



Date Submitted: 9/11/2012

Dates of Revisions: 9/17/2012

School Name: Bluewater Elementary

School Performance Plan

20 12 - 20 13

<p>All school advisory agendas, minutes, membership, and guidelines of operations are housed at the school site as well as the district office. These reflect the process used in the preparation and evaluation of the school performance plan and the school's annual budget. SAC funds in the amount of \$ [], will primarily be used for : [] .</p> <p>The names represented below indicate approval of the SPP by SAC committee members.</p> <p>Dr. Connie Hall Principal</p> <p>[Gary Turner] SAC Chair</p>	<p>Legend</p> <p>AICE: Advance International Certificate of Education AP: Advanced Placement AYP: Adequate Yearly Progress CCS: Common Core Standards DA: Differentiated Accountability DEA: Discovery Education Assessment ED: Economically Disadvantaged ELL: English Language Learners ESE: Exceptional Student Education FAIR: Florida Assessment for Instruction of Reading FCAT: Florida Comprehensive Assessment Test IB: International Baccalaureate IEP: Individualized Education Plan IPDP: Individualized Professional Development Plan NGSSS: Next Generation Sunshine State Standards</p>	<p>NCLB: No Child Left Behind PDSP: Professional Development Site Plan PERT: Postsecondary Education Readiness Test (ACT's 10th Grade Assessment Test) PLAN: Progress Monitoring Plan PMP: Progress Monitoring System PMS: Plan of Care PPP: Pupil Progression Plan Rtl: Response to Intervention 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</p>
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School Profile 2012- 2013

School Profile: (Narrative)

Bluewater Elementary School, home of the Seminoles, is a public school located in the Florida Panhandle with approximately 824 students enrolled in pre- kindergarten through fifth grade. The enrollment at Bluewater Elementary School has increased this year due to the arrival of members of the military working with the F35. The local population is generally comprised of upper middle class working and retired citizens with a significant number of military and civilian government employees in technical fields. Approximately 18% of the student body receives Free and Reduced Breakfasts and Lunches. The student population at Bluewater Elementary School is comprised of 2% Asian, 1% Hispanic, 2% Black, 8% Indian/Mixed, and 87% White. The school community is actively involved supporting Bluewater Elementary, providing over 5,500 hours of volunteer time to assist in the classroom and mentor students. The Parent Teacher Organization (PTO) is an organization of extremely involved parent leaders. This support goes beyond financial assistance and includes numerous committees that work to provide on-going support and guidance to the school. Parents are also represented on the Superintendent's Parent Advisory Board which meets monthly.

Under the leadership and direction of our School Advisory Council, faculty, support personnel, and parents at Bluewater Elementary School high academic standards are set annually. All staff are committed to providing a safe, inviting, and challenging environment for each student. With highly qualified teachers, school-based professional development, research-based reading and mathematics instruction, students are expected to master the Next Generation Sunshine State Standards (NGSS), move toward the Common Core Curriculum, and continue to make academic growth and achievement significantly above the norm. *Bluewater Elementary School's academic progress has established our school as a top performing elementary school in Okaloosa County, once again!*

Bluewater Elementary School consists of a self-contained, challenging program for students identified as Gifted or Talented in first through fifth grades. Students are also taught in self-contained classrooms or classes with flexible grouping or departmentalization. Departmentalization in the upper grades prepares our students in their transition to the middle school setting. Exceptional Student Education (ESE) programs include Specific Learning Disabilities (SLD), Speech, Language, Occupational Therapy, and Physical Therapy, as well as one unit of Pre K disabilities (PreKD). An extensive array of activities are available for students in kindergarten through fifth grades to participate in during and after school as well as in the summer months. These activities include but are not limited to participation in Student Council, Young Astronauts, Green Team, Abakadoodle, **Drama Kids**, and Camp Invention. All students participate in Art, Music, and Physical Education during the school day.

The Media Center houses the school's professional library, computer lab, mobile computer lab, **four iPad labs**, and more than 18,000 books. The professional library contains resources for teachers and includes guided reading sets, professional books, reader's theater sets, picture book sets, literature circles sets, listening stations, books to support writer's workshop, and books to support science and math instruction. Teachers may visit the computer lab with their class or utilize the mobile lab which contains 25 student laptops, a printer, and a projector. Our laptop lab, as well as the iPad lab is checked out by teachers for use in their classrooms. **As of May 2010, Bluewater Elementary has wireless Internet capabilities enabling our teachers to integrate technology throughout their daily instruction.**

Bluewater Elementary has maintained a grade of A+ according to the Florida School Accountability System for the past ten years. This past year targets were not met for adequate yearly progress under the No Child Left Behind (NCLB). Our Economically Disadvantaged population did not meet this criteria in math. The economically disadvantaged population will be a focus for the 2012 school year. *The 2012 school year FCAT results placed Bluewater first in science, first in math in third grade and first in reading in fourth grade in Okaloosa County.* Since the school opened in 1990, it has continued to maintain accreditation through the regional accrediting agency.

The large military and civil service population increases the transitory nature of the student population, which frequently requires additional pedagogical intervention for students to meet the Next Generation Sunshine State Standards (NGSS). This year beginning with kindergarten, we transition into the new Common Core Standards. Bluewater Elementary School is able to maintain its high academic success through ongoing data analysis of student assessments, through current professional development, through the usage of best practice strategies, supportive parents and community in addition to a highly qualified, professional staff. The school's test scores reflect continuing success in maintaining the high level of our students' academic proficiency in Reading, Mathematics, Writing, and Science as determined by the Florida Comprehensive Assessment Test (FCAT) and the Discovery Education Assessment (DEA) in grades kindergarten, 1 and 2.

Customer Satisfaction Survey: The School District of Okaloosa County (OSCD) annually conducts a Customer Satisfaction Survey each spring. Parents log on to the Okaloosa Schools website and complete the survey with the results tallied by the Quality Assurance office.

Parents agreed with the following statements as meeting or exceeding the needs of their child or children. The identified strengths in descending order of significance are:

My child's school maintains a safe environment. 98%

Clear expectations of conduct and behavior are communicated to my child. 97%

My child's school emphasizes academic performance as the number one priority. 96%

As a parent, I am made aware of the curriculum program for my child's grade level or course. 95%

I am satisfied that my child's teachers do a good job educating my child. 95%

As a parent, I feel welcome at my child's school. 92%

The school uses a variety of methods for parent communication. 91%

Homework is used to reinforce what is taught. 91%

Areas of concern such as the drop off and pick up car line being too long, the need for additional recess, less emphasis on FCAT, reduce the numbers of portables, and teaching a second language are being addressed.

School Profile

2012- 2013

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

School Mission:

Perpetuate our commitment to educational excellence through:

- Rigorous and relevant curriculum
- Accountability
- Stakeholder relationships

Belief Statements:

- Every student regardless of ethnicity, gender, economic status or disability is expected to reach his or her academic potential.
- Students and staff are held to high, measurable standards of performance and conduct.
- Students are provided a positive and safe learning environment.
- Students' needs drive resource decisions.
- Education is the shared responsibility of the entire community of stakeholders.
- Curriculum and instruction are research-based.
- Differentiated instruction is based on analysis and application of student achievement data.
- Comprehensive professional development is imperative for quality instruction and improved student performance.
- Grades are an accurate reflection of a student's academic progress and skill application, as defined by the Next Generation Sunshine State Standards, Common Core Standards, and/or course content.
- Upon graduation, students will be college and/or career-ready.

School: Bluewater Elementary	School Focus: Reading
District Goal:	Students shall demonstrate reading proficiency at or above expected grade level.

Highly Qualified Status Administrators: (Title I)		
Reading Instructors/Recruitment: (Secondary)	Teachers with reading certification/endorsement	Teachers working towards reading certification/endorsement.

Objective R-1	The percentage of all curriculum students who will be proficient in reading as defined by the State of Florida on the Florida Comprehensive Assessment Test will be at least 91%. (District Objective: <input checked="" type="checkbox"/> +2 percentile points or <input type="checkbox"/> maintain 90-100%)
Objective R-2	The percentage of all curriculum students who will make learning gains in reading as defined by the State of Florida on the FCAT will be at least 87%. (District Objective: <input checked="" type="checkbox"/> + 2 percentile points or <input type="checkbox"/> maintain 90-100%)
Objective R-3	The percentage of students in the lowest 25% who will make learning gains in reading as defined by the State of Florida on the FCAT will be at least % . (District Objective: <input type="checkbox"/> + 2 percentile points or <input type="checkbox"/> maintain 90-100%)

Target Group(s) Supporting Data (summary) – Provide 3 year historical data chart	Strategies/Innovative methods & extended learning opportunities <small>Include technology and assessment</small>	Budget	Professional Development <small>(Identify measurable teacher outcome)</small>	Communication with Parents & Customer Relations <small>(Community/Parent awareness)</small>
FCAT Reading Grade 3 Area for Emphasis: Reading Application Grade 4 Area for Emphasis: Reading Application, Fiction and Nonfiction Grade 5 Area for Emphasis: Reading Application, Informational Text and Research Process DEA Reading Kindergarten Area for Emphasis: Understanding Point of View, Using Predictions for Understanding Grade 1 Area for Emphasis: Letter-sound Identification and relationships, Vowel/Sentence Segment, Long Vowel Sounds, Drawing Conclusions, Story Elements	<p>*All teachers will incorporate Language Arts Common Core Standards and integrate into balanced literacy framework.</p> <p>*Continue a balanced literacy approach that differentiates instruction and includes all balanced literacy components as it pertains to the Common Core Standards in Language Arts.</p> <p>*Academic teachers will incorporate use of text-complexity to create close reading lessons and, text-based questions in a variety of subject areas to include increased readings in nonfiction.</p> <p>*Teachers will incorporate use of feedback and classroom discussion (Visible Learning) in all subject areas.</p> <p>*Continue to use school Progress Monitoring System (PAWS, Dashboard, DEA) for</p>		<p>PDSP Focus: While analyzing class, grade level, and school-wide data, teachers will implement Language Arts Common Core Standards</p> <p>Objective/other: All teachers will meet weekly during common planning time to collaborate in PLC grade level teams to implement Language Arts Common Core Standards across the curriculum as evidenced by lesson plans, session meeting notes, and administration observation and maintain 91% proficiency on DEA and FCAT assessments.</p>	<p>*Provide information for all parents explaining the PPP, FCAT, and required levels of proficiency before the end of 1st quarter through Student Handbook.</p> <p>* Parents will be encouraged to participate in monitoring and motivation of student at home reading, reading homework, and at home reading logs. Information will be shared in orientation packets and parent letters.</p> <p>*Continue communicating with parents through use of the automatic phone message system.</p> <p>* Training will be provided in</p>

<p>Grade 2 Area for Emphasis: Read Informational Text, Author's Purpose/Questions, Theme, Antonyms/Synonyms, Multiple Meaning Words</p> <p>Grade 3 Area for Emphasis: Read Informational Text, Multiple Meanings, Figurative Language, Cause and Effect</p> <p>Grade 4 Area for Emphasis: Theme Across Selections, Read Informational Text</p> <p>Grade 5 Area for Emphasis: Author Purpose Perspective, Compare and Contrast, Text Features, Figurative Language</p> <p>7 Students Retained</p> <p>Grade K: 4</p> <p>Grade 1: 2</p> <p>Grade 2: 2</p> <p>Grade 3: 1</p> <p>Grade 4: 1</p> <p>Grade 5: 1</p>	<p>teachers to monitor students scoring below proficiency range on identified assessments.</p> <p>* Incorporate use of formative assessments (exit passes, white boards, response logs, visual representations, etc. before, during and after lessons to monitor student progress.</p> <p>* Continue to allocate a minimum of 90 minutes each day for uninterrupted reading block.</p> <p>* Continue to monitor student progress to ensure adequate yearly growth for all students by maintaining individual student assessments in school tracking spreadsheet. Teachers will also implement use of DEA Probes to use in data team meetings.</p> <p>* Mid-year, teachers meet with the principal, counselor, and SLD teacher to determine student progress to date and identify additional strategies to assist them in their reading development.</p> <p>* Evaluate student performance data to plan instruction, identify student strengths, target areas of concern and determine student progress in achieving SSS. Assistance will be provided by the Principal, LC, ESE teachers, RTI Team, and Guidance Counselor.</p> <p>* Continue balanced literacy observation classrooms. Literacy Coach will assist with transition into Common Core Standards.</p> <p>* Continue sustained, silent reading in all grade levels. K-2: 15 min. 3-5: 20 min.</p> <p>* Students in Grades 3, 4, and 5 will participate in literature circles and non-fiction reading that incorporates higher-level critical thinking strategies and classroom discussion.</p>	<p>*cost of subs ←</p> <p>*cost of subs →</p>	<p>*During Early Release Days and faculty meetings teachers will be trained in text complexity, close reading, creating text-based questions and the relationship to the Common Core Standards with an emphasis on NF text. Additional topics such as Feedback and Classroom (Visible Learning) Discussion will be integrated into these trainings throughout the year.</p> <p>*During Early Release days, teachers will meet in grade level teams to set goals, analyze, and evaluate student progress based on classroom data collected throughout the school year.</p> <p>*Grade level representatives will be trained on creating DEA Probes to ensure accurate and timely measurement of grade-level data in reading and math.</p> <p>*Grade level will receive additional training from an outside specialist for data teams</p> <p>*Teachers will receive training on the new teacher evaluation model.</p> <p>*Teachers will visit observation classrooms or peer classroom if recommended or on a voluntary basis.</p>	<p>September to all mentors and volunteers working at the school</p> <p>*Appreciation luncheon will be hosted in May for mentors and volunteers</p> <p>Inform parents of student progress via</p> <ul style="list-style-type: none"> <input type="checkbox"/> Work samples <input type="checkbox"/> Letters <input type="checkbox"/> Conferences <input type="checkbox"/> Phone calls <input type="checkbox"/> Progress reports sent home (K) <input type="checkbox"/> Student planners / grades 2 - 5 <input type="checkbox"/> PMP/IEP-STAR, <input type="checkbox"/> Gradebook, <input type="checkbox"/> Bluewater website <input type="checkbox"/> Smoke Signals <input type="checkbox"/> 2012-2013 Parent Guide Okaloosa County School District <input type="checkbox"/> Contact with Principal and Guidance Counselor <input type="checkbox"/> Teacher Newsletters (Pre-K will send Take Home Reading Program) <p>* Provide parents information concerning school budget by use of school web-site monthly newsletter and during SAC/ PTO meetings.</p>
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FCAT Reading %
Proficient 3 or above

	2010	2011	2012
3	94	(95)87	87
4	95	(95)91	93
5	98	(91)83	87
Total	96	(94)87	89

*Scores in parentheses indicate % proficient before application of formula.

* Integrate fiction and nonfiction reading strategies as well as technology and literature into Science, Social Studies, Math, and Special Area curricula

* Utilize FCAT Explorer in grades 3 – 5
* Continue to expand the Professional Development / Guided Reading Library to include math and science

*Teachers will use STAR Reading and DEA for assessment and progress. Lexile levels will be attained using STAR.

* Best practices will be shared at grade level meetings when applicable.

*Kindergarten and first grade teachers will implement all Common Core Standards while 2-5 teachers will begin implementation of Language Arts Common Core Standards .

* Integrate reading strategies and literature into Science, Social Studies, Math, and Special Area curricula

* Utilize FCAT Explorer in grades 3 – 5
* Continue to expand the Professional Development / Guided Reading Library to include math and science picture books for classroom use.

* Continue focus on developing reference skills in science and social studies.

* RTI Committee to review progress and adjust strategies/resources for all students at Level 1 and 2 or below the designated %tile in reading on the DEA Teachers of possible retention students will meet with guidance counselor, principal, and literacy coach mid-year.

*cost of subs if needed →

*cost of books ←

*Reading/Social Studies team will meet monthly to ensure use of best practices and determine student needs

*Technology Team will meet at least once a month to assist with technology integration into classroom instruction.

*Teachers will be trained how to use and integrate new iPad mobile lab by Digital Educators.

* LC will continue to conduct peer coaching sessions to ensure all teachers are implementing best literacy practices.

*RTI team will meet weekly to ensure use of best strategies for individual students. Our School Psychologist will assist in data analysis to identify problems and develop hypotheses about performance discrepancies. She will perform behavioral observations and assessment to assist in intervention development. She will collaborate in the development and documentation of academic and behavioral interventions and provide training and support as needed for implementation. She will help determine progress monitoring based on

<p>Students Identified as Gifted:</p> <p>Grade 1: 15 Grade 2: 22 Grade 3: 34 Grade 4: 29 Grade 5: 34</p>	<ul style="list-style-type: none"> * Provide individualized instruction such as tutoring, mentors, vocabulary and comprehension strategies, technology aided instruction, test-taking skills, and FCAT review * Develop a POC for all retained students to offer precise reading instruction and materials at their instructional level monitored by the principal * Conduct walk-through visits to identify elements considered necessary for a comprehensive literacy program. Number of visits to be determined by new teacher evaluation protocol. *Pre-K students will recall facts from stories and make predictions. * Provide additional academic support for ESE students. PMP's will be reviewed by principal or designee. *Utilize a media/technology aide to assist with continued implementation of technology integration into content areas. * Provide students identified as Gifted on-site, self-contained rigorous academically challenging instruction in a differentiated curriculum. * Develop and implement interdisciplinary units of study for gifted and talented students *Use district curriculum guide and quarterly checklist to revise and bridge instruction for grade level expectations 	<ul style="list-style-type: none"> *cost of subs → *cost of registrations → 	<p>intervention goals and summarize, graph and interpret progress monitoring data. Additionally, she will attend parent conferences for intervention development, explain progress monitoring and evaluation data and implications for student performance, and provide information, recommendations, and resources to help parents actively participate in intervention efforts for their student.</p> <p>*Team Quest teachers will meet one half day each semester to ensure use of best practices.</p> <p>* Participation in district and national-funded training</p>	
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- The process for administering formative and summative assessments (screening, diagnostic, & progress monitoring) is identified in the Okaloosa County Pupil Progression Plan.

School: Bluewater Elementary	School Focus: Math
District Goal:	Students shall demonstrate math proficiency at or above expected grade level.

Objective M-1	The percentage of all curriculum students who will be proficient in math as defined by the State of Florida on the Florida Comprehensive Assessment Test will be at least 87%. (District Objective: <input checked="" type="checkbox"/> +2 percentile points or <input type="checkbox"/> maintain 90-100%)
Objective M-2	The percentage of all curriculum students who will achieve FCAT adequate yearly progress in math as defined by the State of Florida on the FCAT will be at least 90%. (District Objective: <input checked="" type="checkbox"/> +2 percentile points or <input type="checkbox"/> maintain 90-100%)
Objective M-3	The percentage of students in the lowest 25% who will make learning gains in math as defined by the State of Florida on the FCAT will be at least ____%. (District Objective: <input type="checkbox"/> + 2 percentile points or <input type="checkbox"/> maintain 90-100%)
Objective M-4 (Secondary only)	The percentage of all curriculum students who will be proficient in math as defined by the State of Florida on the Florida Algebra I End-of-Course Exams will be at least ____%. (District Objective: <input type="checkbox"/> +2 percentile points or <input type="checkbox"/> maintain 90-100%)
Objective M-5 (Secondary only)	The percentage of all curriculum students who will be proficient in math as defined by the State of Florida on the Florida Geometry End-of-Course Exams will be at least ____%. (District Objective: <input type="checkbox"/> +2 percentile points or <input type="checkbox"/> maintain 90-100%)

Target Group(s) Supporting Data (summary) – Provide 3 year historical data chart	Strategies/Innovative methods & extended learning opportunities <small>Include technology and assessment</small>	Budget	Professional Development <small>(Identify measurable teacher outcome)</small>	Communication with Parents & Customer Relations <small>(Community/Parent awareness)</small>
FCAT Math Grade 3 Area for Emphasis: Number: Fractions Grade 4 Area for Emphasis: Geometry and Measurement Grade 5 Area for Emphasis: Geometry and Measurement DEA Math Kindergarten Area for Emphasis: Describe Position Geometry, Add/Subtract Problem Solving Application Grade 1 Area for Emphasis: Understanding Equations, Express Length Measurement Application, Place Value Grade 2 Area for Emphasis: Inverse Relationship, Appropriate Tool, Generalize Pattern, Geometric Models	<ul style="list-style-type: none"> * Allocate a minimum of 60 minutes of uninterrupted math instruction daily * Use assessment data to regularly plan instruction, identify student strengths, and target areas of concern to determine student progress in achieving AYP, FCAT 2010 or DEA, Accelerated Math and/or Unit Test from Math Text. DEA probes to be used with RTI students to monitor progress. * Teachers will use DEA and STAR Math (if needed) for assessment of students and progress monitoring * Continue to implement the Comprehensive Math Model strategies in all grade levels. * 50% of the assessments will be based on Problem Solving.(1-5) * Kinder and Grade 1 teachers will participate 		PDSP Focus: Teachers will continue to review and implement the components of the revised Balanced Math Model while working in data teams to ensure instruction is meeting needs of all students Objective/other: All teachers will meet weekly during common planning time to collaborate in PLC grade level teams to implement Language Arts Common Core Standards across the curriculum. All math teachers will differentiate instruction, creating individualized hands-on learning lessons for all	<ul style="list-style-type: none"> * Inform parents of student progress via <ul style="list-style-type: none"> - Work samples - Letters - Conferences - Phone calls - Progress reports sent home (K) - Student planners grades 2-5 - PMP/IEP-STAR, - Gradebook, - Bluewater website - Smoke Signals - Contact with Principal & Guidance Counselor * Provide parents information concerning school budget by use of school web site monthly newsletter and during SAC/ PTO meetings.

Grade Level	FCAT Math % Proficient 3 or Above		
	2010	2011	2012
3	81	(96)81	87
4	93	(89)80	86
5	81	(81)80	82
TOTAL	85	(88)80	85

*Scores in parentheses indicate % proficient before application of formula.

Students Identified as Gifted:

Grade 1: 15
Grade 2: 22
Grade 3: 34
Grade 4: 29
Grade 5: 34

7 Students Retained

Grade K: 4
Grade 1:
Grade 2: 2
Grade 3:
Grade 4:
Grade 5: 1

in MFAS-CCSS Study (Math Formative Assessment System-Common Core State Standards Study) to increase student achievement.

* Continue to incorporate math response/vocabulary journals into curriculum, Grades 1 – 5.

*Utilize a media/ technology aide to assist with continued implementation of technology integration into content areas.

* Use district curriculum guide and quarterly checklist to revise and bridge instruction for grade level expectations

*Kindergarten and Grade 1 teachers will implement Common Core Standards.

*Pre-K teacher will integrate math across the curriculum.

* Expand the Professional Development /Math Library with books selected by each grade level.

*Utilize mathematics curriculum guides to further the connection between math and literacy. Utilize identified instructional strategies in the classroom.

*Utilize Renaissance Math in grades 1-5 as needed for further progress monitoring.

* Continue to employ the following additional strategies, as appropriate, for students not maintaining adequate progress and/or requiring PMP's: manipulative for conceptual development; reading, writing, and discussing to clarify concepts and understanding; thinking strategies for basic facts; small group or one-to-one instruction. Mid-year teachers meet with the principal, counselor, and SLD teacher to determine

*cost of subs
→

cost of registrations→

students as evidenced by observation, lesson plans and a 2% proficiency increase on DEA (Grades K-2) and maintain a 2% increase on the FCAT mathematics scores

*During Early Release days, teachers will meet in grade level teams to set goals, analyze, and evaluate student progress based on classroom data collected throughout the school year.

*Grade level representatives will be trained on creating DEA Probes to ensure accurate and timely measurement of grade-level data in reading and math.

*Math teachers will use ixl.com to monitor student progress of math students with reports and student quizzes based on CCSS.

*Grade level will receive additional training from an outside specialist for data teams

*Teachers will receive training on the new teacher evaluation model.

*Teachers will visit observation classrooms or peer classroom if recommended or on a voluntary basis.

* Participation in district and national-funded training

* Provide information to Parents on use of, PMP on-line, and FCAT Explorer.

* PTO provides numerous ongoing activities to promote parent and community involvement

* Parents will be invited to an individual conference with the counselor, principal, and a teacher to discuss alternate programs and strategies designed to assist the student

	<p>student progress to date and identify additional strategies to assist them in their reading development</p> <p>* Provide individualized strategies such as; tutoring, mentors, vocabulary and comprehension strategies, technology aided instruction, test-taking skills, and FCAT review</p> <p>*5th grade teachers will investigate use of ixl.com to assist with differentiating curriculum.</p> <p>* Provide identified students remedial math classes through the Summer Intensive Studies Program</p> <p>* Provide additional support through homework assistance and tutoring by staff and volunteers during Child Care</p> <p>*Practicum students from UWF and NWFL State College to assist children in small group tutorial</p> <p>NHS students in externship program to provide additional small group or individual assistance</p> <p>*Continue to provide a fee based summer program entitled, Camp Invention, which emphasizes problem solving and critical thinking. Will scholarship students if needed.</p> <p>* Provide students identified as Gifted, on-site, self- contained, rigorous, academically challenging instruction in a differentiated curriculum</p>	<p>*cost of subs→</p> <p>*cost of site license</p>	<p>*Math team will meet monthly to ensure use of best practices and determine student needs.</p> <p>*Technology Team will meet at least once a month to assist with technology integration into classroom instruction.</p> <p>*Gifted teachers will meet once each semester for peer coaching/planning.</p> <p>* Support teachers in pursuing National Board Certification, Gifted and/or Reading Endorsement</p>	
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- The process for administering formative and summative assessments (screening, diagnostic, & progress monitoring) is identified in the Okaloosa County Pupil Progression Plan.

School: Bluewater Elementary	School Focus: Writing
District Goal:	Students shall demonstrate writing proficiency at or above expected grade level.

Objective	The percentage of 4 th grade students scoring 4.0 and above on FCAT Writing will be at least 76%. (District Objective: <input checked="" type="checkbox"/> +2 percentile points or <input type="checkbox"/> maintain 90-100%)
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Target Group(s) Supporting Data (summary) – Provide 3 year historical data chart	Strategies/Innovative methods & extended learning opportunities <small>Include technology and assessment</small>	Budget	Professional Development <small>(Identify measurable teacher outcome)</small>	Communication with Parents & Customer Relations <small>(Community/Parent awareness)</small>												
<p>FCAT Writing Mean Score: 3.8 61 scored 4.0 or above 89 scored 3.5 or above</p> <table border="1"> <thead> <tr> <th>Grade Level</th> <th colspan="3">% 3.5 and above</th> </tr> <tr> <th></th> <th>2010</th> <th>2011</th> <th>2012</th> </tr> </thead> <tbody> <tr> <td>4</td> <td>88</td> <td>79</td> <td>74</td> </tr> </tbody> </table>	Grade Level	% 3.5 and above				2010	2011	2012	4	88	79	74	<p>*Use district curriculum guide and quarterly checklists to revise and bridge instruction for grade level expectations</p> <p>* Use grade level writing prompts per writing committee's or grade level's instruction.</p> <p>* Continue implementation of Writers Workshop K-5. Teachers will model and train students to revise and edit pieces during Writer's Workshop Block.</p> <p>*Implement more nonfiction writing in response to reading in all subject areas.</p> <p>*Grade level scoring of writing prompts as needed.</p> <p>*Continue to train students grades 3-5 in peer scoring and self scoring using the FL Writes rubric</p> <p>* Instruct Writing strategies for grade K-5 using an appropriate combination of: research based programs to supplement the LA curriculum; writing across the curriculum (Common Core); and best practices for writing instruction with assistance from LC</p> <p>* Require K-5 students to participate in regularly scheduled writing tasks- Bluewater WRITES. Teachers will utilize the evaluations to drive writing instruction with an emphasis on the areas of revision and editing</p>	<p>cost of subs→</p>	<p>PDSP Focus: Using the CCSS as a guide, teachers will integrate writing into all subject areas</p> <p>Objective/other: Teachers will meet in grade level groups during common planning time to set goals, analyze, and evaluate student progress based on classroom data collected throughout the school year.</p> <p>*Teachers will receive training on the new teacher evaluation model.</p> <p>*Teachers will continue to be trained how to use and integrate new iPad mobile lab.</p> <p>* Support teachers in pursuing National Board Certification, Gifted and/or Reading Endorsement</p> <p>*4th grade teachers will meet with LC for two half-days for</p>	<p>* Inform parents of student progress via</p> <ul style="list-style-type: none"> <input type="checkbox"/> Work samples <input type="checkbox"/> Letters <input type="checkbox"/> Conferences <input type="checkbox"/> Phone calls <input type="checkbox"/> Progress reports sent home (K) <input type="checkbox"/> Student planners <input type="checkbox"/> PMP/IEP-STAR, <input type="checkbox"/> Gradebook, <input type="checkbox"/> Bluewater website <input type="checkbox"/> Smoke Signals <input type="checkbox"/> Contact with Principal & Guidance Counselor <p>* Parents will be provided a brochure outlining K-5 grade-level writing expectations and SSS benchmarks.</p> <p>* Parents will be provided a brochure outlining K-5 grade-level writing expectations and SSS benchmarks.</p> <p>* Grade 4 teachers will conduct a Parent Writing Information Gathering during the 1st semester to share writing expectations and examples of a variety of scores using the FCAT rubric.</p>
Grade Level	% 3.5 and above															
	2010	2011	2012													
4	88	79	74													

	<p>*Utilize a technology aide to assist with continued implementation of technology integration into content areas. Classes to visit lab at least weekly.</p> <p>*Pre-K teachers will implement Handwriting Without Tears curriculum and journaling.</p> <p>*5th grade yearbook team members will meet with teacher lead to assist with writing for the school's yearbook.</p> <p>*Kindergarten and first grade teachers will implement Common Core Standards.</p> <p>*K & 1st teachers will implement opinion and argument/claim writing as directed by CC quarterly checklist.</p> <p>*2nd-5th grades will incorporate opinion and argument/claim writing.</p> <p>In addition to required prompts, conference and writing process with anecdotal records</p> <ul style="list-style-type: none"> - 1st quarter of school, K-5 -Two scored, grade level generated, writing prompts (1 each expository and narrative) recorded as entry level assessment (check PPP) - 2nd quarter, K-5 students will have one student choice work-shopped writing piece from brainstorm to publishing including conferencing - 3rd quarter, K-3 and 5th grade students will participate in OK Writes and 4th grade students in FCAT Writes – Holistically graded - 4th quarter, Two scored, grade level generated, writing prompts (1 each expository and narrative) Students will write to the same prompts from the 1st quarter of school. 	<p>cost→ of subs</p>	<p>writing training to include scoring of student samples.</p> <p>*Writing team will meet monthly to ensure use of best practices and assist with writing integration across the subject areas.</p> <p>*Gifted teachers will meet once each semester to ensure use of best practices and instructional collaboration.</p> <p>*Technology Team will meet at least once a month to assist with technology integration into classroom instruction.</p>	
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- The process for administering formative and summative assessments (screening, diagnostic, & progress monitoring) is identified in the Okaloosa County Pupil Progression Plan.

School: Bluewater Elementary	School Focus: Science
District Goal:	Students shall demonstrate science proficiency at or above expected grade level.

Objective S-1 (Grades 5, 8)	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 85%. (District Objective: <input checked="" type="checkbox"/> +2 percentile points or <input type="checkbox"/> maintain 90-100%)
Objective S-2 (High school only)	The percentage of all curriculum students who will be proficient in science as defined by the State of Florida on the Florida Biology End-of-Course Exams will be at least %%. (District Objective: <input type="checkbox"/> +2 percentile points or <input type="checkbox"/> maintain 90-100%)

Target Group(s) Supporting Data (summary) – Provide 3 year historical data chart	Strategies/Innovative methods & extended learning opportunities <small>Include technology and assessment</small>	Budget	Professional Development <small>(Identify measurable teacher outcome)</small>	Communication with Parents & Customer Relations <small>(Community/Parent awareness)</small>												
<table border="1"> <thead> <tr> <th>Grade Level</th> <th colspan="3">% 3 scoring 3 or above</th> </tr> <tr> <td></td> <th>2010</th> <th>2011</th> <th>2012</th> </tr> </thead> <tbody> <tr> <td>5</td> <td>88</td> <td>80</td> <td>83</td> </tr> </tbody> </table> <p>Students scoring Level 1: 1 Level 2: 21 Level 3: 45 Level 4: 34 Level 5: 26 Total Tested:127 Mean Scale Score: 376</p> <p>Area for Emphasis: Earth and Space Science and Physical Science</p>	Grade Level	% 3 scoring 3 or above				2010	2011	2012	5	88	80	83	<ul style="list-style-type: none"> * Allocate a minimum of 120 minutes weekly for science instruction. * Analyze 5th grade FCAT data to determine strand weaknesses and share data with all grade levels * Utilize appropriate instruction methods to include small group instruction, exploration, leveled reading materials and technology * Use district curriculum guide to revise and bridge instruction for grade level expectations * All grade levels will utilize the Science Lab to conduct hand-on science activities. * 5th grade teachers will implement specialized study of water quality and/or weather station. * Conduct at least 2 lab or field experiences to give varied presentation of the SSS each nine weeks * Instruct in the use of the Scientific Method and utilize the Science materials and programs available on Think Central web 		<p>All teachers will meet weekly during common planning time to collaborate in PLC grade level teams to implement Language Arts Common Core Standards across the curriculum.</p> <p>*Teachers will receive training on the new teacher evaluation model.</p> <p>*Teachers will be trained how to use and integrate new iPad mobile lab.</p> <p>*5th grade science teachers will collaborate with science coach in peer coaching sessions regarding instruction on water quality unit.</p> <p>* Support teachers in pursuing National Board Certification, Gifted and/or Reading Endorsement</p> <p>*During Early Release Days and faculty meetings teachers</p>	<ul style="list-style-type: none"> * Inform parents of student progress via <ul style="list-style-type: none"> <input type="checkbox"/> Work samples <input type="checkbox"/> Letters <input type="checkbox"/> Conferences <input type="checkbox"/> Phone calls <input type="checkbox"/> Progress reports sent home (K) <input type="checkbox"/> Student planners <input type="checkbox"/> PMP/IEP-STAR, <input type="checkbox"/> Gradebook, <input type="checkbox"/> Bluewater website <input type="checkbox"/> Smoke Signals <input type="checkbox"/> Contact with Principal and Guidance Counselor
Grade Level	% 3 scoring 3 or above															
	2010	2011	2012													
5	88	80	83													

	<p>site</p> <ul style="list-style-type: none"> *Promote the use of web-based lessons, i.e. virtual lab *Utilize a media/ technology aide to assist with continued implementation of technology integration into content areas. *Continue to implement use of science notebooks in 2-5 K-1 use shared writing in science. *Pre-K students will explore concept of cause and effect in science using hand-on activities. *4th grade students will participate in field trips to the E.O. Wilson Biophilia Center. New 4th grade teachers will attend training at the E. O. Wilson Biophilia Center prior to the field trips. * Implement Science writing tasks to include lab notes, science extended response practice interdisciplinary writing prompts and research papers in grades 3 - 5 * All grades will explore the scientific method through the writing process with appropriate celebration of work – Science Fair or researched-based projects. * Bluewater Green Team continues to develop activities centered around recycling and reusing items as possible. Provide monthly newsletter to parents about recycling. * Replenish each classroom science activity kits as needed to encourage use of hand-on science in the classrooms *Provide Young Astronauts program for 5th 		<p>will be trained in text complexity, close reading, creating text-based questions and the relationship to the Common Core Standards with an emphasis on NF text.</p>	
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	<p>grade students.</p> <p>*Implement Odyssey of the Mind.</p> <p>* Continue community partnerships to enhance science curriculum</p> <p>*Continue to provide ESE support to designated teachers.</p> <p>*Continue to provide a fee based summer camp, Camp Invention, which emphasizes critical thinking and problem solving with an emphasis on mathematics and science.</p> <p>* Provide students identified as Gifted, on-site, self- contained, rigorous, academically challenging instruction in a differentiated curriculum</p> <p>*5th grade field trip to Exploreum</p>			
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- **The process for administering formative and summative assessments (screening, diagnostic, & progress monitoring) is identified in the Okaloosa County Pupil Progression Plan.**

School:		School Focus: College Readiness/Academic Acceleration
School Objective:		

Target Group(s) Supporting Data (summary) – Provide 3 year historical data chart	Strategies/innovative methods & extended learning opportunities <small>Include technology and assessment</small>	Budget	Professional Development <small>(Identify measurable teacher outcome)</small>	Communication with Parents & Customer Relations <small>(Community/Parent awareness)</small>
			PDSP Focus: Objective/other:	

- The process for administering formative and summative assessments (screening, diagnostic, & progress monitoring) is identified in the Okaloosa County Pupil Progression Plan.

Title I Schools

School:

Instruction by highly qualified teachers	Strategies to attract highly qualified teachers	Plans for assisting preschool children in the transition from early childhood programs to local elementary programs (preschool transition strategies)

- The process for administering formative and summative assessments (screening, diagnostic, & progress monitoring) is identified in the Okaloosa County Pupil Progression Plan.

SUPPLEMENTAL PAGE 2012- 2013

Accreditation Standards

1. Vision and Purpose
2. Governance and Leadership
3. Teaching and Learning
4. Documenting and Using Results
5. Resources and Support Systems
6. Stakeholder Communication and Relationships
7. Commitment to Continuous Improvement

GOAL 1: OCSD will develop innovative and relevant curricula which engage students and are tailored to their individual needs and aspirations.

- Students that are identified as gifted and talented receive individualized instruction through the Team Quest format to meet the goals of their EPs.
- BWE utilizes iPad technology, PITSCO Science lab curriculum, and research based strategies, as outlined in the SPP, to meet the individual needs and aspirations of our students.

GOAL 2: OCSD will ensure the achievement of high academic standards by all students as measured by national, state and local standards.

- Grade Level weekly Common Core meetings and monthly (Early Release) Data Team meetings are utilized to plan instruction, review strategies, and analyze data as we transition to Common Core Standards. All grade level groups will also monitor student progress to ensure student learning, achievement, and skill mastery.
- During ER days, teachers will be trained to implement Visible Learning strategies as it connects to CCSS.

GOAL 3: OCSD will ensure conditions are in place which optimize learning for all students.

- BWE complies with all state class size initiatives.
- RTI training will occur for all teachers.

GOAL 4: OCSD will actively pursue family and community members to become our partners in the improvement of student performance and the process of school improvement.

- BWE actively pursues community involvement and participation as evidenced through our active PTO, diverse SAC, and partnerships with the Bluewater Garden Club, McDonald's, United Way, and Niceville High School.
- Due to our extensive utilization of parent and community volunteers, BWE annually receives the Golden School Award.