

Date Submitted:

Dates of Revision:

School Performance Plan 2021-2022



School Name: Plew Elementary

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

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 \$ will primarily be used for:

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

Principal's Signature
Tammy Matz (signed copy on file at Plew Elementary)
SAC Chairperson's Signature
Susan Newton (signed copy on file at Plew Elementary)

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
Katie Wallace	GLC Kindergarten
Theresa Young	GLC First
Denise Richardson	GLC Second
Gerrienne Burnette	GLC Third
Amber Stuart	GLC Fourth
Jessica Landry	GLC Fifth
Heather McClaren	GLC Special Areas

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

April 2021 a SPP Grade level feedback sheet was given to all grade level chairs to gather feedback on the current SPP and ideas for the new SPP. Using last year’s Focus and Action steps for ELA, Math, Writing, Science and ESSA groups, grade levels collaborated and have recommendations for new Action steps. June 2021 a rough draft was written and sent to our Literacy Coach for additional feedback. August 2021 our GLC’s met to discuss the new plan and presented the SPP to all faculty at pre-planning. Feedback was once again received, and tweaks and changes were made.

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 840 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 Cognia. Plew has been accredited by AdvancED/Cognia 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 80% White, 3.4% Black/African American, 6.9% Hispanic, and 8.5% Multiracial. The percent of our students who are economically disadvantaged is 25.5%.

Plew Elementary is in year two of being a Positive Behavioral Interventions and Supports School. Our schoolwide motto for PBIS is the ROAR honor code. We remind students to be Responsible, Organized, Achieve Goals, and Respect one another every morning over the announcements. Our PBIS school team meets once a month to review discipline data and plan to create a positive incentive for the cafeteria for this school year.

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. We have added a Music Club and an Art club for interested 5th graders to participate during their special's rotation. This year we will be adding a few more clubs for 5th grade students to choose from. 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.

Our STEM focus for this school year involves a Kids CODE club which will start by the end of September. We will offer it to our 3rd, 4th and 5th grade students. The club runs from September until April.

Parent and Community Awareness

Plew Elementary			No	Not Sure	Yes	
		Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
Question	Responses	Very Dissatisfied	Dissatisfied	Neither satisfied nor dissatisfied	Satisfied	Very Satisfied
As a parent, how satisfied were you with the mySchool Online program this year?	23	4%	13%	22%	43%	17%
Do you plan to return your child to full-time brick & mortar classes next fall?	23		4%	43%	52%	
My child's school emphasizes academic performance as the number one priority.	175	1%	3%	6%	43%	46%
Our principal is an effective leader who meets the needs of our students.	175	2%	6%	13%	33%	46%
As a parent, I am made aware of the curriculum program for my child's grade level or course.	176	2%	9%	11%	38%	39%
The school uses a variety of methods for parent communication.	175	1%	3%	6%	37%	53%
Parent input is valued at my child's school.	176	2%	8%	23%	32%	35%
Clear expectations of conduct and behavior are communicated to my child.	176	1%	2%	2%	43%	52%
I receive positive phone calls, emails, or notes about my child from the school.	176	2%	10%	13%	37%	39%
My child's school maintains a safe environment.	176	3%	5%	7%	38%	48%
My child's school treats everyone fairly, regardless of race, economic status, or other relationships.	175	1%	3%	8%	38%	50%
School funds are used to support the school in a financially responsible manner.	176	1%	1%	26%	35%	36%
The guidance department at my child's school provides for the educational success of my student.	175		1%	27%	34%	38%
I am satisfied that my child's teachers do a good job educating my child.	176	2%	3%	3%	28%	64%
My child's school is well maintained.	176	1%	5%	10%	47%	38%
The health services provided at my child's school support his/her wellness.	175	3%	1%	22%	39%	35%

Parent and Community Awareness

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

High ratings on our survey include clear expectations of behavior which we attribute to the success of our Positive Behavior Intervention System. Our other two high ratings include satisfaction with classroom teachers and the use of several methods of communication. We have veteran teachers at Plew who strive to make positive relationships with their families.

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

Areas to improve include valuing parent input, communicating how funding is used to support the school and positive communication to parents about their child.

Last year we made positive communication a goal. While the percentage satisfied improved, this needs to continue to be a focus for our staff. We will continue making monthly targets of reaching out to parents about their child's behavior or academics in a positive light.

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

Communication used at Plew Elementary includes monthly school newsletters, weekly teacher newsletters, marquis, Facebook, Instagram, Twitter, call outs, web page, The Remind app, class dojo by several teachers and good ole fashion telephone calling!

School Action Plan

ESSA Subgroup: Strategies & Programs to Support the Objectives

ESSA Subgroup Focus
Subgroup: ESE students grade 3-5 ELA.
School Focus
What is the cause(s) for this subgroup being an area of focus? Our ESE subgroup is consistently the lowest performing subgroup in ELA (percent proficient ranging from 21% to 47%) on the 2020 FSA results. We have a large ESE population 14% which is 110 students, and most recently were able to add an additional ESE teacher to serve our big numbers. The 2020 data reflects online ESE learners, and they clearly suffered from this style of teaching.
What are we doing to target this subgroup? We have redesigned our pull-out program for ESE students for English Language Arts based on their iReady Diagnostic scores and the Next Steps report from iReady. Students will rotate through small group instruction planned by our ESE department based on next steps for each of the iReady domains, Vocabulary, Phonics, Literature and Informational text.
Targeted School-based Professional Development: Spring of 2021-Our ESE department traveled to Florosa Elementary to “Benchmark” the ESE pull out time. They consulted with Florosa’s team and came back to Plew and put together a similar pull-out program using iReady Diagnostic results. iReady training embedded into the 21-22 school year. Data Chats for ESE teachers using Diagnostic results three times a year with administration.
Action Steps for Implementation with a Strong Focus on Addressing Potential Learning Loss
Classroom Implementation Action Steps (Teachers and Students): Our ESE teachers will create lessons by iReady domains for Vocabulary, Phonics, Literature, Informational text, based on individual student’s scale score, and next steps in the iReady program. Students will rotate every day for 3 days from small group to small group working with a teacher or para-pro on a lesson specific to the domains of Vocabulary, Phonics, Literature or Informational text at their instructional level. Classroom teachers will continue to teach ESE students on grade level standards while scaffolding in small group instruction. Students will receive scaffolded instruction on grade level standards.
School Implementation Action Steps (Administration, Teachers, and Students): Administration sent ESE teachers to “Benchmark” Florosa’s ESE department. Administration provided a release day for teachers who came back and planned lessons for 21-22 school year using iReady D3 for ESE students. Administration has the expectation that ESE teachers will start small group rotation using D3 data by the second week of school. Administration will provide support for ESE teachers to adjust groupings and lessons based on D1 data from iReady in the fall.

Progress Monitoring			
Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
ESE iReady Domain Rotation	Walk through	Weekly	Administration
iReady ESE student growth	Growth reports	Following D2,3	Administration
Classroom teacher's small group instruction	Walk through	Weekly	Administration

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

ELA DATA

iReady ELA by School						Grade Level Placements							Gender		Ethnicity						Status			Strands																	
On/Mid/Above Grade Level (%)						3+	2	1	Early	On	Mid/	On/	M	F	A	B	H	I	M	W	ESE	ELL	F/R	Average Grade Placement																	
Year	Term	School	Grade	# Students Tested	Ave. Percentile	% of Placement	% of Placement	% of Placement	% of Placement	% of Placement	% of Placement	# Total Population	% On/Mid/Above	# Total Population	% On/Mid/Above	# Total Population	% On/Mid/Above	# Total Population	% On/Mid/Above	# Total Population	% On/Mid/Above	# Total Population	% On/Mid/Above	Phonological Awareness	Phonics	High-Frequency Words	Vocabulary	Reading Comprehension Literature	Reading Comprehension Informational Text												
2021	Test C	Plew	K	145	71.2			3	3	7	87	94	67	96	78	92		4	100	1	100		13	100	127	93	14	79	1	100	20	90	+1	mid	+1	Late	Late	Late			
2021	Test C	District	K	2,260	57.9			10	11	12	68	79	1159	77	1101	82	39	82	244	75	274	59	9	56	288	78	1406	85	283	61	184	46	960	75	mid	mid	Late	Late	Late	Late	
2021	Test C	Plew	1	121	66.3			14	7	8	71	79	56	75	65	83	1	100	4	75	3	33		8	75	105	81	16	75		26	54	Late	mid	+1	mid	Late	Late			
2021	Test C	District	1	2,333	54.1			1	33	5	53	61	1197	59	1136	63	35	71	274	53	232	36	6	50	282	59	1504	67	363	44	152	22	1061	54	mid	mid	mid	Early	mid	mid	
2021	Test C	Plew	2	149	67.7			1	15	7	10	68	78	71	77	78	78	1	100	1	100	5	80		4	75	138	78	19	68		35	71		mid	+1	mid	Late	Late		
2021	Test C	District	2	2,204	54.8			0	5	27	8	10	50	60	1116	59	1088	61	50	74	250	47	275	44	5	40	234	60	1390	65	347	40	170	29	1000	49	Early	+1	Early	Early	Early

School FSA ELA (2018-2021)					Achievement Levels								Gender		Ethnicity						Status			Strands																				
Proficiency (%)					1L	1M	1H	2L	2H	3	4	5	3,4,5	M	F	A	B	H	I	M	W	ESE	ELL	F/R	Average Rating																			
Year	School	Grade	# Students Tested	% of Score	% of Score	% of Score	% of Score	% of Score	% of Score	% of Score	% of Score	% Proficient	# Total Population	% Proficient	# Total Population	% Proficient	# Total Population	% Proficient	# Total Population	% Proficient	# Total Population	% Proficient	# Total Population	% Proficient	# Total Population	% Proficient	Key Ideas	Craft & Struct	Ingr. of Knowl	Language	Writing	Write: Purp/Org	Write: Evidence	Write: Convent.										
2018	Plew	3	140	1	2	7	14	31	25	21	76	70	74	70	79	1	100	6	67	7	100		6	83	120	75	31	58	2	0	43	70	66	71	55	80								
2019	Plew	3	127			2	4	8	29	39	18	86	66	83	61	89	3	67	3	100	4	75		6	67	111	87	13	69		30	80	67	74	60	89								
2021	Plew	3	124			2	8	10	11	28	34	7	69	65	66	59	73		4	0	1	100		6	67	113	72	27	33	1	100	25	40	64	63	54	74							
2018	District	3	2,520	1	3	9	9	13	31	24	11	66	1231	62	1289	69	50	76	292	47	285	51	9	67	259	68	1625	71	428	35	139	26	1403	55	59	65	50	74						
2019	District	3	2,460	1	3	9	9	12	29	27	10	66	1258	64	1202	68	42	83	293	50	293	51	9	78	232	64	1591	72	456	39	136	24	1317	55	56	66	51	84						
2021	District	3	2,261	2	4	11	10	11	30	25	7	63	1149	58	1112	67	60	72	264	48	303	43	5	60	228	64	1401	69	415	35	181	23	966	53	58	59	49	73						
2018	Plew	4	133	1	5	5	6	31	29	23	83	77	78	56	89	3	100	7	71	7	57		11	82	105	85	17	47		42	52	64	71	55	78	64	59	58	83					
2019	Plew	4	145	1	1	3	5	4	33	28	25	86	74	86	71	86	1	100	5	100	5	80		5	80	129	86	22	59	3	33	40	75	62	68	58	90	61	56	56	82			
2021	Plew	4	145	1		4	3	6	26	41	19	87	70	83	75	91			5	60	5	80		8	88	127	88	25	56	1	0	27	63	68	75	69	83	59	56	54	78			
2018	District	4	2,449	2	3	11	9	13	30	23	9	62	1259	59	1190	66	66	75	327	42	235	49	10	70	233	63	1578	68	443	31	106	21	1266	50	54	63	48	70	55	51	51	72		
2019	District	4	2,429	1	3	8	9	12	33	24	11	67	1183	62	1246	72	48	77	262	45	272	51	8	50	254	72	1585	73	437	35	114	26	1282	55	54	61	52	83	55	50	50	75		
2021	District	4	2,408	3	5	13	8	11	25	25	11	60	1272	56	1136	65	56	77	249	37	299	46	4	25	223	65	1577	66	480	31	133	18	984	46	54	65	55	72	53	48	47	74		
2018	Plew	5	135			4	7	10	27	24	27	78	70	76	65	80	6	83	3	33	4	75		9	44	113	81	8	25		22	36	73	78	67	82	63	59	54	87				
2019	Plew	5	145	1	1	4	6	8	24	38	18	80	82	77	63	84	3	100	8	63	7	57		12	67	115	83	19	58		40	55	60	78	66	86	66	63	60	86				
2021	Plew	5	129			2	2	8	9	30	27	22	79	68	74	61	85	3	67	4	75	5	40		5	60	112	82	20	45		23	70	68	77	74	83	63	57	56	88			
2018	District	5	2,376	1	3	8	12	12	30	23	11	64	1189	60	1187	69	65	71	257	50	232	59	8	50	239	58	1575	68	349	21	43	5	1170	53	61	71	61	78	58	54	51	77		
2019	District	5	2,466	1	2	8	9	13	29	27	11	67	1237	63	1229	70	64	78	323	47	236	51	8	75	232	64	1603	73	434	29	79	16	1205	55	53	72	58	83	63	59	56	84		
2021	District	5	2,202	2	3	10	10	14	27	23	11	61	1150	57	1052	66	44	82	244	44	276	44	6	67	207	57	1425	68	402	28	92	11	920	47	59	68	65	77	60	55	54	81		

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 80%.

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 80%.
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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 80%
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School Action Plan

ELA: Strategies & Programs to Support the Objectives

Central Focus: ELA Focus Kindergarten- Grade 2

To address potential learning loss by accelerating student achievement with evidence-based resources, district and school-based staff will analyze assessment data, collaborate to create engaging lessons, and provide intervention support.

- Develop engaging, grade appropriate lessons aligned to the B.E.S.T. Standards
- In grades 1 and 2, utilize the B.E.S.T. Standards Vertical Progression to ensure a successful transition from LAFS to B.E.S.T. Standards
- Analyze data to identify appropriate instruction components of i-Ready that can be integrated within the Balanced Literacy Model (e.g., whole group mini-lessons, differentiated small group instruction incorporating multi-sensory strategies, and stations)
- Utilize the ELA textbook, *Benchmark Advance*, as a resource to plan targeted Tier I (whole group) instruction based on i-Ready data that incorporates text-dependent questions leading to a culminating task

School Focus

Targeted School-based Focus:

To individualize more engaging lessons using current iReady data and the iReady toolbox. Common planning will be used to calendar common Benchmark Unit Assessments and best practices and resources will be shared based on the data from these assessments.

Targeted School-based Professional Development:

- iReady training provided by District
- iReady training customized for grade levels and user expertise
- Data chats with individual teachers to discuss the best reports to use and resources available in iReady for individual students
- Benchmark Advance training provided by District
- Common planning training for calendaring and conversations done at pre-planning
- Use of Learning Intentions/ I can statements addressed at pre-planning
- UFLI training for ESE department to better utilize Multi-Sensory approach to Reading for ESE students

Action Steps for Implementation with a Strong Focus on Addressing Potential Learning Loss

Classroom Implementation Action Steps (Teachers and Students):

Targeted Small Group Instruction using iReady:

Teachers will use iReady with fidelity; time in program and percent passing rate of lessons will be monitored weekly. Students will set a goal before each diagnostic assessment and work in iReady for 45 minutes weekly.

Teachers will use data from D1 and D2 to provide either remediation or increase rigor to small groups of students using the iReady toolbox resources, Ready books, or materials from their Benchmark Advance reading series, based on the student’s test results and the Next Steps provided by the iReady reports. (PLL)

Students will receive small group instruction based on their iReady data from D1 and D2. Tier 3 students and students who show PLL will receive small group instruction at least 4 times a week.

Teachers will use a multi-sensory approach to reading as needed for students who are having a difficult time grasping early reading concepts.

Students will participate in multi-sensory activities when they are having a difficult time grasping early reading concepts.

Whole Group Instruction and Assessment:

Teachers will use Benchmark Advance series with fidelity, they will fold their new reading series into their Balanced Literacy Model to include Whole group instruction, Read Aloud, Teacher led Small Group, Stations, with a focus this year on common assessments. (Aligned to LAFS/B.E.S.T. standards and DOK levels)

Students will participate in a Balanced Literacy approach using the Benchmark Advance reading series. Students will participate in a common assessment given to grades K-2.

Teachers will use the Benchmark Advance Unit assessments (grade level common assessments) to plan and collaborate next steps for students. (PLL)

Students will take Benchmark Advance Unit assessments and be provided feedback and remediation based on their results.

Teachers will use I can statements to target the learning intention for that day. (Aligned to LAFS/B.E.S.T. standards)

Students will know the relevance, and success criteria for the day’s lesson.

Progress Monitoring			
Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
iReady usage	Usage report for students	Weekly	Admin, teacher
iReady data will be used to drive small group instruction	Data chats and goal setting and walk throughs	Quarterly	Admin and classroom teacher
Use of Benchmark Advance reading materials including common Unit Assessments	Common plan time will be used to plan backwards from assessments, data will be analyzed and next steps for instruction will be discussed	Weekly	Admin and Grade Level Chairs
Learning intentions/I can statements	Walk throughs, written on board, addressed with students	Daily	Admin
Multi-Sensory approach to reading	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

ELA: Strategies & Programs to Support the Objectives

Central Focus: ELA Focus Grades 3-5

To address potential learning loss by accelerating student achievement through the use of evidence-based resources, district and school-based staff will analyze assessment data, collaborate to create engaging lessons, and provide intervention support.

- Develop engaging, standards-based lessons that bridge LAFS and B.E.S.T. Standards using data (e.g., FSA, formative, classroom assessments), the Item Specifications, and *Benchmark Advance* Standards document
- Utilize the ELA textbook, *Benchmark Advance*, as a resource to plan targeted Tier I (whole group) instruction based on i-Ready data that incorporates text-dependent questions leading to a culminating task
- Analyze components of i-Ready (e.g., Teacher Toolbox, Personalized Online Instruction) to appropriately incorporate within the Balanced Literacy Model
- Strategically utilize the B.E.S.T. Standards Vertical Progression to ensure a successful transition from LAFS to B.E.S.T. Standards

School Focus

Targeted School-based Focus:

To individualize more engaging lessons using current iReady data and the iReady toolbox. Common planning will be used to calendar common Benchmark Unit Assessments accompanied by FSA test specs and best practices. Resources will be shared based on the data from these assessments.

Targeted School-based Professional Development:

- iReady training provided by District
- iReady training customized for grade levels and user expertise
- Data chats with individual teachers to discuss the best reports to use and resources available in iReady for individual students
- Benchmark Advance training provided by District
- Bridge training by our Literacy Coach
- Common planning training for calendaring and conversations done at pre-planning
- Use of Learning Intentions/ I can statements addressed at pre-planning

Action Steps for Implementation with a Strong Focus on Addressing Potential Learning Loss

Classroom Implementation Action Steps (Teachers and Students):

Targeted Small Group Instruction using iReady:

Teachers will use iReady with fidelity; time in program and percent passing rate of lessons will be monitored weekly. Students will set a goal before each diagnostic assessment and work in iReady for 45 minutes weekly.

Teachers will use data from D1 and D2 to provide either remediation or increase rigor to small groups of students using the iReady toolbox resources, Ready books, or materials from their Benchmark Advance reading series, based on the student's test results and the Next Steps provided by the iReady reports. (PLL)
 Students will receive small group instruction based on their iReady data from D1 and D2. Tier 3 students and students who show PLL will receive small group instruction at least 4 times a week.

Whole Group Instruction and Assessment:

Teachers will use Benchmark Advance series with fidelity, they will fold their new reading series into their Balanced Literacy Model to include Whole group instruction, Read Aloud, Teacher led Small Group, Stations, with a focus this year on common assessments. (Aligned to LAFS/B.E.S.T. standards, District Bridge materials and DOK levels)

Students will participate in a Balanced Literacy approach using the Benchmark Advance reading series. Students will participate in a common assessment given to grades 3-5.

Teachers will use the Benchmark Advance Unit assessments paired with their FSA item specifications (grade level common assessments) to plan and collaborate next steps for students. (PLL)

Students will take Benchmark Advance Unit assessments and be provided feedback and remediation based on their results.

Teachers will use I can statements to target the learning intention for that day. (Aligned to LAFS/B.E.S.T. standards)

Students will know the relevance and success criteria for the day's lesson.

Progress Monitoring			
Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
iReady usage	Usage reports for students	Weekly	Admin, teacher
iReady data will be used to drive small group instruction	Data chats and goal setting and walk throughs	Quarterly	Admin and classroom teacher
Use of Benchmark Advance reading materials including common Unit Assessments and FSA item specifications	Common plan time will be used to plan backwards from assessments, data will be analyzed and next steps for instruction will be discussed	Weekly	Admin, Grade Level Chair
Learning intentions/I can statements	Walk throughs, written on board, addressed with students	Daily	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

Central Focus: Text-based Writing

School Focus

Using the Benchmark Advance writing program, teachers will calendar common Reading and Writing Interim Assessments that are performance based in grades K-5. They will use common planning time to discuss results of the performance tasks and grades 4/5 will use the FSA writing rubric to grade these assessments and remediate writing based on these results.

Targeted School-based Professional Development:

- Benchmark Reading and Writing training on going throughout the year
- Writing calibration for grading using the Benchmark rubric and the FSA rubric will occur during common planning, Literacy coach will be available to assist with calibration

Writing Plan

Teachers will use the Benchmark Advance reading series to teach all genres of writing. They will also layer in best practices from Being a Writer such as mentor texts and creating a writing community. Ready writing books will be used to scaffold writing for our struggling writers.

Whole Group: Benchmark weaves the art of writing into each of the 10 units per grade level.

Assessment: Using the 4-point rubric (all grades) and the FSA Writing Rubric in grades 4/5, teachers will evaluate how student responses are developed.

Small Group/Writer Workshop: Teachers will provide instruction in organization and incorporating details to include all features of informative, opinion and narrative writing.

Teachers will provide instruction in grammar, sentence structure and basic conventions appropriate at each grade level.

Progress Monitoring

Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Using the Benchmark Advance writing curriculum.	Walk throughs and formal observations	Weekly	Admin
Calibration using the 4-point rubric and FSA rubric.	Common Planning	Monthly	Admin and Grade Level chair and Literacy Coach

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 Students Below Grade Level

School Focus

Using the results of iReady D1, students will be identified for additional remediation with a para-pro and for POC tutoring during the school day and afterschool. The para-pro will meet with a small group of 5 (general education) students that have been identified as 1 or more years below grade level in grade 3. The para-pro will remediate the phonics domain using on or below grade level Ready workbooks.

Targeted School-based Professional Development:

- Para-pro will be trained by AP on how to use iReady data to assign specific pages and tasks from the Ready reading books. Since we are targeting the 3rd graders who are 1 or more years below grade level, we will use the 2nd grade Ready materials.

Action Steps for Remediation

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

Para-pro will meet with small groups of 3rd graders daily to remediate phonics using the 2nd grade Ready materials. General education students identified as 1 or more years below grade level in 3rd grade in reading will meet daily with the para-pro to work on Phonics using the Ready materials. POC tutoring will begin in September with identified “bubble” non-ESE students in grades 3 and 4. 4 Classroom teachers will use iReady data to fill gaps in ELA for small groups of students twice a week.

Progress Monitoring

Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Small group instruction using Ready materials	Walk throughs and discussions with Para-pro assigned	Weekly	AP
POC tutoring	Walk throughs	Weekly	AP

Evaluation Following Mid-Year Data

Evaluation of Targeted School-based Focus & Implementation:

Refinement of Targeted School-based Focus:

MATH DATA

iReady Math by School On/Mid/Above Grade Level (%)					Grade Level Placements							Gender		Ethnicity							Status			Strands														
Year	Term	School	Grade	# Students Tested	Ave. Percentile	3+	2	1	Early	On	Mid/	Early/	M	F	A	B	H	I	M	W	ESE	ELL	F/R	Average Grade Placement														
						% of Placement Below	% of Placement Below	% of Placement Below	% of Placement Grade	% of Placement Grade	% of Placement Above	% of Placement Above	% of Placement Above	% of Placement Above	% of Placement Above	% of Placement Above	# Total Population	% On/Mid/Above	# Total Population	% On/Mid/Above	# Total Population	% On/Mid/Above	# Total Population	% On/Mid/Above	# Total Population	% On/Mid/Above	# Total Population	% On/Mid/Above	# Total Population	% On/Mid/Above	# Total Population	% On/Mid/Above	Number & Operations	Algebra & Algebra Thinking	Measurement & Data	Geometry		
2021	Test C	Plew	K	145	73.7			3	4	6	86	92	67	93	78	92			4	100	1	100		13	85	127	93	14	86	1	100	20	90	mid	mid	mid	Late	
2021	Test C	District	K	2,248	57.1			18	6	8	67	75	1154	74	1094	77	39	82	240	65	273	55	9	78	286	70	1401	82	279	57	184	40	954	69	mid	mid	mid	mid
2021	Test C	Plew	1	121	74.4			8	3	10	79	88	56	91	65	86	1	100	4	100	3	100		8	75	105	89	16	81		26	69	mid	mid	mid	mid		
2021	Test C	District	1	2,325	58.9			2	28	7	57	63	1191	66	1134	60	35	66	273	51	232	40	6	33	277	61	1502	69	361	45	152	28	1054	55	mid	mid	mid	mid
2021	Test C	Plew	2	149	70.2			11	7	13	68	81	71	85	78	78	1	100	1	100	5	80		4	75	138	81	19	79		35	77	mid	mid	mid	mid		
2021	Test C	District	2	2,197	54.7	0	3	28	12	12	45	57	1111	61	1086	52	50	78	250	36	273	42	5	60	234	48	1385	64	345	39	170	29	995	46	Early	Early	mid	mid

School FSA Math (2018-2021) Proficiency (%)					Achievement Levels									Gender		Ethnicity							Status			Strands																		
Year	School	Grade	# Students Tested	% Proficient	1L	1M	1H	2L	2H	3	4	5	3,4,5	M	F	A	B	H	I	M	W	ESE	ELL	F/R	Average Rating																			
					% Proficient	% Proficient	% Proficient	% Proficient	% Proficient	% Proficient	% Proficient	% Proficient	% Proficient	% Proficient	% Proficient	% Proficient	% Proficient	% Proficient	% Proficient	% Proficient	% Proficient	% Proficient	% Proficient	% Proficient	% Proficient	% Proficient	% Proficient	% Proficient	Num&Opp: Base 10 (4-5) Ratio&Prop (6-7)	Num&Opp: Fract (3-4) Oper&Alg / Fract (5) NumSys (6-7)	Meas&Data / Geo (3-5) Stats&Prob (6-7) Stats&Prob / NumSys (8) Stats&NumSys (A1) Model w/Geo (Geo)	Geometry (6-8) Alg&Modl (A1) Cong,Sm,RT,Tr,Trig (Geo)	Opp&Alg / Base 10 (3) Opp&Alg (4) Expr&Equat (6-8)	Functions (8) Funct&Modl (A1) Circ,Meas,Props&Equat (Geo)										
2018	Plew	3	139		1	5	5	8	30	34	17	81	70	81	69	81	1	100	6	33	7	100			6	67	119	83	31	55	2	100	42	67		69								
2019	Plew	3	130				5	5	5	29	32	24	85	69	91	61	77	3	100	3	67	5	40			6	67	113	88	13	54		30	63		72								
2021	Plew	3	123	1	1	10	9	9	33	28	11	71	64	70	59	71			3	0	1	0			6	67	113	73	26	35	1	0	23	30		75								
2018	District	3	2,528	1	2	8	7	10	30	30	13	72	1,238	71	1,290	73	50	86	292	49	289	62	9	67	260	72	1628	77	434	42	143	48	1408	63		66								
2019	District	3	2,448	1	2	8	7	9	31	30	12	73	1,255	74	1,193	73	41	88	290	61	293	58	9	78	231	68	1584	79	447	55	136	35	1308	64		68								
2021	District	3	2,227	2	4	14	8	10	29	22	11	61	1,129	63	1,098	59	57	75	255	40	301	45	5	40	226	58	1383	68	400	35	181	34	941	50		68								
2018	Plew	4	134		1	2	4	4	31	34	25	90	78	87	56	93	3	100	7	86	7	57			11	91	106	92	17	59		42	76		83									
2019	Plew	4	144				3	3	3	27	31	33	90	74	95	70	86	1	100	5	80	5	80			5	100	128	91	22	64	3	100	39	74		82							
2021	Plew	4	145	1			8	3	4	26	34	23	83	70	86	75	81			5	60	5	100			8	88	127	83	25	60	1	0	27	59		73							
2018	District	4	2,482	2	3	10	7	8	30	26	14	70	1,279	73	1,203	67	66	79	333	48	244	57	11	91	234	71	1594	76	452	43	113	38	1292	59		73								
2019	District	4	2,437	2	2	9	7	7	28	27	19	74	1,188	73	1,249	76	49	92	262	55	276	64	8	50	253	74	1589	79	439	44	118	46	1286	65		74								
2021	District	4	2,410	4	5	14	8	8	26	22	13	62	1,275	62	1,135	61	55	84	250	34	301	45	4	50	222	64	1578	68	477	37	135	25	984	48		63								
2018	Plew	5	135		1	2	4	15	27	33	19	79	70	77	65	80	6	100	3	33	4	75			9	56	113	81	8	25		22	41		71									
2019	Plew	5	145				3	5	3	23	31	34	88	82	89	63	87	3	100	8	88	7	71			12	92	115	89	19	63		40	75		76								
2021	Plew	5	130	1	3	7	5	9	25	30	19	75	70	73	60	77	3	100	4	75	5	20			4	25	114	78	20	45		24	67		72									
2018	District	5	2,388	1	3	8	7	11	28	27	16	71	1,195	72	1,193	70	64	89	260	53	234	68	8	50	240	69	1582	74	354	38	46	26	1176	62		66								
2019	District	5	2,475	1	3	8	7	10	25	26	20	71	1,242	72	1,233	70	64	83	326	54	238	62	8	75	233	69	1606	76	438	43	81	36	1213	60		67								
2021	District	5	2,209	3	6	13	9	12	24	21	13	58	1,155	60	1,054	56	44	82	247	36	278	38	6	67	206	52	1428	66	399	29	95	19	925	44		61								

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 80 %.	
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 80 %.	
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 80 %	

School Action Plan

Math: Strategies & Programs to Support the Objectives

Central Focus: Math Focus

To address potential learning loss by accelerating student achievement through the use of evidence-based resources, district and school-based staff will analyze assessment data, collaborate to create engaging lessons, and provide intervention support.

- Use OCSD M3 standards-based planning document to create student-centered standards-based lessons
- Collaboratively review student data to select and develop whole-group and differentiated small group lesson, routines, emphasizing student discourse and building conceptual understanding
- Embed instructional strategies for all students' specific academic needs
- Investigate the B.E.S.T. Standards Vertical Progression to ensure a successful transition from MAFS to B.E.S.T. Standards

School Focus

Targeted School-based Focus:

To individualize more engaging lessons using current iReady data and the iReady toolbox. Common planning will be used to calendar common FSA like Chapter Tests accompanied by FSA test specs and best practices. Resources will be shared based on the data from these assessments.

Targeted School-based Professional Development:

- iReady training provided by District
- iReady training customized for grade levels and user expertise
- Common planning training for calendaring and conversations done at pre-planning
- Use of Learning Intentions/ I can statements addressed at pre-planning

Action Steps for Implementation with a Strong Focus on Addressing Potential Learning Loss

Classroom Implementation Action Steps (Teachers and Students):

Targeted Small Group Instruction using iReady:

Teachers will use iReady with fidelity; time in program and percent passing rate of lessons will be monitored weekly.

Students will set a goal before each diagnostic assessment and work in iReady for 45 minutes weekly.

Teachers will use data from D1 and D2 to provide either remediation or increase rigor to small groups and or stations.

Students will use resources from the iReady toolbox and Ready books, based on the student's test results and the Next Steps provided by the iReady reports. (PLL)

Teachers will use manipulatives in small groups to aid in a concrete understanding of skills introduced.

Students will use manipulative to better understand math concepts.

Teachers will use Calendar Math or a similar spiral technique to review and front load math concepts.
 Students will participate in Calendar Math or another spiral program to review or be introduced to new concepts.

Whole Group Instruction and Assessment:

Teachers will use Go Math paired with their M3 document to create lessons for whole group instruction using a Balanced Math Model to include Whole Group Instruction, Fluency, Routines and Teacher led Small Group with Stations. The focus this year will be on the use of common assessments. (Aligned to MFAS/FSA style Chapter Tests for the Go Math series)

Students will participate in a Balanced Math Model approach using the Go Math Series. Students will participate in a common assessment (Aligned to MFAS/FSA style Chapter Tests for the Go Math series) given to grades K-5.

Teachers will use the Common Assessments paired with their FSA item specifications (grade level common assessments) to plan and collaborate next steps for students. (PLL)

Students will take the Common assessments and be provided feedback and remediation based on their results.

Teachers will use I can statements to target the learning intention for that day. (Aligned to MFAS standards)

Students will know the relevance and success criteria for the day's lesson.

Progress Monitoring			
Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
iReady usage	Usage reports for students	Weekly	Admin, classroom teacher
iReady data will be used to drive small group instruction	Data chats and goal setting and walk throughs	Quarterly	Admin, Classroom teacher
Use of M3 documents, iReady toolbox and common FSA like math tests	Common plan time will be used to plan backwards from assessments, data will be analyzed and next steps for instruction will be discussed	Weekly	Admin, Grade level chair
Learning intentions/I can statements	Walk throughs, written on board, addressed with students	Daily	Admin
Spiral and use of manipulatives	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: Strategies & Programs to Support the Objectives

Math Students Below Grade Level

School Focus

Targeted School-based Focus: Using the results of iReady D1, students will be identified for additional remediation with a para-pro during the school day. The para-pro will meet with 3rd, 4th and 5th grade students that have been identified as 1 or more years below grade level. The para-pro will remediate using the Ready workbooks based on specific student needs from their diagnostic test.

Targeted School-based Professional Development:

- Para-pro will attend the teacher training on iReady updates and new resources. Because she is a veteran user of iReady she will pull her own reports and use them to drive small group instruction.

Action Steps for Remediation

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

Para-pro will meet with small groups of 3rd, 4th, and 5th grade math students daily to remediate low performing skills using the iReady toolbox and Ready materials.
 Students identified as 1 or more years below grade level will meet daily with the para-pro to work on deficient skills using the Ready materials.

Progress Monitoring

Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor
Small group instruction using Ready materials	Walk throughs and meetings with the Para-pro	Weekly	AP

Evaluation Following Mid-Year Data

Evaluation of Targeted School-based Focus & Implementation:

Refinement of Targeted School-based Focus:

SCIENCE DATA

FCAT Science 2018-2021 Proficiency (%)				Achievement Levels					Gender				Ethnicity						Status			Strands																							
Year	School	Grade	# Students Tested	1		2		3		4		5		3,4,5		M		F		A		B		H		I		M		W		ESE		ELL		F/R		Percent Correct							
				% of Score	% of Score	% of Score	% of Score	% of Score	% of Score	% Proficient	# Total Population	% Proficient	# Total Population	% Proficient	# Total Population	% Proficient	# Total Population	% Proficient	# Total Population	% Proficient	# Total Population	% Proficient	# Total Population	% Proficient	# Total Population	% Proficient	# Total Population	% Proficient	# Total Population	% Proficient	# Total Population	% Proficient	# Total Population	% Proficient	Nature (MS)	Molecular (BIO)	Earth/Space (MS)	Classification (BIO)	Physical (MS)	Organisms (BIO)	Life (MS)				
2018	Plew	5	135	7	13	38	22	21	81	70	79	65	83	6	100	3	33	4	75		9	56	113	83	8	25		22	45									78	71	84	79				
2019	Plew	5	144	8	14	31	20	27	78	81	75	63	83	3	67	8	63	7	43		12	58	114	84	18	50		39	49									80	76	79	78				
2021	Plew	5	130	8	22	32	20	17	69	70	69	60	70	3	67	4	50	5	40		4	25	114	73	20	40		24	71										74	70	81	77			
2018	District	5	2,374	11	23	34	16	16	66	1,188	69	1,186	62	65	75	257	44	234	56	8	75	237	61	1573	71	351	31	45	16	1166	54									74	67	78	76		
2019	District	5	2,463	14	23	30	17	16	63	1,235	64	1,228	61	64	67	323	38	234	47	8	63	231	59	1603	70	433	34	80	13	1200	49										73	71	72	71	
2021	District	5	2,194	21	25	29	14	12	54	1,150	55	1,044	53	44	77	243	30	278	33	6	67	204	50	1419	62	395	24	95	6	912	39											65	64	74	71

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 80 %.
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School Action Plan

Science: Strategies & Programs to Support the Objectives

Central Focus: Science Focus
<p>To address potential learning loss by accelerating student achievement through the use of evidence-based resources, district and school-based staff will analyze assessment data, collaborate to create engaging lessons, and provide intervention support.</p> <ul style="list-style-type: none"> • Incorporate the use of a Learning Management System- LMS (e.g., Canvas) in the classroom to accelerate student interaction and communication of course content, assignments, and remediation • Use assessment data (e.g., Study Island, quarterly assessments) to plan and create instructional lessons, differentiated activities, and spiraling tasks

School Focus
<p>Targeted School-based Focus: K-5 focus will continue with the emphasis on the use of science vocabulary located in the District Science Pacing Guide. 3-5 will use Study Island data and computer program to supplement science while using Elevate Science curriculum. All grade levels will implement the use of Learning Intentions/ I can statements to add clarity to the day’s lesson and objective.</p> <p>Targeted School-based Professional Development: Ongoing staff development for Study Island with Tami Ellis, to include use of reports, best practices for the program. Pre-planning expectations for the use of student I can statements for science.</p>

Action Steps for Implementation with a Strong Focus on Addressing Potential Learning Loss
<p>Classroom Implementation Action Steps (Teachers and Students): Teachers will model and use science vocabulary, a word wall paired with the Frayer Model, a four-square model for direct instruction for vocabulary. https://www.theteachertoolkit.com/index.php/tool/frayer-model Students will read, write and speak using science vocabulary correctly daily. Teachers in grade 3-5 will administer Study Island test and will require students to work in the program for 30 minutes weekly. Students in grade 3-5 will log into Study Island 30 minutes a week. Teachers will use engaging hands-on science lessons no less than once a unit. Students will participate in hands-on science lessons. Teachers will use I can statement to target the learning intention for that day. (Aligned to science standards) Students will know the relevance and success criteria for the day’s science lesson.</p>

Progress Monitoring			
Initiative	How Will It Be Monitored	Frequency of Official Monitoring	Who is Responsible to Monitor

Science vocabulary-word walls and Frayer models	Visually during walk throughs, looking for science word walls and seeing Frayer models used	Daily	Admin
Study Island	Reports and walk throughs	Daily	Admin and classroom teachers
I can statements	Visually during walk throughs written on board and reviewed with students	Daily	Admin
Hands on Science	Walk throughs and lesson plans	Monthly	Admin

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

School Action Plan

CTE/STEMM: Strategies & Programs to Support the Objective

Describe how students are involved in CTE/STEMM activities at your school (e.g., clubs, programs, school initiatives, etc.)

Plew Elementary students in grades 3,4 and 5 will participate in a Coding Club. Lego Robotics will be added at second semester for grade 2. Plew hopes to hold its annual Science night second semester as well.



Accreditation Page

Accreditation Standards

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

Domain 1: Leadership Capacity

The capacity of leadership to ensure an institution's progress toward its stated objectives is an essential element of organizational effectiveness. An institution's leadership capacity includes the fidelity and commitment to its purpose and direction, the effectiveness of governance and leadership to enable the institution to realize its stated objectives, the ability to engage and involve stakeholders in meaningful and productive ways, and the capacity to implement strategies that improve learner and educator performance.

Standard 1.3

The institution engages in a continuous improvement process that produces evidence, including measurable results of improving student learning and professional practice.

Plew Elementary begins the process of creating a Student Performance Plan every Spring. Teachers are surveyed, data is examined, and a Performance Plan is created collaboratively. The Plan is reviewed by all stakeholders, feedback is gathered, and the Performance plan is edited to reflect those changes. The plan is then presented to all staff at pre-planning, at a SAC meeting and once approved, a hard copy is printed for every member of the staff at Plew Elementary.



Accreditation Page

Accreditation Standards

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

Domain 2: Learning Capacity

The impact of teaching and learning on student achievement and success is the primary expectation of every institution. An effective learning culture is characterized by positive and productive teacher/learner relationships, high expectations and standards, a challenging and engaging curriculum, quality instruction and comprehensive support that enable all learners to be successful, and assessment practices (formative and summative) that monitor and measure learner progress and achievement. Moreover, a quality institution evaluates the impact of its learning culture, including all programs and support services, and adjusts accordingly.

Standard 2.7

Instruction is monitored and adjusted to meet individual learners' needs and the institution's learning expectations.

Plew Elementary utilizes a Standard's based curriculum to provide quality tier one instruction in all Core subjects, ELA, Math, Science and Social Studies. We engage in positive relationship building with our students and families. We set goals to positively communicate with our families monthly. We develop and use common assessments to include iReady Diagnostic tests to evaluate the progress our students are making towards obtaining one or more year's worth of academic growth. Data chats occur 3 times a year with administration so support services can be appropriately administered when there is an academic need. This allows for in depth conversations with teachers to monitor the progress of student learning.