

Date Submitted: 9/11/2020

Dates of Revision:9/29/2020

School Performance Plan 2020-2021



School Name: Bluewater Elementary School

Legend

AICE	Advanced International Certificate of Education	MtSS	Multi-tiered System of Supports
AP	Advanced Placement	NGCAR-PD	Next Generation Content Area Reading Professional Development
DA	Differentiated Accountability	NGSSS	Next Generation Sunshine State Standards
ED	Economically Disadvantaged	PERT	Postsecondary Education Readiness Test
ELA	English Language Arts	PMP	Progress Monitoring Plan
ELL	English Language Learners	PMS	Progress Monitoring System
EOC	End of Course Exam	POC	Plan of Care
ESE	Exceptional Student Education	PPP	Pupil Progression Plan
ESSA	Every Student Succeeds Act	PSAT	Preliminary Scholastic Aptitude Test
FAIR	Florida Assessment for Instruction in Reading	SAC	School Advisory Council
F/R	Free & Reduced	SAI	Supplemental Academic Instruction
FS	Florida Standards	SAT 10	Stanford Achievement Test
FSA	Florida Standards Assessment	SESAT	Stanford Early School Achievement Test
IB	International Baccalaureate	SPP/SIP	School Performance Plan/School Improvement Plan
IEP	Individualized Education Program	SWD	Students with Disabilities
IPDP	Individualized Professional Development Plan	VE	Varying Exceptionalities
MAP	Measures of Academic Progress		

SAC Information

All school advisory agendas, minutes, memberships, and guidelines of operations are bound 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 \$ 3,321 will primarily be used for: Ready textbooks/material to support iReady, Learning A to Z subscription, Sensory Room Materials, postcards to support positive interactions.

The names represented below indicate approval of the SPP by the SAC Committee members.

Principal's Signature
SAC Chairperson's Signature

Okaloosa County School District

Vision Statement:

We inspire a lifelong passion for learning.

Mission Statement:

We prepare all students to achieve excellence by providing the highest quality education while empowering each individual to positively impact their families, communities, and the world.

Core Values:

Accountability: We, working in conjunction with students' families, accept responsibility to ensure student learning, to pursue excellence, and to hold high standards for all.

Citizenship: We prepare all students to exercise the duties, rights, and privileges of being a citizen in a local community and global society.

Excellence: We pursue the highest academic, extracurricular, and personal/professional standards through continuous reflection and improvement.

Integrity: We embrace a culture in which individuals adhere to exemplary standards and act honorably.

Personal Growth: We promote the acquisition of knowledge, skills, and experience to develop individuals with the aspiration, perseverance, and resilience to be lifelong learners.

Respect: We show regard and consideration for all through a culture of dignity, diversity, and empathy.

Leadership: We provide guidance and direction to accomplish tasks while being a moral compass to others.

School Performance Team

Identify the names and titles of the School Performance Plan developers.

Name	Title
Amy Klugh	Principal
Susan Geering	Assistant Principal
Kristen O'Shea	Literacy Coach
Kristen Detweiler	Kindergarten Grade Level Chair/Professional Dev Coordinator
Stephanie Lafitte	First Grade- Grade Level Chair
Tammy Williams	Second Grade- Grade Level Chair
Kristina McCarthy	Third Grade- Grade Level Chair
Joy Robertson	Fourth Grade- Grade Level Chair
Ivette Santiago	Fifth Grade- Grade Level Chair
Nicole Kelly	Math Coach

Stakeholder Involvement: Describe the process taken to create the School Performance Plan.

Upon review of available data and last year's goals, our team moved forward with a plan to maintain the goals we have not met from the 2019-2020 school year. We reviewed incoming student data and used classroom observation/formative assessments to determine our pandemic goals.

School Profile

Since 1990, Bluewater has maintained academic excellence and established itself as the top performing elementary school in Okaloosa County achieving top scores in four out of seven categories. We have approximately 915 students enrolled in K through 5th grade with about 130 of these students participating in My School Online. Approximately 14% of our student body receives free and reduced lunch. The student population consists of a 20% minority rate.

The school volunteers are actively involved by annually providing over 5,000 hours. We maintain an active PTO that not only plans family centered events, but also provides financial assistance for classroom supplies and technology. We also partner with the Parent to Parent group to provide training and support to our families. Under the leadership of the School Advisory Council, faculty, support personnel, and parents set high academic standards.

Our entire student population receives an exemplar education from highly qualified teachers in self-contained or departmentalized classes. All instruction is Florida Standards based through Balanced Reading & Math models, differentiation, flexible groupings, common assessments, and best practices modeled through district PD. With funds from the Cares Act, the school district provides iReady for the entire school population. iReady now becomes our promotion and retention criteria in the PPP. The school district will provide MaxScholar to all students K-3 who score a Level 1 on MAP ELA. Study Island (3rd-5th) and Mystery Science (K-5) will be utilized to enhance our Science curriculum. Exceptional Student Education (ESE) programs include SLD, Speech, Language, OT, and PT.

Through a generous donation by the Italian Consulate, we have been able to continue Italian instruction to our activity block for all students. Students also participate in Art, Music, and Physical Education during the school day. Various activities are available for students during and after school as well as in the summer months. These activities will occur depending on our Covid guidelines: Child Care Summer Camp, Student Council, Lego League, Safety Patrol, Academic Team, Young Astronauts, Seminole Singers, and Camp Invention. We will take advantage of virtual options as we are able.

Parent and Community Awareness

	Mean	Count	Top Box
1. My child's learning is a high priority at this school.	4.25	76	52.63%
2. School rules/discipline plans are enforced consistently at this school.	4.09	76	35.53%
3. I regularly receive feedback from school staff on how well my child is learning.	3.34	76	31.58%
4. My family is treated with respect at this school.	4.14	76	46.05%
5. My child has every opportunity to be successful at this school.	3.86	76	38.16%
6. My child has the necessary classroom supplies and equipment for effective learning.	4.04	76	46.05%
7. I would recommend this school to other parents.	4.11	76	50.00%
8. This school provides a safe environment for my child to learn.	4.41	76	59.21%
9. My child is recognized for good work and behavior at this school.	4.00	76	44.74%
10. The school is clean and well maintained.	4.18	76	40.79%
11. The teachers, staff, and administration at this school demonstrate a genuine concern for my child.	3.97	76	42.11%
12. I am proud to say I have a child at this school.	4.09	76	47.37%
13. I receive positive phone calls, emails, or notes about my child from the school.	3.30	76	30.26%
14. The principal at this school is approachable and reachable.	3.72	76	34.21%
15. The principal at this school is an effective leader.	3.79	76	32.89%

Parent and Community Awareness

What does the data tell you regarding the positive aspects of your school?

- ▶ A total of **76** parents/caregivers of a child/children attending this school provided feedback during the current survey administration. Less than 7.4% of our families completed the survey.
- ▶ The school's overall mean (Items 1-17) was **3.95**, using a scale of 1 to 5.

What does the data tell you regarding the opportunities for improvement in your school?

As this Studer Group survey provided a different bank of questions, we analyzed results and comments to establish opportunities for improvement. We will work to improve positive phone calls, emails, and notes. Also several "write in" comments focused on a need to improve our school playground. As this was already an anticipated need, we will begin to work on this as well.

Provide a description of the various forms of communication to your community and parents.

Due to the pandemic guidelines, this year we created Welcome to Bluewater videos to help parents acquaint themselves with any changes. Teachers called to introduce themselves to their families and followed up with a video introduction of their classroom. During the school year, for parent communication, we utilize our Facebook page, Blackboard robo calls, school sign, website, Bluewater Buzz newsletter, Principal Twitter page and iOCSD app.

School Action Plan

ESSA Subgroup: Strategies & Programs to Support the Objectives

ESSA Subgroup Focus
Subgroup: Students with Disabilities

School Focus
<p>What is the cause(s) for this subgroup being an area of focus? Our ESSA data indicates its our area of greatest need.</p>
<p>What are we doing to target this subgroup? We will continue to monitor these students through the MTSS process. Students will receive multi-sensory strategies for acquiring new or unfamiliar skills.</p>
<p>Targeted School-based Professional Development: ESE teachers will participate in Multi-sensory PD offered by the county as well as Central Message PD for their subject area. ESE teachers will participate in iReady training as provided by the district.</p>

Action Steps for Implementation
<p>Classroom Implementation Action Steps (Teachers and Students): ESE teachers will provide intervention to students with IEP services. Struggling students will participate in Tier 2/3 support.</p>
<p>School Implementation Action Steps (Administration, Teachers, and Students): Admin will provide each teacher with a list of targeted students based on post iReady diagnostic for progress monitoring. Each teacher will meet the needs of students by following the MTSS process. Students will use their ESE/iReady folder to track their progress and journal about misconceptions.</p>

Progress Monitoring			
Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
iReady for all students	Minute reports	Weekly	Drinnon, Whyte
Multisensory strategies	ESE teacher log/IEP goals & objectives	Daily to Weekly	Kline, Putz
MTSS	Meeting Notes	Weekly	Licursi

Evaluation Following Mid-Year Data

Evaluation of Targeted School-based Focus & Implementation:

Refinement of Targeted School-based Focus:

School Action Plan

ELA: Reading & Writing

District Goal:	Students shall demonstrate reading proficiency at or above the expected grade level.
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Objectives:	
The percentage of all curriculum students who will make learning gains in reading as defined by the State of Florida on the Florida Standards Assessment Test will be at least 85%.	
The percentage of students in the lowest 25% who will make learning gains in reading as defined by the State of Florida on the Florida Standards Assessment Test will be at least 85%.	
The percentage of Level 4 and 5 students who will make learning gains in reading on the Florida Standards Assessment Test will be at least 85%	

School Action Plan

ELA: Strategies & Programs to Support the Objectives

Central Focus: ELA Focus Kindergarten- Grade 2

Keeping the Balanced Literacy Model in mind, use the ELA Foundation Standards and data (e.g., MAP, Max Scholar, iReady, formative) to create lessons

- Collaboratively develop targeted, engaging multi-sensory phonemic awareness and phonics lessons for use within the Balanced Literacy Model
- How to use Max Scholar in a blended learning environment for identified students
- Use data (e.g., MAP, iReady, Max Scholar, and formative) to collaboratively plan whole group mini-lessons, small group instruction, and stations

School Focus

Targeted School-based Focus:

Through the BLM and teacher collaboration, we expect our students to be able to use multi-sensory strategies to engage in phonemic awareness, phonics, and vocabulary in mini-lessons, small group and stations.

Targeted School-based Professional Development:

- *During Central Message PD, K-2 teachers will receive training on Max Scholar.
- *During Central Message PD, K-2 teachers will continue to develop their multi-sensory strategies and metacognitive techniques.
- *K-2 will receive iReady training on interpreting iReady data and obtaining reports in order to plan for differentiation.

Action Steps for Implementation

Classroom Implementation Action Steps (Teachers and Students):

- *Kindergarten, 1st & 2nd grade teachers will administer the iReady diagnostic to develop grade levelwide actionable data. Kindergarten will also give FLKRS.
- *Teachers will conduct read-alouds/think alouds that include TDQs at various DOKs while modeling metacognitive strategies.
- *Teachers and students will participate in data-based small group instruction of phonemic awareness, phonics, and vocabulary.
- *Students will participate in cooperative learning groups & data based stations.
- *Students will use decoding strategies to help with word fluency to aide in reading comprehension.

Progress Monitoring

Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
FLKRS	K Assessment Folders	Quarterly	K teachers
iReady & MaxScholar computer based	Diagnostic reports	Quarterly	All teachers
Read alouds/think alouds	Collegial Conversations, Connection visits	Weekly to Monthly	K-2 Teachers

Small group instruction based on iReady, MaxScholar data	Walk Thrus, Collegial Conversations, Reports	Weekly to Monthly	K-2 Teachers
Cooperative Learning groups & Stations	Walk Thrus, Collegial Conversations	Weekly to Quarterly	K-2 Teachers

Evaluation Following Mid-Year Data
Evaluation of Targeted School-based Focus & Implementation:
Refinement of Targeted School-based Focus:

School Action Plan

ELA: Strategies & Programs to Support the Objectives

Central Focus: ELA Focus Grades 3-5

Keeping the end in mind, use the ELA Standards, Item Specifications, Achievement Level Descriptors (ALDs), and data (e.g., MAP, FSA, formative) to create lessons

- Collaboratively develop a culminating task (e.g., test, writing task, etc.) that reflects the standard(s) of focus
- Use Item Specifications to create quality questions based on the standards and ALDs which prepare students for the developed culminating task
- Investigate how to use grade-level texts from *Journeys* and supplemental materials as a **resource** to plan lessons which prepare students for the developed culminating task

School Focus

Targeted School-based Focus:

By the end of the year, we expect our students to be able to use ALDs for text marking, annotations, answer text dependent questions, engage in student talk strategies, and write in response to reading in order to move basic comprehension to a deeper understanding of complex text.

Targeted School-based Professional Development:

*During Central Message PD, teachers will receive training on iReady, feedback, TDQs, ALDs, mini-lessons, data based small group instruction and differentiation.

*During Central Message PD, third grade teachers will receive training on Max Scholar and multi-sensory strategies.

*Teachers will meet once a week during their common grade level planning for the purpose of planning and reviewing data.

Action Steps for Implementation

Classroom Implementation Action Steps (Teachers and Students):

*Teachers will administer the iReady diagnostic to all students in grades 3 thru 5 in order to have grade level wide actionable data.

*Teachers will provide students with data based small group instruction aligned to the standards.

*Teachers will develop TDQs and culminating tasks that lead to opportunities to extend student thinking through written responses while using text marking, annotations and ALDs as assigned.

*Students will purposefully interact with text during standards based interactive whole group, small group, collaborative cooperative learning groups, and stations with accountability.

Progress Monitoring

Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
iReady	Weekly Reports	Weekly	Drinnon, Teachers
Data Based Small groups	Walkthroughs, Collegial Conversations	Daily to Weekly	Teachers

Interacting with texts-mini lessons	CLGs, Stations, small group	Weekly	Teachers

Evaluation Following Mid-Year Data
Evaluation of Targeted School-based Focus & Implementation:
Refinement of Targeted School-based Focus:

School Action Plan
ELA: Strategies & Programs to Support the Objectives

Central Focus: Text-based Writing

School Focus

Targeted School-based Focus:

Through explicit instruction, by the end of the year, students will be able to unpack prompts, use age appropriate text marking, and apply text evidence in order to write for informational or opinion purposes as modeled through teacher instruction.

Targeted School-based Professional Development:

*Teachers will work with Literacy Coach to unpack writing plan and develop lessons for explicit instruction.

*Teachers will utilize sample lessons from Mock Rangefinders in order to effectively prepare for state assessments.

Writing Plan

Writing Focus K-3

1. Provide explicit instruction on Foundational Skills, Non-Negotiables of Writing, and Modeled/Shared Writing for Quarters 1 and 2
2. Unpacking the Prompt/Planning
 - a. Instruction on what the prompt is asking a student to do
 - b. Instruction on the “mode” of writing – Opinion/Informational
3. Purposeful Text Marking
 - a. Modeling with text dependent questions using read alouds or shared reading to identify relevant text evidence to support writing
 - b. Modeling of highlighting and text coding relevant details as well as annotating to address the prompt
4. Planning for the Essay
 - a. Provide for multiple reads of the text with TDQs
 - b. Participation in discussions of text evidence to support the focus of the prompt with student input
 - c. Chart or complete graphic organizer collaboratively with students to support comprehension
5. Scaffolding Instruction from One to Multiple Sources
 - a. K/1- Read passages multiple times with discussions, moving to two or more sources the second nine weeks.
 - b. 2/3- Model and provide practice for comparing two texts

6. Introductions and Conclusions

- a. K-Model, provide practice with prompting and support to assist students in writing and illustrating the topic.
- b. 1-Model and provide practice of writing an introduction sentence that addresses the prompt. Use mentor sentences to identify and model elements of an effective introduction. Model and practice of writing a concluding sentence that provides a sense of closure.
- c. 2/3- Model and provide practice in writing an introductory paragraph to include a thesis statement to introduce the topic, with a transitional sentence. Use mentor sentences/texts to identify and model elements of an effective introduction. Model and provide practice of writing an effective conclusion, specifically how a conclusion reinforces the introduction in relation to the purpose of the task.

7. Citing Relevant Evidence (Analysis)

- a. K- Provide modeling, practice, and prompting and support to assist students in providing evidence and elaboration through drawing, dictation, and writing, which may include extraneous details.
- b. 1- Model and provide practice of referring back to text-marking, anchor charts, graphic organizers to include at least one piece of relevant text-based evidence. Use student writings to model use of relevant text evidence
- c. 2/3- Model and provide practice of referring back to text-marking, anchor charts, graphic organizers to include at least two pieces of relevant text-based evidence. Model and provide practice of integrating relevant text evidence into writings. Use student writings to model use of relevant text evidence

8. Elaboration (Synthesis)

- a. K- Model, provide practice and provide prompting and support to assist students with providing evidence and elaboration through drawing, dictation, and writing, which may include extraneous details.
- b. 1- Define elaboration and explain how it is used to enhance an author's purpose. Teachers will create anchor charts with sentence stems for elaboration such as "I think this because..." with the students (with continued practice move to less formulaic writing).
- c. 2/3- Model and provide practice of effective elaboration. Teachers will define elaboration and explain how it is used to enhance an author's purpose. Share anchor papers that show examples and non-examples of effective elaboration. Teachers will create anchor charts with sentence stems for elaboration such as "This is important because..." with the students (with continued practice move to less formulaic writing).

9. Transitions

- a. K- Model the use of a variety of temporal words to support organization in writing

- b. 1- Use temporal words to signal event order with two events or more. Create an anchor chart that identifies examples of temporal (time-order) words with the students.
 - c. 2/3- Model and provide practice of using appropriate introductory, body, and concluding transitions with the use of their resources. Create an anchor chart that identifies types of transitions with their students. Provide practice of writing effective transitions in both essay writing and Everyday Instructional Reading tasks.
10. Content-Specific Vocabulary
- a. K- Using grade specific text, model and provide practice of the use of a variety of methods to demonstrate understanding of unknown words from within text or illustrations.
 - b. 1- Using grade specific text, model and provide practice of the use of a variety of methods to demonstrate understanding of unknown words from within text or illustrations.
 - c. 2/3- Using grade specific text, model and provide practice of the use of a variety of methods to demonstrate understanding of unknown words from within text. They should use text resources to include content specific vocabulary in their writing.

Grades 4 and 5

Month	Topics, Mode and Assessment
September	Administer Baseline Writing- Opinion Dissect the Rubric Analyze the Prompt Using narrative elements for elaboration and voice- mini-lessons Explicit instruction re: mode
October	Focus on Opinion Focus on PFO Formative Assessment with an opinion prompt Stations and small group for remediation and enrichment Writing Conferences Assess PFO
November	Explicit instructions on transitions Focus on Evidence and Elaboration Six Elaborative Techniques Mini-lessons on elaboration using mentors Formative Assessment Stations and Small group for remediation and enrichment

	Assess Evidence and Elaboration	
December	Writing through Reading- Transition to Informational How to synthesize Ideas -not Topics Mini-lessons on Synthesis and use of exemplars Baseline on informational Stations and Small groups for remediation and enrichment Writing Conferences	
January	Mini-lessons re: Informational- Purpose, Focus and Organization Formative Assessment re: PFO Small Groups and Stations for remediation and enrichment Assess PFO First Mock Rangefinders	
February	Mini-lessons re: Informational- Evidence and Elaboration Formative Assessment re: EE Small Groups and Stations for remediation and enrichment Assess EE	
March	2nd Mock Rangefinders if needed Re-visit Voice Re-visit Description	
After Writing Test	Creative Writing Poetry Narrative Modes in Mentor Texts	

Progress Monitoring			
Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Modeled Writing	Lesson Plans	Weekly to Monthly	Teachers
Explicit instruction	Lesson Plans	Weekly to Monthly	Teachers, LC

Evaluation Following Mid-Year Data
Evaluation of Targeted School-based Focus & Implementation:

Refinement of Targeted School-based Focus:

School Action Plan

ELA: Strategies & Programs to Support the Objectives

ELA Levels 1 and 2 Focus

School Focus

Targeted School-based Focus:

By the end of the school year, students will be able to analyze texts for the purpose of identifying key ideas and details.

Targeted School-based Professional Development:

*During October, data chats will be held with all grade levels for the purpose of analyzing essential areas to improve.

*During October, teachers in grades K-5 will receive iReady whether they are newcomers or returning users.

*During PD days and PLCs, teachers (2nd-5th) will receive training on effectively implementing the iReady instructional grouping profile.

*During Central Message PD, K-3rd grade teachers will receive training on Max Scholar for targeting identified students.

Action Steps for Remediation

Intervention/Title I Implementation Action Steps (Teachers and Students):

*Teachers will write PMPs for those students scoring level 1 or those that meet PPP criteria.

*Teachers will utilize data from Max Scholar/iReady Reading for Tier 2/3 students to diagnose and monitor weak areas for targeted small group instruction and differentiated stations.

*Classroom assistants will be utilized to review iReady reports, set goals, monitor goals, and push in for targeted small group intervention.

*Teachers will provide students with text & TDQs to identify key ideas, analyze, interpret, explain, and make connections between multiple sources at appropriate complexity.

Progress Monitoring

Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Max Scholar	Weekly Reports	Weekly to Monthly	LC, Teachers, Admin
iReady instructional minutes	Weekly Reports	Weekly	Drinnon, Teachers
iReady data chats	iReady Grade and Class Reports	Quarterly	Drinnon, Teachers, Admin

Evaluation Following Mid-Year Data

Evaluation of Targeted School-based Focus & Implementation:

Refinement of Targeted School-based Focus:

School Action Plan

ELA: Strategies & Programs to Support the Objectives

Pandemic ELA Instructional Gaps Focus

School Focus

Targeted School-based Focus:
By the end of the year, students will be able to utilize learned strategies for the purpose of improving Vocabulary acquisition.

Action Steps for Implementation

Classroom Implementation Action Steps (Teachers and Students):
 *During iReady PD, teachers will learn to read reports and decipher classroom vocabulary data.
 *During iReady training, teachers will learn to effectively implement the instructional grouping profile as it pertains to vocabulary.
 *During iReady and PLC time, teachers will utilize the iReady teacher toolbox as it pertains to small group vocabulary lessons.
 *Teachers will utilize iReady reports and reference sheets to assess missed concepts from previous year.

Progress Monitoring

Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
iReady data/reports	Diagnostic reports	Twice a year	Teachers
iReady small group instruction	Weekly minute reports	Weekly	Teachers

Evaluation Following Mid-Year Data

Evaluation of Targeted School-based Focus & Implementation:

Refinement of Targeted School-based Focus:

School Action Plan

Math

District Goal:	Students shall demonstrate math proficiency at or above the expected grade level.
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Objectives:	
The percentage of all curriculum students who will make learning gains in math as defined by the State of Florida on the Florida Standards Assessment Test will be at least 85%.	
The percentage of students in the lowest 25% who will make learning gains in math as defined by the State of Florida on the Florida Standards Assessment Test will be at least 85%.	
The percentage of Level 4 and 5 students who will make learning gains in math on the Florida Standards Assessment Test will be at least 85%	

School Action Plan

Math: Strategies & Programs to Support the Objectives

Central Focus: Math Focus	
Use OCSD M3 Standards-based planning document to create student-centered standards-based lessons	
<ul style="list-style-type: none"> • Collaboratively review student data to select and develop whole-group and small-group lessons and routines • Embed instructional strategies to make targeted instructional choices for all students (ELLs, ESE, ESSA sub-groups) 	

School Focus	
Targeted School-based Focus:	
In order to move students from basic comprehension to deeper understanding and application of mathematical concepts, teachers will collaborate using the M3 document for planning and implement all components of the Balanced Math Model, including whole group, small group, stations, routines, and student talk.	
Targeted School-based Professional Development:	
*During Central Message PD, teachers will receive training on purposeful planning using the M3 document and data.	
*During Central Message PD, all teachers will receive training on how to utilize data for small group instruction.	
*During Central Message PD & PLC, teachers will receive training on mathematical discourse, M3 document, the PLDs/ALDs and engagement.	
*Teachers that are new users will receive training on iReady. Returning teachers will receive advanced training.	
*During iReady onsite training, teachers in K-5 will review training of iReady and how to use the instructional grouping profiles.	

Action Steps for Implementation	
Classroom Implementation Action Steps (Teachers and Students):	
In order to move students from basic comprehension to deeper understanding and application of mathematical concepts, teachers will:	
-collaborate using the M3 document	
-implement all components of the Balanced Math Model	
-implement purposeful differentiated standards based stations	
-analyze data to create purposeful differentiated teacher-led small groups (all teachers including MSO)	
-utilize OCSD district quarterly common assessments as a green grade.	
-use FSA style questions for routines, POD, exit slips, class assignments (K-5) as outlined during PD PLC times	
Teachers, participating in CGI, will continue to present CGI problems to students weekly.	
Students will engage in mathematical discourse, utilize manipulatives, progress through the rigor of mathematics (conceptual, procedural, application) and self-assess through ALDs (3-5), and PLDs (K-2).	
All Teachers in K-5 will utilize the iReady instructional grouping profile to assist with small group development.	

Progress Monitoring			
Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Purposeful Planning	Grade Level PLC Minutes	Weekly	Teachers and Admin

Standards based stations and small group (Based on iReady data in all learning settings)	Collegial Conversation, Lesson plans, Walk Throughs	Weekly-Monthly	Teachers and Admin
CGI	Collegial conversations, PLC Minutes	Weekly-Monthly	Teachers, Admin

Evaluation Following Mid-Year Data
Evaluation of Targeted School-based Focus & Implementation:
Refinement of Targeted School-based Focus:

School Action Plan

Math: Strategies & Programs to Support the Objectives

ELA Levels 1 and 2 Focus

School Focus

Targeted School-based Focus:
By the end of the year, we expect our Level 1 and 2 students to utilize grade level mathematical practices in order to solve multi step problems.

Targeted School-based Professional Development:
*During Central Message PD, we will conduct data chats for the purpose of data analysis to identify strands and students that need targeted instruction.
*Teachers who attended CGI practices will implement CGI strategies in their classrooms and share strategies with their grade level.
*Through iReady training, all teachers will utilize iReady data for the purpose of small group planning (including MSO).

Action Steps for Remediation

Intervention/Title I Implementation Action Steps (Teachers and Students):
*Classroom Assistants and ESE teachers will utilize data generated from iReady to plan and deliver targeted small group instruction.
*Classroom assistants will check math journals for student work of unmastered standards to aide in error analysis.
*Classroom teachers will develop plans for targeted small group instruction using the instructional grouping profile.
*Students who fail iReady lessons will meet with classroom assistants to reteach the needed skill in order for them to move to the next lesson.

Progress Monitoring

Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
iReady instructional grouping profile for small group	Collegial conversations during data chats and PD	Quarterly	Teachers, Math Coach, Admin
CGI	Grade Level meeting minutes, collegial conversations	Weekly	Teachers, Admin

Evaluation Following Mid-Year Data

Evaluation of Targeted School-based Focus & Implementation:

Refinement of Targeted School-based Focus:



School Action Plan

Math: Strategies & Programs to Support the Objectives

Pandemic Math Instructional Gaps Focus

School Focus

Targeted School-based Focus:

By the end of the year, we expect our students to utilize grade level mathematical practices to achieve on grade level work in Geometry.

Action Steps for Implementation

Classroom Implementation Action Steps (Teachers and Students):

*Teachers will review standards from previous grade level to determine gaps in mathematical knowledge.

*Teachers will assess students by observation and formative assessment, to determine geometry gaps created by the pandemic.

*Teachers and students will utilize the iReady toolbox for small group lessons to reteach missing skills.

*Students will utilize stations activities for the purpose of spiraling missed standards.

Progress Monitoring

Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
iReady diagnostic	Diagnostic reports	Three times per year	Teachers, Admin
iReady small group lessons	Lesson Plans	Weekly	Teachers
Stations for purpose of spiraling	Journals and Lesson Plans	Daily to Weekly	Teachers, Students

Evaluation Following Mid-Year Data

Evaluation of Targeted School-based Focus & Implementation:

Refinement of Targeted School-based Focus:

School Action Plan *Science*

District Goal:	Students shall demonstrate science proficiency at or above the expected grade level.
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Objectives:
The percentage of 5 th grade students who will be proficient in science as defined by the State of Florida on the Statewide Science Assessment (SSA) will be at least 85 %.

School Action Plan

Science: Strategies & Programs to Support the Objectives

Central Focus: Science Focus

Keeping the end in mind, use Standards and Item Specifications to design interactive and engaging 5E Science lessons

- Engaging whole group, cooperative group, and station learning opportunities with an emphasis on student-to-student interactions
- Use assessment data (e.g. SSA, Study Island, formative assessments) to drive the whole group instruction, differentiated activities, and spiraling tasks that place a strong focus on student-to-student interactions

School Focus

Targeted School-based Focus:

Through the utilization of the adopted text, technology resources, and teacher collaboration to support the science content, by the end of the year we expect our students to be able to use text marking, annotations, answer text dependent questions, engage in student talk strategies, and make justifiable claims based on evidence through scientific investigations.

Targeted School-based Professional Development:

- *Teachers will use collegial conversations to learn more about Study Island in grades 3-5.
- *During PLC time, Fifth grade teachers will share engaging lessons from StemScopes based on the 5E model.
- *During PLC time, teachers in grades 3-5 will share Study Island data for developing strands to target in small group.

Action Steps for Implementation

Classroom Implementation Action Steps (Teachers and Students):

- *Teachers in all grade levels will implement the new quarterly pacing guides while incorporating Accelerate.
- *Teachers will plan collaboratively based on standards progression document from curriculum website grades K-5.
- *Teachers will implement at least one Mystery Science lesson on a bi-weekly basis.
- *Teachers will target Power standards through stations, spiraling, whole and small group lessons as appropriate to their grade level standards.
- *Departmentalized teachers will collaborate and integrate resources such as NewsELA articles and EIRs in the science block and science content into the reading block.
- *Students will complete Study Island (3rd-5th) online instruction as assigned by teacher weekly and use reports to inform instruction.

Progress Monitoring

Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Study Island	Weekly reports	Weekly	Teachers
Mystery Science	Lesson Plans	Bi-weekly	Teachers

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Evaluation Following Mid-Year Data
Evaluation of Targeted School-based Focus & Implementation:
Refinement of Targeted School-based Focus:

School Action Plan

Science: Strategies & Programs to Support the Objectives

Pandemic Science Instructional Gaps Focus

School Focus

Targeted School-based Focus:
By the end of the year, we expect our students to achieve on grade level proficiency in the area of Life Science.

Action Steps for Implementation

Classroom Implementation Action Steps (Teachers and Students):
 *Teachers will review science standards from previous grade level to determine untaught material.
 *Teachers will utilize observation and formative assessment to determine gaps in the areas of Life Science to be addressed.
 *Teachers will create whole or small group lessons to address science instructional gaps.
 *Students will participate in Study Island (3-5) or Mystery Science lessons to address instructional gaps.

Progress Monitoring

Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Study Island grades 3-5	Weekly reports	Weekly	Teachers
Mystery Science	Lesson Plans	Weekly-bi-weekly	Teachers

Evaluation Following Mid-Year Data

Evaluation of Targeted School-based Focus & Implementation:

Refinement of Targeted School-based Focus:



Accreditation Page

Accreditation Standards

1. Leadership Capacity
2. Learning Capacity
3. Resource Capacity

Strategic Plan Focus Area: Improving and Advancing Student Achievement

- Ensure access for all students to rigorous and challenging curriculum
- Address diverse educational needs through a coordinated support system
- Integrate technology in learning by both educators and students
- Use a variety of methods to communicate student progress with parents and stakeholders

Cognia Performance Standards related to this Focus Area

Leadership Capacity Domain

- 1.1 The system commits to a purpose statement that defines beliefs about teaching and learning, including expectations for learners.
- 1.2 Stakeholders collectively demonstrate actions to ensure the achievement of the system's purpose and desired outcomes for learners.
- 1.3 The system engages in a continuous improvement process that produces evidence, including measurable results of improving student learning and professional practice.

Learning Capacity Domain

- 2.1 Learners have equitable opportunities to develop skills and achieve the content and learning priorities established by the system.
- 2.5 Educators implement a curriculum that is based on high expectations and prepares learners for their next levels.

Resource Capacity Domain

- 3.2 The system's professional learning structure and expectations promote collaboration and collegiality to improve learner performance and organizational effectiveness.

*Professional Development and learning opportunities are presented to meet district and school based SPP goals as well as meet the needs of diverse learners.

*Stakeholders actively review data points for planning improvement to insure learning gains and high expectations for all.

*Bluewater Elementary SAC actively participates in the SPP and school recognition process.



Accreditation Page

Accreditation Standards

1. Leadership Capacity
2. Learning Capacity
3. Resource Capacity

Strategic Plan Focus Area: Learning and Working in a Safe and Productive Environment

- Provide adequate and appropriate facilities
- Provide a culture conducive to learning and working
- Maintain a safe learning and working environment

Cognia Performance Standards related to this Focus Area

Leadership Capacity Domain

- 1.4 The governing authority establishes and ensures adherence to policies that are design to support system effectiveness.
- 1.7 Leaders implement operational processes and procedures to ensure organizational effectiveness in support of teaching and learning.

Learning Capacity Domain

- 2.2 The learning culture promotes creativity, innovation, and collaborative problem-solving.
- 2.3 The learning culture develops learners' attitudes, beliefs, and skills needed for success.
- 2.9 The system implements processes to identify and address the specialized needs of learners.
- 2.12 The system implements a process to continuously assess its programs and organizational conditions to improve student learning.

Resource Capacity Domain

- 3.7 The system demonstrates strategic resource management that includes long-range planning and use of resources in support of the system's purpose and direction.
- 3.8 The system allocates human, material, and fiscal resources in alignment with the system's identified needs and priorities to improve student performance and organizational effectiveness.

*Culture committee insures opportunities for engagement among staff both on campus and off campus.

*In addition to adjustments to our school crisis plan, the Sheriff's Department provides a full time School Resource Officer to our school who interacts with students and staff.

*The MTSS process is utilized to determine the specialized needs of learners performing below grade level.