

Preliminary Report, Highlights: James E. Plew, Okaloosa County

Overall High Performance

Accountability at James Plew begins with a single student. With that child-centered focus as the dynamic, high performance and achievement follows.

INFUSE ACCOUNTABILITY: Sound assessment practices and adherence to the Sunshine State Standards permeate the instructional philosophy at James Plew Elementary. It's a continuum where data drives the decisions and the decision-makers are accountable for children's performance. Teachers and administrators at the school agree that a child's educational needs determine the degree and nature of how he/she is educated. All educational decisions are guided by relevant data that keeps administrators and teachers accountable for each child. Objective, continuous assessments, applied early and throughout the year, provide the framework for individualized academic improvement plans. The progress of each child is closely monitored so that relevant interventions can be applied early and individually.

Results: Grade 4 FCAT Writing Assessment scored a school average of 4.0 as compared to the district average of 3.4

Practices that Promote High Performance:

- Establishing a baseline early in the year and developing instructional plans from these
- Continuous monitoring of student achievement through School District's and school's data warehouses
- Collaborating on all decision-making about curriculum and educational interventions

INVOLVE PARENTS: Parents are an active and relevant part of the school's life, including academics. When a parent registers a child, a parent-volunteer is assigned to them. The parent-volunteer serves as the vehicle to inform the new parents about the school's activities and culture. The parents also assisted in the design and implementation of a Global Arts Program, in lieu of art teachers. The parents and community report that they share a collaborative vision. Their sentiments about the school, its direction, and its influence on education are reflected in a Climate Survey parents complete each year. Motivated parents form the School Advisory Council (SAC) and the Parent Teacher Association (PTA), contributing to and influencing what children learn.

Results: School Grades: 2000: A; 2001: A; 2002: A

Practices that Promote High Performance:

- Recruiting new parents into the school by having parent volunteers make home visits to parents of new students
- Using parents in a large scale mentoring program that also uses retirees
- Providing on-line daily student information through a software grade Book System, which can be accessed by parents

BUILD COLLABORATION AND DEVELOP TEACHERS: Information about children's performance is available to all relevant instructional personnel. All collaborate to see children succeed. Teacher mentoring insures efficiency and efficacy, and targets those who show skills to become future administrators. Professional development is ongoing and targeted at increasing professional efficacy. Grade-level chairs and seasoned teachers provide mentoring to new teachers. Formal and informal means of communication focus on instructional proficiency so that children may learn and succeed. Programs are used purposefully and only after their effectiveness are proven. The principal prioritizes budget management that supports teachers including funds for cutting-edge programs and materials or resources for curriculum shifts.

Results: FCAT Reading and Math scores were higher than district and state averages

Practices that Promote High Performance:

- Insisting on professional development, including CRISS, for teachers new and veteran teachers
- Providing accessible in-house, district-wide, and university-based professional development opportunities
- Training focused on utilization of technology as a student assessment and achievement tool