



Date Submitted: September 27, 2012
Dates of Revisions:

School Name: Florosa 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 \$ [], will primarily be used for : [] .</p> <p>The names represented below indicate approval of the SPP by SAC committee members.</p> <p>Mrs. Angie Vaughan Principal</p> <p>Mr. Tommy Britt SAC Chair</p>	<table style="width: 100%; border: none;"> <tr> <td colspan="2" style="text-align: right; padding-bottom: 10px;">Legend</td> </tr> <tr> <td style="width: 50%; vertical-align: top; padding-right: 20px;"> <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>PMP: Progress Monitoring Plan</p> <p>PMS: Progress Monitoring System</p> <p>POC: 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>	Legend		<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>PMP: Progress Monitoring Plan</p> <p>PMS: Progress Monitoring System</p> <p>POC: 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:

Florosa Elementary School, home of the Roadrunners, is a 43-year-old public school located in the Florida Panhandle, two miles west of Hurlburt Field, an Air Force Special Operations military base. Approximately 535 students are enrolled in Prekindergarten through fifth grade. Reflecting the economic status of the community, approximately 53% of the student body benefits from the Free and Reduced Lunch Program, which identifies Florosa Elementary as eligible to receive Title I funds. Our population consists of 11.1% African American, 8.5% Hispanic, 4.7% Asian, 14.2% Multi-Racial, and 61.3% Caucasian.

Florosa is led by 3rd year Principal, Mrs. Angie Vaughan. Mrs. Vaughan earned a B.S. degree in Education and a M.A. degree in Clinical Education of Exceptional Children. She holds certifications in Educational Leadership, Mentally Handicapped, Physically Impaired, and Specific Learning Disabilities. Florosa provides quality instruction, differentiated for all of our students, including our sub groups such as ESE and low socio-economic students. We serve a significant number of civilian and mobile military families. To meet the needs of our working parents, Florosa sponsors a before and after-school daycare program administered by the YMCA. During the summer months, our school offers a fee-based Summer Daycare Camp, a three-week district-supported summer school for struggling students, and a cost-free week of Science Camp for upcoming 4th and 5th graders. Despite suffering economies in the district and state, Florosa parents, mentors, and volunteers from the Florosa and Mary Esther communities are actively involved in supporting the school through hundreds of volunteer hours of assistance in classrooms, mentoring students, and helping teachers. Our active Parent Teacher Organization (PTO) coordinates fundraisers to supplement the tight budget for items such as playground equipment, printing and copying supplies, and other special requests made by the faculty. The PTO also supports and/or organizes special occasions such as the Spring Festival, the Science Fair Spaghetti Dinner and Teacher Appreciation Week.

Florosa strives to improve in all areas of the curriculum with a diverse range of programs. We use the Response to Instruction (RtI) team model led by our Guidance Counselor, Mrs. Ellen Todd. The RtI model serves our Tier I students by using the core curriculum. More intensive and targeted interventions are provided for students that do not succeed with general Tier I services in the Tier II and Tier III levels. ESE programs include Specific Learning Disabilities (SLD), Gifted, Speech, Language, Occupational Therapy (OT), Physical Therapy (PT), Varying Exceptionalities, and Pre-Kindergarten Disabilities (PK-D). Services are provided through the district for educational materials and ELL district support services to improve the education of English Language Learners. Ms. Maritza Molina-Hutchinson is our site-based ELL interpreter, and provides both tutoring and classroom materials for our ELL students in all content areas. Tutoring is provided to supplement the 90-minute reading and math blocks, as well as the 60-minute science block. Additional support is provided, as needed, through pull-out from physical education.

Florosa maintains a highly qualified staff of teachers and paraprofessionals that are provided embedded classroom and monthly school-based professional development by our Principal, Literacy Coach, peer-teachers, Digital-Educators, and speakers with expertise in specific areas. We support research-based reading instruction using the Balanced Literacy Model to include flexible small groups and individualized instruction based on formative assessments and teacher-student conferencing.

To address lower percentile scores on FCAT assessments in Reading, Science and Math the following steps have been taken to improve our instruction:

- All teachers are participating in Professional Learning Communities twice a month to learn and put into practice highly-effective strategies. These are research-based strategies developed by John Hattie and *The Leadership and Learning Center*. The PLCs will be led by the Principal, Literacy Coach, and other teachers who attended summer sessions on Visible Learning, 90/90/90, Using Data, and on Implementation of the Common Core State Standards. Collaborative discussions about student learning will include Reading, Math, Writing and Science.
- It has been determined that a focus will be put on the effective use of feedback and effective, text-based questioning in instruction across the curriculum.
- All teachers will receive professional development training by Nicole Law of *The Leadership and Learning Center* in the specific high-effect strategy of using Data Teams to analyze data collected from common formative assessments to make adjustments to instruction. Data will become a focal point of discussion and celebration of the attainment of goals for teachers and students.
- The Professional Development Site Plan for the year was developed in response to state and district initiatives and teacher feedback to allow teachers adequate time to practice new instructional strategies to achieve more effective implementation.
- The Literacy Coach will facilitate Lesson Study sessions with all grade level PLCs to include determining text complexity, close and careful reading, and use of the Comprehension Instructional Sequence. Modeling, demonstrations, observations, and collaborative planning will be the strategies used during the lesson study process.
- Math Instructional Specialist, Debbie Davis, along with a contracted math coach, Sandy Perez, will be providing professional development to all teachers in the unpacking and implementation of the CCSS in Math and the implementation of the Comprehensive Math Model 2012.
- The Literacy Coach will provide coverage on a regular basis for teachers to observe their peers who will demonstrate effective use of targeted instructional strategies.

- Students in grades 3 and 4 who demonstrate advanced writing abilities will be involved in a literary publication with the guidance of the Literacy Coach. This special writing group will provide differentiated learning activities for students capable of higher scores on the FCAT Writes! Assessment.

Other programs designed to meet specific needs of our students include a 'Writers' Club' which is held before school for 3rd and 4th grade students, **Homework Haven**, before and after-school tutoring, Student Council, Minority Council, Chorus, Keyboard Club, and Running Club. Florosa is part of a 3-year grant that has provided a well-appointed Science Lab and includes sharing a Science Teacher with one other school. Students in grades K-5 were the beneficiaries of the Science Lab during the 2011-12 school year. This year students in the primary grades will also be included in the Science Lab schedule. Mrs. Todd, our Guidance Counselor provides programs for students in grades 3-5 in student safety with an emphasis on bullying prevention. Mrs. Todd also provides counseling to students and oversees the FCAT assessment program Florosa's teachers at kindergarten and first grade emphasize mastery of the Common Core State Standards (CCSS) in reading, writing, math and science. Teachers at the 2nd-5th grade levels are guided by the NGSSS and are phasing in implementation of the CCSS as they prepare for full implementation in the 2013-2014 school year. Physical Education is provided for 45 minutes four times a week and music once a week. We have an annual talent show under the direction of our music teacher that showcases the special talents of our students, many of whom have gone on to place in the district talent show.

Based on the Okaloosa County School District 2011-2012 Customer Satisfaction Survey, Florosa Elementary received the highest percentage of positive responses to these statements:

- *My child's school emphasizes academic performance as the number one priority-90% Agree
- *Clear expectations of conduct and behavior are communicated to my child- 100% Agree
- *My child's school maintains a safe environment. 94% Agree
- *My child's school treats everyone fairly, regardless of race economic status, or other relationships. 90% Agree
- * As a parent, I feel welcome at my child's school. 98% Agree
- *My child's school is well maintained. 98% Agree
- *Parent input is valued at my child's school. 88% Agree
- *The guidance department at my child's school provides for the educational success of my student. 86% Agree
- *The health services provided at my child's school support his/her wellness. 88% Agree

All of Florosa's teachers are highly qualified according to the standards of the HOUSSSE plan. Twenty-three of our 40 teachers have earned advanced degrees. Six teachers are endorsed in Reading and 2 are currently working on reading endorsement. Thirty-one teachers are ESOL certified. In addition, two of our teachers have achieved National Board Certification. We are served by a full-time Literacy Coach, Debbie Morris. Ms. Morris has earned a B.S. in Elementary Education, a M.A. in Special Education, an Ed.S. in Curriculum and Instruction, and an Ed. D. in Curriculum & Instruction and Instructional Technology. Ms. Morris holds certifications in Reading, ESOL, and Gifted Ed. Our Literacy Coach facilitates job-embedded professional development by developing and demonstrating model lessons for reading and writing strategies and integrating literacy into all content areas. The Literacy Coach also facilitates lesson study, provides lessons for students while teachers observe and learn from their peers, coordinates DEA

assessments, obtains and manages materials used for instruction, and organizes literacy events to engage parents to participate in their child's literacy development. Literacy events include Family Reading Night, Reading and Donuts with Dads, Reading and Muffins with Moms, and Creating Science Inquiry (CSI) Night during which parents and their 3-5 grade children use literacy skills to solve mysteries that involve hands-on Science activities. Our Literacy Coach is also a member of the RTI team, Leadership Team, and is the Co-Chair of the School Advisory Council.

Florosa's School Advisory Council, Leadership Team, Principal, Title I Teacher, and Literacy Coach work together to compile data, write and review our annual School Performance Plan. Each spring, all teachers meet with a cross grade level, subject-area subgroup to review the SPP and make specific suggestions for the next year in advance of the writing process. Members of the Leadership Team meet during the summer to give further input in light of the data obtained at the end of the previous school year. In this way the needs of all stakeholders are represented in the SPP document. Florosa's School Advisory Committee (SAC) is responsible for decisions and final approval of the budget and the SPP. The SAC is comprised of faculty, staff, parents, and community members. All SAC agendas and minutes of meetings are available in the school office and any interested party is welcome to attend the open meetings.

During the spring pre-kindergarten students from the Hurlburt Child Development Center and the Children's Discovery Childcare Center are invited to tour the school and enjoy "story time" in a kindergarten classroom. Daycare providers are given kindergarten registration information to provide to the parents so that they can begin the registration process. In early August incoming Kindergarten parents and students are invited to attend Florosa's *Ready, Set, Go!* program to assist with the transition into school. During this informative session, parents and students meet the Principal, the Guidance Counselor, the Music and PE teachers, and Kindergarten teachers. They are able to tour the school as well as a school bus in order to become familiar with this new environment. Information is provided about the academic expectations, school lunch program, check-out/check-in, and medical procedures for those that must take medicines during the school day or have allergies. During the first month of school, FLKRS assessments are administered to kindergarteners to determine readiness needs and to ensure that students are given extra help as needed. DEA assessments are administered during the first nine weeks for all students K-2 in reading and math and for grades 3-5 in reading, math, and science. The results are shared with parents during teacher-parent conferences held during or at the end of the first quarter of school. DEA assessments are given three times a year to monitor student progress and to provide teachers with data to guide their instructional decisions. Ongoing communication with parents is established and maintained by classroom teachers through a variety of modes: classroom newsletters, phone calls, emails, positive postcards, and notes. The school maintains a website, an electronic reader-board, a monthly newsletter and Connect-Ed calls to keep parents informed what is going on at Florosa.

Florosa has a Pre Kindergarten Disabilities (PK-D) program with two certified teachers and two assistant teachers in self-contained classrooms. They have a developmentally appropriate playground and focus on the acquisition of oral language, letter and number recognition, and the development of social skills. Students with varying exceptionalities in these classrooms include: hearing impaired, autistic, and language delayed. Students enrolled in this program have been referred to and evaluated by Child Find as part of the Westgate Florida Diagnostic and Learning Resource System. Students' enrollment is available to those who are found eligible for Exceptional Student Educational services after an Individual Education Plan (IEP) has been developed and parents have given consent

for placement. Students are eligible to participate in the Pre Kindergarten Disabilities program until they are eligible to enroll in Kindergarten. Prior to enrollment in kindergarten the students are formally and informally evaluated to assist the IEP team in determining the most appropriate least restrictive environment kindergarten placement. Students participate in various activities with kindergarten students as appropriate in preparation for the transition to kindergarten.

At the beginning of the school year, each teacher will collect and analyze their summative student achievement data from the previous year (DEA, FCAT) and formative data they collect such as: Florosa Writes!, DEA, STARR, FLKRS, and teacher-made assessments with the Principal, Literacy Coach, and Title I Resource Teachers. In grade-level Data Team meetings held monthly, teachers will determine how to adjust their instructional decision-making based upon the collected data. Much time will be devoted to learning the Common Core State Standards and how to implement them, as well as the use of High-Effect Learning Strategies. Some of the trainings for teachers this year will be conducted during faculty meetings, in grade-level Professional Learning Communities (PLCs), and in collaboration with teachers at Eglin Elementary and Bruner Middle School. Topics for professional development will include: overview to “unpack” the English-Language Arts CCSS (Text Complexity, Read Alouds, Close and Careful Reading, Effective Questioning, Comprehension Instructional Sequence, Performance Tasks, Writing, etc.), Math CCSS, and Visible Learning through High-Effect Strategies. As the year progresses, depending on the input of teachers, professional development opportunities in additional topics such as Daily Five/CAFÉ, integration of technology, DEA probes and resources etc. will be made available. Teachers determine a yearly focus for their Individual Professional Development Plans and work independently, with the Literacy Coach, and/or in PLCs to meet the goals they set. Teacher lesson plans are monitored by the Principal to ensure fidelity of quality instruction.

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 State Standards, and/or course content.
- Upon graduation, students will be college and/or career-ready.

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

Highly Qualified Status Administrators: (Title I)	Mrs. Angela Vaughan earned a B.S. degree in Education and a M.A. degree in Clinical Education of Exceptional Children. She holds certifications in Educational Leadership, Mentally Handicapped, Physically Impaired, and Specific Learning Disabilities. Mrs. Vaughan has two years experience as Florosa's Principal.	
Reading Instructors/Recruitment: (Secondary)	6 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 71%. (District Objective: X <input type="checkbox"/> +2 percentile points or <input type="checkbox"/> maintain 90-100%)
Objective R-2	The percentage of all curriculum students who will make learning gains in reading as defined by the State of Florida on the FCAT will be at least 62%. (District Objective: X <input type="checkbox"/> + 2 percentile points or <input type="checkbox"/> maintain 90-100%)
Objective R-3	The percentage of students in the lowest 25% who will make learning gains in reading as defined by the State of Florida on the FCAT will be at least 62 %. (District Objective: X <input type="checkbox"/> + 2 percentile points or <input type="checkbox"/> maintain 90-100%)

Target Group(s) Supporting Data (summary) – Provide 3 year historical data chart	Strategies/Innovative methods & extended learning opportunities <small>Include technology and assessment</small>	Budget	Professional Development <small>(Identify measurable teacher outcome)</small>	Communication with Parents & Customer Relations <small>(Community/Parent awareness)</small>																				
% Reading Proficiency <table border="1"> <thead> <tr> <th>Grade</th> <th>2012</th> <th>2011</th> <th>2010</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>69%</td> <td>90%</td> <td>85%</td> </tr> <tr> <td>4</td> <td>73%</td> <td>78%</td> <td>75%</td> </tr> <tr> <td>5</td> <td>66%</td> <td>79%</td> <td>78%</td> </tr> <tr> <td>Total</td> <td>69%</td> <td>82%</td> <td>79%</td> </tr> </tbody> </table>	Grade	2012	2011	2010	3	69%	90%	85%	4	73%	78%	75%	5	66%	79%	78%	Total	69%	82%	79%	<p>All Students: (Tier I)</p> <p>Kindergarten began full implementation of Common Core State Standards during 2011-2012. Full implementation will begin for grade 1 during 2012-2013, with grades 2-5 beginning to assimilate the CCSS during this same year. Common Core State Standard English Language Arts strategies that include <i>Text Complexity, Interactive Read-Alouds, Close Reading, Comprehension Instructional Sequence (CIS), and Highly Effective Questioning</i> will begin to be implemented during 2012-2013 following appropriate professional development.</p> <p>All students will receive a minimum of 90 minutes of uninterrupted, differentiated reading instruction each day. This Balanced</p>	<p>Common Core State Standards ELA and Math Booklets- \$286.20</p> <p>Pathways to the Common Core \$233.00</p> <p>Home/School Connection (for Kindergarten) –Title I Funds- \$2787.80</p>	<p>PDSP Focus:</p> <p>Instructional personnel will be provided explicit sustained professional development during monthly Early Release days (first Thursday of each month). Training will occur in full faculty as well as break-out sessions using a menu approach when possible.</p> <p>Florosa Elementary faculty and staff understand that transitioning to the Common Core State Standards began in Kindergarten classrooms during the 2011-2012 academic year and will continue with 1st grade during</p>	<p>Each grade level will host a Parent Information Night during 6 separate evenings at the beginning of the year. The evening will include a presentation by grade level teachers with the opportunity for parent questions. Parents will receive information on the Common Core State Standards as they relate to each grade level. Additionally, parents will receive focused information on the importance of uninterrupted attendance, as well as the effect of tardiness and early checkouts on the quality of their child's education.</p>
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	<p>Literacy teaching approach will include phonemic awareness, phonics, vocabulary, fluency, and comprehension at each student's instructional level.</p> <p>Independent reading, read - alouds, shared reading, guided reading and familiar reading will occur daily, supported with authentic word work (phonemic awareness, phonics, spelling, and vocabulary building). Oral reading will be implemented according to research-based best practice.</p> <p>The Balanced Literacy Model will provide a framework for using modeling, guided practice, and independent practice that lead to student assessment. Additionally, students will be provided differentiated instruction in literacy stations, literature circles, or guided reading groups as appropriate. Florosa teachers will implement a reading management framework such as the Daily 5 or CAFÉ in order to manage the elements of balanced literacy and differentiate instruction.</p> <p>Read-to-Self time using "Good Fit" Books, supported with teacher-student conferencing, will occur daily. Teacher-student conference goals will include monitoring student book selection as well as assessing student comprehension during the reading process.</p> <p>Students will be engaged in content area reading and writing throughout the day. Student comprehension will be measured through the use of written responses that include using evidence from the text to support responses.</p> <p>Technology will be integrated into reading instruction using available equipment and resources such as: student response systems (Clickers), Mimeos, FCAT Explorer</p>	<p>Ready, Set, Go Materials- Title I Funds- \$116.00</p> <p><u>Visible Learning- Title I Funds-\$358.34</u></p> <p>Nicole Law Visible Learning/Data Teams Training- Title I Funding Florosa ¼ of the total cost \$2059.12</p>	<p>this academic year 2012-2013. It is expected that full implementation will be achieved during the 2013-2014 school year. In order to accomplish this implementation, with efficacy, our Professional Development program will include unpacking the CCSS expectations with a focus on the following best-practice elements:</p> <ul style="list-style-type: none"> • Interactive Read Aloud • Text Complexity • Close Reading • Comprehension Instructional Sequence (CIS) • HEQ (Highly Effective Questioning) <p>Professional learning for the full faculty will occur on 10/23/2012 to include training provided by Nicole Law of the Leadership and Learning Center on <i>Data Teams</i> and the use of <i>High-Effect Strategies</i>.</p> <p><i>Data Team</i> follow up training will occur during bi-monthly meetings. The purpose of Data Team meetings is for grade level Professional Learning Communities to examine student work generated from common formative assessments, apply instructional strategies, and monitor student learning.</p>	<p>In order to assist with a smooth transition into Kindergarten, a special time is scheduled during the latter part of the summer for both parents and students. Ready, Set, Go! is an informational program in which an overview of Florosa's teachers' expectations is presented to parents. Additionally, the Guidance Counselor, Music Teacher, Physical Education Teacher, Kindergarten classroom teachers and the Principal provide information. Students and their parents are also given tours of both the campus and a school district bus, so that students begin to become familiar with their surroundings.</p> <p>Parent communication continues with K-5 teachers scheduling individual parent conferences during the first school quarter. Student results from DEA (Discovery Education Assessment) testing will be the focal point of these conferences. Whenever possible, teachers will model how technology can be used to retrieve student data while conferring with parents.</p> <p>Parents will be encouraged to participate in monitoring their child's homework, their independent reading, and reviewing any returned assessments.</p>
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	<p>and Essential Skills, Renaissance Learning, STAR Reading, Leap Frog, Starfall, Super Phonics, Sight Words, Books on Tape, Brain Pop, Brain Pop Jr., McMillan-McGraw Hill Interactive CDs, Discovery Education, and Scholastic Interactive News. The purpose of embedding the use of technology will be to reinforce and practice reading strategies as students engage in 21st century skills.</p> <p><u>Assessments for All Students:</u> (Tier I)</p> <p>Individual student needs will be identified through the use of data provided from the Discovery Education Assessment (DEA) program. The DEA will be administered in the Fall, Winter and Spring for K-5 students. The DEA will assist teachers in identifying student subgroups to guide instruction. Additional formative assessments may include, but are not limited to: district, grade level, or classroom cold reads; student-teacher conferencing; DEA probes; DRA2; DIBELS; STAR reading; Accelerated Reading; purposeful questioning; running records; teacher observations/anecdotal records; student self-assessments; written responses to text; and pretests, such as advanced organizers and anticipation guides.</p> <p>Kindergarten students' reading accuracy and fluency will be monitored through ongoing kindergarten checklists, familiar read - alouds, unfamiliar read - alouds, and independent reading.</p> <p><u>Students Achieving Above Proficiency:</u></p> <p>Gifted students are clustered and placed with a gifted-certified classroom teacher.</p> <p>All students achieving above proficiency will receive differentiated instruction in small</p>	<p>Black Board Connect Ed. Phone System- Title I Funds- \$945</p> <p>“Keeping Track” attendance system- Discretionary Funds - \$599</p> <p>Student Planners for Grades 3rd, 4th, and 5th- Title I Funds- \$371.25</p> <p>Parent-Teacher Conferences Grades K-5th K-District Funded 1 time per year.</p> <p>Discretionary and Title I Funds- 1st-5th Grades- \$1872.78</p>	<p>Possible menu items available during monthly Early Release training include the following:</p> <p>DEA; Daily 5/ CAFÉ; Technology Integration; and grade level specific follow-up on CCSS implementation and best-practice elements listed above.</p> <p>N</p>	<p>Florosa uses an automatic phone messaging system (Connect-Ed) to inform parents of upcoming activities. Additionally, an electronic sign located in front of Florosa Elementary is used to communicate school activities as well as display messages of good will.</p> <p>The Guidance Counselor provides monthly training for Mentors and Volunteers. The Literacy Coach provides training for volunteers who assist students with reading. An appreciation breakfast is held in May for all Mentors, Volunteers and School Advisory Committee members.</p> <p>Parents will receive ongoing communication through Florosa's School Website, student work samples, school-wide and classroom newsletters, phone calls, emails, progress reports, student planners, PMPs (Progress Monitoring Plans) and access to Gradebook.</p> <p>Our active PTO provides many ongoing activities to promote parent and community involvement. Their dedicated efforts, in well-planned and orchestrated fund raisers, provide educational activities to assist teachers and enrich student learning. Additionally, physical</p>
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	<p><u>Students with Disabilities:</u></p> <p>Students with disabilities are monitored and provided services based on their Individual Education Plans (IEP). Services that supplement the 90-minute reading block may include, but are not limited to:</p> <ul style="list-style-type: none"> • pull out • inclusion • team teaching • Individualized and/or small group instruction. 	<p>Resource Positions (CRT and CRA) funded from Title I Budget and Discretionary</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: Florosa Elementary School	School Focus: Math
District Goal:	Students shall demonstrate math proficiency at or above expected grade level.

Objective M-1	The percentage of all curriculum students who will be proficient in math as defined by the State of Florida on the Florida Comprehensive Assessment Test will be at least 60%. (District Objective: X <input type="checkbox"/> +2 percentile points or <input type="checkbox"/> maintain 90-100%)
Objective M-2	The percentage of all curriculum students who will achieve FCAT adequate yearly progress in math as defined by the State of Florida on the FCAT will be at least <input type="checkbox"/> %. (District Objective: X <input type="checkbox"/> +2 percentile points or <input type="checkbox"/> maintain 90-100%)
Objective M-3	The percentage of students in the lowest 25% who will make learning gains in math as defined by the State of Florida on the FCAT will be at least 60%. (District Objective: X <input type="checkbox"/> + 2 percentile points or <input type="checkbox"/> maintain 90-100%)
Objective M-4 (Secondary only)	The percentage of all curriculum students who will be proficient in math as defined by the State of Florida on the Florida Algebra I End-of-Course Exams will be at least <input type="checkbox"/> %. (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 <input type="checkbox"/> %. (District Objective: <input type="checkbox"/> +2 percentile points or <input type="checkbox"/> maintain 90-100%)

Target Group(s) Supporting Data (summary) – Provide 3 year historical data chart	Strategies/Innovative methods & extended learning opportunities <small>Include technology and assessment</small>	Budget	Professional Development <small>(Identify measurable teacher outcome)</small>	Communication with Parents & Customer Relations <small>(Community/Parent awareness)</small>																				
<p>% Math Proficiency</p> <table border="1"> <thead> <tr> <th>Grade</th> <th>2012</th> <th>2011</th> <th>2010</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>61%</td> <td>82%</td> <td>87%</td> </tr> <tr> <td>4</td> <td>44%</td> <td>81%</td> <td>77%</td> </tr> <tr> <td>5</td> <td>51%</td> <td>68%</td> <td>78%</td> </tr> <tr> <td>Total</td> <td>52%</td> <td>77%</td> <td>81%</td> </tr> </tbody> </table>	Grade	2012	2011	2010	3	61%	82%	87%	4	44%	81%	77%	5	51%	68%	78%	Total	52%	77%	81%	<p>All Students: (Tier 1)</p> <p>Kindergarten began full implementation of Common Core State Standards during 2011-2012. Full implementation will begin for grade 1 during 2012-2013, with grades 2-5 beginning to assimilate the CCSS during this same year.</p> <p>Daily classroom instruction will include a minimum of 60 minutes of differentiated math instruction, using the <u>Go Math</u> series, as it coordinates with the OCS D Curriculum Quarterly Pacing Guides and the OCS D Comprehensive Balanced Mathematics Model.</p> <p>Students will be consistently and actively engaged in high level cognitive tasks that incorporate opportunity to solve problems.</p>	<p><u>Elementary and Middle School Mathematics: Teaching Development-ally (Teaching Student-Centered Mathematics Series)</u> Title I Funds-\$141.54</p>	<p>PDSP Focus: <input type="checkbox"/></p> <p>District level Mathematics Specialist, Debbie Davis, will continue training Florosa faculty in the Common Core State Standards in mathematics. She will partner with contracted math coach, Sandy Perez, to provide each teacher in K-2 and math teachers in grades K-5 support in the implementation of the Comprehensive Math Model 2012 in which the CCSS 8 Mathematical Practices are embedded. The implementation of the Comprehensive Balanced Math Model will be used to</p>	<p>Each grade level will host a Parent Information Night during 6 separate evenings at the beginning of the year. The evening will include a presentation by grade level teachers with the opportunity for parent questions. Parents will receive information on the Common Core State Standards as they relate to each grade level. Additionally, parents will receive focused information on the importance of uninterrupted attendance, as well as the effect of tardiness and early checkouts on the quality of their child's education</p>
Grade	2012	2011	2010																					
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	<p>Students will have access to and use instructional tools (manipulative, drawings and technological tools) to solve problems and deepen understanding. Teacher questions will be focused on determining student reasoning and understanding.</p> <p>Classroom technology and the Computer Lab will be used to enhance student understanding through the use of, but not limited to: Think Central; Reflex Math; Accelerated Math; CPS Systems FCAT Explorer; Brain Pop, and DEA probes.</p> <p>Students will learn how to write both short and extended responses to math problems, using appropriate mathematical vocabulary, as listed in OCSD’s Curriculum Guides, to explain a mathematical process. Daily written responses, that emphasize the importance of accuracy, will enable students to think more deeply about problem solving strategies and promote higher-order thinking and reasoning in mathematics.</p> <p>Students will be encouraged to look for patterns and structure within math problems, as well as be able to analyze and model relationships mathematically.</p> <p>Students will have opportunity to listen to or read conclusions and arguments of classmates as they discuss various approaches and solutions to problems.</p> <p>Students in 4th and 5th Grades will participate in authentic hands-on math and science activities at the Okaloosa STEMM Center and the Armament Museum.</p> <p>PARCC sample questions will be incorporated into math instruction/assessment to provide students with the opportunity to practice responding to</p>	<p>National Council of Teachers of Mathematics School Membership-Title I Funds- \$201.00</p> <p>Accelerated Math Grades 3rd – 5th \$1259.70</p> <p>Release Days for teachers in grades 4-5 to meet, observe math instruction, and debrief with Bruner School math instructors - \$178.36.</p> <p>Release/Professional Development with Contracted Math Coach. (Half -day each teacher) –Title I Funds- \$800</p> <p>Professional Development for Reflex Math No Cost Discretionary and Title I funds for instructional and paraprofessional support.- In Reading Section</p>	<p>facilitate the transition to the Common Core State Standards.</p> <p>Training on the use of “Reflex Math”, a computer-based program for teaching/practicing mathematic fact families will occur during September.</p> <p>PD for CRTs on “How to Embed Writing into Learning Math Concepts” will occur in October.</p> <p>Data Team meetings will continue discussion on how to use formative assessment data to implement the <u>Go Math</u> series as it relates to the OCSD Pacing Guides for Mathematics.</p> <p>CRTs will be assisted to make the best use of resources provided by Discovery Education and Think Central.</p>	<p>Parents will be encouraged to participate in monitoring their child’s homework, their independent reading and reviewing any returned assessments.</p> <p>Parent communication continues with K-5 teachers scheduling individual parent conferences during the first school quarter. Student results from DEA (Discovery Education Assessment) testing will be the focal point of these conferences. Whenever possible teachers will model, while conferring with parents, how technology can be used to retrieve student data.</p> <p>Information will be provided to parents on the use of PMP Online; Pearson SuccessNet; Think Central; Renaissance Place; and, FCAT Explorer.</p>
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	<p>multi-step, complex questions.</p> <p><u>Assessments for All Students:</u> (Tier 1)</p> <p>Individual student needs will be identified through the use of data provided through Discovery Education Assessment program. The DEA will be administered in the Fall, Winter and Spring for K-5 students. The DEA will assist teachers in identifying student subgroups to guide instruction. Additional formative assessments may include, but are not limited to: Math fact fluency checks, chapter and unit tests and teacher-made common formative assessments.</p> <p>Student formative assessment data will be used to identify student strengths, as well as identify areas needing remediation. This information will be used to appropriately differentiate instruction to meet the needs of all students.</p> <p><u>Students Achieving Above Proficiency:</u></p> <p>Student formative assessments will be used to differentiate learning needs of more proficient learners. Using a small group instructional format, CRTs will provide data driven learning opportunities for these students to engage more deeply in the following mathematical practices:</p> <ul style="list-style-type: none"> • Make sense of problems • Reason abstractly/quantitatively • Construct viable arguments • Model w/mathematics • Use math tools strategically • Attend to precision • Look for & use patterns of structure • Use a variety of math strategies to solve problems & check for the reasonableness of their results 			
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	<p>Technology will be embedded into mathematics instruction for the purpose of enhancing, as well as extending student opportunity to learn and practice at their level of understanding. Collaborative learning will be an integral part of the use of technology.</p> <p><u>Students Achieving Below Proficiency:</u> (Tier II and Tier III)</p> <p>CRTs will use research-based strategies for reluctant learners during small group instruction. This teaching may include, but is not limited to: writing /discussion to clarify concepts; re-modeling problem-solving strategies; HEQ; guided use of math manipulative tools; DEA probes or work on math fact fluency.</p> <p>Title I Support personnel will provide supplemental instruction for grades.</p> <p><u>Students with Disabilities:</u> Students with disabilities are provided support as described in their Individual Educational Plans. Supplemental instruction will occur in both small groups or in one-on-one sessions. Title I/ESE Resource Staff through support facilitation, push-in and pull-out services, will provide accommodations during the school day. Teachers will incorporate the use of math manipulatives, small group discussion that emphasizes the awareness/use of meta-cognitive strategies, and “write to explain” to support students in making real world connections. Teacher modeling, and picture presentations will also be embedded to support learning..</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: Florosa Elementary	School Focus: Writing
District Goal:	Students shall demonstrate writing proficiency at or above expected grade level.

Objective	The percentage of 4th grade students scoring 4.0 and above on FCAT Writing will be at least 33%. (District Objective: <input type="checkbox"/> +2 percentile points or <input type="checkbox"/> maintain 90-100%)
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Target Group(s) Supporting Data (summary) – Provide 3 year historical data chart	Strategies/Innovative methods & extended learning opportunities <small>Include technology and assessment</small>	Budget	Professional Development <small>(Identify measurable teacher outcome)</small>	Communication with Parents & Customer Relations <small>(Community/Parent awareness)</small>						
<p>Writing Proficiency on 4th Grade FCAT Writes! Assessment</p> <table border="1"> <tr> <td>2012*</td> <td>13%</td> </tr> <tr> <td>2011**</td> <td>70%</td> </tr> <tr> <td>2010***</td> <td>56%</td> </tr> </table> <p>*2012 FCAT Writes scoring rubric was based on criteria different from the rubric used to score the 2011 writings. As a result the proficiency at a 4.0 was 13% for the 2012 school year. As a result of low scores across the state the proficiency for school grades based on 3.0 or higher for which Florosa's percent proficient was then 73%.</p> <p>**011 FCAT Writes proficiency criteria was 4.0.</p> <p>***2010 an FCAT Writes proficiency criterion was 3.5 or better.</p>	2012*	13%	2011**	70%	2010***	56%	<p>All Students: (Tier I)</p> <p>Kindergarten began full implementation of Common Core State Standards during 2011-2012. Full implementation will begin for grade 1 during 2012-1013, with grades 2-5 beginning to assimilate the CCSS during this same year.</p> <p>Daily classroom writing instruction will occur for 30-45 daily in grades 2-5 and 10-30 minutes in grades K-1, as a part of the OCSD Balanced Literacy Writer's Workshop and/or "Work on Writing" during <u>Daily 5</u>. Writing instruction will include the opportunity for students to practice writing to persuade, state an opinion/claim with justification and support, and writing in response to what is read.</p> <p>Guided Writing, with teacher modeling, will be used as an integral component of writing instruction. Mentor texts (quality trade books) will be used to teach writing-craft techniques.</p> <p>Technology, such as MIMIOS, LCD projectors, and laptops will be used to model the writing process and engage students in</p>	<p>Before School Writing Club/tutoring- Title I funds- \$800.00</p>	<p>PDSP Focus: CCSS ELA Writing Standards- Teachers will participate in ongoing professional development throughout the school year. Through the following opportunities:</p> <p>Pre Planning- 1st Grade Teachers will participate in District CCSS ELA Training as part of the first year of implementation. Kindergarten teachers will participate in a review and update of the CCSS ELA Standards to include revisions of the district curriculum guide and Kindergarten Quarterly Checklist/Assessment led by a kindergarten teacher who participated as a member of the unpacking and revision committee. Teachers in all grades participated in training with a focus on understanding the components of the ELA CCSS, student expectations at different grade levels, and the use of resources.</p>	
2012*	13%									
2011**	70%									
2010***	56%									

	<p>authentic use of technology for revising and editing.</p> <p>Student/Teacher writing conferences will occur regularly with each student, using teacher anecdotal notes in order to differentiate instruction for writing craft lessons, writing conventions, and spelling. Student-Paired conferencing will also be used during the writing instructional block. Conferencing feedback will focus on editing and revising which are the components students need to practice in order to improve writing scores.</p> <p><u>Assessment for All Students:</u> (Tier 1)</p> <p>A pre-assessment writing prompt, determined by the school district office, will be administered at the beginning of the academic year.</p> <p>“Florosa Writes” will occur during the first week of each month and will include narrative, expository and persuasive prompts, as well as argument writing pieces, in response to texts or topics.</p> <p>In February, all students in grades K-3 and 5 will write to “Okaloosa Writes” on the same day and time that 4th grade is writing to “FCAT Write”.</p> <p>K-5 student writing pieces will be scored using the Florida Writes writing rubric, with teachers using student anchor papers to model the scoring process. Teachers in grades 3-5 will exchange student writing papers once each 9 weeks in order to establish more scoring consistency.</p>		<p>During Early Release, Faculty Meetings, and Data Team meetings, teachers will be provided with training in collecting and analyzing writing data from baseline grade level writing prompts.</p> <p>During October Professional learning for the full faculty will occur on 10/23/12 to include training by Nicole Law of the Leadership and Learning Center on <i>DATA TEAMS</i> and the use of <i>High Effect Strategies</i></p> <p>During November and December teachers will participate in Data Team meetings facilitated by the principal and literacy coach in which writing will be analyzed and instructional strategies being incorporated based on student writing data.</p> <p>In January, Early Release, Faculty Meetings, and Data Teams will analyze writing data from the mid year writing assessments to be used for instructional planning in preparation for the Okaloosa Writes and FCAT Writes assessments in February 2013.</p>	
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	<p><u>Students Achieving Above Proficiency:</u> Grade 4 students will be provided writing enrichment twice weekly with a focus the comparison of two sources and argument. Selections will be published at least once per semester.</p> <p><u>Students Below Proficiency Level:</u> (Tier II and Tier III)</p> <p>Students who have scored below grade level on 2011-2012 "OK Writes", FCAT Writes, or who are currently writing below grade level expectations, will receive writing support services by a Special Area/Title One teacher. This instructional support will begin within the first 20 days of the academic school year.</p> <p>As a result of the mid-year writing assessment in December/January students scoring below a 3 will be provided intensive writing instruction during the school day as well as before school by Resource/Title I teachers.</p> <p><u>Students with Disabilities:</u> Students with disabilities are monitored and provided services based on their Individual Education Plans (IEP). Services that supplement the writing instruction in the classroom may include, but are not limited to:</p> <ul style="list-style-type: none"> • Pull out • Inclusion • Team Teaching • Individualized and/or small group instruction • Before School Writing Instruction 			
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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: Florosa Elementary School	School Focus: Science
District Goal:	Students shall demonstrate science proficiency at or above expected grade level.

Objective S-1 (Grades 5, 8)	The percentage of 5 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 61%. (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>						
Science Proficiency on 5 th Grade FCAT Assessment <table border="1"> <tr> <td>2012</td> <td>59%</td> </tr> <tr> <td>2011</td> <td>62%</td> </tr> <tr> <td>2010</td> <td>57%</td> </tr> </table>	2012	59%	2011	62%	2010	57%	<p>All Students: (Tier I)</p> <p>Students will receive explicit instruction in a variety of content area reading skills to improve comprehension of scientific concepts presented in informational text. The CIS (comprehension instructional sequence) model will used as a part of classroom instruction dependent upon teacher readiness.</p> <p>Students will be provided reading selections, at their reading level, that support science curriculum content. Examples of these reading selections may include, but are not limited to: leveled readers; supplemental publications; and, web-based resources.</p> <p>Students will learn how to write both short and extended responses in science. Appropriate scientific vocabulary, as listed in OCSD's Curriculum Guides, will be used to explain a scientific process or answer an essential question related to their learning.</p>	<p>Creating Science Inquire Night- Title I Funds- \$400</p> <p>Science Fair- Discretionary Funded-</p> <p>Nicole Law- Visible Learning/Data Teams Training- Previous Entry</p> <p>Day and Evening Parent Training in the use of Think Central Science- Title I Funds-</p>	<p>PDSP Focus: CCSS School Implementation Plan including components from ELA, Math and Writing Professional Development Activities previously mentioned.</p> <p>Data Teams /Visible Learning Training provided by Nicole Law of the Leadership and Learning Center on October 23th with follow up at Grade Level/Department Data Team meetings in November and December.</p> <p>As part of differentiating professional development, the Literacy Coach will provide individual or small group training/modeling in the use of the CIS model.</p> <p>Early Release Science/CCSS Connections training during December Early Release</p>	<p>Florosa Elementary School sponsors both a Science Fair and CSI Night for students and their families. The focus of these well attended events is on scientific thinking and processes. The event will provide families with information, guidelines, timelines and suggested topics for science fair projects for students in grades 3rd, 4th, and 5th.</p> <p>Parents will be encouraged to participate in monitoring their child's homework, their independent reading and reviewing any returned assessments</p> <p>Parent communication continues with K-5 teachers scheduling individual parent conferences during the first school quarter. Student</p>
2012	59%									
2011	62%									
2010	57%									

	<p>Daily written responses, that emphasize the importance of accuracy, will enable students to think more deeply about scientific concepts and promote higher-order thinking and reasoning. These written responses will include, but are not limited to: lab sheet responses; illustrating an idea or concept; 3rd-5th grade Pre/Post tests and Briefing Questions from PITCO; and, Science Response Journals. Samples of students' written responses will be kept in and will be used as a formative assessment of student understanding of concepts taught.</p> <p>Classroom computers and Computer Lab technology will be used to supplement science instruction and provide authentic opportunity to engage in the Science Inquiry Process. Computer-based programs, such as Brain Pop, and Discovery Education/Streaming are available to K-5 students and students in grades 3-5 attend the PITCO Lab program.</p> <p>All grade levels (K-5) will be involved in science inquiry experiences in the Science Station facilitated by the Science Coach. Students in grades K-2 will be scheduled for Science Station Lessons with the Science Coach 1 time per month. Students in Grades 3-5 are schedule for 5 days per month.</p> <p>4th and 5th grade students will take part in two curriculum-based field trips. 4th grade students will travel to Florida's Gulf Coast and 5th grade students will visit a Planetarium. Both of these events will provide real-life, hands-on experiences that support understanding and build vocabulary.</p> <p>Students in 4th and 5th Grades will participate in authentic hands on math and</p>		<p>provided by Shawnea Tallman/district staff and Science Coach/Sandy Palmer.</p> <p>Ongoing support through the Science Coach in using the Science Station to support science standards through hands on inquiry.</p> <p>Early Release Writing in the Content Areas and Visible Learning connection as a break out session in January Early Release</p> <p>Continuing Professional Development Support in the use of DEA Science Probes, Think Central Science, and other online science resources such as Discovery Education, Brain Pop, and components from school based experts as requested by the teachers.</p>	<p>results from DEA (Discovery Education Assessment) testing will be the focal point of these conferences. Whenever possible teachers will model, while conferring with parents, how technology can be used to retrieve student data.]</p>
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	<p>science activities at the Okaloosa STEM Center and the Armament Museum.</p> <p>Students in Grades 3rd, 4th, and 5th will develop a Science Fair Project facilitated through classroom instruction to provide students with hands-on experiences that support understanding and application of the Scientific Process.</p> <p><u>Assessment for All Students:</u> (Tier I)</p> <p>All students will be assessed using resources provided by OCSD These may include the following: Quarterly Pacing Guide Assessments; weekly/monthly grade level chapter tests, text unit tests, and PITSCO pre/post tests.</p> <p>Individual student needs in 3rd - 5th grades will be identified using of data provided through the Discovery Education Assessment program. The DEA will be administered in the Fall, Winter and Spring. The DEA will assist teachers in identifying student subgroups to guide instruction.</p> <p>All 5th grade students will be administered the Science FCAT during the Spring of 2013.</p> <p><u>Students Achieving Above Proficiency:</u></p> <p>Student formative assessments will be used to differentiate learning needs of more proficient learners. Using a small group instructional format, CRTs will provide data driven learning opportunities for these students to engage more deeply in learning scientific concepts.</p> <p>Technology will be embedded into science</p>			
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	<p>instruction for the purpose of enhancing, as well as, extending student opportunity to learn and practice at their level of understanding. Collaborative learning will be an integral part of the use of technology.</p> <p>4th and 5th grade will be departmentalized for science instruction, allowing 70-90 minutes daily for hands-on, inquiry-based learning.</p> <p>AIMS activities and Virtual Learning opportunities will be provided as appropriate.</p> <p><u>Students Achieving Below Proficiency:</u> (Tier II and Tier III)</p> <p>CRTs will use research-based strategies for reluctant learners during small group instruction. This teaching may include, but is not limited to: writing /discussion to clarify concepts; reviewing leveled text with focus on science vocabulary; HEQ; DEA probes or, work on computer programs such as Brain Pop.</p> <p>Students' long or short written responses to science questions will be improved through student/teacher conferences during which identified areas of need can be addressed.</p> <p>Title One Support personnel will provide supplemental instruction for grades.</p> <p><u>Students with Disabilities:</u></p> <p>Students will receive support in one-on-one work with the CRT or in small instructional groups using research-based teaching strategies. These strategies may include, but are not limited to: increased opportunity for hands-on experiences, use of technology to support visualization of scientific concepts and related vocabulary</p>			
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	<p>(i.e., Discovery Education, Brain Pop, etc.), and Virtual Labs.</p> <p>Pre K Disabilities Students will participate in one Science Station Lesson per month facilitated by the Science Coach in collaboration with the Pre K D teachers.</p> <p>Students of the Varying Exceptionalities Class, who are on special standards, participate in the science station lessons with same age peers. The Varying Exceptionalities Teacher collaborates with the grade level science teacher and the Science Coach to develop appropriate lesson outcomes.</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:		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: **Florosa Elementary School**

Instruction by highly qualified teachers	Strategies to attract highly qualified teachers	Plans for assisting preschool children in the transition from early childhood programs to local elementary programs (preschool transition strategies)
<p>The Principal and all teachers employed at Florosa Elementary are 'Highly Qualified' as per the requirements of the HOUSSE plan</p> <p>Services are provided to ensure all students requiring additional remediation are assisted throughout the school day. Title I supplemental services are provided in the student's classroom through small group and individual instruction. A certified teacher for students in grades 1-5 provides assistance in reading, writing, and math before school. Academic assistance is also provided during the school day, in addition to the 90-minute reading and 90-minute math block, through occasional pull-out from physical education. Because the physical education time allocation exceeds that required by the state, pull-out from physical education does not interfere with that requirement. A certified teacher provides educational support. The district coordinates with Title II and Title III in ensuring staff development needs are provided. Staff development at the school site is based on needs assessments and on the analysis of student data to include: FCAT; SAT 10; FLKRS; DEA; quarterly exams in science, social studies, math, and reading; cold reads, monthly writing assessments, as well as chapter and unit tests.</p>	<p>Schools do not recruit teachers. The district provides qualified applicants to be interviewed at the school when there are vacancies. The principal screens applications and chooses to interview only those applicants who are highly qualified according to the HOUSSE plan requirements.</p> <p>All new teachers are assigned a peer mentors. They participate in site based trainings and PLCs in order to become proficient in the use of school and district processes that include: discipline/classroom management procedures, development and implementation of Progress Monitoring Plans, ESE referrals and RTI procedures, development and implementation of research based instructional strategies, the components of the teacher evaluation system, assessment protocol for the DEA and/or FCAT, and parent conferencing.</p>	<p>At Florosa Elementary School, local Pre-kindergarten classes are invited to visit our school during the spring. Prior to the start of school, a Kindergarten orientation, 'Ready, Set, Go!' is held to help students and their parents feel more comfortable as they make the transition into elementary school. In the Fall, all incoming Kindergarten students are assessed upon entering Kindergarten, in order to ascertain individual and group needs and to assist in the development of robust instructional/intervention programs. All students are assessed within the areas of Basic Skills/School Readiness, Oral Language/Syntax, Print/Letter Knowledge, and Phonological Awareness/Processing.</p> <p>Screening data will be collected and aggregated between the 1st and 30th day of school. Data will be used to plan and differentiate daily academic instruction, based on the Common Core State Standards (CCSS), for all students and for groups of students or individual students who may need intervention beyond core instruction. Core Kindergarten academic instruction will include daily explicit instruction, modeling, guided practice and independent practice of all academic skills identified by screening data in accordance with the CCSS. In addition, the math and reading portion of the Discovery Educational</p>

		Assessment (DEA) will be administered to kindergarten students in the fall, in order to provide them experience with computer-based assessments and to acquire baseline data for progress monitoring. Analysis and reflection on the progress monitoring and end of year data by kindergarten teachers and the principal will determine the need for changes to the instructional and/or intervention programs.
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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.**

SUPPLEMENTAL PAGE 2012- 2013

Accreditation Standards

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

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

- Progress Monitoring Plans (PMPs) or LEPs/IEPs for math and/or reading will be implemented for all students to be compliant with the 2012-13 Okaloosa County Pupil Progression Plan. These plans are a component of Tier II and Tier III students in the reading and math section of the SPP. The development/implementation/review of these plans will be monitored quarterly by the Principal and the monthly Data Teams/ PLCs.
- Accelerated students in 3rd, 4th, and 5th grades (those with an EP or in a accelerated math homeroom group based on student achievement data) will be provided individualized math instruction through the Accelerated Math Program. Student data will be reviewed by teachers in monthly Data Teams/PLCs and progress monitored quarterly by the Principal.

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

- The comprehensive assessment program for Gr. K-5 (DEA reading and math) will be reviewed after the fall, winter, and spring administration to monitor students progress of skills defined in the quarterly pacing guides as well as to monitor the progress of students on a PMP, LEP, or IEP. Monitoring and data review will be completed by teachers in monthly Data Teams/PLCs and the Principal.
- Writing formative assessments/Florosa Writes! monthly data will be reviewed to modify instruction in writing aligned with the CCSS ELA. Monitoring will be completed through Data Teams/PLCs and the Principal .

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

- School funds will be allocated to purchase additional 2-way radios to be used by staff during Safety Drills in preparation for “real time” crisis situations and to track students during transitions to and from PE areas to the office, clinic, cafeteria, etc.
- School PTO funds will be allocated to assist with the transition to a “wireless” facility to facilitate the use of devices such as the iPad in classrooms.

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.

- Annual Grade Level Curriculum Parent Training will be held for grades K-5 to provide parents with Florida Standards Curriculum and its related assessments and the implementation phases of the CCSS to include the PARCC. Grade Level Parent Trainings will be held during the month of September 2012.
- Parent training will be available each semester to facilitate parental awareness and use of on line text resources, state and district curriculum guides and information such as FCAT Explorer, CCSS, Tutor.com, etc., Grades On Line, and on-line applications for Free/Reduced Meals and on-line purchase of meals.