



Date Submitted: September 14, 2012

Dates of Final Revisions: September 28, 2012

# Eglin 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. There was a total of \$ (No amount at this time) for 2012-13 SAC funds. The names represented below indicate approval of the SPP by SAC committee members.</p> <p><b>Dr. Karyn M. Combs</b> Principal</p> <p><b>Mr. Troy Clark</b> SAC Chair</p>	<p><b>Legend</b></p> <p><b>AP:</b> Advanced Placement  <b>AYP:</b> Adequate Yearly Progress  <b>CCS:</b> Common Core Standards  <b>DEA:</b> Discovery Education Assessment  <b>ED:</b> Economically Disadvantaged  <b>ELL:</b> English Language Learners  <b>ESE:</b> Exceptional Student Education  <b>FAIR:</b> Florida Assessment for Instruction of Reading  <b>FCAT:</b> Florida Comprehensive Assessment Test  <b>IB:</b> International Baccalaureate  <b>IEP:</b> Individualized Education Plan  <b>IPDP:</b> Individualized Professional Development Plan  <b>NGSSS:</b> Next Generation Sunshine State Standards  <b>NCLB:</b> No Child Left Behind</p>	<p><b>PDSP:</b> Professional Development Site Plan  <b>PERT:</b> Postsecondary Education Readiness Test  <b>PLAN:</b> (ACT's 10<sup>th</sup> Grade Assessment Test)  <b>PMP:</b> Progress Monitoring Plan  <b>PMS:</b> Progress Monitoring System  <b>POC:</b> Plan of Care  <b>PPP:</b> Pupil Progression Plan  <b>RtI:</b> Response to Intervention  <b>SAC:</b> School Advisory Council  <b>SAI:</b> Supplemental Academic Instruction  <b>SAT 10:</b> Stanford Achievement Test  <b>SESAT:</b> Stanford Early School Achievement Test  <b>SINI:</b> Schools in Need of Improvement  <b>SPP:</b> School Performance Plan  <b>SSS:</b> Sunshine State Standards  <b>SWD:</b> Students with Disabilities  <b>TAG:</b> Talented and Gifted  <b>VE:</b> Varying Exceptionalities</p>
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## **School Profile 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

### **School Profile:**

**Eglin Elementary School, home of 486 students whose mascot is the Eagle, is an A+ rated public school located in the Florida panhandle. Students are enrolled in Pre-Kindergarten through fourth grade.**

**The principal, along with the Leadership Team , the School Advisory Council (SAC), teachers, educational support personnel and parents, set rigorous academic standards and are committed to excellence, and provide a safe, enriching and inviting educational environment for their students.**

**Eglin Elementary educates a diverse population of students; 43% of our students meet the criteria to receive free and/or reduced lunch, 30% of the student population is African-American, and 12% of our students receive services through Exceptional Student Services (ESE). Eglin Elementary School is located on Eglin Air Force Base. This makes Eglin Elementary School unique in several ways in that many of our families are employed by the Base, and reside in Crestview and the surrounding areas. Through zoning waivers, more than 307 parents are able to take advantage of child care services that are offered through the Child Development Center and the School Age Program. As an added perk, transportation to and from the school is provided through these programs.**

**Eglin Elementary is unique in yet another way in the fact that it is the only elementary school in Okaloosa County School District that does not include a fifth grade. This decision was made and approved by the School Board in 2006. Because of this uniqueness, Eglin Elementary lacks FCAT assessments in fifth grade Science. Eglin Elementary accounts for this by making science, technology, engineering, math, and medical (STEMM) a top priority. Partnerships with engineers, mathematicians, and medical personnel on Eglin Air Force Base are, and will continue to be implemented in classroom instruction and activities throughout the 2012-2013 school year. Our highly qualified teachers use instruction that is data driven and research based, perpetuating our commitment to educational excellence through rigorous and relevant curriculum for improved student achievement and performance. Through Data Team analysis and Professional Learning Community meetings, teachers receive training on implementation of the Common Core State Standards (CCSS), implement highly effective instructional practices, and use data from formative and summative assessments to drive their instruction. Teachers also use data analysis to indicate student need, and develop coherent instruction and assessments. These practices increase the rigor of classroom instruction. During the 2012-2013 school year students will continue to participate in small group instruction, hands-on situations, and field trips that are correlated with subjects that are taught to extend and enhance student learning. Many enrichment activities are provided to students at Eglin**

**Elementary School. Music and Science classes are provided weekly, and students attend physical education four days a week. All students use the science lab that was built in 2012. Students are actively engaged in STEMM activities throughout the entire school year. Additionally, this is our fourth year for our students to participate in the Minority Council, a No Child Left Behind (NCLB) Closing the Gap initiative for Okaloosa County Schools.**

**Eglin Elementary offers many supplementary programs to meet the individual needs of all students. Programs that are ESE categorized include Pre-Kindergarten Disabilities, Specific Learning Disabilities, Speech and language, and Gifted and Talented Education. Students with exceptionalities have their needs met in an individualized, systematic manner that is unique to their exceptionality. Other supplemental programs include Response to Intervention (RtI). This team includes specialists such as the Principal, School Psychologist, and RtI Remediation Coordinator, ESE teacher, Literacy Coach and regular education teacher. These weekly meetings provide an opportunity to discuss and assess students' behavioral and academic concerns.**

**Eglin Elementary assists students who may be struggling through remediation and tutoring in all grades. Eglin Elementary uses the following criteria for interventions; Students in Kindergarten who score below 49% in their Probability of Success, First through Fourth grade students who are below a level one or level two in the Discovery Education Assessment, and Fourth grade students scoring a Level 1 or 2 on FCAT. Because of Eglin's intensive remediation success, *less than 1% of the student population has been retained in the past three years.***

**Eglin Elementary understands that maintaining a positive and inviting atmosphere for the parents and community is essential to our success. We extend an open invitation to parents and the community to work together with our teachers and staff. We want to ensure that we are doing everything possible to educate our students to the highest proficiencies in reading, math, science, technology, and social studies so that they are prepared to enter the 21<sup>st</sup> century workforce. According to the 2012 Parent Climate Survey, 95% of parents feel welcome at Eglin Elementary school. Parents did have a couple areas of concern that we will be addressing. These questions were taken from the 2012 Parent Survey.**

- *My child's school spends its money on the right things.*
- **82% agreed, 6% disagreed and 12% had no opinion.**
- *The guidance department at my child's school provides for the educational success of my student.*
- **70% agreed, 9% disagreed and 21% had no opinion.**

## OKALOOSA COUNTY SCHOOL DISTRICT

### **Vision Statement:**

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

### **Mission Statement:**

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.

**\*As you read this year's SPP, you may notice that some of the supporting data in the first column is lower than previous years. This does not necessarily mean that students are not doing as well as they were before. There were a number of changes to the State's accountability system in 2012 that impacted the results.**

School: Eglin Elementary	School Focus: Reading
District Goal:	Students shall demonstrate reading proficiency at or above expected grade level.
NCLB Goal:	79% of each student subgroup will meet NCLB state proficiency targets for AYP in the critical area of reading based on the school vision.

Highly Qualified Status Administrators: (Title I)	Not applicable	
Reading Instructors/Recruitment: (Secondary)	2 Teachers with reading certification/endorsement.	1 Teacher 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 85% (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 achieve FCAT adequate yearly progress in reading as defined by the State of Florida on the FCAT will be at least 90%. (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>																																				
<p>FCAT NGSSS Reading Mean Scores</p> <table border="1"> <tr> <td>Gr.</td> <td>10</td> <td>11</td> <td>12</td> </tr> <tr> <td>3</td> <td>349</td> <td>351</td> <td>209</td> </tr> <tr> <td>4</td> <td>342</td> <td>351</td> <td>223</td> </tr> </table> <p>Grades 3-4 Scored Level 3-5 Reading NGSSS (%)</p> <table border="1"> <tr> <td>Grade</td> <td>10</td> <td>11</td> <td>12</td> </tr> <tr> <td>3</td> <td>91</td> <td>96</td> <td>82</td> </tr> <tr> <td>4</td> <td>89</td> <td>87</td> <td>82</td> </tr> </table> <p>Grade 3 FCAT NGSSS Reading (%)</p> <table border="1"> <tr> <td>Level</td> <td>10</td> <td>11</td> <td>12</td> </tr> <tr> <td>1</td> <td>4</td> <td>1</td> <td>1</td> </tr> <tr> <td>1&amp;2</td> <td>10</td> <td>4</td> <td>9</td> </tr> </table>	Gr.	10	11	12	3	349	351	209	4	342	351	223	Grade	10	11	12	3	91	96	82	4	89	87	82	Level	10	11	12	1	4	1	1	1&2	10	4	9	<p><b>ALL STUDENTS:</b> <b>Instruction:</b>            ELA common core standards will be implemented across K-4 grade levels. The following “Five close strategies will be implemented to support Common Core Standards when reading a text, students will number the paragraph, chunk the text , underline and circle with a purpose, write in the left margin what is the author saying (summarize), and in the right margin dig deeper into the text by using a “power verb” to describe what the author is doing.            OCSD’s Comprehensive Balanced Literacy Model will be utilized in K-4th grades. The 90 minute uninterrupted reading block will include differentiated instruction to encompass the Six Essential Components of Reading Instruction: oral language, phonemic awareness, phonics, fluency, vocabulary, and comprehension. Additionally, analysis of the complexity of informational text will be emphasized.            Based on 2012 Fall DEA data the following categories of reading will be emphasized to increase student performance:</p>	<p><b>Budget</b></p> <p>Discretionary: \$378,678</p> <p>Teachers 1, 018,549</p> <p>Remediation Teacher 64,100</p> <p>Classroom Assistants 92,200(3.00)</p> <p>Class size (7.0) 424,9000</p> <p>Gifted .14 8,974</p>	<p><b>PDSP Focus:</b> Faculty will be trained in effective teaching practice of text complexity to eliminate the gap between the achievement levels of all learners. Professional development activities will emphasize CCSS and current research-based strategies. Evidence of these strategies will be documented in teachers’ lesson plans. Results will also be determined by student levels of CCSS/NGSSS mastery. Eglin’s Leadership/Data Team will analyze data and facilitate in school wide planning. Data team leaders will work collaboratively with grade level Professional Learning Communities. Professional development activities will emphasize current research-based strategies, skills and evaluation techniques, i.e.,</p>	<p>K-4 Orientations will include:</p> <ul style="list-style-type: none"> <li>An overview of the curriculum and expectations for the school year</li> <li>SAC information</li> <li>Volunteer orientation(s)</li> <li>Open House(s)</li> <li>PMP/LEP/POC/504/IE P/EP Meetings.</li> <li>Interim Progress Reports</li> <li>Report Cards/Conferences</li> <li>On-line grade book/PMP</li> <li>School newsletter</li> <li>Parent letters as outlined in</li> <li>PPP</li> </ul>
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**Grade 4 FCAT NGSSS Reading (%)**

Level	10	11	12
1	4	2	1
1&2	11	5	12

**Retained Students**

	10	11	12
K	2	2	3
1	1	1	0
2	0	0	0
3	1	1	2
4	1	1	1

Students who regressed FCAT NGSSS Reading Levels:

2012  
Fourth Grade: 13

**At-Risk Students:** (1-4 Spring DEA)  
Grade K: Reading=4  
Grade 1: Reading=18  
Grade 2: Reading=7  
Grade 3: Reading=6  
Grade 4: Reading=14

**Students attending Summer Intensive Studies (SIS):**  
2012

Grade K=3  
Grade 1=0  
Grade 2=1  
Grade 3=2  
Grade 4=2

**Good Cause Students:**  
Grade =0

- Reading vocabulary
- Reading application and the use of strategies
- Literary analysis
- Information and media literacy
- Writing process
- Writing application and communication
- Text complexity

**Students will participate in:**

- All students will actively participate in planning, presenting, and debriefing lessons and activities to increase rigor in reading content and text complexity.
- Phonics/word analysis demonstrating knowledge of the alphabetic principle and applying grade level phonics skills to read text.
- Direct instruction on selected words critical to learning new content
- Grade-level appropriate tests assessing words with multiple meaning or shades of meanings. The words should be assessed using words below grade level, or on grade level. -Distinguishing story elements of character, plot, problem and solutions, and setting through the use of text clues to gain meaning from titles, pictures or other text features.
- Utilizing critical thinking processes through higher order questioning, making connections with real life experiences, visualizing, synthesizing or making inferences based on reading literature and informational text.
- Determining characteristics of literature and informational text through locating and providing evidence of answers within textual content, identifying the main idea/supporting details, author's purpose, cause/effect, sequencing events, generating questions, and determining multiple meanings.
- Using literacy strategies to improve comprehension of content area grade appropriate texts, including rereading, checking context clues, predicting, making inferences, summarizing, comparing/contrasting, questioning, and clarifying by checking other sources.
- Daily opportunities to read independently and at

Literacy Coach (.50) 32,750  
  
Staffing Specialist (.225) 16,110  
  
Classroom Assistants (3.00) 92,200  
  
RtI Teacher (.25) 16,025  
  
Science Teacher (.86) 55,126  
  
Speech (.80) 51,280  
  
Textbooks 29,716

*When Teaching Gets Tough* by Allen N. Mendler. Professional learning communities will meet to discuss strategies that work and will respond and reflect in response logs. *Data Teams The Big Picture* by Douglas B. Reeves will emphasize the use of data to drive instruction across the curriculum. *Math Work Stations* by Debbie Diller will emphasize the integration of math workstation and differentiated instruction based on student needs. *In Pictures and in Words* by Katie Wood Ray will assist teachers in writing in the kindergarten classroom. Teachers will share book study selections and strategies that have been effectively used throughout the school year.

**Objective/other:**

All teachers will become proficient in the use of the CCSS/NGSSS and utilize the Reading/Language Arts Curriculum Guides.  
**Teachers will:**  
-Administer pre, mid, and post, Discovery Education Assessments (DEA), and analyze student data in order to differentiate instruction and improve student performance.  
-Increase their knowledge and implementation of highly effective instructional practices. Analyze formative and summative assessments to drive their instruction. Increase the rigor of classroom instruction based on results of data analysis that indicates students' needs and

- Graded work
- Daily Planner
- AR Logs
- Web site
- Parent education workshops will be scheduled to present test taking skills.
- Parents will be presented a power point presentation about FCAT focused on strategies to assist students to achieve higher levels on FCAT assessments.
- PTO sponsored events
- Parent Climate Survey
- Email
- FCAT Writes
- Principal Awards, Honor Roll and assemblies are held quarterly
- Connect Ed (automated phone system)
- Parent Library/check-out privileges in Media Center
- Parent lunch area
- School Check-in
- Eglin ES Parent Minority Council Monthly Meetings

<p><b>Eglin ES Minority Student Council:</b>  <b>2012</b>  Grade 3=11  Grade 4=9</p> <p><b>2010</b>  Gifted Students:  Grade 1=1  Grade 2=1  Grade 4=3</p> <p>Talented:  Grade 2=7  Grade 3=6  Grade 4=2</p> <p><b>2011</b>  Gifted Students:  Grade 1=3  Grade 3=2  Grade 4=3</p> <p>Talented:  Grade 1=4  Grade 2=3  Grade 3=4</p> <p><b>2012</b>  Gifted Students:  Grade 1=1  Grade 2=2  Grade 3=2  Grade 4=2</p> <p>Talented:  Grade 1=1  Grade 3=1  Grade 4=2</p>	<p>their appropriate level using leveled books and AR trade books. Additionally, encounters with the Daily 5 research-based components will be implemented in selected classrooms.</p> <p>-Developing and demonstrating an understanding content area of media literacy such as newspapers, magazines, and internet sites that are integral to informed decision making.</p> <p><b><u>ASSESSMENT:</u></b>  The Discovery Education Assessment (DEA) will be administered according to district timelines. Students will receive pre, mid, and post assessments to determine remedial areas in compliance with the PPP. Optional further diagnostic assessments are administered according to district timelines.</p> <p><b><u>STUDENTS BELOW PROFICIENCY LEVEL:</u></b></p> <ol style="list-style-type: none"> <li>1. Will receive intensive reading remediation including ELL students.</li> <li>2. Will attend after school remediation (retained &amp; students meeting PPP criteria).</li> <li>3. Will receive tutoring by mentors, volunteers, and Minority Council students in order to increase academic performance in an effort to close the achievement gap.</li> </ol> <p><b><u>STUDENTS SCORING ABOVE PROFICIENCY LEVEL:</u></b></p> <ol style="list-style-type: none"> <li>1. May participate in TAG (Talented and Gifted) once a week focusing on higher order thinking skills through hands on activities and research oriented projects.</li> <li>2. May use a variety of research tools and Science, Technology, Engineering, &amp; Mathematics (STEM) methodologies, manipulate information, draw conclusions and forecast effective problem solutions.</li> <li>3. Students will actively participate in planning, presenting, and debriefing lessons and activities. These students have the opportunity to take leadership</li> </ol>		<p>responses. Design instructional plans as a result of discussions during Professional Learning Community meetings.</p> <p>-Utilize Teacher Dashboard, PAWS and DEA data in developing and reviewing PMPs and LEPS of struggling students.</p> <p>-Continue to receive in-depth knowledge of the RtI model to better understand the individual roles of each RtI member and meet student needs.</p> <p>-Develop and implement literacy strategies in order to optimize student achievement.</p> <p>-Engage in literacy coaching activities with peers related to effective comprehensive balanced literacy strategies.</p> <p>-Attend Professional Learning Community meetings that include collegial conversations that focus on student performance and progress as well as the sharing of best practices with other schools within the district.</p> <p>-Engage in grade level Lesson Study Teams across grade levels for rigorous student instruction and interventions in reading.</p> <p>-Acquire an in-depth knowledge of the use of DEA web-based resources and reports for the creation of probes and to facilitate planning instruction, flexible groupings and student interventions.</p> <p>-Access strategies and information geared toward TAG students on how to stimulate academic growth.</p> <p>-Focus on text complexity to support implementation of CCSS.</p>	
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	roles with peers and teachers.			
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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: Math
District Goal:	Students shall demonstrate math proficiency at or above expected grade level.
NCLB Goal:	79% of each student subgroup will meet NCLB state proficiency targets for AYP in the critical area of math.

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 82%. (District Objective: X□+ 2 percentile points or □ 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 80%. (District Objective: X□+ 2 percentile points or □ 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>																								
<b>Grades 3-4 Scored Level 3-5 Math NGSSS%</b> <table border="1"> <tr> <td>GRADE</td> <td>10</td> <td>11</td> <td>12</td> </tr> <tr> <td>3<sup>rd</sup></td> <td>87</td> <td>95</td> <td>58</td> </tr> <tr> <td>4<sup>th</sup></td> <td>87</td> <td>84</td> <td>66</td> </tr> </table> <b>FCAT NGSSS Math Mean Scores</b> <table border="1"> <tr> <td>Gr.</td> <td>10</td> <td>11</td> <td>12</td> </tr> <tr> <td>3</td> <td>368</td> <td>365</td> <td>201</td> </tr> <tr> <td>4</td> <td>344</td> <td>352</td> <td>221</td> </tr> </table> <b>2010 Gifted Students:</b> Grade 1=1 Grade 2=1 Grade 4=3 <b>Talented:</b> Grade 2=7 Grade 3=6 Grade 4=2	GRADE	10	11	12	3 <sup>rd</sup>	87	95	58	4 <sup>th</sup>	87	84	66	Gr.	10	11	12	3	368	365	201	4	344	352	221	<b>ALL STUDENTS:</b> <b>Instruction:</b> Students will actively participate in planning, presenting, and debriefing problem solving lessons and activities. OCSD's Comprehensive Balanced Math Model and grade appropriate curriculum guides will be utilized in K-4 <sup>th</sup> grades. Based on 2012 Fall DEA data the following 8 skills of Mathematics will be emphasized to increase student performance: -Math sense of problems and persevere in solving them. -Reason abstractly and quantitatively. -Construct viable arguments and critique the reasoning of others. -Model with Mathematics. -Use appropriate tools strategically. -Attend to precision. -Look for and make use of structure. -Look for and express regularity in repeated reasoning. <b>The students will participate in:</b>	Discretionary: \$378,678 Teachers: 1, 018,549 Remediation Teacher: 64,100 Class size (7.0) 424,900 Gifted .14 8,974 Literacy Coach (.50)32,750 Staffing Specialist (.225) 16,110	<b>PDSP Focus:</b> Analysis of DEA data for increased understanding of making differentiated instructional decisions enhancing student performance. Professional development activities will emphasize current research-based strategies, skills and evaluation techniques, i.e., <i>When Teaching Gets Tough</i> by Allen N. Mendler. Professional learning communities will meet to discuss strategies that work and will respond and reflect in response logs. <i>Data Teams The Big Picture</i> by Douglas B. Reeves will emphasize the use of data to drive instruction across the curriculum. <i>Math Work Stations</i> by Debbie Diller will emphasize the integration of math workstation and	K-4 Orientations will include: <ul style="list-style-type: none"> <li>• An overview of the curriculum and expectations for the school year</li> <li>• SAC information</li> <li>• Volunteer orientation(s)</li> <li>• Open House(s)</li> <li>• PMP/LEP/POC/504/IEP /EP Meetings.</li> <li>• Interim Progress Reports Report Cards/Conferences On-line grade book/PMP School newsletter</li> <li>• Parent letters as outlined in PPP</li> <li>• Graded work Daily Planner</li> <li>• Web site Parent education workshops</li> </ul>
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**2011 Gifted Students:**  
 Grade 1=3  
 Grade 3=2  
 Grade 4=3  
 Talented:  
 Grade 1=4  
 Grade 2=3  
 Grade 3=4

**2012 Gifted Students:**  
 Grade 1=1  
 Grade 2=2  
 Grade 3=2  
 Grade 4=2

Talented:  
 Grade 1=1  
 Grade 3=1  
 Grade 4=2

**Grade 3 FCAT NGSSS Math**

Level	10	11	12
1	1	1	6
1&2	5	4	20

**Grade 4 FCAT NGSSS Math**

Level	10	11	12
1	1	1	10
1 & 2	6	6	22

**Student who were retained in present grade level for the 2012-2013 school year.**

**Retained Students**

	10	11	12
K	2	2	3
1	1	1	0
2	0	1	0
3	1	1	2
4	1	1	1

-Differentiated instruction will occur with the use of DEA probes and interactive websites that can be accessed at school and home.  
 -Writing activities showing evidence of understanding and core concepts.  
 -Use graphic organizers to develop math vocabulary.  
 -Rigorous math instruction and will participate in math stations.  
 - GO Math! interactive, manipulative activities to:  
 -Develop an understanding of base-ten numeration system and place-value concepts  
 -Synthesize understandings of patterns and properties as they relate to addition and subtraction relationships  
 -FCAT prep materials-Buckle Down Math  
 -Develop an understanding of linear measurement and in measuring lengths of objects  
 -Develop an understanding of multiplication and division and strategies for basic multiplication facts and related division facts  
 -Describe and analyze properties of two dimensional shapes  
 -Develop an understanding of fractions and fraction equivalence  
 -Develop an understanding of decimals including the connection between fractions and decimals  
 -Develop an understanding of area and determine area of two dimensional shapes  
 -Comparing and ordering numbers to develop understanding of more, less, equal and representations of numbers in cardinal and ordinal forms.  
 -Using manipulatives to find answers to addition and subtraction problems (with sums and differences) and modeling addition and subtraction by joining or removing items from a set.  
 -Drawing conclusions related to numbers presented in a data display (pictures, basic graphs).  
 -Counting and representing numbers to 100 in expanded form.  
 -Measuring weight/mass and capacity/volume of

RtI Teacher (.25)  
 16,025

Science Teacher (.86)  
 55,126

Classroom Assistant (3.00)  
 92,200

Speech (.80)  
 51,280

Textbooks  
 29,716

differentiated instruction based on student needs. *In Pictures and in Words* by Katie Wood Ray will assist teachers in writing in the kindergarten classroom. Teachers will share book study selections, strategies, and the CCSS connections that have been effectively used throughout the school year.

**Objective/other:**  
 All teachers will become proficient in the use of CCSS/NGSSS for mathematics and the Math Curriculum Guides.

**Teachers will:**  
 -Administer Discovery Education Assessments (DEA), pre, mid, and post, and analyze student data to differentiate instruction and improve student performance.  
 -Utilize math probes to support student progression.  
 -Increase their knowledge and implementation of highly effective instructional practices. Analyze formative and summative assessments to drive their instruction. Increase the rigor of classroom instruction based on results of data analysis that indicates students' needs and responses. Design instructional plans as a result of discussions during Professional Learning Community meetings.  
 -Receive training and will implement the OCSD balanced math model and CCSS.  
 -Utilize Teacher Dashboard, PAWS and DEA data in developing and reviewing PMPs

will be scheduled to present test taking skills. Parents will be presented a power point presentation about FCAT focused on strategies to assist students to achieve higher levels on FCAT assessments.

- PTO sponsored events
- Parent Climate Survey
- Email
- Connect Ed (automated phone system)
- Parent Library/check-out, Parent lunch area
- School Check-in
- Eglin ES Parent Minority Council Monthly Meetings

<p><b>Students attending Summer Intensive Studies (SIS):</b></p> <p><b>2012</b> Grade K=3 Grade 1=1 Grade 2=1 Grade 3=2 Grade 4=2</p> <p><b>2012 Gifted Students:</b> Grade 1=1 Grade 2=2 Grade 3=2 Grade 4=3</p> <p><b>Talented:</b> <b>Grade</b> Grade 1=1 Grade 3=1 Grade 4=2</p> <p><b>At-Risk Students:</b>(1-4 Spring DEA) Grade K: Math=3 Grade 1: Math=22 Grade 2: Math=9 Grade 3: Math=6 Grade 4: Math=17</p> <p><b>Good Cause Students:</b> Grade =0</p> <p><b>Eglin ES Minority Student Council:</b> <b>2012</b> Grade 3=11 Grade 4=9</p> <p>Students who regressed FCAT NGSSS Math Levels:</p> <p>2012 Fourth Grade: 17</p>	<p>objects. Including the use of the appropriate unit of measure and their abbreviations including cups, pints, quarts, gallons, ounces (oz), pounds (lbs), grams (g), kilograms (kg), milliliters (mL) and liters (L). (supporting idea).</p> <p>-Developing quick recall of addition facts and related subtraction facts and fluency with multi-digit addition and subtraction.</p> <p>-Using models to represent equivalent fractions, including fractions greater than one, and identify representations of equivalence.</p> <p>-Recognizing and writing algebraic expressions for functions with two operations</p> <p>-Developing quick recall of multiplication facts and related division facts and fluency with whole number multiplication.</p> <p>-Developing an understanding of decimals, including the connection between fractions and decimals.</p> <p>-Applying real world problem solving applications.</p> <p>-The use of Classroom Performance System (CPS) clickers for immediate feedback and reinforcement of math skills.</p> <p>-The use of technology such as mimios allowing interaction during math lessons. EX: Adding, subtracting, multiplying, dividing, and solving math word problems.</p> <p><b>ASSESSMENT:</b> The Discovery Education Assessment (DEA) will be administered according to district timelines. Students will receive pre, mid, and post assessments to determine remedial areas in compliance with the PPP. Optional further diagnostic assessments are administered according to district timelines.</p> <p><b>STUDENTS BELOW PROFICENCY LEVEL:</b></p> <ol style="list-style-type: none"> <li>1. Will attend in school remediation three times a week.</li> <li>2 Will attend after school remediation (retained &amp; students meeting PPP criteria).</li> </ol>		<p>and LEPS of struggling students.</p> <p>-Continue to receive in-depth knowledge of the RtI model to better understand the individual roles of each RtI member and meet student needs.</p> <p>-Receive presentations from the GO Math! Representative, who receives workshop training four times during 2012-2013 school year, to assist teachers in enhancing rigorous mathematics instruction and higher order thinking and reasoning skills.</p> <p>-Engage in coaching activities with peers related to effective comprehensive balanced math strategies.</p> <p>-Engage in grade level Lesson Study Teams for rigorous student instruction and interventions in mathematics.</p> <p>-Attend Professional Learning Community meetings across all grade levels that include collegial conversations that focus on student performance and progress as well as the sharing of best practices with other schools within the district.</p> <p>-Acquire an in-depth knowledge of the use of DEA web-based resources and reports, creating probes to facilitate planning instruction, flexible groupings and student interventions.</p> <p>-Access strategies and information geared toward TAG students on how to stimulate academic growth.</p> <p>-Engage in professional development opportunities that focus on how to support the development of math vocabulary using graphic organizers.</p>	
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	<p>3 Will receive tutoring to increase academic excellence to close the achievement gap by mentors, volunteers and Minority Council students.</p> <p><b><u>STUDENTS ABOVE PROFICIENCY LEVEL:</u></b></p> <ol style="list-style-type: none"> <li>1. Will participate in TAG (Talented and Gifted) once a week while focusing on higher order thinking skills through hands on activities and research orientated projects.</li> <li>2. Will be engaged in personal finance and smart consumerism units; participating in “barter day,” demonstrating how a barter system can be used for a direct exchange of goods without the use of money.</li> <li>3. Will develop products that communicate expertise in multiple fields and disciplines to a variety of authentic audiences; and analyze the relevance, reliability, and usefulness of data to draw conclusions and forecast effective problem solutions.</li> <li>4. Students will actively participate in planning, presenting, and debriefing lessons and activities across the curriculum. These students have the opportunity to take leadership roles with peers and teachers.</li> </ol>			
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- The process for administering formative and summative assessments (screening, diagnostic, & progress monitoring) is identified in the Okaloosa County Pupil Progression Plan.

<b>School:</b>	<b>School Focus: Writing</b>
<b>District Goal:</b>	<b>Students shall demonstrate writing proficiency at or above expected grade level.</b>
<b>NCLB Goal:</b>	<b>Each student subgroup will meet NCLB state proficiency targets for AYP in the critical area of writing by achieving at least 1% increase over the previous year or by maintaining proficiency of 90% or above.</b>

<b>Objective</b>	<b>The percentage of 4<sup>th</sup> grade students scoring 4.0 and above on FCAT Writing will be at least 90%. The percentage of 4<sup>th</sup> grade students scoring 4.0 and above on FCAT Writing will be at least 90%. (District Objective: <input checked="" type="checkbox"/> + 2 percentile points or <input type="checkbox"/> maintain 90-100%)</b>
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<b>Target Group(s) Supporting Data (summary) – Provide 3 year historical data chart</b>	<b>Strategies/Innovative methods &amp; extended learning opportunities</b> <small>Include technology and assessment</small>	<b>Budget</b>	<b>Professional Development</b> <small>(Identify measurable teacher outcome)</small>	<b>Communication with Parents &amp; Customer Relations</b> <small>(Community/Parent awareness)</small>																																
<p><b>K through 4th grade students who scored below proficiency level in writing at the end of the 2011-2012 school year, according to the Pupil Progression Plan.</b></p> <p><b>Student who were retained in present grade level for the 2012-2013 school year.</b></p> <p><b>Retained Students</b></p> <table border="1"> <tr> <td></td> <td>10</td> <td>11</td> <td>12</td> </tr> <tr> <td>K</td> <td>2</td> <td>2</td> <td>3</td> </tr> <tr> <td>1</td> <td>1</td> <td>1</td> <td>0</td> </tr> <tr> <td>2</td> <td>0</td> <td>1</td> <td>0</td> </tr> <tr> <td>3</td> <td>1</td> <td>1</td> <td>2</td> </tr> <tr> <td>4</td> <td>1</td> <td>1</td> <td>1</td> </tr> </table> <p><b>Fourth Grade Florida Writes Average Score</b></p> <table border="1"> <tr> <td></td> <td>10</td> <td>11</td> <td>12</td> </tr> <tr> <td>4<sup>th</sup></td> <td>4.0</td> <td>4.2</td> <td>3.0</td> </tr> </table>		10	11	12	K	2	2	3	1	1	1	0	2	0	1	0	3	1	1	2	4	1	1	1		10	11	12	4 <sup>th</sup>	4.0	4.2	3.0	<p><b>ALL STUDENTS:</b> <b>Instruction:</b> Students will actively participate in planning, presenting, and debriefing writing lessons and activities.</p> <p>OCS D’s Comprehensive Balanced Literacy Model will be utilized in K-4<sup>th</sup> grades emphasizing the writing process across the curriculum including strategies to improve writing scores from a 3 to a 4 and above. Based on 2012 Fall DEA data the following categories of writing will be emphasized to increase student performance: -Writing process -Writing application and communication -Writing across the curriculum responding to literature and informational texts with an increased focus on writing conventions will be emphasized. -Incorporate evidence based writing throughout the curriculum.</p> <p><b>The student will participate in:</b> -Using prewriting strategies to generate ideas and formulate a plan through writing a draft appropriate to the topic, audience and purpose; revising the draft for clarity; editing and correcting the draft for writing conventions; and</p>	<p>Discretionary: 378,678</p> <p>Teachers: 1,018,549</p> <p>Remediation Teacher 64,100</p> <p>Class size (7.0) 424,900</p> <p>Gifted .14 8,974</p> <p>Literacy Coach (.50) 32,750</p> <p>Staffing Specialist (.225) 16,110</p> <p>RtI Teacher (.25) 16,025</p> <p>Science Teacher (.86) 55,126</p>	<p><b>PDSP Focus:</b> Analysis of weekly and monthly writing data making differentiated instructional decisions to enhance student performance based on assessment data. Professional development activities will emphasize current research-based strategies, skills and evaluation techniques. Evidence of these strategies will be documented in teachers’ lesson plans. Results will also be determined by student levels of CCSS/NGSSS mastery. Eglin’s Leadership Team will analyze data and assist in school wide planning and professional development. Professional development activities will emphasize current research-based strategies, skills and evaluation techniques, i.e., <i>When Teaching Gets Tough</i> by Allen N. Mendler. Professional learning communities will meet to discuss strategies that work and will respond and reflect in response logs. <i>Data Teams The Big Picture</i> by Douglas B.</p>	<p>K-4 Orientations will include:</p> <ul style="list-style-type: none"> <li>• An overview of the curriculum and expectations for the school year</li> <li>• SAC information</li> <li>• Volunteer orientation(s)</li> <li>• Open House(s)</li> <li>• PMP/LEP/POC/504/IEP /EP Meetings.</li> <li>• Interim Progress Reports</li> <li>• Report Cards/Conferences</li> <li>• On-line grade book/PMP School newsletter</li> <li>• Web site Parent education workshops will be scheduled to present test taking skills. Parents will be presented a power point presentation about FCAT focused on strategies to assist</li> </ul>
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<p><b>2012 FCAT Writes</b>  <b>Grade 4=19 Students Levels 1&amp; 2</b></p> <p><b>Students attending Summer Intensive Studies (SIS): 2012</b>  Grade K=3  Grade 1=1  Grade 2=1  Grade 3=2  Grade 4=2</p> <p><b>At-Risk Students:</b> (K-3 Ok Writes)  Grade K: Writing=5  Grade 1: Writing=4  Grade 2: Writing=3  Grade 3: Writing=2  Grade 4: Writing=19 (FCAT 2012)</p> <p><b>2010 Gifted Students:</b>  Grade 1=1  Grade 2=1  Grade 4=3</p> <p>Talented:  Grade 2=7  Grade 3=6  Grade 4=2</p> <p><b>2011 Gifted Students:</b>  Grade 1=3  Grade 3=2  Grade 4=3</p> <p><b>Talented:</b>  Grade 1=4  Grade 2=3  Grade 3=4</p>	<p>publishing a final draft for the intended audience.  -Writing responses to literature and informational texts in journals.  -Writing in a variety of informational/expository forms (e.g., summaries, procedures, recipes, instructions, graphs/tables, experiments, rubrics, how-to manuals).  -Extended writing and publishing opportunities such as participation with Student Treasures to publish class and individual books.  -Opportunities to showcase published works by participating in "Traveling Authors."  -Opportunities to participate in writing competitions and/or essay contests.  -Reviewing anchor papers/examples of effective writing.  -Emphasis on editing and revising written work across the curriculum.  -Present individual writing samples and will engage in peers and teacher conferencing sessions.  -Writing in response to informational texts with an increased focus on text connections and evidence based responses.</p> <p>-Utilizing technology i.e., Microsoft word, mimios, digital storytelling, and interactive websites to enhance writing.</p> <p><b>ASSESSMENTS:</b> K-3 students will participate in OK Writes. FCAT Writes will be administered to fourth grade students. Optional further diagnostic assessments are administered according to district timelines.</p> <p>Students will engage in activities according to diverse abilities, styles and interests that will enable them to write effectively across the curriculum addressing all 6 traits of writing. During the writing process, students will learn by practical applications, hands on demonstrations, teacher/student modeling and individualized differentiation.</p>	<p>Speech (.80)  51,280</p> <p>Textbooks  29, 716</p> <p>School Nurse (LPN) 16,439</p> <p>Media Assistant  32,500</p>	<p>Reeves will emphasize the use of data to drive instruction across the curriculum. <i>Math Work Stations</i> by Debbie Diller will emphasize the integration of math workstation and differentiated instruction based on student needs. <i>In Pictures and in Words</i> by Katie Wood Ray will assist teachers in writing in the kindergarten classroom. Teachers will share book study selections and strategies that have been effectively used throughout the school year.</p> <p><b>Objective/other:</b>  All teachers will become proficient in the use of CCSS/NGSSS and the Reading/Language Arts Curriculum Guide.</p> <p><b>Teachers will:</b></p> <p>-Increase their knowledge and implementation of highly effective instructional practices.  -Analyze formative and summative assessments to drive their instruction. Increase the rigor of classroom instruction based on results of data analysis that indicates students' needs and responses. Design instructional plans as a result of discussions during Professional Learning Community meetings.  -Receive training and will implement the OCSD balanced literacy model.  -Develop and implement writing</p>	<p>students to achieve higher levels on FCAT assessments.</p> <ul style="list-style-type: none"> <li>• Graded work</li> <li>• Daily Planner</li> <li>• Parent letters as outlined in PPP</li> <li>• PTO sponsored events</li> <li>• Parent Climate Survey</li> <li>• Email</li> <li>• FCAT Writes</li> <li>• Connect Ed (automated phone system)</li> <li>• Parent Library/check-out privileges in Media Center</li> <li>• Parent Lunch Area</li> <li>• School Check-in</li> <li>• School wide Science Expo &amp; Coordinated with Focus Center &amp; Science Association</li> <li>• Eglin ES Parent Minority Council Monthly Meetings</li> <li>• Parents Resource Center for parents of ELL students. This center will allow parents to check out books, activities etc. to assist their children.</li> </ul>
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<p><b>2012</b>  <b>Gifted Students:</b>  Grade 1=1  Grade 2=2  Grade 3=2  Grade 4=3  <b>Talented:</b>  Grade 1=1  Grade 3=1  Grade 4=2</p> <p><b>Eglin ES Minority Student Council:</b>  <b>2012</b>  Grade 3=11  Grade 4=9</p>	<p><b><u>STUDENTS BELOW PROFICIENCY LEVEL:</u></b></p> <ol style="list-style-type: none"> <li>1. Will receive intensive writing remediation including ELL students.</li> <li>2. Will receive additional grade level sight word/vocabulary development.</li> <li>3. Will utilize writing dictionary (ELL Heritage Language dictionary)</li> </ol> <p><b><u>STUDENTS SCORING ABOVE PROFICIENCY LEVEL:</u></b></p> <ol style="list-style-type: none"> <li>1. Will participate in TAG (Talented and Gifted) once a week while focusing on higher order thinking skills through hands on activities and research orientated projects.</li> <li>2. Will use a variety of research tools and methodologies; manipulate information sources; create products that synthesize information from diverse sources illustrating divergent solutions or perspectives; develop products that communicate expertise in multiple fields and disciplines to a variety of authentic audiences; and analyze the relevance, reliability, and usefulness of data to draw conclusions and forecast effective problem solutions.</li> <li>3. Students will actively participate in planning, presenting, and debriefing lessons and activities. These students have the opportunity to take leadership roles with peers and teachers</li> </ol>		<p>strategies in order to optimize student achievement as evidenced by observation and lesson plans.</p> <p>-Engage in professional development focused on writing across the curriculum and evidence based writing.</p> <p>-Continue to receive in-depth knowledge of the RtI model to better understand the individual roles of each RtI member and meet student needs in writing.</p> <p>-Engage in collaborative workshops showcasing effective writing strategies.</p> <p>-Participate in Student Treasures and assist students in completing the publishing process designing a class book or an individual book.</p> <p>-Observe and confer with Professional Learning Communities about writing activities throughout the school year.</p> <p>-Attend PLC meetings to include collegial conversations that focus on student performance and progress as well as the sharing of best writing practices based on regular formative assessments.</p> <p>-Engage in grade level Lesson Study Teams for rigorous student instruction and interventions in writing.</p> <p>-Access strategies and information geared toward TAG students on how to stimulate academic growth.</p>	
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- **The process for administering formative and summative assessments (screening, diagnostic, & progress monitoring) is identified in the Okaloosa County Pupil Progression Plan.**

<b>School:</b>	<b>School Focus: Science</b>
<b>District Goal:</b>	<b>Students shall demonstrate science proficiency at or above expected grade level.</b>

<b>Objective (Grades 5, 8, and 10)</b>	<b>The percentage of 4th grade students who will be proficient in science as defined by DEA Testing will be 82%.</b>
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<b>Target Group(s) Supporting Data (summary) – Provide 3 year historical data chart</b>	<b>Strategies/Innovative methods &amp; extended learning opportunities</b> <small>Include technology and assessment</small>	<b>Budget</b>	<b>Professional Development</b> <small>(Identify measurable teacher outcome)</small>	<b>Communication with Parents &amp; Customer Relations</b> <small>(Community/Parent awareness)</small>
<p>K-4 Grade Students</p> <p><b>2010</b></p> <p><b>Gifted Students:</b> Grade 1=1 Grade 2=1 Grade 4=3</p> <p>Talented: Grade 2=7 Grade 3=6 Grade 4=2</p> <p><b>2011</b></p> <p><b>Gifted Students:</b> Grade 1=3 Grade 3=2 Grade 4=3</p> <p>Talented: Grade 1=4 Grade 2=3 Grade 3=4</p> <p><b>2012</b></p> <p><b>Gifted Students:</b> Grade 1=1 Grade 2=2 Grade 3=2 Grade 4=3</p>	<p><b>ALL STUDENTS</b></p> <p><b>Instruction:</b> K-4<sup>th</sup> grade students will be taught utilizing <b>OCSD’s Science Curriculum Guide</b>. Based on 2012 Fall DEA data given to grades three and four the following categories of science will be emphasized to increase student performance:</p> <p>-Life Science -Earth &amp; Space Science -Physical Science -Scientific Thinking -Science, Technology, Engineering &amp; Math &amp; Medical (STEMM) integrated with The Arts -Robotics</p> <p><b>Students will participate in:</b> -Week long, hands-on science missions that integrate math, technology, language arts, and career related content throughout the curriculum in the science lab. Students will study Air Power, Animals, Ecology, Electricity, Lenses, Light Works, Magnetism, Plants, Scientific Skills, Soil and Rocks, Space, and Wheels and Axles. Through these missions, students will be engaged in hands on activities that meet or exceed standards at a national, state and district level.</p> <p><b>Students will participate in:</b> Students will actively participate in planning, presenting, and debriefing lessons and activities across the curriculum.</p>	<p>Discretionary: 378,678</p> <p>Teachers 1,018,549</p> <p>Remediation Teacher, 64,025</p> <p>Class size (7.0) 424,900</p> <p>Gifted .14 8,974</p> <p>Literacy Coach (.50) 32,750</p> <p>Staffing Specialist (.225) 16,110</p> <p>Classroom Assistants (3.00) 92, 200</p> <p>RtI Teacher (.25) 16,025</p> <p>Science Teacher (.86) 55,126</p> <p>Speech (.80)</p>	<p><b>PDSP Focus:</b> Analysis of third and fourth grade DEA data, in addition to K-2 science assessment results, for increased understanding of making differentiated instructional decisions enhancing student performance.</p> <p><b>Objective/other:</b> All teachers will become proficient in the use of CCSS/NGSSS and the Science Curriculum Guide.</p> <p><b>Teachers will:</b> -Administer science assessments in K-2 during units of study to analyze student data for differentiating instruction and improving student performance. -Administer Discovery Education Assessments (DEA), pre, mid, and post, and analyze student data to differentiate instruction and improve student performance in 3<sup>rd</sup> &amp; 4<sup>th</sup> grades. -Continue to implement science literature into their guided reading instruction. -Receive training on utilizing the science lab to incorporate best teaching practices in science. -Work as a grade level to create</p>	<p>K-4 Orientations will include:</p> <ul style="list-style-type: none"> <li>• An overview of the curriculum and expectations for the school year</li> <li>• SAC information</li> <li>• Volunteer orientation(s)</li> <li>• Open House(s)</li> <li>• PMP/LEP/POC/504/IEP /EP meetings.</li> <li>• Interim Progress Reports</li> <li>• Report Cards/Conferences</li> <li>• On-line grade book/PMP School newsletter</li> <li>• Parent letters as outlined in PPP</li> <li>• Graded work</li> <li>• Daily Planner</li> <li>• Web site Parent education workshop will be scheduled to present test taking skills. Parents will be presented a power point presentation about FCAT focused on strategies to assist students to achieve</li> </ul>

<p><b>Talented:</b> Grade 1=1 Grade 3=1 Grade 4=2</p> <p><b>Students who were retained in present grade level for the 2012-2013 school year.</b></p> <p><b>Retained Students</b></p> <table border="1"> <thead> <tr> <th></th> <th>10</th> <th>11</th> <th>12</th> </tr> </thead> <tbody> <tr> <td>K</td> <td>2</td> <td>2</td> <td>3</td> </tr> <tr> <td>1</td> <td>1</td> <td>1</td> <td>0</td> </tr> <tr> <td>2</td> <td>0</td> <td>1</td> <td>0</td> </tr> <tr> <td>3</td> <td>1</td> <td>1</td> <td>2</td> </tr> <tr> <td>4</td> <td>1</td> <td>1</td> <td>1</td> </tr> </tbody> </table> <p><b>Students attending Summer Intensive Studies (SIS): 2012</b> Grade K=3 Grade 1=1 Grade 2=1 Grade 3=2 Grade 4=2</p> <p><b>At-Risk Students:</b> Grade 4: Science=3</p> <p><b>Eglin ES Minority Student Council:</b> 2012 Grade 3=11 Grade 4=9</p>		10	11	12	K	2	2	3	1	1	1	0	2	0	1	0	3	1	1	2	4	1	1	1	<p>-Demonstrating that light can be reflected, refracted and absorbed</p> <p>-Demonstrating structure in plants and roles in food production support, water and nutrients transport and reproduction</p> <p>-Recognizing that scientists use models to help understand and explain how things work</p> <p>-Comparing observations made by different groups using the same tools and seek reasons to explain difference across groups</p> <p>-Recognizing that words in science have different or more scientific meanings than they are used in everyday language</p> <p>-The processes of science including the formulation of scientifically investigable questions, construction of investigations into those questions.</p> <p>-The collection of appropriate data, the evaluation of the meaning of those data, and the communication of this evaluation.</p> <p>- The processes of science that frequently do not correspond to the traditional portrayal of "the scientific method."</p> <p>-Scientific argumentation and scientific inquiry which plays an important role in the generation and validation of scientific knowledge.</p> <p>-Observation and inference to recognize the importance that these are very different things.</p> <p>-The processes, methods, and knowledge of science including subjectivity, as well as creativity and discovery.</p> <p>-The understanding of theories, laws, hypotheses, and models, which describes examples of scientific knowledge.</p> <p>-Understanding that all objects and substances in the world are made of matter with two fundamental properties that takes up space and has mass.</p> <p>-Classifying objects and substances by their physical and chemical properties.</p> <p>-Understanding that weight is the measure of force of attraction (gravitational force) between an object and Earth.</p> <p>-Classifying flowering and nonflowering plants into major groups such as those that produce</p>	<p>51,280</p> <p>Textbooks 29,716</p> <p>School Nurse (LPN) 16,439</p>	<p>effective hands-on science instruction.</p> <p>-Engage in professional development focused on writing across the curriculum and evidence based writing.</p> <p>-Increase their knowledge and implementation of highly effective instructional practices.</p> <p>-Analyze formative and summative assessments to drive their instruction. Increase the rigor of classroom instruction based on results of data analysis that indicates students' needs and responses. Design instructional plans as a result of discussions during Professional Learning Community meetings.</p> <p>-Engage in grade level Lesson Study Teams for rigorous student instruction and interventions in science.</p> <p>-Acquire an in-depth knowledge of the use of DEA web-based resources, creation of probes and reports to facilitate planning instruction, flexible groupings and student interventions.</p> <p>-Access strategies and information geared toward TAG students on how to stimulate academic growth.</p>	<p>higher levels on FCAT assessments.</p> <ul style="list-style-type: none"> <li>• PTO sponsored events</li> <li>• Parent Climate Survey</li> <li>• Email</li> <li>• FCAT Writes</li> <li>• Connect Ed (automated phone system)</li> <li>• Parent Library/check-out privileges in media center</li> <li>• Parent lunch area</li> <li>• School Check-in</li> <li>• School wide Science Expo &amp; Coordinated with Focus Center &amp; Science Association</li> </ul>
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	<p>seeds, or those like ferns and mosses that produce spores, according to their physical characteristics.</p> <ul style="list-style-type: none"> <li>- The school wide “Science Expo.”</li> <li>-Science lessons taught by the science “lab” teacher.</li> <li>-AIMS and LEGO simple machine activities are offered to students in grades k-2.</li> <li>-Pitsco missions curriculum is offered to grades 3-4.</li> <li>-Science-based field trips during the school year.</li> <li>-Utilizing technology across the science curriculum through the use of mimios and the clicker system.</li> <li>-Raising questions about the natural world, investigating them individually and in teams through free exploration and systematic investigations, and generating appropriate explanations based on those explorations.</li> <li>-Community health lessons presented by the school nurse.</li> <li>-Writing activities that include evidence based responses.</li> </ul> <p><b><u>ASSESSMENTS:</u></b>  The Discovery Education Assessment (DEA) will be administered in 3<sup>rd</sup> &amp; 4<sup>th</sup> grades. Students in 3<sup>rd</sup> &amp; 4<sup>th</sup> grades will receive pre, mid, and post assessments to monitor student achievement in science.</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**

**SUPPLEMENTAL PAGE  
2012 - 2013**

**SPP goals and objectives in reading, math, writing and science will be reviewed by faculty, staff and the SAC after the first and second semesters so that we can monitor, track and assess student learning gains and accomplishments for the 2012-2013 school year.**