a regular basis to both provide and receive feedback about student learning and to assist students in creating learning goals. (e.g., this may be done through conferences during small group math or Daily 5 Math) 2. Teachers will create and implement common formative assessments with their grade level data teams for each instructional cycle in their focus content area in order to gain feedback and gather information to be used in student conferences. 3. Teachers will meet weekly in grade level data teams to analyze data, develop common formative assessments, set goals, implement research-based strategies, and monitor student progress. 			<p>use with their students in the areas of literacy, math, science, and writing. Parent nights will follow Northwood's focus of creating assessment capable learners and maximizing feedback.</p> <ol style="list-style-type: none"> 3. A North Zone Common Core Parent Night will be provided at Crestview High School in September. All North Zone schools will be contributing to the event. 4. Multiple forms of communication will be utilized to share information and encourage the exchange of feedback between all stakeholders. <ul style="list-style-type: none"> • Letters • Conferences • Parent nights • PMP/IEP meetings • Phone calls • Interim Deficiency Reports • Renaissance Place Reports • Title I Compact • Web Pages • Weekly classroom
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<p>Tier II and Tier III students as well as our subgroup of Economically Disadvantaged</p>	<p>Common Core:</p> <ol style="list-style-type: none"> 1. All Kindergarten and First Grade Teachers will be implementing the Common Core State Standards. 2. Second – Fifth Grade teachers will begin implementing the 8 essential math practices as defined by the CCSS. 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. 4. All teachers will implement writing to explain a mathematical process. <p>Meeting the Needs of Diverse Learners:</p> <ol style="list-style-type: none"> 1. Students performing below proficiency will be identified by the classroom teacher and grade-levels through individual classroom assessments, DEA scores, grades, and common formative grade-level assessments. 2. Diverse student needs and strategies to meet those needs will be discussed during weekly grade-level data team meetings. Our two Title I teachers and one ESE teacher will be in attendance to serve as a resource for strategies. Grade –level data teams will determine a plan of action for implementing research-based strategies to meet the needs of students below proficiency. 3. Students who are identified by individual teachers or grade-level data teams as performing below proficiency on a consistent basis will 			<p>newsletters, monthly school-wide newsletters, and bulletins</p> <ul style="list-style-type: none"> • Parent Resource Library • Adopt-a-Classroom Business Partners • Mentoring Program • Title I Plan and Parent Involvement
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	<p>be brought before the Rtl team for discussion.</p> <ol style="list-style-type: none"> 4. Two Title I teachers and one Title I assistant will provide services for identified students to increase time and resources for remediation. The student grouping will remain flexible and will be determined by multiple data sources such as FCAT, DEA, and grade-level common formative assessments. 5. One ESE/Remediation teacher will provide services for identified students to increase time and resources for remediation. IEP goals will be based on the NGSSS/Common Core Standards. <p>Lesson Study:</p> <ol style="list-style-type: none"> 1. Teachers will have the opportunity to visit classrooms demonstrating research-based practices as needed throughout the school year. Lesson Study planning and observation time will be provided for interested Data Teams. 2. Teachers have been provided common planning time for the purposes of meeting for data teams and curriculum design (lesson study). 			
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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: Northwood Elementary	School Focus: Writing
District Goal:	Students shall demonstrate writing proficiency at or above expected grade level.

Objective	The percentage of 4 th grade students scoring 4.0 and above on FCAT Writing will be at least 85%. (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>
All Students	<ul style="list-style-type: none"> All teachers are expected to implement research-based practices defined in curriculum documents approved by the OCS D School Board (e.g., Balanced Literacy Plan, Comprehensive Math Model, K-12 Reading Plan, PPP) Northwood Faculty and Staff have chosen to focus on creating assessment capable learners and maximizing feedback in order to increase student achievement. These practices require teachers to differentiate and respond to the needs of all learners regardless of subgroup and/or content area. <p>Creating Assessment Capable Learners:</p> <ol style="list-style-type: none"> Teachers will provide students with clear learning objectives and outcomes as well as provide students with the success criteria necessary to meet those objectives/outcomes. Teachers will provide students with rubrics/learning continuums/scales/samples/etc. with which students evaluate their own 		<p>PDSP Focus: First Semester Focus – Creating Assessment Capable Learners Second Semester Focus – Maximizing Feedback</p> <p>Objective/other:</p>	<ol style="list-style-type: none"> 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. Four parent nights will be scheduled throughout the year. Parent nights will provide Northwood parents strategies to use with their students in the areas of literacy, math, science, and writing. Parent nights will follow Northwood’s focus of creating assessment capable learners and

	<p>learning. (e.g., in writing this may occur in the form of providing students rubrics and samples (anchor papers) of writing on a continuum)</p> <p>3. Teachers will provide students with opportunities to chart/track/graph/monitor their own learning and measure achievement of learning goals in a minimum of two content areas. (e.g., students may chart/graph learning such as writing skills, progressions through the stages of writing, scores on monthly writing prompts, and grades)</p> <p>Feedback:</p> <ol style="list-style-type: none"> 1. Teachers will conference with individual students on a regular basis to both provide and receive feedback about student learning and to assist students in creating learning goals. (e.g., this may be done through Writer's Workshop) 2. Teachers will provide feedback that will assist students with editing and revising their writing. 3. Teachers will create and implement common formative assessments with their grade level data teams for each instructional cycle in their focus content area in order to gain feedback and gather information to be used in student conferences. 4. Teachers will meet weekly in grade level data teams to analyze data, develop common formative assessments, set goals, implement research-based strategies, and monitor student progress. <p>Common Core:</p> <ol style="list-style-type: none"> 1. All Kindergarten and First Grade Teachers will be implementing the 			<p>maximizing feedback.</p> <ol style="list-style-type: none"> 3. A North Zone Common Core Parent Night will be provided at Crestview High School in September. All North Zone schools will be contributing to the event. 4. Multiple forms of communication will be utilized to share information and encourage the exchange of feedback between all stakeholders. <ul style="list-style-type: none"> • Letters • Conferences • Parent nights • PMP/IEP meetings • Phone calls • Interim Deficiency Reports • Renaissance Place Reports • Title I Compact • Web Pages • Weekly classroom newsletters, monthly school-wide newsletters, and bulletins • Parent Resource Library • Adopt-a-
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<p>Tier II and Tier III students as well as our subgroup of Economically Disadvantaged</p>	<p>Common Core State Standards.</p> <ol style="list-style-type: none"> 2. All teachers will increase instruction in the area of Conventions. 3. All grade levels will develop, administer, and collaboratively score common monthly writing prompts. 4. Writing in response to reading, both with literature and informational text, will be emphasized. 5. Writing instruction will include opportunities for students to provide an opinion or claim as well as provide support for their ideas with text-based evidence. <p>Meeting the Needs of Diverse Learners:</p> <ol style="list-style-type: none"> 1. Students performing below proficiency will be identified by the classroom teacher and grade-levels through individual classroom assessments, DEA scores, grades, and common formative grade-level assessments. 2. Diverse student needs and strategies to meet those needs will be discussed during weekly grade-level data team meetings. Our two Title I teachers and one ESE teacher will be in attendance to serve as a resource for strategies. Grade –level data teams will determine a plan of action for implementing research-based strategies to meet the needs of students below proficiency. 3. Students who are identified by individual teachers or grade-level data teams as performing below proficiency on a consistent basis will be brought before the Rtl team for discussion. 4. Two Title I teachers and one Title I assistant will provide services for 			<p>Classroom Business Partners</p> <ul style="list-style-type: none"> • Mentoring Program • Title I Plan and Parent Involvement
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	<p>identified students to increase time and resources for remediation. The student grouping will remain flexible and will be determined by multiple data sources such as FCAT, DEA, and grade-level common formative assessments.</p> <p>5. One ESE/Remediation teacher will provide services for identified students to increase time and resources for remediation. IEP goals will be based on the NGSSS/Common Core Standards.</p> <p>Lesson Study:</p> <ol style="list-style-type: none"> 1. Teachers will have the opportunity to visit classrooms demonstrating research-based practices as needed throughout the school year. Lesson Study planning and observation time will be provided for interested Data Teams. 2. Teachers have been provided common planning time for the purposes of meeting for data teams and curriculum design (lesson study). 			
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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: Northwood Elementary	School Focus: Science
District Goal:	Students shall demonstrate science proficiency at or above expected grade level.

Objective S-1 (Grades 5, 8)	The percentage of 5 th 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 67%. (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>
All Students	<ul style="list-style-type: none"> All teachers are expected to implement research-based practices defined in curriculum documents approved by the OCSD School Board (e.g., Balanced Literacy Plan, Comprehensive Math Model, K-12 Reading Plan, PPP) Northwood Faculty and Staff have chosen to focus on creating assessment capable learners and maximizing feedback in order to increase student achievement. These practices require teachers to differentiate and respond to the needs of all learners regardless of subgroup and/or content area. <p>Creating Assessment Capable Learners:</p> <ol style="list-style-type: none"> Teachers will provide students with clear learning objectives and outcomes as well as provide students with the success criteria necessary to meet those objectives/outcomes. 		<p>PDSP Focus:</p> <p>First Semester Focus – Creating Assessment Capable Learners</p> <p>Second Semester Focus – Maximizing Feedback</p> <p>Objective/other:</p>	<ol style="list-style-type: none"> 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. Four parent nights will be scheduled throughout the year. Parent nights will provide Northwood parents strategies to use with their students in the areas of literacy, math, science, and writing. Parent nights will follow Northwood's

	<p>2. Teachers will provide students with rubrics/learning continuums/scales/samples/etc. with which students evaluate their own learning. (e.g., in science this may occur in the form of providing students rubrics and samples for extended response questions, project-based learning, science notebooks, data collection during an experiment)</p> <p>3. Teachers will provide students with opportunities to chart/track/graph/monitor their own learning and measure their achievement of learning goals in a minimum of two content areas. (e.g., students may chart/graph learning such as, and grades)</p> <p>Feedback:</p> <p>1. Teachers will conference with individual students on a regular basis to both provide and receive feedback about student learning and to assist students in creating learning goals. (e.g., this may be done through conferences during lab work and/or small group science sessions)</p> <p>2. Teachers will create and implement common formative assessments with their grade level data teams for each instructional cycle in their focus content area in order to gain feedback and gather information to be used in student conferences.</p> <p>3. Teachers will meet weekly in grade level data teams to analyze data, develop common formative assessments, set goals, implement research-based strategies, and monitor student progress.</p> <p>Common Core:</p>			<p>focus of creating assessment capable learners and maximizing feedback.</p> <p>3. A North Zone Common Core Parent Night will be provided at Crestview High School in September. All North Zone 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.</p> <ul style="list-style-type: none"> • Letters • Conferences • Parent nights • PMP/IEP meetings • Phone calls • Interim Deficiency Reports • Renaissance Place Reports • Title I Compact • Web Pages • Weekly classroom newsletters, monthly school-wide newsletters, and bulletins • Parent
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<p>Tier II and Tier III students as well as our subgroup of Economically Disadvantaged</p>	<ol style="list-style-type: none"> 1. All Kindergarten and First Grade Teachers will be implementing the Common Core State Standards. 2. 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. 3. An emphasis will be placed on building vocabulary skills in science. Teachers will evaluate and focus vocabulary on Tier II science vocabulary. <p>Meeting the Needs of Diverse Learners:</p> <ol style="list-style-type: none"> 1. Students performing below proficiency will be identified by the classroom teacher and grade-levels through individual classroom assessments, DEA scores, grades, and common formative grade-level assessments. 2. Diverse student needs and strategies to meet those needs will be discussed during weekly grade-level data team meetings. Our two Title I teachers and one ESE teacher will be in attendance to serve as a resource for strategies. Grade –level data teams will determine a plan of action for implementing research-based strategies to meet the needs of students below proficiency. 3. Students who are identified by individual teachers or grade-level data teams as performing below proficiency on a consistent basis will be brought before the Rtl team for discussion. 4. Two Title I teachers and one Title I assistant will provide services for identified students to increase time 			<p>Resource Library</p> <ul style="list-style-type: none"> • Adopt-a-Classroom Business Partners • Mentoring Program • Title I Plan and Parent Involvement
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	<p>and resources for remediation. The student grouping will remain flexible and will be determined by multiple data sources such as FCAT, DEA, and grade-level common formative assessments.</p> <p>5. One ESE/Remediation teacher will provide services for identified students to increase time and resources for remediation. IEP goals will be based on the NGSSS/Common Core Standards.</p> <p>Lesson Study:</p> <ol style="list-style-type: none"> 1. Teachers will have the opportunity to visit classrooms demonstrating research-based practices as needed throughout the school year. Lesson Study planning and observation time will be provided for interested Data Teams. 2. Teachers have been provided common planning time for the purposes of meeting for data teams and curriculum design (lesson study). 			
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- The process for administering formative and summative assessments (screening, diagnostic, & progress monitoring) is identified in the Okaloosa County Pupil Progression Plan.

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

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>
			PDSP Focus: Objective/other:	

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

Title I Schools

School: Northwood Elementary

Instruction by highly qualified teachers	Strategies to attract highly qualified teachers	Plans for assisting preschool children in the transition from early childhood programs to local elementary programs (preschool transition strategies)
<p>All teachers at Northwood Elementary are Highly Qualified. All teachers have received training in balanced literacy research and best practices. They receive follow-up training each month under the leadership of the literacy coach. Teachers have received instruction on how to interpret the data for each student for whom they are responsible and use that data to make decisions about instruction and curriculum. All teachers will participate in professional development activities in order to maintain this status.]</p>	<p>District wide strategies are:</p> <ol style="list-style-type: none"> a. Applicants may apply online. b. The professional development office is in the process of developing the following informational resources for potential applicants: printed fliers on the online application process and information on Okaloosa County School District, printed brochures on steps to become a certified, highly qualified educator, and fliers designed to provide information on the general area of Okaloosa County. c. The professional development office is in the process of redesigning the professional development web site in order to make it more user-friendly. d. Realigning the new teacher program in order to match it to the standards which are required to be considered highly qualified. e. Peer teachers are assigned to new teachers. <p>School wide strategies are:</p> <ol style="list-style-type: none"> a. Northwood hosts practicum students from the local college and university. b. Northwood hosts student teachers from the local college and university] 	<p>Crestview has the Southside PreK Center. These students will be invited to visit the kindergarten classes in the spring. An Open House is held during the summer for parents and students to familiarize themselves with Northwood Elementary.]</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

Accreditation Standards

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| <ol style="list-style-type: none">1. Vision and Purpose2. Governance and Leadership3. Teaching and Learning4. Documenting and Using Results5. Resources and Support Systems6. Stakeholder Communication and Relationships7. Commitment to Continuous Improvement |
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GOAL 1: OCS D will develop innovative and relevant curricula which engage students and are tailored to their individual needs and aspirations.

- All K-2 Teachers will increase knowledge of text complexity and develop close reads to use with their students to address Standard 10 of the Common Core State Standards.
- All 3-5 teachers will increase knowledge of text complexity and develop Comprehension Instructional Sequence lessons to use with their students to address Standard 10 of the Common Core State Standards.

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

- Teachers will meet weekly in grade level data teams to analyze data, develop common formative assessments, set goals, implement research-based strategies, and monitor student progress as evidenced by data team meeting minutes.
- Teachers will equip students to become assessment capable learners by assisting them in charting or graphing their learning as well as conferencing with them about their progression towards high academic standards as evidenced by student data notebooks.

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

- Our school will maintain a welcoming learning environment as evidenced by a rating of 85% or higher on related survey items in the OCS D Climate Survey.
- Our school will maintain a safe and orderly environment as evidenced by a rating of 85% or higher on related survey items in the OCS D Climate Survey.

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

- A North Zone Common Core Parent Night will be conducted at Crestview High School in September.
- Four parent nights will be scheduled throughout the year. Parent nights will provide Northwood parents strategies to use with their students in the areas of literacy, math, science, and writing.