

Date Submitted: 9/11/2020

Dates of Revision:

School Performance Plan 2020-2021



School Name:
Plew

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 \$ 835.00 will primarily be used for: Paying teachers to administer Kindergarten DIAL screener to incoming students to better place them heterogeneously in a Kindergarten setting.

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
Tammy Matz	Principal
Laura King	Assistant Principal
Lauren Sekas	ELA Teacher
Stephanie Leavins	Math/Science Teacher
Jessica Landry	Math/Science Teacher
Patty Carr	Math/Science Teacher
Sherrie Fults	Literacy Coach

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

A mid-year review was conducted with grade level chairs who then worked with their grade level teams to provide feedback on updating the SPP for 2019-20 school year. Using that feedback and recommendations from the district, the plan was tweaked with minimal changes for the 2020-2021 school year. The math and science portion was sent to Ms. Landry, Mrs. Carr and Mrs. Leavins to review. Mrs. Sekas was sent the ELA portion to view. Feedback was gathered from these ladies, changes were made and the plan was presented at Pre-planning for additional changes before submitted.

School Profile

Plew Elementary School is located at 220 Pine Avenue in Niceville, Florida. Our school is named in honor of one of the area's greatest pioneers, James E. Plew. Mr. Plew was a doctor, aviation enthusiast, businessman, realtor, and inventor. He donated the land that is now Eglin Air Force Base and his descendants attended the school that bears his name. We are privileged to serve the areas immediately surrounding our facility, and the Rocky Bayou neighborhood.

Plew Elementary was established in 1968 and has a total population now of approximately 820 students. The school celebrated its 50th anniversary in 2018 with a community celebration. Our school has a large population of military and civilian families assigned to nearby Eglin Air Force Base. Our families, faculty, staff, and administration emphasize student academic achievement as our primary mission. Focusing on the needs of students, we adhere to the rigorous national accrediting standards established by AdvancED. Plew has been accredited by AdvancED every year since 1970. Since 1998, Plew has consistently earned an "A" rating from the Florida Department of Education's School Recognition Program based on our students' outstanding scores. Our school population consists of 79% White, 3% Black/African American, 4% Hispanic, and 9% Multiracial.

Based on Hattie's research of high yield strategies, self-regulation is a method that accelerates student achievement (2017). Therefore, Plew Elementary will implement the Zones of Regulation curriculum to foster self-regulation and emotional control. This curriculum will be woven in with our new focus for this year on becoming a PBIS (Positive Behavioral Interventions and Supports) school.

Plew offers a wide variety of enrichment activities such as Music, Art, and Physical Education. The PE classes cover a variety of areas in fitness including individual and team sports. Students participate in Mile Club where students walk or run around the track and at the end of the year, all grade levels participate in field day events. New this year we have added a Music Club and an Art club for interested 5th graders to participate during their specials rotation. In the spring, Plew hosts an Evening of the Arts that is led by numerous volunteers and features classroom art galleries inspired by yearlong artist studies. A community volunteer hosts bi-weekly chess instruction and tournaments for interested second through fifth-grade students and this year we have added a strings group, also run by a volunteer.

New to Plew, we have added two teachers who will start a Junior Robotics club for our Plew students, we also have a 4th grade teacher that is teaching coding with her students last year, and will continue this year. We hope to expand both STEMM activities with more training for our staff.

Parent and Community Awareness

Benchmark Items



	Mean	Count	Top Box
1. My child's learning is a high priority at this school.	4.63	340	70.29%
2. School rules/discipline plans are enforced consistently at this school.	4.37	339	52.21%
3. I regularly receive feedback from school staff on how well my child is learning.	4.29	338	53.55%
4. My family is treated with respect at this school.	4.67	340	73.24%
5. My child has every opportunity to be successful at this school.	4.47	337	59.94%
6. My child has the necessary classroom supplies and equipment for effective learning.	4.51	340	61.47%
7. I would recommend this school to other parents.	4.57	340	67.94%
8. This school provides a safe environment for my child to learn.	4.59	340	67.35%
9. My child is recognized for good work and behavior at this school.	4.36	339	54.87%
10. The school is clean and well maintained.	4.44	340	56.76%
11. The teachers, staff, and administration at this school demonstrate a genuine concern for my child.	4.55	340	67.06%
12. I am proud to say I have a child at this school.	4.58	340	67.65%
13. I receive positive phone calls, emails, or notes about my child from the school.	4.03	339	43.36%
14. The principal at this school is approachable and reachable.	4.13	337	45.70%
15. The principal at this school is an effective leader.	4.15	337	44.51%



Parent and Community Awareness

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

My family is treated with respect at this school. 4.67

My Child's learning is a high priority at this school. 4.63

I would recommend this school to other parents. 4.57

All three indicators show a respectful culture and overall approval of Plew Elementary. Kudos to the front office staff and teacher's correspondence with parents, the statement of families being treated with respect is evident of their work.

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

While the Principal Benchmark items are low, last year was the first year for all administration and many marks with counted as N/A, due to new admin.

I receive positive phone calls, emails or notes about my child from the school. 4.03

School rules/discipline plans are enforced consistently at this school. 4.37

Our commitment to PBIS should enhance both of these lower scored Benchmarks.

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

We have an excellent Facebook that is updated continually by our Assistant Principal.

We have a web site that is also update by an office staff.

Our electronic sign out-side is updated frequently.

We do call outs to our families for important announcements.

We send postcards for new teachers.

Teachers call parents before the first day of school to introduce ourselves.

Email, remind, Class dojo are other forms of communication used by teachers.

School Action Plan

ESSA Subgroup: Strategies & Programs to Support the Objectives

ESSA Subgroup Focus

Subgroup: Using 19-20 data, Economically Disadvantaged in grades K-5 had a percent of points equaling 59 on FSA reading and math.

School Focus

What is the cause(s) for this subgroup being an area of focus? According to the Subgroup Federal Index School Report Card, our school's Economically Disadvantaged students are scoring at a 59%. In English Language Arts, only 60% of students in this subgroup scored Level 3 or above. In Mathematics, only 67% scored proficiency on statewide assessments. In Science, only 47% reached proficiency on statewide assessments. Only 54% made learning gains in ELA and only 48% made learning gains in mathematics.

What are we doing to target this subgroup? Last year we targeted this subgroup, and focused on improving students' ability to self-regulate, strengthening students' mind focus skills, and developing teachers' awareness of instructional strategies for students who are economically disadvantaged. This school year we will continue our use of Zones of Regulation integrated into PBIS and we will add the program iReady reading and math full school to help plug academic achievement holes for this sub group.

Targeted School-based Professional Development:

1. Teachers new to Plew and others who have not received training, will receive Zones of Regulation training from the SEDNET facilitator during pre-planning.
2. iReady training 2 times with district, 3 additional times with targets groups of teachers.

Action Steps for Implementation

Classroom Implementation Action Steps (Teachers and Students):

- 1a. Teachers will use strategies and the language from the Zones of Regulation training to monitor and redirect student behavior in the classroom.
- 1b. Students will use strategies from Zones of Regulation to regulate their behavior.
- 2a. Teachers will administer iReady diagnostic to students and use that data to plan for remediation.
- 2b. Students will take iReady diagnostic and be prescribed a learning path to follow online with iReady, and be provided with small group instruction based on their data.

School Implementation Action Steps (Administration, Teachers, and Students):

- 1a. Administrators will provide posters for each classroom of the Zones of Regulation colors/moods
- 1b. Administrators will provide training for Zones of regulation at pre-planning to new teachers.
- 1c. Students will participate in Zones of regulation instruction during PE in August.

- 2. Administration/district will conduct training for teachers on iReady and how to administer the diagnostic.
- 3. Administrators will identify students in need of academic POC tutoring and identify personnel to provide tutoring.

Progress Monitoring			
Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Zones of Regulation	Discipline data will decrease	Quarterly	AP and teachers
iReady	Diagnostic data	3 times a year	Admin. And teachers
POC tutoring	Data from MAP tests	Weekly	AP and teachers

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 75%.
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 75%.
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 75 %

Plew 2020-2021

Writing Plan using Collaborative Classroom's

Being a Writer

2020-21 School year, Plew Elementary is using Being a Writer from Collaborative Classrooms in all grades. A combination of zoom meetings and 2 face to face professional developments have been planned for the year.

Kindergarten

First Quarter- Narrative Writing Units 1-3

Second Quarter-Expository Nonfiction (informative writing) Unit 4

Third Quarter-Opinion Writing Unit 6

Fourth Quarter-Poetry Unit 5

Writing process and craft:

- Write daily for various purposes and audiences

- Generate ideas for writing
- Choose writing topics
- Extend writing and tell more (elaboration)
- Confer with teacher (editing)
- Reread writing for sense
- Publish pieces of writing
- Read and share published pieces with the class
- Write for sustained periods of time
- Learn about elements of craft and /or genre from published works

First Grade

First Quarter - Narrative Writing Units 1-4

Second Quarter-Expository Nonfiction (informative writing) Unit 5

Third Quarter-Opinion Writing Unit 7

Fourth Quarter-Poetry Unit 6

Writing process and craft:

- Write daily for various purposes and audiences
- Generate ideas for writing
- Choose writing topics
- Extend writing and tell more (elaboration)
- Confer with teacher (editing)
- Reread writing for sense
- Publish pieces of writing
- Read and share published pieces with the class

- Write for sustained periods of time
- Learn about elements of craft and /or genre from published works
- Analyze writing for specific purposes and revise

Second Grade

First Quarter - Narrative Writing Units 1-3

Second Quarter-Expository Nonfiction (informative writing) Unit 4

Third Quarter-Opinion Writing Unit 6

Fourth Quarter-Poetry and Letter writing Unit 5 and 7

Writing process and craft:

- Write daily for various purposes and audiences
- Generate ideas for writing
- Choose writing topics
- Extend writing and tell more (elaboration)
- Confer with teacher (editing)
- Reread writing for sense
- Learn about conventions from published works
- Publish pieces of writing
- Read and share published pieces with the class
- Write for sustained periods of time
- Learn about elements of craft and /or genre from published works
- Analyze writing for specific purposes and revise
- Keep a writer's notebook for ideas and drafts
- Confer in pairs
- Give and receive feedback

- Proofread and edit for spelling
- Proofread and edit for conventions
- Revise based on partner feedback

Third Grade

First Quarter - Narrative Writing Units 1

Second Quarter-Expository Nonfiction (informative writing) Unit 1

Third Quarter-Opinion Writing Genre Unit

Fourth Quarter-Poetry and Letter writing Genre Unit

If time, Functional Writing Genre Unit

Writing process and craft:

- Write daily for various purposes and audiences
- Generate ideas for writing
- Choose writing topics
- Extend writing and tell more (elaboration)
- Confer with teacher (editing)
- Reread writing for sense
- Learn about conventions from published works
- Publish pieces of writing
- Read and share published pieces with the class
- Write for sustained periods of time
- Learn about elements of craft and /or genre from published works
- Analyze writing for specific purposes and revise
- Keep a writer's notebook for ideas and drafts

- Develop a relaxed, uninhibited attitude about writing
- Cultivate creativity
- Confer in pairs
- Give and receive feedback
- Proofread and edit for spelling
- Proofread and edit for conventions
- Revise based on partner feedback

Fourth Grade

First Quarter – Personal Narrative Writing and Fiction Genre Unit 1/ Guided Practice Performance Task (to be done together as introduction to FSA style writing)

Second Quarter-Expository Nonfiction Genre Unit/ Informative, Explanatory Writing Performance Task (to be done more independently, using a gradual release for FSA style writing)

Third Quarter-Opinion Writing Genre Unit/Opinion Writing Performance Task (to be used to simulate an FSA style writing)

Fourth Quarter-Poetry and Functional Writing Genre Unit

Optional Letter Writing

Writing process and craft:

- Write daily for various purposes and audiences
- Generate ideas for writing
- Choose writing topics
- Extend writing and tell more (elaboration)
- Confer with teacher (editing)

- Reread writing for sense
- Learn about conventions from published works
- Publish pieces of writing
- Read and share published pieces with the class
- Write for sustained periods of time
- Learn about elements of craft and /or genre from published works
- Analyze writing for specific purposes and revise
- Keep a writer’s notebook for ideas and drafts
- Develop a relaxed, uninhibited attitude about writing
- Cultivate creativity
- Confer in pairs
- Give and receive feedback
- Proofread and edit for spelling
- Proofread and edit for conventions
- Revise based on partner feedback

Fifth Grade

First Quarter – Personal Narrative Writing and Fiction Genre Unit 1/Guided Practice Performance Task (to be done together as introduction to FSA style writing)

Second Quarter-Expository Nonfiction Genre Unit/Informative, Explanatory Writing Performance Task (to be done more independently, using a gradual release for FSA style writing)

Third Quarter-Opinion Writing Genre Unit/Opinion Writing Performance Task (to be used to simulate an FSA style writing)

Fourth Quarter-Poetry and Functional Writing Genre Unit

Optional Letter Writing

Writing process and craft:

- Write daily for various purposes and audiences
- Generate ideas for writing
- Choose writing topics
- Extend writing and tell more (elaboration)
- Confer with teacher (editing)
- Reread writing for sense
- Learn about conventions from published works
- Publish pieces of writing
- Read and share published pieces with the class
- Write for sustained periods of time
- Learn about elements of craft and /or genre from published works
- Analyze writing for specific purposes and revise
- Keep a writer's notebook for ideas and drafts
- Develop a relaxed, uninhibited attitude about writing
- Cultivate creativity
- Confer in pairs
- Give and receive feedback
- Proofread and edit for spelling
- Proofread and edit for conventions
- Revise based on partner feedback

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., iReady, Max Scholar, and formative) to collaboratively plan whole group mini-lessons, small group instruction, and stations

School Focus

Targeted School-based Focus:

Differentiated small-groups with explicit instruction focusing on strengthening foundational skills using Max Scholar and iReady data.

Targeted School-based Professional Development:

1. iReady two times this year provided by district.
2. iReady 3 times this year for targeted teachers based on their level of comfort with iReady.
3. Max Scholar training for teachers as needed.
4. Review of Clarity Playbook with all staff to ensure fidelity with I can statements.

Action Steps for Implementation

Classroom Implementation Action Steps (Teachers and Students):

- 1a. Teachers will give iReady Diagnostic and learn how to use the data to create targeted small group instruction.
- 1b. Students will participate in targeted small group instruction on phonemic awareness and phonics.

- 3a. Teachers will develop and implement lessons incorporating foundational skills using Max Scholar.
- 3b. Students will participate in lessons incorporating foundational skills using multi-sensory instruction.

- 4a. Teachers will develop I can statements that reflect the learning that is happening that day related to standard being taught.
- 4b. Students will understand the purpose of the day's lesson as it relates to the state standard.

Progress Monitoring			
Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
iReady	Usage reports and data reports	Weekly	Admin. And teachers
Max Scholar	Usage reports and data reports	Quarterly	Admin. And teachers
Teacher Clarity Playbook	Visually see I can statements	Daily	Admin. And 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:

Differentiated small group instruction with explicit instruction (using data from iReady Literature and Informational domains) that incorporates quality text-dependent questions, purposeful text markings and annotations leading to culminating tasks to increase student comprehension

Targeted School-based Professional Development:

1. iReady two times this year provided by district.
2. iReady 3 times this year for targeted teachers based on their level of comfort with iReady.
3. Review of Clarity Playbook with all staff to ensure fidelity with I can statements.

Action Steps for Implementation

Classroom Implementation Action Steps (Teachers and Students):

- 1a. Teachers will give iReady Diagnostic and learn how to use the data to create targeted small group instruction.
- 1b. Students will participate in targeted small group instruction using Literature and Informational texts to increase their comprehension.
- 3a. Teachers will develop I can statements that reflect the learning that is happening that day related to standard being taught.
- 3b. Students will understand the purpose of the day's lesson as it relates to the state standard.

Progress Monitoring

Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
iReady	Usage reports and data reports	Weekly	Admin. And teachers
Teacher Clarity Playbook	Visually see I can statements	Daily	Admin. And 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:
Evidence and Elaboration

Targeted School-based Professional Development:
 1. Teachers will receive professional development for calibration to the FSA Writing rubric.
 2. Targeted teachers will receive training with Collaborative Classrooms and will continue to use the Being a Writer materials.

Writing Plan

See attached.

Progress Monitoring

Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Implementation of Being A Writer	Observations, walk throughs, PD lesson sharing	Daily	Admin. And 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

ELA Levels 1 and 2 Focus

School Focus

Targeted School-based Focus:
 We will use Max Scholar a multi-sensory reading approach with students in small group in grades K-3.
 All grades will be trained to retrieve resources for remediation in the iReady tool box for ELA students who are a level 1 or 2.
 (Red/Yellow)

Targeted School-based Professional Development:

1. On-going training for MaxScholar for new teachers and those who need a refresher.
2. iReady training to help teachers use their data to make specific decisions of what student's need remediated in.

Action Steps for Remediation

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

1a. Teachers will use MaxScholar materials to remediate K-3 students using a multi-sensory approach to reading.
 1b. Students will use the MaxScholar computer program and participate in small group based on their needs in reading.

2a. Teachers will use iReady data to assign remediation activities from the iReady toolbox to students who score at the red or yellow level.
 2b. Students will complete the assigned iready remediation activities either at small group or as independent work.

Progress Monitoring

Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
MaxScholar	Reports, observations	Weekly	Admin. And teachers
iReady toolbox	observations	Weekly	Admin. /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

Pandemic ELA Instructional Gaps Focus

School Focus

Targeted School-based Focus:

1. Plew teachers' grades 1-5 will spend the first 3 weeks reviewing the previous grade level standards that were taught the last nine weeks.
2. Techers will also use their iReady diagnostic 1 data to define academic holes from the previous school year to address immediately.

Action Steps for Implementation

Classroom Implementation Action Steps (Teachers and Students):

- 1a. Teachers will review material missed the last nine weeks from the previous grade for all students the first 3 weeks of school.
- 1b. Students will complete assignments that review missed academic standards from the last nine weeks.
- 2a. Teachers will use iReady diagnostic 1 data to define academic holes from the previous school year to address in small group or independent activities with the student.
- 2b. Student will complete specifically designed assignments from iReady to bridge the gap in their learning from the previous grade level.

Progress Monitoring

Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
3 week review	Walk throughs, grade level notes	Weekly	Admin.
iReady data	Reports, walk throughs	Weekly	Admin.

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 75%.

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 75 %.

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 75 %

School Action Plan

Math: Strategies & Programs to Support the Objectives

Central Focus: Math Focus
<p>Use OCSD M3 Standards-based planning document to create student-centered standards-based lessons</p> <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
<p>Targeted School-based Focus: Differentiated small group instruction with explicit instruction using data from iReady Diagnostic.</p> <p>Targeted School-based Professional Development:</p> <ol style="list-style-type: none"> 1. iReady two times this year provided by district. 2. iReady 3 times this year for targeted teachers based on their level of comfort with iReady. 3. Review of Clarity Playbook with all staff to ensure fidelity with I can statements.

Action Steps for Implementation
<p>Classroom Implementation Action Steps (Teachers and Students):</p> <p>Classroom Implementation Action Steps (Teachers and Students):</p> <ol style="list-style-type: none"> 1a. Teachers will give iReady Diagnostic and learn how to use the data to create targeted small group instruction. 1b. Students will participate in targeted small group that will focus on their areas of strengths and weaknesses as shown on iReady Diagnostic. 3a. Teachers will develop I can statements that reflect the learning that is happening that day related to standard being taught. 3b. Students will understand the purpose of the day’s lesson as it relates to the state standard.

Progress Monitoring			
Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
iReady	Usage reports and data reports	Weekly	Admin. And teachers
I Can Statements	Walk throughs, Observations	Daily	Admin. And teachers

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

Math Levels 1 and 2 Focus

School Focus

Targeted School-based Focus:

1. Students will be identified as red learners on iReady Diagnostic 1, most will be assigned to our math coach for remediation based on this assessment.
2. Teachers will create lessons for Red students that are fluid and targeted to their areas of weakness.

Targeted School-based Professional Development:

Teachers will receive iReady training during pre-planning. They will understand how to use their iReady diagnostic results to choose their students for remediation.

Action Steps for Remediation

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

1. Teachers will identify grades 3-5 students to receive Math support from school-based Math coach.
 - 1a. Students will receive math remediation using iReady results during two 30 minute sessions per week in the math coach's room.
2. Teachers will use data from iReady to implement fluid, targeted small group instruction.
 - 2a. Students will participate in small group based on their iReady areas of weakness.

Progress Monitoring

Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Math Coach small group	Walk throughs and observations	Daily	Admin. And teachers
iReady	Usage reports and data	Weekly	Admin and teachers

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:

1. Plew teachers' grades 1-5 will spend the first 3 weeks reviewing the previous grade level standards that were taught the last nine weeks.
2. Techers will also use their iReady diagnostic 1 data to define academic holes from the previous school year to address immediately.

Action Steps for Implementation

Classroom Implementation Action Steps (Teachers and Students):

1. Teachers will review material missed the last nine weeks from the previous grade for all students the first 3 weeks of school.
 - 1a. Students will complete assignments that review missed academic standards from the last nine weeks.
2. Teachers will use iReady diagnostic 1 data to define academic holes from the previous school year to address in small group or independent activities with the student.
 - 2a. Student will complete specifically designed assignments from iReady to bridge the gap in their learning from the previous grade level.

Progress Monitoring

Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
3 week review	Walk throughs and grade level notes	Weekly	Admin.
iReady data	Reports and walk throughs	Weekly	Admin.

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 75 %.

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:

1. K-5 focus will continue with the emphasis on the use of science vocabulary located in the District Science Pacing Guide.
2. 3-5 will use Study Island data and computer program to supplement science while using Elevate Science curriculum.

Targeted School-based Professional Development:

Study Island training will happen during pre-planning.

Action Steps for Implementation

Classroom Implementation Action Steps (Teachers and Students):

1. Teachers will model and use science vocabulary, either with a word wall or other approved method for teaching vocabulary daily with students.
 - 1a. Students will read, write and speak using science vocabulary correctly daily.
2. Teachers in grade 3-5 will administer Study Island test and will require students to work in the program for 30 minutes weekly.
 - 2a. Students in grade 3-5 will log into Study Island 30 minutes a week.

Progress Monitoring

Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Science vocabulary	Visual-word wall or walk through	Daily	Admin.
Study Island	Reports or walk through	Daily	Admin. And teachers

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:

1. Plew teachers' grades 1-5 will spend the first 3 weeks reviewing the previous grade level standards that were taught the last nine weeks.
2. Techers in grades 3-5 will also use their Study Island data to define academic holes from the previous school year to address immediately.

Action Steps for Implementation

Classroom Implementation Action Steps (Teachers and Students):

1. Teachers will review material missed the last nine weeks from the previous grade for all students the first 3 weeks of school.
 - 1a. Students will complete assignments that review missed academic standards from the last nine weeks.
2. Teachers in grades 3-5 will use Study Island data to define academic holes from the previous school year to address in small group or independent activities with the student.
 - 2a. Student will complete specifically designed assignments from Study Island to bridge the gap in their learning from the previous grade level.

Progress Monitoring

Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Study Island	Reports, walk throughs	Weekly	Admin. And 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.

Plew uses Max Scholar, a multi-sensory curriculum adopted from the state to teach intensive reading to our most at risk students in grades K-3. Our entire school will use iReady, a blended computer based program to teach reading and math to all students. All teachers have access to district made curriculum digitally. This new curriculum along with several support staff, will meet the needs of our struggling math students in grade 3, 4 and 5, and meet the needs of our K-2 students in reading and math support. In addition we have to support staff members to aid our ESE students grades K-5 with two full time SLD teacher.

Plew elementary is working to be a one to one ratio for electronic devices in all grades thanks to our district funds.

Communication for Plew includes social media, facebook, web site, Kiosk, printed progress reports, electronic report cards, and school newsletter, remind 101 school based, and teacher newsletters as well as parent teacher conferences, IEP meetings and MTSS parent meetings.



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.

Plew administration work closely with maintenance to keep Plew operable. Work orders are submitted as soon as a problem is identified.

Plew has faculty meeting and several team based groups that help make decisions about the school collectively. The Leadership team also provides a voice to the classroom teacher about school based decisions.

Plew has a SRO officer and safety patrol which work closely with administration to keep the campus safe. Safety items are a standing agenda item on our faculty meeting agenda and all safety drills are done during the year at different times for different scenarios.