Date Submitted:

Dates of Revision:

School Performance Plan

20_{15}- 20_{16}

School Name: PLEW Elementary

All school advisory agendas, minutes, memberships, and guidelines of operations are housed at the school site as well as the district office. These reflect the process used in the preparation and evaluation of the school performance plan and the school's annual budget.

SAC funds in the amount of $_____, will primarily be used for _____

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

lCarolyn S. McAllister

Principal's Signature

Marcy Spitznagel

SAC Chairperson's Signature

Legend

AICE	Advanced International Certificate of Education
AMO	Annual Measurable Objectives
AP	Advanced Placement
DA	Differentiated Accountability
DEA	Discovery Education Assessment
ED	Economically Disadvantaged
ELA	English Language Arts
ELL	English Language Learners
EOC	End of Course Exam
ESE	Exceptional Student Education
FAIR	Florida Assessment for Instruction in Reading
FCAT	Florida Comprehensive Assessment Test
F/R	Free & Reduced
FS	Florida Standards
FSA	Florida Standards Assessment
IB	International Baccalaureate
IEP	Individualized Education Program
IPDP	Individualized Professional Development Plan
MtSS	Multi-tiered System of Supports
NGSSS	Next Generation Sunshine State Standards
NCLB	No Child Left Behind
PERT	Postsecondary Education Readiness Test
PMP	Progress Monitoring Plan
PMS	Progress Monitoring System
POC	Plan of Care
PPP	Pupil Progression Plan
PSAT	Preliminary Scholastic Aptitude Test
SAC	School Advisory Council
SAI	Supplemental Academic Instruction
SAT 10	Stanford Achievement Test
SESAT	Stanford Early School Achievement Test
SINI	Schools in Need of Improvement
SPP/SIP	School Performance Plan/School Improvement Plan
SWD	Students with Disabilities
VE	Varying Exceptionalities

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
Carolyn McAllister	Principal
Mary Peterson	Assistant Principal
Jill Russ	Professional Development Representative, Teacher
Mary LaPointe	Teacher
Sonja Leighton	Teacher
Susan Newton	Teacher
Amy Pendleton	Teacher
Karen Sanders	Instructional Coach
Amber Stuart	Teacher
Christy Corbin	Teacher
Wonda White	Math Remediation Paraprofessional

Stakeholder Involvement: Describe the process taken to create the School Performance Plan.
Our SPP's first draft was written on May 22 and 26, 2015, after completing a needs assessment by faculty. The results from the needs assessment survey were tabulated and the beginning, middle, and end of year DEA results were analyzed. The principal and assistant principal also consulted with the district data specialist, Mr. Joe Peterson, to analyze the data. The comprehensive information and data were used to develop Plew's SPP. Each grade level reviewed the 2014 SPP and made recommendations for the 2015 SPP. On September 15 , 2015, our School Advisory Committee reviewed the SPP's first draft. The draft was revised again. During the second week of school each grade level met to review the complete SPP. The document was approved by the School Advisory Committee on September, 2015.

School Profile

Plew Elementary School, home of the Panthers, 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 attneded the school that bears his name. We are privileged to serve the areas immediately surrounding our facility: the Rocky Bayou neighborhood and surrounding areas.

Plew Elementary was established in 1968 and has a total population of approximatley 742 students. 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 SACS/AdvanceED every years since 1970. Plew has atained the distinction as an A school for 15 years. Our school population consists of Caucasian 83.9 %, Asian 1 %, African American 3.6% Hispanic 3%, and 7.1%Interacial

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 the track once a week during PE. At the end of the year, all grade levels participate in field day events.

During the 2015-2016 school year, Plew is focusing on STEM (Science, Technology, Engineering, and Math). We plan to partner with a group of engineers from Eglin AFB. Fifth grade students participate in a Young Astronauts Club, which culminates with an overnight trip to Huntsville's Space Center. The fifth grade Academic Team participates in Thinking Cap and Quiz Bowl competitions throughout the year. Selected 4th and 5th grade students will be associated with the national BETA club. Plews also panthers with the CBA Grasses program, as well as the NaGISA project form Niceville High School.

Plew promotes character education for all students by providing embedded Character Counts program. One character trait is emphasized each month with read alouds, integrated lessons, recitations of the Honor Code, and displayed character traits throughout the school. Resiliency skills will be fostered through grade level community service projects, and monthly lessons faciliated by the guidance counselor. Teachers will utilize monthly objectives for the Character Counts program. Special area teachers will conduct units of study on the Character Counts during PAWS time.

Volunteers are an essential part of our school program and have logged approximately 15, 0000 hours, the most of any other elementary school in Okaloosa County. The Plew Leadership Association meets monthly to plan projects to support the school. In the spring, Plew holds an Evening of the Arts that is led by numerous volunteers and features classroom art galleries.

Community and Parent Awareness

Plew Elementary 0571	Strongly Agree		Slightly Agree		Slightly Disagree		Strongly Disagree		No Opinion		Total Responses	
	2015	2014	2015	2014	2015	2014	2015	2014	2015	2014	2015	2014
1. *My child's school emphasizes academic performance as the number one priority.*	74%	69%	19%	24%	4%	4%	1%	3%	2%	1%	245	108
2. *Our principal is an effective leader who meets the needs of our students.*	64%	48%	20%	23%	6%	11%	5%	12%	5%	6%	244	108
3. *As a parent, I am made aware of the curriculum program for my child's grade level or course.*	62%	51%	25%	33%	9%	11%	2%	5%	1%	0%	245	108
4. *The school uses a variety of methods for parent communication.*	67%	65%	24%	31%	5%	1%	4%	3%	<1%	0%	245	108
5. *Parent input is valued at my child's school.*	60%	53%	24%	23%	10%	15%	4%	8%	2%	1%	244	108
6. *Clear expectations of conduct and behavior are communicated to my child.*	79%	77%	16%	19%	5%	2%	1%	3%	0%	0%	244	108
7. *My child's school maintains a safe environment.*	78%	74%	17%	21%	2%	3%	2%	2%	0%	0%	245	108
8. *Homework is used to reinforce what is taught in the classroom.*	75%	64%	20%	31%	2%	3%	2%	3%	1%	0%	245	107
9. *My child's school treats everyone fairly, regardless of race, economic status, or other relationships.*	74%	69%	13%	17%	4%	5%	5%	6%	4%	4%	245	108
10. *School funds are used to support the school in a financially responsible manner.*	68%	69%	18%	20%	1%	2%	2%	4%	11%	5%	244	108
11. *As a parent, I feel welcome at my child's school.*	77%	74%	13%	15%	6%	5%	4%	6%	0%	1%	245	108
12. *The guidance department at my child's school provides for the educational success of my student.*	63%	37%	20%	20%	4%	9%	3%	11%	9%	22%	244	108
13. *I am satisfied that my child's teachers do a good job educating my child.*	81%	73%	16%	20%	1%	4%	2%	3%	0%	0%	243	108
14. *My child's school is well maintained.*	82%	75%	14%	20%	3%	3%	2%	3%	0%	0%	244	107
15. *The amount of time required for my child's homework assignments is appropriate.*	73%	67%	19%	21%	6%	6%	1%	3%	<1%	3%	244	108
16. *The health services provided at my child's school support his/her wellness.*	76%	61%	11%	19%	2%	6%	2%	4%	9%	9%	244	108
Total Survey Results	**72%**	**64%**	**18%**	**22%**	**4%**	**6%**	**3%**	**5%**	**3%**	**3%**		

Community and Parent Awareness

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

The results of the climate survey for 2015 indicated that parents feel that their input is valued and that the school climate is safe. It further showed a significant improvement with our guidance department. In 2014, 37% of parents strongly agreed that the school provided for the educational success of students. The 2015 survey results indicated that 67% strongly agreed with this statement. These changes may be due to an increase in student support groups offered by the guidance department.

The 2015 climate survey results also showed a significant increase in the administrator's visibility as the educational leader of the school. Parents feel that Plew's teachers do a good job and that academic performance is our number one priority. In addition, parents feel that the school is well maintained and that health services are provided that support wellness. Based on the results of the Faculty Climate Survey 2015, created by Plew's administrators, teachers feel respected by the administration.

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

Plew's Climate Survey results suggest an improvement with the method that the school utilizes to communicate with parents. We will continue to utilize various methods to relay information to parents. We will add curriculum updates on our website and during Open House. We will set a goal of conveying information to local businesses to announce upcoming events and accomplishments of the school. Our teachers will receive a presentation during pre-planning on effective communication with parents. Teachers will be encouraged to provide weekly updates to parents via phone, letter, or email.

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

1. District and school websites, Facebook, electric sign out in front of school
2. Monthly school newsletter, classroom newsletters and calendars, phone calls and emails
3. Daily planners and weekly folders
4. Parent conferences
5. Parent STAR/PMP, electronic Gradebook, Accelerated Reading and Accelerated Math reports
6. Grade level programs and parent meetings
7. Remind App for Classroom Reminders
8. Quarterly Coffee with Administration
9. Classroom and /or Grade-Level Orientation
10. School-wide Open House
11. Communications Team for Public Relations
12. Tour of the school in October for local businesses

Historical School Grade Data

Elementary School	School Year	Grade	Reading Proficiency*	Adjusted Reading Proficiency	Math Proficiency*	Adjusted Math Proficiency	Writing Proficiency*	Adjusted Writing Proficiency	Science Proficiency	Reading Learning Gains	Math Learning Gains	Reading Learning Gains for Low 25%	Math Learning Gains for Low 25%	Total Points Earned (Including Adjusted Points)	Total Points Possible	Did this School Benefit from the One-Letter-Grade-Drop Protection?*	Free or Reduced Lunch Rate*	Minority Rate*
Plew	**2013**	B	77	77	74	74	72	72	80	64	73	44	66	550	800	NA	34	18
District	2013		68	70	62	65	54	57	64	66	68	65	66	521	800		54	35
State	2013		58	61	58	60	56	59	53	65	64	66	62	491	800		68	61
Plew	**2014**	A	80	80	77	77	86	86	78	74	87	73	78	633		NA	31	19
District	2014	A	68	68	65	65	48	48	63	70	72	74	73	533		NA	52	36
State	2014	B	59	60	59	60	53	54	54	68	66	71	64	497			66	61

Elementary School	School Year	Achievement			Learning Gains				Overall Percentage	Grade	Free or Reduced Lunch Rate*	Minority Rate*
		% English/Language Arts (includes Writing)	% Mathematics	% Science	% English/Language Arts (includes Writing)	% Mathematics	% English/Language Arts: Low 25%	% Mathematics: Low 25%				
Plew	**2015**											
District	**2015**											
State	**2015**											

Percentages not Counted in Calculation

Note: State and District Averages are Calculated per School Type (Elementary, Middle, High, Combination)

School Action Plan

ELA: Reading & Writing

District AMO:	**The percent of Okaloosa County students who will be proficient in reading as defined by the State of Florida on the Florida Standards Assessment Test will be at least %.**
District Goal:	**Students shall demonstrate reading proficiency at or above the expected grade level.**
Highly Qualified Status Administrators (Title I):	

Objectives:
AMO: The percentage of all curriculum students who will be proficient in reading as defined by the State of Florida on the Florida Standards Assessment Test will be at least %.
AMO: The percentage of SWDs who will be proficient in reading on the Florida Standards Assessment Test will be at least %
AMO: The percentage of ELL students who will be proficient in reading on the Florida Standards Assessment Test will be at least %
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 %.
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 %.
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 %

DEA Reading Proficiency (By Grade)

ELA (Reading): Data

DEA ELA	PROFICIENCY (Based on Common Core Assessment)																	
		Achievement Levels					Gender		Ethnicity						Status		
K	# Students Tested	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4-5	% Proficient	M	F	A	B	H	I	M	W	ESE	ELL	F/R
2013 Post Test (C)	114	4%	17%	28%	52%	80%	75%	86%	100%	60%	60%		70%	83%	61%	0%	65%
2014 Post Test (C)	123	3%	15%	43%	39%	82%	76%	88%	100%	83%	80%		71%	83%	59%		71%
2015 Post Test (C)	115	4%	14%	41%	41%	82%	79%	85%		67%	100%		71%	83%	60%		68%
District 2015	2,400	8%	16%	42%	34%	76%	71%	81%	66%	59%	71%	45%	75%	81%	56%	60%	70%

DEA ELA	PROFICIENCY (Based on Common Core Assessment)																	
		Achievement Levels					Gender		Ethnicity						Status		
Grade 1	# Students Tested	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4-5	% Proficient	M	F	A	B	H	I	M	W	ESE	ELL	F/R
2013 Post Test (C)	123	0%	11%	25%	63%	89%	83%	96%	100%	100%	50%		100%	88%	70%		90%
2014 Post Test (C)	121	2%	15%	32%	51%	83%	74%	92%	100%	100%	50%		64%	86%	65%	67%	70%
2015 Post Test (C)	129	1%	22%	46%	32%	78%	75%	80%	100%	80%	50%		67%	81%	43%	40%	69%
District 2015	2,370	0%	23%	51%	25%	76%	73%	80%	84%	66%	72%	75%	73%	79%	59%	57%	70%

DEA ELA	PROFICIENCY (Based on Common Core Assessment)																	
		Achievement Levels					Gender		Ethnicity						Status		
Grade 2	# Students Tested	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4-5	% Proficient	M	F	A	B	H	I	M	W	ESE	ELL	F/R
2013 Post Test (C)	124	8%	22%	18%	52%	70%	68%	72%	100%	0%	40%		40%	77%	19%	0%	50%
2014 Post Test (C)	136	2%	10%	37%	51%	88%	82%	94%	50%	100%	100%		100%	87%	70%	0%	85%
2015 Post Test (C)	127	1%	14%	38%	47%	85%	82%	89%	100%	75%	100%		58%	87%	56%	100%	66%
District 2015	2,351	3%	22%	51%	25%	76%	72%	80%	93%	60%	70%	80%	74%	79%	53%	58%	69%

DEA ELA	PROFICIENCY (Based on Common Core Assessment)																	
Grade 3	# Students Tested	Achievement Levels				% Proficient	Gender		Ethnicity						Status		
		LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4-5		M	F	A	B	H	I	M	W	ESE	ELL	F/R
2013 Post Test (C)	119	8%	18%	24%	49%	73%	80%	67%	100%	25%	40%		67%	76%	33%		56%
2014 Post Test (C)	128	2%	11%	27%	61%	88%	90%	86%	100%	100%	75%		56%	91%	65%	0%	79%
2015 Post Test (C)	122	2%	11%	45%	42%	87%	84%	90%	100%	67%	60%		100%	87%	54%	33%	83%
District 2015	2,364	4%	24%	40%	31%	71%	68%	74%	91%	61%	60%	50%	68%	74%	47%	33%	62%

DEA ELA	PROFICIENCY (Based on Common Core Assessment)																	
Grade 4	# Students Tested	Achievement Levels				% Proficient	Gender		Ethnicity						Status		
		LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4-5		M	F	A	B	H	I	M	W	ESE	ELL	F/R
2013 Post Test (C)	106	8%	25%	15%	51%	66%	71%	60%	67%	67%	80%		50%	66%	50%		39%
2014 Post Test (C)	109	6%	10%	20%	64%	84%	87%	82%	67%	80%	100%		100%	84%	40%		70%
2015 Post Test (C)	124	0%	8%	50%	42%	92%	94%	90%	50%	75%	80%		88%	94%	65%	50%	79%
District 2015	2,067	2%	13%	58%	27%	85%	84%	86%	73%	76%	76%	100%	86%	87%	64%	59%	78%

DEA ELA	PROFICIENCY (Based on Common Core Assessment)																	
Grade 5	# Students Tested	Achievement Levels				% Proficient	Gender		Ethnicity						Status		
		LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4-5		M	F	A	B	H	I	M	W	ESE	ELL	F/R
2013 Post Test (C)	111	5%	20%	26%	50%	76%	71%	80%	100%	50%	67%		43%	79%	27%		46%
2014 Post Test (C)	30	13%	33%	27%	27%	53%	57%	44%	0%	0%	50%		0%	63%	55%		54%
2015 Post Test (C)	113	1%	16%	49%	35%	83%	82%	84%	83%	100%	80%		100%	82%	54%	0%	75%
District 2015	2,105	4%	19%	50%	27%	78%	75%	80%	79%	62%	70%	88%	75%	81%	51%	47%	69%

DEA ELA		Common Core STRANDS (Average score for each subgroup)												
	K	All Students		Gender (%)		Ethnicity (%)						Status (%)		
		# Students Tested	Overall %	Male	Female	A	B	H	I	M	W	ESE	ELL	F/R
Foundations	2103	114	75	72	79	100	68	55		69	77	65	57	64
	2014	123	82	79	86	100	80	78		72	83	71		79
	2015	**115**	**87**	**87**	**88**		**86**	**75**		**81**	**88**	**84**		**81**
	District	**2,400**	**85**	**83**	**87**	**83**	**79**	**81**	**79**	**84**	**86**	**75**	**79**	**82**
Literature	2103	114	55	56	55	100	40	40		67	55	50	42	51
	2014	123	66	63	69	83	58	57		72	66	58		61
	2015	**115**	**80**	**76**	**85**		**60**	**70**		**83**	**81**	**68**		**75**
	District	**2,400**	**73**	**70**	**76**	**72**	**64**	**71**	**71**	**72**	**76**	**62**	**63**	**69**
Language	2103	114	73	72	74	100	50	65		75	74	67	25	68
	2014	123	83	80	87	75	75	80		64	85	71		79
	2015	**115**	**69**	**66**	**71**		**57**	**82**		**57**	**70**	**60**		**61**
	District	**2,400**	**67**	**66**	**69**	**66**	**59**	**66**	**61**	**67**	**69**	**59**	**59**	**64**
Information	2103	114	47	46	49	83	40	37		32	49	47	34	39
	2014	123	55	52	59	100	67	44		46	55	49		50
	2015	**115**	**63**	**63**	**65**		**63**	**88**		**57**	**64**	**57**		**51**
	District	**2,400**	**56**	**54**	**57**	**55**	**47**	**52**	**50**	**51**	**58**	**47**	**47**	**51**

DEA ELA		Common Core STRANDS (Average score for each subgroup)												
	Grade 1	All Students		Gender (%)		Ethnicity (%)						Status (%)		
		# Students Tested	Overall %	Male	Female	A	B	H	I	M	W	ESE	ELL	F/R
Foundations	2103	123	78	75	81	83	78	67		83	77	65		75
	2014	121	79	76	83	100	67	72		70	82	75	78	72
	2015	**129**	**77**	**75**	**78**	**75**	**77**	**68**		**72**	**78**	**56**	**50**	**72**
	District	**2,370**	**78**	**76**	**79**	**81**	**73**	**75**	**83**	**77**	**79**	**70**	**71**	**76**
Literature	2103	123	72	69	76	67	78	67		82	71	52		72
	2014	121	68	65	71	92	57	53		71	69	57	56	59
	2015	**129**	**81**	**79**	**83**	**88**	**85**	**78**		**83**	**80**	**66**	**60**	**76**
	District	**2,370**	**81**	**79**	**84**	**87**	**76**	**78**	**83**	**80**	**83**	**70**	**74**	**78**
Language	2103	123	86	81	93	100	100	63		90	86	70		89
	2014	121	85	81	89	100	71	75		84	87	76	67	82
	2015	**129**	**70**	**71**	**70**	**92**	**67**	**57**		**65**	**72**	**61**	**47**	**63**
	District	**2,370**	**67**	**65**	**68**	**71**	**60**	**62**	**62**	**65**	**69**	**59**	**54**	**63**
Information	2103	123	82	77	88	83	89	50		86	82	69		83
	2014	121	79	78	80	92	76	67		76	80	76	61	73
	2015	**129**	**83**	**83**	**83**	**92**	**74**	**80**		**78**	**84**	**81**	**63**	**80**
	District	**2,370**	**77**	**75**	**79**	**80**	**71**	**73**	**74**	**77**	**79**	**69**	**67**	**73**
Writing	2103	123	56	54	58	25	67	25		55	56	61		61
	2014	121	61	60	62	63	54	46		50	64	54	50	50
	2015	**129**	**76**	**77**	**76**	**63**	**85**	**60**		**75**	**78**	**59**	**50**	**69**
	District	**2,370**	**74**	**71**	**76**	**73**	**66**	**69**	**83**	**73**	**76**	**67**	**63**	**70**

DEA ELA		Common Core STRANDS (Average score for each subgroup)												
	Grade 2	All Students		Gender (%)		Ethnicity (%)						Status (%)		
		# Students Tested	Overall %	Male	Female	A	B	H	I	M	W	ESE	ELL	F/R
Foundations	2103													
	2014	136	82	79	86	50	94	89		85	82	73	17	78
	2015	127	92	92	92	90	96	96		94	92	83	83	88
	District	2,351	88	88	89	94	87	86	92	88	89	78	82	86
Literature	2103	124	82	77	86	100	46	70		67	85	62	50	78
	2014	136	78	74	82	75	78	50		76	79	61	50	74
	2015	127	87	85	89	93	92	79		80	88	67	89	79
	District	2,351	78	77	80	86	71	74	80	79	79	67	68	75
Language	2103	124	70	68	73	50	38	43		70	75	52	50	62
	2014	136	85	83	88	50	83	89		89	85	82	17	85
	2015	127	75	72	78	63	58	67		67	77	59	44	63
	District	2,351	67	65	69	69	60	63	73	65	69	54	54	62
Information	2103	124	73	70	76	85	43	58		62	76	43	30	63
	2014	136	77	76	77	67	78	72		87	76	71	67	71
	2015	127	83	80	87	83	83	88		72	84	63	72	67
	District	2,351	75	73	78	78	67	69	67	73	78	63	62	70
Writing	2103													
	2014	136	59	54	64	63	42	67		64	58	45	25	55
	2015	127	75	74	76	80	69	75		65	76	61	75	59
	District	2,351	70	68	72	80	63	68	83	68	72	58	62	65

DEA ELA		Common Core STRANDS (Average score for each subgroup)												
	Grade 3	All Students		Gender (%)		Ethnicity (%)						Status (%)		
		# Students Tested	Overall %	Male	Female	A	B	H	I	M	W	ESE	ELL	F/R
Foundations	2103	119	91	88	93	100	100	100		100	89	83		89
	2014	128	94	93	94	100	67	88		100	94	85	0	92
	2015	122	88	87	88	88	67	90		92	88	63	58	85
	District	2,364	82	80	84	94	75	82	79	84	83	67	68	78
Literature	2103	119	69	71	67	100	42	73		72	69	44		55
	2014	128	76	74	78	57	76	57		71	78	66	14	70
	2015	122	74	75	74	67	61	67		83	74	56	39	73
	District	2,364	68	67	69	72	60	61	64	68	70	58	49	64
Language	2103	119	66	67	64	63	44	50		58	68	50		52
	2014	128	66	66	67	100	58	56		64	67	50	25	58
	2015	122	67	64	69	69	79	60		63	67	43	46	58
	District	2,364	59	58	60	69	52	56	50	56	61	48	43	55
Information	2103	119	66	67	65	50	54	51		62	68	48		56
	2014	128	73	73	73	86	71	75		65	73	59	43	71
	2015	122	87	85	88	94	79	80		86	87	72	55	84
	District	2,364	80	77	82	86	74	75	68	79	81	67	60	76
Writing	2103													
	2014													
	2015	122	71	70	71	94	79	60		67	71	53	54	63
	District	2,364	65	63	67	72	60	60	47	64	67	54	49	61

DEA ELA		Common Core STRANDS (Average score for each subgroup)												
	Grade 4	All Students		Gender (%)		Ethnicity (%)						Status (%)		
		# Students Tested	Overall %	Male	Female	A	B	H	I	M	W	ESE	ELL	F/R
Literature	2103	106	64	64	63	63	74	60		46	65	57		50
	2014	109	71	71	72	82	69	64		73	72	60		62
	2015	**124**	**86**	**88**	**85**	**79**	**75**	**80**		**79**	**88**	**69**	**57**	**80**
	District	**2,067**	**79**	**78**	**79**	**78**	**73**	**74**	**87**	**76**	**81**	**68**	**63**	**75**
Language	2103	106	73	74	70	63	74	78		65	73	67		62
	2014	109	74	78	71	67	84	78		85	74	55		65
	2015	**124**	**77**	**78**	**77**	**57**	**66**	**78**		**71**	**78**	**55**	**50**	**68**
	District	**2,067**	**69**	**68**	**70**	**66**	**64**	**65**	**67**	**70**	**71**	**58**	**54**	**65**
Information	2103	106	69	71	65	67	63	75		48	70	58		54
	2014	109	77	77	77	75	75	94		66	77	63		67
	2015	**124**	**85**	**86**	**83**	**51**	**66**	**90**		**77**	**87**	**75**	**44**	**79**
	District	**2,067**	**81**	**80**	**81**	**80**	**75**	**77**	**81**	**81**	**82**	**70**	**66**	**76**
Writing	2103													
	2014													
	2015	**124**	**73**	**74**	**73**	**50**	**57**	**68**		**62**	**76**	**53**	**50**	**63**
	District	**2,067**	**68**	**67**	**69**	**67**	**63**	**64**	**71**	**67**	**69**	**56**	**55**	**63**

DEA ELA		Common Core STRANDS (Average score for each subgroup)												
	Grade 5	All Students		Gender (%)		Ethnicity (%)						Status (%)		
		# Students Tested	Overall %	Male	Female	A	B	H	I	M	W	ESE	ELL	F/R
Literature	2103	111	70	64	76	70	45	60		63	72	55		57
	2014	30	59	52	74	67	33	50		34	63	52		64
	2015	**113**	**86**	**85**	**87**	**69**	**100**	**93**		**92**	**86**	**67**	**17**	**83**
	District	**2,105**	**82**	**80**	**84**	**82**	**76**	**74**	**81**	**81**	**84**	**68**	**56**	**77**
Language	2103	111	69	70	69	92	63	67		52	71	53		58
	2014	30	51	52	48	25	25	69		44	52	48		50
	2015	**113**	**85**	**84**	**86**	**80**	**92**	**80**		**88**	**85**	**74**	**38**	**81**
	District	**2,105**	**81**	**80**	**83**	**80**	**77**	**75**	**88**	**81**	**83**	**71**	**63**	**78**
Information	2103	111	73	71	75	65	55	70		67	75	61		62
	2014	30	64	67	59	50	50	85		30	67	68		60
	2015	**113**	**68**	**69**	**66**	**59**	**71**	**70**		**69**	**68**	**58**	**50**	**68**
	District	**2,105**	**65**	**65**	**66**	**69**	**56**	**61**	**74**	**64**	**68**	**53**	**51**	**61**
Writing	2103													
	2014													
	2015	**113**	**70**	**72**	**68**	**69**	**79**	**70**		**66**	**70**	**64**	**13**	**64**
	District	**2,105**	**67**	**66**	**69**	**69**	**59**	**59**	**81**	**65**	**70**	**54**	**48**	**61**

FSA ELA Data (By Grade)

ELA: Data

FSA ELA 2015 Grade 3			Percent at Lowest Quintile											
			Gender		Ethnicity						Status		
GRADE 3	# Students Tested	% at Lowest Quintile	M	F	A	B	H	I	M	W	ESE	ELL	F/R
Plew	123	6%	5%	7%	0%	0%	20%		0%	6%	21%	67%	11%
District	2,441	12%	14%	10%	4%	16%	12%	33%	12%	11%	31%	33%	16%

School Action Plan

ELA (Reading): Assessment Data Analysis

What does the analysis of your school data tell you about your school's academic strengths?
The overall DEA data indicates that all grades, with the exception of one grade level, were higher than the district average for each strand that includes as follows: language, foundations, literature, information, and writing. The professional development provided and data teams, with an emphasis on close reads, may have contributed to the significant rise in scores of all five strands.

What does the analysis tell you about your school's opportunities to improve?
Our first grade scores on the 3rd DEA indicate a 1% lower than the district score in foundations on the DEA. Further anaysis shows that 43% of ESE students reached proficiency as compared to the 2015 district average of 59%. The first grade data team will convene in August and analyze the results. The anlaysis will include a close inspection of the questions that are asked in the foundations subtest as well as items that the students missed to determine if this is a test taking skill or an instructional skill that needs to be taught. Although our FSA/ELA lowest quintile in 3rd grade was 6%, it was still above the district average of 12%. Plew's ESE population for 3rd grade was 21% and the district average was 31%. We need to increase the reading scores with our ESE students. This will be accomplished through professional development and an increase in support of our ESE students. It was also noted that our ELA level 4-5 decreased in number from 2014-2015 in grades four and five.

School Action Plan

ELA: Strategies & Programs to Support the Objectives

ELA Focus 1

Focus: Pathway to Close and Critical Reading with an Emphasis on the Standards

Goal: By the end of the year, we expect our students to be able to… Our use text marking/note taking in reading, create and answer text dependent questions, and utilize student talk strategies in order to move from literal comprehension to inferential understanding of the text through the close reading process, guided reading groups, and everyday instructional reading.

Professional Development and Activities:

District:

The central message provided (September, October, November/December, and January/February) will review and delve into the individual components of Close Reading with an emphasis on text marking/note-taking, and purposeful student talk aligned with Text Dependent Questions by focusing on the following:

- First Read: What Does the Text Say?
  - The first phase concerns the literal meaning of the text, especially as it applies to explicitly stated information, as well as the central ideas or themes.
- Second Read: How Does the Text Work?
  - The second phase involves the mechanics of the piece, especially as it applies to vocabulary, the structure of text, and the author's craft.
- Third Read: What Does the Text Mean?
  - The third phase involves the author's purpose and the inferences they can make based on their understanding of the text. Students also come to understand what a text means when they analyze multiple texts on the same theme or topic.
- Culmination: What Does the Text Inspire You to Do?
  - Text dependent questions will move students to transform their learning of the text into a product
  - Writing through Reading- during the Close Read as well as the culminating activity (essays, RAFT, posters, etc.)
  - Student talk can occur during the Close Read as well as the culminating activity

How the components of Close Reading are applied to Everyday Instructional Reading, specifically text marking/note taking, student talk, and writing through reading.

School-based:

1.The ELA instructional shifts training will be faciliated by the ELA instructional coach to all new OCSD teachers (September 16, 1/2 day training).

2.During the school provided half day sessions, teachers will create a Close Read lesson based on Fisher/Frey's method, to include text marking, note taking, student talk, text-dependent questions of varying complexity in a culminating writing activity. Teachers may participate in peer obsevations and reflections on the created lesson.

3. Teachers will use the ELA standards and FSA Item Specs as a framework for writing complex text-dependent questions and writing tasks.

4. ELA professional development will be provided to interested teachers on the steps of the Close Reading process, utilizing the Fisher/Frey book, Text Dependent Questions-Pathways to Close and Critical Reading (September, October, November, 1/2 day training).

5. Teachers who have selected to attend the ELA PD, will create a grade level content specific Close Read to include the Fisher/Frey strategies.

6. The Close Reads that are created will be collected and shared electronically.

7. Teachers will receive grade level training from the literacy coach during pre-palnning to utilize and access the district ELA Curriculum Map (August 2015-one hour).

Action Steps for Implementation:

School Implementation Action Steps:

1. Close Reading Needs Assessment was conducted in April 2015. Results indicated a need to focus on text annotation during Close Reads and utilizing a variety of reading formative assessments.
2. A grant written in March 2015, provided all teachers with a copy of the Fisher/Frey book on Text Dependent Questions.
3. On May 22, 2015, the APP committee created a professional development calendar for the year with PAWS dates and instructional coach trainings for ELA for distribution during pre-planning.
4. During pre-planning, the Fisher/Frey Close Read model will be reviewed by faculty.
5. Administration will create and provide a School Performance Plan checklist for the faculty of the phases of the Close Reading protocol that could be included in lesson plans.
6. Data teams will meet in montly grade level PLCs' to plan and implement close reads with formative assessments. The teams will work in a cyclical format analyzing data to drive instruction.
7. During grade level meetings, teachers will collaborate to share best practices associated with text marking/note taking.
8. Vertical alignment with grade levels will be conducted for annotation of text during pre-planning.
9. CRISS training workshops will be offered by the administration to Plew teachers who have not been trained.

Classroom Implementation Action Steps (Teachers and Students):

1. Teachers will continue to embed the Instructional shifts in to Everyday Instructional Reading through purposeful lesson and activities.
2. Teachers will model the annotation of text during a Close Read lesson at least four times a quarter.
3. Students will utilize universal and grade level specific annotation and CRISS strategies to mark the text during a Close Read.
4. Teachers will post the universal and grade level annotation marking symbols in the classroom.
5. Teachers will create and model anchor charts that encompass the elements of respectful student talk.
6. Teachers will create opportunities for studetn/talk discussion through CRISS strategies (ex: QAR, Think Pair Share, Concentric Circles, Read and Explain), purposeful text dependent questions, and writing tasks to build student comprehension, stamina, and persistence in everyday instructional reading.
7. Students will utilize student talk and CRISS strategies (Concept Definition Map, 2 Column notes, Semantic Feature Analysis, Double Entry Reflection Journals) to respond to text dependent questions and prepare for writing activities.
8. Teachers will use the ELA standards and FSA Item Specs as a framework for writing a variety of complex, spiraled text-dependent questions and writing tasks.
9. During Everyday Instructional Reading, students will interact with complex texts, asking and answering text dependent questions to decode, analyze, and respond to complex text.
10. Students will routinely answer questions of varying complexity constructed from ELA standards and FSA Item specs.
11. Teachers and students will utilize the Revised Bloom's Taxonomy and Webb's Depth of Knowledge with Everyday Instructional Reading.
12. Teachers will model the CRISS strategy, QAR for students to utilize with ELA.
13. Students will routinely generate and answer questions in guided reading, close reads, and everyday reading.

Progress Monitoring:			
Initiative	**How Often**	**How Will It Be Monitored**	**Who Is Responsible To Monitor**
Close Reading Phases	Weekly	Teacher lesson plans, Walk Throughs, and Data Teams	Data Team Leaders, Administration
Close Read Assessments/Data Teams	Monthly	Data Team Spreadsheet	Data Team Leaders, Administrators
Formative Assessments/Fountas and Pinnel Checklist	Weekly	Walk Throughs and Lesson Plans	Administration
Student/Talk Self Relflection	Weekly - Friday	Anchor Charts / Student Self-Assessment Rubric/Walk Throughs	Teacher/Student Self-Assessment/Administrators
Guided Reading	Daily	Teacher Self-Assessment/Walk Throughs	Teacher/Administrators

Evaluation:
Evaluation of Goal & Implementation (Completed at the Beginning of Second Semester):
Refinement of Goal (Completed at the Beginning of Second Semester):

School Action Plan

ELA: Strategies & Programs to Support the Objectives

ELA Focus 2
Focus: Writing: Opinion & Informational
Goal: By the end of the year, we expect our students to be able to…write an opinion or informational essay utilizing text evidence and information synthesized from the close reading of multiple sources, while understanding their understanding and control of grammar and conventions.

Professional Development and Activities:

District:

The central message provided (September, October, November/December, and January/February) will focus on individual components of effective writing, including the following:

- Unpacking the Prompt
  - How the task determines the purpose and audience
- Marking the Text
  - The purposeful text marking aligns with the task and purpose
- Planning for the Essay
  - Planning provides guidance and aids student's thesis/claim
- Writing the Essay
  - How are we scaffolding instruction as we build from one source to multiple sources?
  - How are we addressing introductions?
  - How are we addressing conclusions?
  - How are we addressing citing evidence?
  - How are we addressing elaboration?
  - How are we addressing transitions?
  - How are we addressing content specific (from the sources) vocabulary?

School-based:

1. The SPP Data Teams will meet to plan PD sessions and determine dates of delivery of professional development (May, 2015).
2. During the district professional development half-day sessions, teachers will collaboratively plan, implement, and debrief one opinion and one informational writing performance task correlated with a Close Read. Teachers will participate in reflection in their Professional Learning Communities on the created lesson.
3. Level 1 CRISS training will be offered to all teachers who have not received training. A refresher course will be offered for those teachers who have not been previously trained.
4. Teachers who are using the Being A Writer program by Developmental Studies Center will have the option of attending training workshops in July 2015.
5. Training will be provided for K-5 teachers that will focus on expanding Close Reads to include opinion and informational performance tasks from multiple sources using text evidence (September, October, November, December, January, and February.
6. Instructional coach will provide training on the FSA writing rubric, examplar papers, and materials to ensure consistent scoring across the grade levels. (October, 2015).

7. Instructional coach and/ or school staff will provide training on resources (News ELA, Achieve 3000, CPalms.org.) to find Close Read texts so writing lessons can cover all content areas (November/December 2015).
8. Teachers will use the ELA standards and FSA Item Specs as a framework for writing complex text dependent questions and writing tasks.

Action Steps for Implementation:

School Implementation Action Steps:

1. Instructional Coach/Administration will model writing lessons using text evidence in grade level PLCs' with teachers and also in classrooms with students (September-May).
2. SPP/Data Teams will create a scope and sequence for teaching as follows: introductory and conclusion paragraphs, text marking/note taking, synthesizing information from various sources, drafting, grammar and conventions.
3. SPP/Data Team will develop school wide topics for opinion and informational writing performance tasks correlated with a Closer Read so that the same topic can be used across all grade levels (August 2015).
4. Administration will create and provide a checklist of the phases of the Close Read protocol and elements of writing performace tasks that could be included in lesson plans (September).
5. Grade level teams will reflect on the writing process during PAWS time to modify goals and plan the next steps (September, October, November, December, January, February).
6. During grade level meetings , teachers will collaborate to share best practices associated with text marking/note taking (monthly).
7. A vertical alignment meeting will be conducted for the annotation marking symbols during pre-planning (August).
8. Grade levels will vertically align the sequence of the writing process (August).
9. CRISS training will be offered by the administration to Plew teachers who have not previously been trained (September).
10. During pre-planning, teachers will receive a portfolio of Plew's adopted writing templates, and CRISS strategies such as: Power thinking, problem solution notes, conclusion support notes, 3-minute pause, pre and post writing logs, and you ought to be in pictures.

Classroom Implementation Action Steps (Teachers and Students):

1. Teachers will meet monthly to discuss, plan and develop writing activites across content areas with an empahsis on using text evidence from a variety of sources.
2. Students will use text evidence when constructing multiple types of writing to include opinion and informational writing.
3. Students will increase writing skills of conventions and sentence construction through teacher and peer modeling practice.
4. Teachers will model the "Unpacking the Prompt" expectations using the STA (style, topic, actiona, and noun) strategy which will be used with all writing prompts.
5. Teachers will model text marking using the writing task as the driving force in creating well developed opinion or informational essays.
6. Students will use their text markings to create their claim or elaborate.
7. Teachers will model and have students practice responding both orally and in writing to text dependent questions using text evidence and elaboration in responses.
8. Students will use peer conferences, note taking, and student talk to develop both oral and written responses to text dependent questions, using text evidence and elaboration in their responses.
9. Teachers will model writing effective introductions and conclusion statements through shared writing, by analyzing professional and student examplars.
10. Students will write effective introductions and conclusions by continually analyzing effective introductions and conclusions found in student exemplars.
11. Teachers will continually provide feedback on student writing through individual conferences, using the FSA rubric (weekly).
12. Students will evaluate, interpret, and integrate information from multiple sources to write a piece using the characteristics of opinion/informational writing found on the FSA site.
13. Students will self-assess their own writing using the FSA writing rubric.
14. All students will maintain writing portfolios to measure and chart their progress.

Progress Monitoring:			
Initiative	**How Often**	**How Will It Be Monitored**	**Who Is Responsible To Monitor**
TDQs' and Text Marking Protocol	Monthly	Walk Throughs	Adminsitration
FSA Writings	Monthly	Scored Essays	Teacher, adminsitration
Grade level data team meeting to reflect on writing	Monthly	Student samples	Data team leader
Writing performance task creation and reflection cycle	2 times during the district provided professional development	Lesson plan and reflection	Administration
Individual Student Writing Conferences with feedback	Weekly	Leson plans and walk throughs	Administration

Evaluation:
Evaluation of Goal & Implementation (Completed at the Beginning of Second Semester):
Refinement of Goal (Completed at the Beginning of Second Semester):

School Action Plan

ELA: Strategies & Programs to Support the Objectives

ELA Focus 3 (Optional)
Focus:
Goal: By the end of the year, we expect our students to be able to…

Professional Development and Activities:
School-based:

Action Steps for Implementation:
School Implementation Action Steps:
Classroom Implementation Action Steps (Teachers and Students):

Progress Monitoring:

Initiative	How Often	How Will It Be Monitored	Who Is Responsible To Monitor

Evaluation:
Evaluation of Goal & Implementation (Completed at the Beginning of Second Semester):
Refinement of Goal (Completed at the Beginning of Second Semester):

School Action Plan

ELA: Strategies & Programs to Support the Objectives

ELA Levels 1 and 2 Focus 1 (Grades K-2)
Focus: Pathway to Close and Critical Reading with an emphasis on Guided Reading
Goal: By the end of the year, we expect our students to be able to…increase their skills in reading application through differentiated guided reading groups.

Professional Development and Activities:
School-based: 1. Teachers will be trained on the balanced literacy model, with an emaphasis on guided reading with the Fountas and Pinnell checklist during pre-planning. 2. Level 1 CRISS training will be offered to Plew teachers who have not been trained. 3. K teachers will receive refresher training on the Tyner model during the school year. 4. Teachers will receive guided reading training by the Instructional coach duirng pre-planning. 5. Teachers will be given the opportunity to visit and observe the balanced literacy/guided reading model in various classrooms on the Plew campus and at other school sites.

Action Steps for Implementation:

School Implementation Action Steps:

1. Grade level data teams will disaggregate data (DEA, fluency checks, tec) to identify Level 1 and Level 2 students in ELA.
2. A schedule for remediation will be created to include a push in and pull out for 30-40 minutes/five times a week.
3. Grade level data teams will meet to analyze student data and set/modify reading goals.
4. Literacy Instruction will be differentiated using guided reading groups and literacy stations that include a spiraling review of curriculum.
5. Formative assessments such as: cold reads, anticipation guides, written reflections, journals, and student response systems will be used in all classrooms.
6. The MTSS committee will meet weekly to discuss all students who scored a Level 1 or Level 2.

Classroom Implementation Action Steps (Teachers and Students):

1. Grade Level Data Teams will meet monthly to disaggregate data, complete spreadsheets with Close Read assessment data and plan the next steps for differentiated instructional reading.
2. All teachers will provide daily small guided reading lessons that are skill specific. K teachers will provide small group Tyner lessons.
3. Teachers will select leveled readers based on the Fountas and Pinell checklist to explicitly teach a specific skill.
4. Teacher will also utilize optional formative assessments such as: DRA, Soundwaves, running records, and STAR to assess and monitor progress towards mastery of FSA and ELA standards.
5. Teachers will create and implement fluid literacy stations based on the spiraling of skills.
6. Students will participate in fluid literacy stations based on the spiraling of skills.
7. Teachers will establish reading goals with students based on individual data.
8. Remediation of Tier 3 students will be provided by the resource teacher and classroom assistant in addition to the 120 minute ELA block.

Progress Monitoring:

Initiative	How Often	How Will It Be Monitored	Who Is Responsible To Monitor
Tyner small group instruction	Daily	Lesson plans, wak throughs, and assessments	Teachers and administrators
Guided Reading	Daily	lesson plan, walk throughs, and assessment	Teachers and administrators
Tier 3 remediation	Daily	Lesson plans, walk throughs, assessments, PMPs', and IEPs'	Teachers and administrators

Evaluation:

Evaluation of Goal & Implementation (Completed at the Beginning of Second Semester):

Refinement of Goal (Completed at the Beginning of Second Semester):

School Action Plan

ELA: Strategies & Programs to Support the Objectives

ELA Levels 1 and 2 Focus 2 (Grades 3-5)
Focus: Pathway to Close and Critical Reading with an emphasis on Guided Reading
Goal: By the end of the year, we expect our students to be able to…increase their skill in reading application to include paired text in different reading groups.

Professional Development and Activities:
School-based: 1. Teachers will be given the opportunity to visit and observe balanced literacy in various classrooms on the Plew campus. 2. Teachers wil be trained on the balanced literacy model during pre-planning. 3. Teachers will be trained on the balanced literacy and the guided reading model with the Fountas and Pinnell checklist during pre-planning. 4. Level 1 CRISS training will be offered to teachers at Plew who have not been trained. 5. Teachers will receive professional development in guided reading during pre-planning by the instructional coach.

Action Steps for Implementation:
School Implementation Action Steps: Grade level teams will disaggreagate data (DEA, fluency checks, etc) to identify Level 1 and Level 2 students in ELA. Create a remediation schedule to include push in and push out for 30-40 minutes five days a week. Grade level data teams will meet to reflect on student data to modify goals and plan the next steps. Literacy instruction will be differentiated using guided reading groups and literacy stations to include a spiraling review of the curriculum. Formative assessments such as cold reads, anticipation guides, written reflections, journals, and student response systems will be used in all classrooms. MTSS committee will meet weekly to discuss students who have scored a level 1 or 2 on DEA.
Classroom Implementation Action Steps (Teachers and Students): 1. Grade level data teams will meet monthly to disaggreagate data, complete spreadsheets with Close Read assessment data, and plan next steps for differentiated everyday instructional reading lessons. 2. All teachers will provide daily small group guided reading lessons that are skill specific. K teachers will provide small Tyner lessons. 3. Teachers will select leveled readers based on their running records, Fountas and Pinnel checklist, Star testing to explicitly teach reading skills. 4. Teachers will use the Fountas and Pinnel reading checklist and optional formative assessments such as DRA, Soundwaves, to assess and monitor progress towards mastery of FSA in ELA. 5. Teachers will create and implement fluid literacy stations based on spiraling of skills. 6. Students will participate in fluid literacy stations based on spiraling of skills. .

Progress Monitoring:			
Initiative	**How Often**	**How Will It Be Monitored**	**Who Is Responsible To Monitor**
Guided Reading Instruction	Daily	Lesson plnas, data teams, walk throughs	Team leaders, administration
Literacy Stations	Daily	Lesson plans, walk throughs	Teachers, administration
Formative Assessments	Daily	Data notebooks, spreadsheet on Level 1 and Level 2 students, charted information on students	Team leaders, administration
Remediation	Per PMP or IEP	lesson plans, walk throughs, DEA	Teachers, administration

Evaluation:
Evaluation of Goal & Implementation (Completed at the Beginning of Second Semester):
Refinement of Goal (Completed at the Beginning of Second Semester):

School Action Plan

ELA: Strategies & Programs to Support the Objectives

ELA Subgroup Focus	
Subgroup: Levels four and five in grades four and five guided reading	**Focus:** Increase rigor utilizing
Goal: By the end of the year, we expect our students to be able to…analyze and synthesize meaning of complex text.	

Professional Development and Activities:
School-based:
PAWS time, guided reading training August 2015, data teams

Action Steps for Implementation:
School Implementation Action Steps:
All teachers will become familiar with Fountas and Pinnel Checklist for guided reading Instructional coach will schedule time slots for modeling guided reading with rigor
Classroom Implementation Action Steps (Teachers and Students):
Teachers will differentiate guided reading lessons to accommodate level 4 and 5 students.

Progress Monitoring:

Initiative	How Often	How Will It Be Monitored	Who Is Responsible To Monitor
Lesson plans to include differentiated guided reading groups	weekly	lesson plan rubric	administrator
Log of coaching activities	weekly	coaching log	instructional coach
data team planning during PAWS	monthly	Spreadsheets	administrator and data team leader

Evaluation:
Evaluation of Goal & Implementation (Completed at the Beginning of Second Semester):
Refinement of Goal (Completed at the Beginning of Second Semester):

School Action Plan

ELA: Strategies & Programs to Support the Objectives

ELA SWD Focus
Focus:K-5 ESE - Reading Application
Goal: By the end of the year, we expect our students to be able to…increase their reading application skills on the DEA by one year's growth.

Professional Development and Activities:
School-based: Achieve 3000 PD in Septemeber

Action Steps for Implementation:
School Implementation Action Steps: 1, Students will receive additional reading support and explicit instruction from the ESE teachers and the assistant as determined by the individual's IEP. 2. Students will meet with the remediation/ESE teacher two to four times per week.
Classroom Implementation Action Steps (Teachers and Students): Before school tutoring twice a week utilizing Achieve 3000 Utilizing Achieve 3000 to increase comprehension skills

Progress Monitoring:

Initiative	How Often	How Will It Be Monitored	Who Is Responsible To Monitor
Achieve 3000	2-4 times per week	Achieve 3000 Reports	ESE teacher
Reading Mastery	2-4 times per week	Formative Assessments	ESE teacher
Tier 3 interventions	3-5 times per week	Formative Assessment , lesson plans	Classroom Teachers

Evaluation:
Evaluation of Goal & Implementation (Completed at the Beginning of Second Semester):
Refinement of Goal (Completed at the Beginning of Second Semester):

School Action Plan
Math

District AMO:	**The percent of Okaloosa County students who will be proficient in math as defined by the State of Florida on the Florida Standards Assessment Test will be at least %.**
District Goal:	**Students shall demonstrate math proficiency at or above the expected grade level.**

Objectives:
AMO: The percentage of all curriculum students who will be proficient in math as defined by the State of Florida on the Florida Standards Assessment Test will be at least %.
AMO: The percentage of SWDs who will be proficient in math on the Florida Standards Assessment Test will be at least %
AMO: The percentage of ELL students who will be proficient in math on the Florida Standards Assessment Test will be at least %
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 %.
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 %.
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 %

DEA Math Proficiency (By Grade)

Math: Data

DEA Math	PROFICIENCY (Based on Common Core Assessment)																		
K	# Students Tested	Achievement Levels				% Proficient	Gender		Ethnicity						Status		
		LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4-5		M	F	A	B	H	I	M	W	ESE	ELL	F/R
2015 Post Test (C)	115	1%	10%	32%	57%	90%	87%	92%		67%	100%		71%	92%	87%		85%
District 2015	2,387	1%	14%	41%	44%	85%	82%	87%	84%	72%	82%	82%	83%	88%	66%	76%	80%

DEA Math	PROFICIENCY (Based on Common Core Assessment)																		
Grade 1	# Students Tested	Achievement Levels				% Proficient	Gender		Ethnicity						Status		
		LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4-5		M	F	A	B	H	I	M	W	ESE	ELL	F/R
2015 Post Test (C)	129	0%	5%	50%	44%	95%	95%	94%	100%	80%	80%		100%	96%	86%	60%	95%
District 2015	2,361	1%	6%	56%	37%	93%	93%	94%	98%	89%	91%	92%	95%	94%	82%	88%	91%

DEA Math	PROFICIENCY (Based on Common Core Assessment)																		
Grade 2	# Students Tested	Achievement Levels				% Proficient	Gender		Ethnicity						Status		
		LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4-5		M	F	A	B	H	I	M	W	ESE	ELL	F/R
2015 Post Test (C)	127	1%	4%	40%	55%	95%	95%	95%	100%	100%	100%		92%	95%	83%	100%	93%
District 2015	2,351	1%	13%	50%	35%	86%	86%	85%	98%	70%	84%	90%	87%	88%	68%	76%	81%

DEA Math	PROFICIENCY (Based on Common Core Assessment)																	
Grade 3	# Students Tested	Achievement Levels				% Proficient	Gender		Ethnicity						Status		
		LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4-5		M	F	A	B	H	I	M	W	ESE	ELL	F/R
2015 Post Test (C)	122	1%	1%	63%	35%	98%	98%	98%	100%	100%	100%		100%	98%	85%	100%	95%
District 2015	2,367	1%	14%	64%	20%	84%	85%	84%	94%	73%	79%	67%	82%	88%	66%	55%	79%

DEA Math	PROFICIENCY (Based on Common Core Assessment)																	
Grade 4	# Students Tested	Achievement Levels				% Proficient	Gender		Ethnicity						Status		
		LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4-5		M	F	A	B	H	I	M	W	ESE	ELL	F/R
2015 Post Test (C)	124	0%	4%	76%	20%	96%	97%	95%	50%	100%	100%		100%	96%	82%	100%	92%
District 2015	2,062	1%	13%	65%	21%	86%	87%	84%	88%	75%	78%	90%	87%	88%	67%	66%	79%

DEA Math	PROFICIENCY (Based on Common Core Assessment)																	
Grade 5	# Students Tested	Achievement Levels				% Proficient	Gender		Ethnicity						Status		
		LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4-5		M	F	A	B	H	I	M	W	ESE	ELL	F/R
2015 Post Test (C)	112	1%	9%	45%	46%	90%	86%	95%	100%	67%	100%		50%	91%	85%	100%	75%
District 2015	2,102	2%	14%	47%	38%	84%	83%	86%	88%	74%	79%	88%	87%	87%	60%	66%	77%

DEA Math	Common Core STRANDS (Average score for each subgroup)														
K	All Students		Gender (%)		Ethnicity (%)						Status (%)		
	# Students Tested	Overall %	Male	Female	A	B	H	I	M	W	ESE	ELL	F/R
Operations													
2015	115	86	84	87		70	100		69	87	88		79
District	2,387	83	81	84	87	74	82	79	82	84	72	79	80
Meas. & Data													
2015	115	89	86	92		81	83		81	90	84		85
District	2,387	84	83	86	79	76	81	82	83	86	72	78	81
Geometry													
2015	115	92	91	92		83	100		88	92	88		88
District	2,387	88	87	89	87	82	87	88	88	89	80	84	86
Base Ten													
2015	115	82	85	79		63	100		68	84	88		77
District	2,387	83	83	84	93	72	82	86	83	85	73	81	80

DEA Math	Common Core STRANDS (Average score for each subgroup)														
Grade 1	All Students		Gender (%)		Ethnicity (%)						Status (%)		
	# Students Tested	Overall %	Male	Female	A	B	H	I	M	W	ESE	ELL	F/R
Operations													
2015	129	78	78	77	82	78	60		81	79	67	65	72
District	2,361	76	76	76	83	69	73	66	77	77	64	73	73
Meas. & Data													
2015	129	85	86	84	82	83	80		89	85	86	73	84
District	2,361	80	79	80	82	69	77	80	79	82	72	74	76
Geometry													
2015	129	70	70	70	67	60	55		65	72	67	47	64
District	2,361	68	67	69	71	62	64	67	66	69	61	61	65
Base Ten													
2015	129	86	88	85	100	83	73		90	87	82	63	82
District	2,361	86	86	85	90	80	83	86	87	87	78	80	83

DEA Math		Common Core STRANDS (Average score for each subgroup)												
	Grade 2	All Students		Gender (%)		Ethnicity (%)						Status (%)		
		# Students Tested	Overall %	Male	Female	A	B	H	I	M	W	ESE	ELL	F/R
Operations	2015	127	90	92	89	98	85	91		91	90	84	96	88
	District	2,351	86	85	86	93	77	84	90	86	87	76	81	83
Meas. & Data	2015	127	88	87	89	100	82	88		82	89	81	100	81
	District	2,351	80	82	79	86	71	79	88	80	82	70	76	76
Geometry	2015	127	95	95	96	97	88	100		92	96	93	94	92
	District	2,351	90	90	91	92	88	91	88	91	90	84	90	89
Base Ten	2015	127	89	89	88	88	75	85		86	90	81	87	84
	District	2,351	84	86	82	90	77	81	89	83	85	76	80	81

DEA Math		Common Core STRANDS (Average score for each subgroup)												
	Grade 3	All Students		Gender (%)		Ethnicity (%)						Status (%)		
		# Students Tested	Overall %	Male	Female	A	B	H	I	M	W	ESE	ELL	F/R
Operations	2015	122	86	86	86	95	77	80		88	86	78	77	81
	District	2,367	76	75	76	86	70	71	55	75	77	62	61	71
Meas. & Data	2015	122	85	86	84	90	83	72		82	86	75	83	81
	District	2,367	78	78	77	85	69	74	73	76	80	68	65	75
Geometry	2015	122	84	82	86	88	75	60		86	85	62	58	80
	District	2,367	75	74	75	76	65	72	67	72	78	65	62	72
Base Ten	2015	122	85	88	83	100	83	85		83	85	87	92	83
	District	2,367	75	76	74	82	67	69	52	71	77	65	59	70

DEA Math		Common Core STRANDS (Average score for each subgroup)													
Grade 4		All Students		Gender (%)		Ethnicity (%)						Status (%)			
		# Students Tested	Overall %	Male	Female	A	B	H	I	M	W	ESE	ELL	F/R
Operations	2015	124	76	75	77	67	67	80		83	76	78	75	73
	District	2,062	74	74	73	75	67	71	73	74	75	65	61	69
Meas. & Data	2015	124	76	81	70	63	69	85		71	77	54	63	69
	District	2,062	71	74	68	78	61	69	70	71	72	59	64	65
Geometry	2015	124	84	86	81	75	63	90		84	85	75	88	79
	District	2,062	83	84	82	82	76	81	80	81	85	72	73	79
Base Ten	2015	124	92	91	93	88	94	98		91	91	86	100	90
	District	2,062	89	89	89	93	85	88	92	91	90	80	83	86

DEA Math		Common Core STRANDS (Average score for each subgroup)													
Grade 5		All Students		Gender (%)		Ethnicity (%)						Status (%)			
		# Students Tested	Overall %	Male	Female	A	B	H	I	M	W	ESE	ELL	F/R
Operations	2015	112	89	89	88	75	92	95		88	89	88	25	84
	District	2,102	86	86	86	88	81	83	91	85	87	76	72	83
Meas. & Data	2015	112	80	79	80	86	72	77		75	80	73	83	70
	District	2,102	77	77	77	86	70	72	79	77	79	64	65	72
Geometry	2015	112	84	84	84	78	83	90		83	84	79	67	77
	District	2,102	86	86	86	89	83	81	81	85	87	76	73	83
Base Ten	2015	112	81	79	82	87	89	89		67	80	61	100	71
	District	2,102	75	76	74	83	67	68	82	76	77	57	58	69

FSA Math Data (By Grade)

Math: Data

School Action Plan

Math: Assessment Data Analysis

What does the analysis of your school data tell you about your school's academic strengths?
Every subtest of the DEA for every grade level K-5 was above the district percentile of overall profiency. This included as follows: operations, base 10, measurement/data, and geometry. The data teams met last year and worked on geometry as well as measurement and data. These subtests showed an increase on the DEA.

What does the analysis tell you about your school's opportunities to improve?
The data was analyzed by grade level and the results varied. K- the overall percentage of the free and reduced luch students was slightly below in Base 10 and Operations. K-The overall percentage for African Americans was 67% and below the district percentage of 72%. 1st - Operations, Geometry, and Base 10 was slightly below the district average for Operations, Geometry, and Base 10. 3rd - Geometry was below the district average for the ESE students. 4th - Measurement/Data was below the district average for ESE students. 5th - Measurement/Data and Geometry were below the district average for the free and reduced lunch sub-group.

School Action Plan

Math: Strategies & Programs to Support the Objectives

Math Focus 1
Focus: Strategies to Support Standards-based Instruction and Assessments
Goal: By the end of the year, we expect our students to be able to…increase their ability to utilize problem solving skills by productively participating in mathematical discussions, standards based spiraling math stations, and opportunities for attentive listening, expression of ideas, questioning, and reflection.

Professional Development and Activities:
District: The central message provided (September, October, November/December, and January/February) will provide strategies and routines to support standards-based instruction and assessments. • Spiraling in the First 30 days! (Spiraling standards in the Balanced Math Model Block-Routines, Fluency, Mini-Lesson, Stations and Small Group student talk). • Formative Assessments (Observations, Student Talk, Questioning, Peer/Self -Assessment, Exit Slips, Graphic Organizers) • Differentiation (Whole Group, Small Group, Stations, Questioning, Tasks) • Problem Solving-Promoting Productive Struggle (Mathematical Practice 1)
School-based: Training will be facilitated by the Math coach to all new teachers new to the OCSD in the Standards of Mathematical Practices and Balanced Math Model (September , 1/2 day training. 2. Teachers will use the Math standards and FSA Items Specs as a framework for creating applicable fomative assessments. 3. Math Professional Development will be provided to interested teachers on instructional strategies including student talk and math stations (September, October, November, 1/2 day training). 4. Teachers who have elected to attend the Math PD will create grade-level content specific Math Stations. 5. The Math Stations that are created will be collected and shared with other grade level members. 6. Teachers will receive grade level training from the Math coach during pre-planning to utilize and acess the district Math Curriculum Map (August-1hour). 7. Teachers will explore technology such as: ipad apps, Netrekker, Think Central, Accelerated Math, Sumdog, Xtramath, LearnZillion, and Scoot Pad to support Math lesson planning. 8. Math professional development will be provided to interested teachers on Math Stations, utilizing Math Workstations-Independent Learning You Can Count On by Deb Diller (September, October, November, 1/2day training).

Action Steps for Implementation:

School Implementation Action Steps:

On May 22, 2015 the SPP committee created a professional development calendar for the year with PAWS dates and instructional coach trainings for ELA and Math for dissemination during pre-planning.
2. Math professional development will be provided by the Math Coach (September, October, November/December and January/February 1/2 day).
3. Selected teachers will be provided a copy of Math Workstations - Independent Learning You Can Count On by Deb Diller and Children's Mathematics, Cognitively Guided Instruction by Thomas Carpenter.

Classroom Implementation Action Steps (Teachers and Students):

1. Teachers will use a variety of bell ringers to begin math instruction.
2. Teachers will use Math standards and FSA items SPECS as a framework for creating a variety of differentiated, spiraling, problem solving tasks.
3. Students will routinely answer questions of varying complexity constructed from math standards and FSA item SPECS.
4. Teachers will use differentiated Math stations on a weekly basis for independent practice.
5. Teachers will create and model anchor charts that encompass the elements of respectful student talk.
6. Teachers will create opportunities for student talk through CRISS strategies and purposeful spiraling math stations to build stamina and perseverance (3 minute Pause, Carousel Brainstorming, and Problem Solving Organizer0.
7. Students will use productive math talk to facilitate a better understanidng of related math concepts.
8. Teachers will use a variety of formative assessments to monitor math skill acquisition, including Accelerated math diagnostic reports and Math sprints.
9. All students will participate in technology-based Math practices (Accelerated Math, Xtra Math,, Sunshine/Smiley Math, Sumdog, ScootPad, iready).
10. Teachers will differentiate math lessons for math stations and small groups.
11. Teachers will post 8 standards of mathematical practices in every classroom.
12. Students will communicate orally in writing to explain mathematical thinking and appropriate justifications for answers.

Progress Monitoring:

Initiative	How Often	How Will It Be Monitored	Who Is Responsible To Monitor
Math Stations	Weekly	Walk Through, Lesson Plans	Administration
Formative Assessments	Daily	Gradebook, Spreadsheets, Observation	Teacher, Administration
Student Talk	Daily	Lesson Plans, Spreadsheets, Journals, Walk Throughs	Teacher, Administration
Small Group Guided Math Lessons	Weekly	Lesson Plans, Observation, Walk Through	Teacher, Administration

Evaluation:

Evaluation of Goal & Implementation (Completed at the Beginning of Second Semester):

Refinement of Goal (Completed at the Beginning of Second Semester):

School Action Plan

Math: Strategies & Programs to Support the Objectives

Math Focus 2
Focus: Purposeful Spiraling
Goal: By the end of the year, we expect our students to be able to…make conncetions between previously learned concepts (spiraling).

Professional Development and Activities:
District: Elementary math teachers will attend 4 half day professional development sessions (September, October, November/December, and January/February) to include; an hour of district message to provide strategies and routines to support standards-based instruction and assessments. • Spiraling in the First 30 Days (Routines, Fluency, Mini-Lesson, Stations and Small Group) • Formative Assessments (Observations, Questioning, Peer/Self -Assessment, Student Talk, Exit Slips, Graphic Organizers) • Differentiation (Whole Group, Small Group, Stations, Questioning, Tasks) • Problem Solving-Promoting Productive Struggle (Mathematical Practice 1)
School-based: 1. Training will be facilitated by the Math coach to all new to OCSD in the Standards for Mathematical Practices (September 16, 1/2 training). 2. Teachers will use the Math standards and FSA Item Specs as a framework for creating applicable formative assessments. 3. Math Professional Development will be provided to interested teachers on instructional strategies including student talk, math stations, and spiraling instruction (September, October, November, 1/2 training). 4. Teachers, who have selected to attend the Math PD will create grade-level content specific Math stations that are purposefully spiraled and differentiated to meet the needs of the students. 5. The spiraled math stations that are created will be collected and shared with other grade level members. 6. Teachers will receive grade level training from the Math coach during pre-planning to utilize and access the district Math Curriculum Map (August, 1 hour).

Action Steps for Implementation:

School Implementation Action Steps:

On May 22, 2015 the SPP committee created a professional development calendar for the year with PAWS dates and instructional coach trainings for ELA and Math for dissemination during pre-planning.

Math Professional Development provided by the Math Coach (September, October,and January/February, 1/2 day).

Classroom Implementation Action Steps (Teachers and Students):

1. During pre-planning, PAWS, and mid-year data chats with principal, teachers will analyze data from the Discovery Education Assessment to identify focus areas to drive instruction.
2. Teachers will provide spiraled math activities through guided instruction, bell ringers, differentiated math stations, and interactive math journals.
3. Teachers will use Math Stations on a weekly basis for spiraling of mathematical curriculum that is differentiated to meet each child's needs.
4. All students will participate in technology based spiraled math practices (Accelerated Math, Xtra Math, Sunshine, Smiley Math. Sumdog, Scoot Pad, iready).
5. Students in grades 3, 4, and 5 will utilize Mountain Math for purposeful spiraling.
6. Students in grades 3-5 will use Accelerated Math for purposeful spriraling of grade level Math curriculum.

Progress Monitoring:

Initiative	How Often	How Will It Be Monitored	Who Is Responsible To Monitor
Spiraled Review	Daily	Walk throughs, lesson plans, and observations	Teacher & Administrators
Spiraled Math Stations	Weekly	Walk Throughs, lesson plans.	Teacher & Administrato
Formative Assessments	Weekly	Lesson plans	Teacher & Administrators
Data Chat Forms	Mid-year	Completed data forms	Administrators

Evaluation:

Evaluation of Goal & Implementation (Completed at the Beginning of Second Semester):

Refinement of Goal (Completed at the Beginning of Second Semester):

School Action Plan

Math: Strategies & Programs to Support the Objectives

Math Levels 1 and 2 Focus 1 (Grades K-2)
Focus: Geometry
Goal: By the end of the year, we expect our students to be able to…demonstrate math proficiency on the Geometry strand FSA standards at or above expected grade level.

Professional Development and Activities:
School-based:
1. Data teams will be formed to analyze data by grade level and identify best practices and research based strategies to meet student needs.
2. Grade level PLCs' will meet monthly during PAWS to explore research based practices correlating with the mathematical practices.
3. Teacher will have the opportunity to attend mathematical workshops during the summer and academic year.

Action Steps for Implementation:
School Implementation Action Steps:
1. Initial screenings/assessments (DEA, classroom tests and observations) will be given to students who scored level 1 and 2 in math to determine specific deficits.
2. Each grade level will focus on appropriate skills providing take home sets for home and school practice.
3. Students will receive 30-40 minute push in or pull out remediation sessions.
4. MTSS team will monitor and address student needs every week.
Classroom Implementation Action Steps (Teachers and Students):
1. Data teams will monitor level 1 and level 2 students' data and make appropriate lesson plans.
2. Teachers will provide differentiated small group math instruction.
3. Students will chart their own learning and measure their progress towards achievment of their goals.
4. Students will receive Tier 2 and Tier 3 math instruction from the Remediation teacher and classroom assistants.
5. Students wll be given hands on practice with geometric shapes during math stations for free exploration and guided discovery of geometric concepts.

Progress Monitoring:			
Initiative	**How Often**	**How Will It Be Monitored**	**Who Is Responsible To Monitor**
Data Teams	bi-monthly	Agenda, minutes	Team leader, administration, district math TSA
Math Facts	daily	Teacher, walk throughs	Teacher and administration
MTSS	weekly	Spreadsheets and minutes	Guidance counselor, MTSS team, and administration
Student self-monitoring	daily	Student portfolios	Teacher
Student charts	bi-monthly	Lesson plans, walk throughs, and data team minutes	Data team leaders & administration

Evaluation:
Evaluation of Goal & Implementation (Completed at the Beginning of Second Semester):
Refinement of Goal (Completed at the Beginning of Second Semester):

School Action Plan

Math: Strategies & Programs to Support the Objectives

Math Levels 1 and 2 Focus 2 (Grades 3-5)
Focus: Measurement and Data
Goal: By the end of the year, we expect our students to be able to…demonstrate Math proficiency at or above expected grade level in mathematical measurement and data.

Professional Development and Activities:
School-based: 1. Data teams will analyze data by grade level and identify research based strategies to meet student needs. 2. Grade level PLCs' will meet monthly during PAWS to explore research based practices correlating with mathematical practices. 3. Teachers will have the opportunity to attend mathematical workshops during the summer and the academic year.

Action Steps for Implementation:
School Implementation Action Steps: 1. Initial screenings/assessments (DEA, classroom tests, and observations) will be given to students who scored a level 1 or level 2 in math to determine specific deficits. 2. Each grade level will focus on appropriate math facts providing take home sets for home and school practice. 3. MTSS team will monitor and address student needs every week.
Classroom Implementation Action Steps (Teachers and Students): 1. Teachers will provide spiraled math activities through guided instruction, bell ringers, differentiated math stations, and interactive math journals. 2. Teachers will provide differentiated small group math instruction. 3. Students will be given continuous, spiraling practice with measurement and data concepts during math stations, weekly homework assignments, and or classwork. 4. Students will receive 30-40 minute push in or pull out Tier 2 and Tier 3 remediation sessions. 5. Students will use iready at least twice a week for 20 minutes.

Progress Monitoring:			
Initiative	**How Often**	**How Will It Be Monitored**	**Who Is Responsible To Monitor**
Data Teams	bi-monthly	Agenda, minutes, spreadsheets	Team leader, administration, district Math TSA
Math Facts	daily	Teacher, walk throughs	Teacher and administration
MTSS	weekly	Minutes and spreadsheet	Guidance counselor, MTSS team, administration
Student self-monitoring	daily	Student portfolios	Teacher
Student charts	bi-monthly	Lesson plans, walk throughs, and data team minutes	Data team leaders and administrators

Evaluation:
Evaluation of Goal & Implementation (Completed at the Beginning of Second Semester):
Refinement of Goal (Completed at the Beginning of Second Semester):

School Action Plan

Math: Strategies & Programs to Support the Objectives

Math Levels Subgroup Focus	
Subgroup: Students who performed at Level 2 on DEA Math.	**Focus:** DEA subcategories
Goal: By the end of the year, we expect our students to be able to… apply basic mathematical principles to real life situations.	

Professional Development and Activities:

School-based:

1. A select group of teachers will attend Mathematical PD throughout the school year.
2. The Math Remediation Para-Professional will attend Mathematical trainings throughout the school year.
3. THe Math Remediation teacher will be trained in iready.
4. During PAWS in September 2015, the Math Remediation Para-Professional will train the 4th and 5th grade teams.

Action Steps for Implementation:

School Implementation Action Steps:

1.Identify the focus group and register students for iready.
2. Created small groups for differentiated instruction.
3. Analyze iready scores during monthly PAWS.

Classroom Implementation Action Steps (Teachers and Students):

1. Identified students will be scheduled for iready.
2. Provide small group insttruction.

Progress Monitoring:

Initiative	How Often	How Will It Be Monitored	Who Is Responsible To Monitor
iready	Once a week	Spreadsheet of the iready	Math Para-Professional, Principal, and Assistant Principal
Renaissance Math	Once a week	Posted in the classroom	Indidividual Teachers, Principla and Assistant Principal
FSA Assessments	Bi-monthly	Individual Scores and Teacher conferences	Individual Teachers and students
DEA	3x a year	Reports analyzed	Individual Teachers and

Evaluation:
Evaluation of Goal & Implementation (Completed at the Beginning of Second Semester):
Refinement of Goal (Completed at the Beginning of Second Semester):

School Action Plan

Math: Strategies & Programs to Support the Objectives

Math SWD Focus
Focus: The Mathematical Standards and Practices
Goal: By the end of the year, we expect our students to be able to…make at least one year's growth in grade level math standards.

Professional Development and Activities:
School-based: 1. The ESE teacher will have the opportunity to attend mathematical workshops during the summer and academic year to include the Julie Dixon training. 2. Training for ESE/remediation teacher and classroom assistants on use of the iready math and other ESE programs. 3. Training of all tachers by ESE/remediation teacher on strategies to use with SWD during Math PD in September.

Action Steps for Implementation:
School Implementation Action Steps: 1. Data teams will be formed to analyze data by grade level and identify best practices that are research based to meet the needs of the SWD. 2. Grade level PLCs will meet monthly during PAWS to explore, select, and modify strategies that are are most effective with SWD. 3. Students will receive additional support through the MTSS model. 4. Students will meet with remediation/ESE teacher 2-4 times per week for 30-40 minute sessions. 5. MTSS team will review and monitor progress of ESE students 6. Iready remediation will be offered in the computer in the morning before school.
Classroom Implementation Action Steps (Teachers and Students): 1. Teacher and remediation staff will provide differentiated math lessons based on individual student deficits. 2. Remediation teacher and staff will utilize iready math and provide manipulative to be used during instruction and guided practice. 3. Students will utilize Math vocabulary flip charts based on their grade level. 4. Students will utilize Julie Dixon Math kits. 5. Iready will be offered to the students in in the SWD classroom.

Progress Monitoring:			
Initiative	**How Often**	**How Will It Be Monitored**	**Who Is Responsible To Monitor**
iready Math	2-3 times a week	Lesson plans, reports of student progress	Remediation staff
MTSS review committee	weekly	Agenda and minutes	Guidance Counselor and MTSS team

Evaluation:
Evaluation of Goal & Implementation (Completed at the Beginning of Second Semester):
Refinement of Goal (Completed at the Beginning of Second Semester):

School Action Plan
Science

District Goal:	**Students shall demonstrate science proficiency at or above the expected grade level.**

Objectives:
The percentage of 5th grade students who will be proficient in science as defined by the State of Florida on the Florida Comprehensive Assessment Test will be at least %.

School Action Plan

Science: Data

FCAT SCIENCE 2013-2015 Proficiency (By School/Grade)

Year	School	Grade	# Students Tested	Achievement Levels					% Proficient	Gender		Ethnicity						Status		
				LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5		M	F	A	B	H	I	M	W	ESE	ELL	F/R
2013	Plew	05	112	4%	15%	26%	17%	38%	**80%**	84%	76%	100%	50%	67%		71%	82%	27%		54%
2014	Plew	05	111	3%	19%	32%	14%	32%	**78%**	78%	78%	67%	75%	100%		57%	79%	36%		50%
2015	**Plew**	**05**	**111**	**3%**	**20%**	**31%**	**19%**	**28%**	**77%**	**80%**	**75%**	**33%**	**67%**	**80%**		**75%**	**81%**	**67%**	**0%**	**68%**
2015	**District**	**05**	**2,226**	**13%**	**24%**	**30%**	**16%**	**17%**	**63%**	**66%**	**59%**	**70%**	**37%**	**44%**	**88%**	**60%**	**69%**	**29%**	**15%**	**50%**
2015	**STATE**	**05**		**22%**	**25%**	**27%**	**13%**	**12%**	**53%**											

GRADE 5 — **FCAT SCIENCE 2013-2015 STRANDS (By School)**

	Year	Name	All Students		Gender		Ethnicity						Status		
			# Students Tested	Overall	Male	Female	A	B	H	I	M	W	ESE	ELL	F/R
NATURE	2013	Plew	112	78%	80%	76%	90%	70%	77%		61%	79%	54%		65%
	2014	Plew	111	81%	83%	79%	87%	75%	88%		74%	81%	65%		68%
	2015	**Plew**	**111**	**80%**	**80%**	**80%**	**72%**	**67%**	**82%**		**83%**	**81%**	**67%**	**30%**	**76%**
	2015	**District**	**2,226**	**72%**	**71%**	**73%**	**77%**	**62%**	**66%**	**78%**	**69%**	**74%**	**56%**	**50%**	**66%**
ERTH/SPC	2013	Plew	112	84%	85%	83%	94%	73%	88%		85%	84%	73%		75%
	2014	Plew	111	79%	82%	76%	83%	75%	84%		72%	80%	69%		66%
	2015	**Plew**	**111**	**75%**	**77%**	**73%**	**68%**	**75%**	**66%**		**75%**	**76%**	**69%**	**50%**	**69%**
	2015	**District**	**2,226**	**70%**	**72%**	**67%**	**77%**	**58%**	**61%**	**80%**	**69%**	**72%**	**58%**	**47%**	**64%**
PHYSICAL	2013	Plew	112	76%	77%	76%	78%	72%	69%		69%	77%	59%		67%
	2014	Plew	111	82%	82%	81%	81%	75%	84%		73%	82%	69%		74%
	2015	**Plew**	**111**	**82%**	**84%**	**80%**	**67%**	**88%**	**84%**		**83%**	**83%**	**74%**	**44%**	**79%**
	2015	**District**	**2,226**	**74%**	**75%**	**73%**	**78%**	**65%**	**66%**	**82%**	**73%**	**77%**	**61%**	**49%**	**69%**
LIFE	2013	Plew	112	81%	79%	83%	93%	73%	69%		82%	81%	69%		74%
	2014	Plew	111	79%	81%	77%	81%	75%	80%		73%	80%	66%		65%
	2015	**Plew**	**111**	**81%**	**84%**	**78%**	**70%**	**81%**	**83%**		**75%**	**82%**	**74%**	**29%**	**78%**
	2015	**District**	**2,226**	**73%**	**73%**	**72%**	**80%**	**64%**	**63%**	**85%**	**72%**	**75%**	**59%**	**46%**	**68%**

School Action Plan

Science: Strategies & Programs to Support the Objective

Science Focus
Focus: Purposeful Spiraling
Goal: By the end of the year, we expect our students to be able to… utilize close reading strategies to effectively observe scientifc phenomena, ask relevant and informed questions, gather and compare information, and formulate an informed assessment of scientific concepts.

Professional Development and Activities:
School-based: 1. Science teachers K-2 and 3-5 will receive a half day with the district Science coach to review the Science standards. 2. Teachers will receive professional development /half day to observe a Science class off campus to observe and reflect on best practices. 3. CRISS 1 training be offered to new teachers to explore reading strategies that will increase comprehension of Science content. (Everyday Instructional Reading strategies)

Action Steps for Implementation:
School Implementation Action Steps: 1. During grade level meetings, teachers will collaborate to share best practices with text markings in close reading of text. 2. Science teachers K-2 and 3-5 will observe best practices in other classrooms utilizing a reflection/observation sheet. 3. During grade level meetings, teachers will collaborate to create questions tied to assessing knowledge of science content.
Classroom Implementation Action Steps (Teachers and Students): 1. Teachers will use the Science standards and NGSSS item specs as a framework for developing questions and problems tied directly to assessing students' knowledge of science content. 2. Teachers will identify activities and forms of instruction to teach a standard such as text markings, Cornell notes, concept definition maps, double entry reflection journals, power thinking, problem solution notes, three minute pause, pre and post writing logs, and vocabulary Frayer model. 3. Teachers will create opportunities for student talk and discussion through CRISS strategies such as: QRA, think pair share, concentric circles, and read and explain. 4. Teachers will develop science assessments to include spiral review of previously taught content. 5. Students will routinely answer text dependent questions of varying complexity constructed from science standards and NGSSS item specs. 6. Students will utilize student talk to respond to text dependent questions during a close read of science content. 7. Students will utilize universal and grade level specific annotation of text and CRISS stratagies to mark Science text.

Progress Monitoring:			
Initiative	**How Often**	**How Will It Be Monitored**	**Who Is Responsible To Monitor**
Discovery Education Assessments	3 Times a Year	Teacher analysis during Professional Learning Communities	Teachers and administrators
Classroom Science Assessments	Weekly	Teachers/Scored Assessments	Teacher
Student Talk/Self Reflection	Weekly	Rubric and Anchor Charts	Teacher
Science Questions	Weekly	Walk Throughs, Observations, and Lesson Plans	Teacher

Evaluation:
Evaluation of Goal & Implementation (Completed at the Beginning of Second Semester):
Refinement of Goal (Completed at the Beginning of Second Semester):

Accreditation Page

Accreditation Standards

1. Purpose and Direction
2. Governance and Leadership
3. Teaching and Assessing for Learning
4. Resources and Support Systems
5. Using Results for Continuous Improvement

Focus Area 1: Improving and Advancing Student Achievement

Goals:

- **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**

Focus Area 2: Learning and Working in a Safe and Productive Environment

Goals:

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