# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
## 2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: PREK/KINDERGARTEN CENTER

District Name: Baker

Principal: Bonnie Jones

SAC Chair: Emily Nafe Webb

Superintendent: Sherrie Raulerson

Date of School Board Approval:

Last Modified on: 9/20/2012

# PART I: CURRENT SCHOOL STATUS

## STUDENT ACHIEVEMENT DATA

*Note: The following links will open in a separate browser window.*

| |
|---|
| School Grades Trend Data |
| Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data |
| High School Feedback Report |
| K-12 Comprehensive Research Based Reading Plan |

## ADMINISTRATORS

List your school's administrators and briefly describe their certification(s), number of years at the current school, number of years as an administrator, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide assessment performance (percentage data for achievement levels, learning gains, Lowest 25%), and Ambitious but achievable annual measurable objective (AMO) progress.

| Position | Name | Degree(s)/ Certification(s) | # of Years at Current School | # of Years as an Administrator | Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year) |
|---|---|---|---|---|---|
| Principal | Bonnie Jones | Elementary Education, Primary Education (Grades K-3), Educational Leadership (All levels), School Principal(All Levels) | 2 | 6 | For the 2011/2012 school year, the Baker County Pre-K/Kindergarten Center did not receive a school grade and does not meet criteria to be eligible for AYP. |
| Assis Principal | Tonya Tarte | Elementary Education Educational Leadership ESOL Endorsed Primary Education | 1 | 9 | For the 2011/2012 school year, the Baker County Pre-K/Kindergarten Center did not receive a school grade and does not meet criteria to be eligible for AYP. |

## INSTRUCTIONAL COACHES

List your school's instructional coaches and briefly describe their certification(s), number of years at the current school, number of

years as an instructional coach, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide assessment performance (Percentage data for achievement levels, learning gains, Lowest 25%), and AMO progress. Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science and work only at the school site.

| Subject Area | Name | Degree(s)/ Certification(s) | # of Years at Current School | # of Years as an Instructional Coach | Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year) |
|---|---|---|---|---|---|
| Reading | Lynn Green | Elementary Education 1-6, ESOL Endorsement, National Board Certified,Masters - Educational Leadership | 16 | 3 | Westside serves grades 1, 2, and 3 and does not receive a grade. Westside Elementary made AYP in the 2011-2012 school year. |
| Reading | Nancy Thornton | Elementary Education 1-6, ESOL Endorsement, Early Childhood, Reading Certification K-12 | 24 | 10 | Macclenny Elementary has made AYP since 2004. Macclenny Elementary serves grades 1, 2, and 3 and therefore does not receive a grade |

## EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

Describe the school-based strategies that will be used to recruit and retain high quality, effective teachers to the school.

| | Description of Strategy | Person Responsible | Projected Completion Date | Not Applicable (If not, please explain why) |
|---|---|---|---|---|
| 1 | 1. Place job postings on district website www.baker.k12.fl.us | Secretary to the Superintendent | As job openings become available | We currently have all positions filled with highly qualified staff. |
| 2 | 2. Utilize the website TeachertoTeacher.com | Principal, Assistant Principal | As job openings become available | |
| 3 | 3. Contact surrounding colleges. | Principal, District level administrators | As job openings become available | |

## Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).
*When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

| Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective. | Provide the strategies that are being implemented to support the staff in becoming highly effective |
|---|---|
| No data submitted | |

## Staff Demographics

Please complete the following demographic information about the instructional staff in the school.

*When using percentages, include the number of teachers the percentage represents (e.g., 70% (35)).*

| Total Number of Instructional Staff | % of First-Year Teachers | % of Teachers with 1-5 Years of Experience | % of Teachers with 6-14 Years of Experience | % of Teachers with 15+ Years of Experience | % of Teachers with Advanced Degrees | % Highly Effective Teachers | % Reading Endorsed Teachers | % National Board Certified Teachers | % ESOL Endorsed Teachers |
|---|---|---|---|---|---|---|---|---|---|
| 32 | 6.3%(2) | 25.0%(8) | 31.3%(10) | 37.5%(12) | 31.3%(10) | 100.0%(32) | 18.8%(6) | 6.3%(2) | 56.3%(18) |

## Teacher Mentoring Program/Plan

Please describe the school's teacher mentoring program/plan by including the names of mentors, the name(s) of mentees, rationale for the pairing, and the planned mentoring activities.

| Mentor Name | Mentee Assigned | Rationale for Pairing | Planned Mentoring Activities |
|---|---|---|---|
| Joy Thrift | Heather Hickox | Beginning Teacher Program; Mentor has completed Clinical Educator Training and the District's Mentor Training Program; Mentor and mentee have the same planning period. | 1. District Beginning Teacher Workshop 2.The Baker County Pre-K/Kindergarten Center Beginning Teacher and Mentor Teacher Meeting 3. Weekly meetings between beginning teacher and mentor teacher. 4. Two summative observations by mentor teacher. 5. Three formative observations by principal and assistant principal. 6. Frequent classroom walk throughs by educational leaders. 7. Modeling of strategies by; the reading coach throughout the year. 8. Training on administration of the FAIR. 9. Complete Florida Reading Initiative (FRI) 10. Observe other highly qualified and high performing teachers. 11. Utilize the LeaRN professional development website. |
| Daphne Hand | Kimber Thigpen | Beginning Teacher Program; Mentor has completed Clinical Educator Training and the District's Mentor Training Program Mentor and mentee have the same planning period. | 1. District Beginning Teacher Workshop 2.The Baker County Pre-K/Kindergarten Center Beginning Teacher and Mentor Teacher Meeting 3. Weekly meetings between beginning teacher and mentor teacher. 4. Two summative observations by mentor teacher. 5. Three formative observations by principal and assistant principal. 6. Frequent classroom walk throughs by educational leaders. 7. Modeling of strategies by; the reading coach throughout the year. 8. Training on administration of the FAIR. 9. Complete the Florida Reading Initiative (FRI) online training. 10. Observe other highly qualified and high performing teachers. 11. Utilize the LeaRN professional development website. |

# ADDITIONAL REQUIREMENTS

## Coordination and Integration

Please describe how federal, state, and local services and programs will be coordinated and integrated in the school. Include other Title programs, Migrant and Homeless, Supplemental Academic Instruction funds, as well as violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education, and/or job training, as applicable.

Title I, Part A

Title I, Part C- Migrant

Title I, Part D

Title II

Title III

Title X- Homeless

Supplemental Academic Instruction (SAI)

Violence Prevention Programs

Nutrition Programs

Housing Programs

Head Start

Adult Education

Career and Technical Education

Job Training

Other

## Multi-Tiered System of Supports (MTSS)/Response to Instruction/Intervention (RtI)

### School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Principal: Provides a common vision for the use of data-based decision-making; ensures adequate professional development to support RTI implementation; conducts assessment of RTI skills of school staff; ensures that the school-based team is implementing RTI; ensures implementation of intervention support and documentation; ensures that the interventions are implemented with fidelity; and communicates with parents regarding school-based RTI plans and activities.

Assistant Principal: Provides information about core curriculum and instruction; provides support for the roles of the RTI team; gathers data on discipline; researches strategies, interventions, and facilitates their implementation; assists the principal in ensuring interventions and strategies are implemented with fidelity.

Instructional Reading Coach: develops, leads, and evaluates school core content standards/programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervention services for children to be considered "at-risk", assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring; provides guidance on K-12 reading plan; supports the implementation of Tier I, Tier 2, and Tier 3 intervention plans.

Media Specialist: Participates in student data collection; assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development.

School Psychologist: Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities.

Guidance Counselor: Assists with whole school screening programs that provide early intervening services for children to be considered "at risk"; provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students; communicates with parents regarding RTI activities and implementation.

Describe how the school-based MTSS Leadership Team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts?

The RtI team meets bi-weekly for 2 hrs.
The key question at every leadership team meeting is: how can we develop and maintain a high quality problem solving system that matches instruction and interventions to student needs?

The leadership team meets bi-weekly to discuss the following:
*Universal screening data and link to instructional decisions
*Progress monitoring data to identify students who are meeting benchmarks, at moderate risk or at high risk for not meeting benchmarks
*Professional development and resources
The team collaborates regularly to problem solve, share effective practices, evaluate implementation, and to guide and refine interventions.

Describe the role of the school-based MTSS Leadership Team in the development and implementation of the school improvement plan. Describe how the RtI Problem-solving process is used in developing and implementing the SIP?

Team members were chosen according to their strengths and contribution to the development of the SIP.

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## MTSS Implementation

Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior.

At the PreK/Kindergarten Center, The Florida Assessment for Instructional Reading (FAIR) is used to determine the students who need intensive intervention in the area of reading. The Kindergarten Checklist of Basic Skills is used twice in a reporting period to determine student progress and specific intensive instruction and/or intervention in the area of reading, language arts, and mathematics. Student planners are used daily to track general behaviors and a Behavior Tracking Form is used to target specific problem behaviors. The Positive Behavior Support system is also implemented throughout the school as a means to promote appropriate behavior.

Describe the plan to train staff on MTSS.

A meeting has been planned for a consultant to meet with teachers in October 2012 to conduct an in-service follow-up on RtI policy and procedures.

Describe the plan to support MTSS.

## Literacy Leadership Team (LLT)

**School-Based Literacy Leadership Team**

Identify the school-based Literacy Leadership Team (LLT).

> B. Jones
> T. Tarte
> K. Lane
> E. Webb
> P. Kosier
> T. Rowan
> S. Combs
> S. South
> N. Anderson
> S. Staples
> N. Thornton
> L. Green
> B. Nix

Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).

> The LLT meets monthly to review progress monitoring and other data and discuss professional development needs.

What will be the major initiatives of the LLT this year?

> Provide professional development for increasing knowledge on the RtI process and using data results for intervention.

## Public School Choice

Supplemental Educational Services (SES) Notification
No Attachment

## *Elementary Title I Schools Only: Pre-School Transition

Describe plans for assisting preschool children in transition from early childhood programs to local elementary school programs as applicable.

## *Grades 6-12 Only

Sec. 1003.413(b) F.S.

For schools with Grades 6-12, describe the plan to ensure that teaching reading strategies is the responsibility of every teacher.

## *High Schools Only

Note: Required for High School - Sec. 1003.413(g)(j) F.S.

How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?

How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful?

## Postsecondary Transition

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the <u>High School Feedback Report</u>

# PART II: EXPECTED IMPROVEMENTS

## Reading Goals

*When using percentages, include the number of students the percentage represents (e.g., 70% (35)).*

| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: | |
|---|---|
| 1a. FCAT2.0: Students scoring at Achievement Level 3 in reading.<br><br>Reading Goal #1a: | Every kindergarten class will fully implement and integrate Reading Common Core State Standards during the uninterrupted 90 minute reading block. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 95% (382) out of 402 achieved mastery in reading on the end of year checklist | With full implementation of Common Core State Standards, 85% of Kindergarten students will achieve mastery level (85% or higher) on the end of the year checklist. |

| | Problem-Solving Process to Increase Student Achievement | | | | |
|---|---|---|---|---|---|

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|---|---|---|---|---|
| 1 | Attendance, tardies, | students will be provided whole and small group instruction, and interventions provided to low performing students | principal, assistant principal, reading coach, teacher, RTI team, paraprofessionals | monitor lesson plans, grade level meeting, student data, classroom walk throughs by principal and assistant principal | kindergarten checklist, progress reports, teacher observation, assessments |
| 2 | The Reading series and the curriculum do not match Common Core State Standards at this time. | K-PALS, Teacher Directed PALS, My Sidewalks, Fast ForWord interventions for low performing students, Small Guided Reading Groups | principal, assistant principal, reading coach, teacher, RTI team, paraprofessionals | monitor differentiated plans for students included in lesson plans, student data, classroom walkthroughs by principal and assistant principal | kindergarten checklist, progress reports, teacher observation, assessments |

| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: | |
|---|---|
| 1b. Florida Alternate Assessment:<br>Students scoring at Levels 4, 5, and 6 in reading.<br><br>Reading Goal #1b: | |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| | |

| | Problem-Solving Process to Increase Student Achievement | | | | |
|---|---|---|---|---|---|

| Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|---|---|---|---|
| No Data Submitted | | | | |

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

| 2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading.<br><br>Reading Goal #2a: | |
| --- | --- |
| **2012 Current Level of Performance:** | **2013 Expected Level of Performance:** |
| | |

<div align="center">

Problem-Solving Process to Increase Student Achievement

</div>

| Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| --- | --- | --- | --- | --- |
| No Data Submitted | | | | |

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

| 2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading.<br><br>Reading Goal #2b: | |
| --- | --- |
| **2012 Current Level of Performance:** | **2013 Expected Level of Performance:** |
| | |

<div align="center">

Problem-Solving Process to Increase Student Achievement

</div>

| Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| --- | --- | --- | --- | --- |
| No Data Submitted | | | | |

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

| 3a. FCAT 2.0: Percentage of students making learning gains in reading.<br><br>Reading Goal #3a: | |
| --- | --- |
| **2012 Current Level of Performance:** | **2013 Expected Level of Performance:** |
| | |

| | | Problem-Solving Process to Increase Student Achievement | | |
|---|---|---|---|---|
| Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| No Data Submitted | | | | |

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

| 3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. <br><br> Reading Goal #3b: | |
|---|---|
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| | |

| | | Problem-Solving Process to Increase Student Achievement | | |
|---|---|---|---|---|
| Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| No Data Submitted | | | | |

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

| 4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. <br><br> Reading Goal #4: | |
|---|---|
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| | |

| | | Problem-Solving Process to Increase Student Achievement | | |
|---|---|---|---|---|
| Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| No Data Submitted | | | | |

| Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target | |
|---|---|
| | Reading Goal # |

| 5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%. | 5A : |
|---|---|

| Baseline data 2010-2011 | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 |
|---|---|---|---|---|---|---|
| | | | | | | |

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

| 5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.<br><br>Reading Goal #5B: | |
|---|---|
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| | |

### Problem-Solving Process to Increase Student Achievement

| Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|---|---|---|---|
| No Data Submitted | | | | |

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

| 5C. English Language Learners (ELL) not making satisfactory progress in reading.<br><br>Reading Goal #5C: | |
|---|---|
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| | |

### Problem-Solving Process to Increase Student Achievement

| Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|---|---|---|---|
| No Data Submitted | | | | |

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

| 5D. Students with Disabilities (SWD) not making satisfactory progress in reading. | |
|---|---|

| Reading Goal #5D: | |
|---|---|
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| | |

| Problem-Solving Process to Increase Student Achievement | | | | |
|---|---|---|---|---|
| Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| No Data Submitted | | | | |

| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup: | |
|---|---|
| 5E. Economically Disadvantaged students not making satisfactory progress in reading. <br><br> Reading Goal #5E: | |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| | |

| Problem-Solving Process to Increase Student Achievement | | | | |
|---|---|---|---|---|
| Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| No Data Submitted | | | | |

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

| PD Content /Topic and/or PLC Focus | Grade Level/Subject | PD Facilitator and/or PLC Leader | PD Participants (e.g. , PLC, subject, grade level, or school-wide) | Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings) | Strategy for Follow-up/Monitoring | Person or Position Responsible for Monitoring |
|---|---|---|---|---|---|---|
| Common Core Reading Standards Implementation and Integration | Kindergarten | Common Core State Standard and Assessment Leadership Team | Instructional teachers | Early Out Days, Teacher Planning Days, Inservice Days, monitor lesson plans, grade level meeting, student data, "data chats", classroom walkthroughs by principal, assistant principal | monitor lesson plans, grade level meeting, student data, "data chats", classroom walkthroughs by principal, assistant principal | Principal and Assistant Principal |

Reading Budget:

| Evidence-based Program(s)/Material(s) | | | |
|---|---|---|---|
| Strategy | Description of Resources | Funding Source | Available Amount |
| MacMillan McGraw-Hill Saxon Phonics | workbooks refill kits and New Teacher kit | textbook | $13,034.34 |
| Lakeshore Learning-Intervention Materials | intervention kits | textbook | $2,504.60 |
| | | | Subtotal: $15,538.94 |
| **Technology** | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| FastForWord | software | E.S.E | $4,500.00 |
| Rennaissance Learning Inc. Accelerated Reader | software | | $1,989.00 |
| | | | Subtotal: $6,489.00 |
| **Professional Development** | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| Common Core State Standard Curriculum Mapping and CCSS Implementation Team Time | Professional Development for teachers | school improvement | $2,800.00 |
| | | | Subtotal: $2,800.00 |
| **Other** | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| No Data | No Data | No Data | $0.00 |
| | | | Subtotal: $0.00 |
| | | | Grand Total: $24,827.94 |

# Comprehensive English Language Learning Assessment (CELLA) Goals

*\* When using percentages, include the number of students the percentage represents next to the percentage (e.g., 70% (35)).*

| Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students. | |
|---|---|
| 1. Students scoring proficient in listening/speaking.<br><br>CELLA Goal #1: | |
| 2012 Current Percent of Students Proficient in listening/speaking: | |
| | |

| Problem-Solving Process to Increase Student Achievement | | | | |
|---|---|---|---|---|
| Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| No Data Submitted | | | | |

| | |
|---|---|
| Students read in English at grade level text in a manner similar to non-ELL students. | |
| 2. Students scoring proficient in reading.<br><br>CELLA Goal #2: | |
| 2012 Current Percent of Students Proficient in reading: | |

| Problem-Solving Process to Increase Student Achievement | | | | |
|---|---|---|---|---|
| Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| No Data Submitted | | | | |

| | |
|---|---|
| Students write in English at grade level in a manner similar to non-ELL students. | |
| 3. Students scoring proficient in writing.<br><br>CELLA Goal #3: | |
| 2012 Current Percent of Students Proficient in writing: | |

| Problem-Solving Process to Increase Student Achievement | | | | |
|---|---|---|---|---|
| Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| No Data Submitted | | | | |

CELLA Budget:

| Evidence-based Program(s)/Material(s) | | | |
|---|---|---|---|
| Strategy | Description of Resources | Funding Source | Available Amount |
| No Data | No Data | No Data | $0.00 |
| | | | Subtotal: $0.00 |
| Technology | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| No Data | No Data | No Data | $0.00 |
| | | | Subtotal: $0.00 |

| Professional Development | | | |
|---|---|---|---|
| Strategy | Description of Resources | Funding Source | Available Amount |
| No Data | No Data | No Data | $0.00 |
| | | | Subtotal: $0.00 |
| Other | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| No Data | No Data | No Data | $0.00 |
| | | | Subtotal: $0.00 |
| | | | Grand Total: $0.00 |

*End of CELLA Goals*

# Elementary School Mathematics Goals

*\* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).*

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

| 1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics.<br><br>Mathematics Goal #1a: | Kindergarten teachers will fully integrate and implement the Common Core Math Standards in the Kindergarten curriculum using MacMillan McGraw Hill, SUMS and supplemental materials. |
|---|---|
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 87% of the Kindergarten students in the 2011-2012 achieved mastery (85%) or better on the math end of the year checklist reflecting the Sunshine State Standards. | 80% of Kindergarten students will achieve mastery (85%) or better on the math end of the year checklist, which reflects the Common Core Math Standards. |

| Problem-Solving Process to Increase Student Achievement | | | | | |
|---|---|---|---|---|---|
| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1 | attendance, tardies, early check outs | continue SUMS, implement MacMillan McGraw-Hill math series, curriculum map | principal, assistant principal, teacher, RTI team | monitor lesson plans, grade level meeting, student data, classroom walkthroughs by principal, assistant principal | kindergarten checklist, progress reports, teacher observation, assessments |
| 2 | The Math series and curriculum do not match Common Core State Standards at this time | professional development, Common Core Full Implementation and Assessment Team Meetings, MacMillan McGraw Hill training for new teachers, SUMS trainings for new teachers, peer observations of best teaching practices | principal, assitant principal, teacher, RTI team | monitor lesson plans, grade level meeting, student data, classroom, walkthroughs by principal, assistant principal, "data chats" | kindergarten checklist, progress reports, teacher observation, assessments |

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

| 1b. Florida Alternate Assessment:<br>Students scoring at Levels 4, 5, and 6 in mathematics.<br><br>Mathematics Goal #1b: | |
|---|---|
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| | |

| Problem-Solving Process to Increase Student Achievement | | | | |
|---|---|---|---|---|
| Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| No Data Submitted | | | | |

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

| 2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics.  Mathematics Goal #2a: | |
|---|---|
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| | |

<table>
<tr><td colspan="5" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td colspan="5" align="center">No Data Submitted</td></tr>
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

| 2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics.  Mathematics Goal #2b: | |
|---|---|
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| | |

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<tr><td colspan="5" align="center">No Data Submitted</td></tr>
</table>

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

| 3a. FCAT 2.0: Percentage of students making learning gains in mathematics.  Mathematics Goal #3a: | |
|---|---|
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| | |

| | | Problem-Solving Process to Increase Student Achievement | | |
|---|---|---|---|---|

| Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|---|---|---|---|
| No Data Submitted | | | | |

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

| 3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.<br><br>Mathematics Goal #3b: | |
|---|---|
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| | |

| | | Problem-Solving Process to Increase Student Achievement | | |
|---|---|---|---|---|

| Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|---|---|---|---|
| No Data Submitted | | | | |

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

| 4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics.<br><br>Mathematics Goal #4: | |
|---|---|
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| | |

| | | Problem-Solving Process to Increase Student Achievement | | |
|---|---|---|---|---|

| Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|---|---|---|---|
| No Data Submitted | | | | |

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

Elementary School Mathematics Goal #

| 5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%. | 5A : |
|---|---|

| Baseline data 2010-2011 | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 |
|---|---|---|---|---|---|---|
| | | | | | | |

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

| 5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.<br><br>Mathematics Goal #5B: | |
|---|---|
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| | |

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

| Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|---|---|---|---|
| No Data Submitted | | | | |

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

| 5C. English Language Learners (ELL) not making satisfactory progress in mathematics.<br><br>Mathematics Goal #5C: | |
|---|---|
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| | |

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

| Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|---|---|---|---|
| No Data Submitted | | | | |

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

| 5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. | |
|---|---|

| Mathematics Goal #5D: | |
|---|---|
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| | |

| | | Problem-Solving Process to Increase Student Achievement | | |
|---|---|---|---|---|
| Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| No Data Submitted | | | | |

| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup: | |
|---|---|
| 5E. Economically Disadvantaged students not making satisfactory progress in mathematics.<br><br>Mathematics Goal #5E: | |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| | |

| | | Problem-Solving Process to Increase Student Achievement | | |
|---|---|---|---|---|
| Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| No Data Submitted | | | | |

*End of Elementary School Mathematics Goals*

## Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

| PD Content /Topic and/or PLC Focus | Grade Level/Subject | PD Facilitator and/or PLC Leader | PD Participants (e.g. , PLC, subject, grade level, or school-wide) | Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings) | Strategy for Follow-up/Monitoring | Person or Position Responsible for Monitoring |
|---|---|---|---|---|---|---|
| Common Core State Standards Integration and Full Implementation Using MacGraw Hill, SUMS and supplemental | Kindergarten | Common Core State Standard Curriculum and Assessment Team, Principal, Assistant Principal, Reading Coaches | School Wide | Early Out Days, Teacher Planning Days, Inservice Days | monitor lesson plans, grade level meeting, student data, "data chats", classroom walkthroughs by principal, assistant principal | Principal and Assistant Principal |

| materials | | | | | |
|-----------|--|--|--|--|--|

Mathematics Budget:

| Evidence-based Program(s)/Material(s) | | | |
|---|---|---|---|
| Strategy | Description of Resources | Funding Source | Available Amount |
| MacMillan McGraw-Hill SUMS Kits | textbook Math and Science kits | textbook Title II | $5,556.79 |
| | | | Subtotal: $5,556.79 |
| **Technology** | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| No Data | No Data | No Data | $0.00 |
| | | | Subtotal: $0.00 |
| **Professional Development** | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| Common Core Standards in Math Integration and Implementation | Inservice and Planning | professional development | $2,800.00 |
| | | | Subtotal: $2,800.00 |
| **Other** | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| No Data | No Data | No Data | $0.00 |
| | | | Subtotal: $0.00 |
| | | | Grand Total: $8,356.79 |

*End of Mathematics Goals*

# Elementary and Middle School Science Goals

*\* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).*

| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: | |
|---|---|
| 1a. FCAT2.0: Students scoring at Achievement Level 3 in science.<br><br>Science Goal #1a: | Teachers will continue to use the four SUMS(Students Understanding Math and Science) kits: Weather, Living Things, Trees, and Balls and Ramps to introduce students to science concepts. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| We are a Pre-k/kdg. center and this is the first year students are in the public school system. | Teachers will continue to use the four SUMS kits: Weather, Living Things, Trees, Balls and Ramps to introduce students to science concepts while integrating and implementing Common Core math and reading standards into Science. Students will be familiarized with non-fiction science text and journal to show understanding. |
| Problem-Solving Process to Increase Student Achievement | |

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|--|---|---|---|---|---|
| | attendance, tardies, early check out, time | integrate science in reading and math curriculum, continue SUMS, professional development on Science standards and | teachers, administration | monitor lesson plans, classroom walkthroughs | teacher observation |

| | | | | | |
|---|---|---|---|---|---|
| 1 | | benchmarks, SUMS training for new teachers and others who have not had all three years of SUMS training, SUMS refresher during in-service day. | | | |
| 2 | First time full implementation of CCSS, lack of a crosswalk of CCSS with current science curriculum (SUMS) | Professional development, Common Core Full Implementation and Assessment Team Meetings, SUMS training for new teachers,peer observations of best teaching practices, Curriculum map, pacing guide | principal, assistant principal, teacher, RTI team | monitor lesson plans, grade level meeting, student data, classroom, walkthroughs by principal, assistant principal, "data chats" kindergarten checklist, progress reports, teacher observation, ass | response to non-fiction literature through writing journals, teacher observations |

---

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

| 1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1b: | |
|---|---|
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| | |

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

| Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|---|---|---|---|
| No Data Submitted | | | | |

---

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

| 2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a: | |
|---|---|
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| | |

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

| Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|---|---|---|---|
| No Data Submitted | | | | |

| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: | |
| --- | --- |
| 2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b: | |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| | |

| | Problem-Solving Process to Increase Student Achievement | | | |
| --- | --- | --- | --- | --- |
| Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| No Data Submitted | | | | |

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

| PD Content /Topic and/or PLC Focus | Grade Level/Subject | PD Facilitator and/or PLC Leader | PD Participants (e.g. , PLC, subject, grade level, or school-wide) | Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings) | Strategy for Follow-up/Monitoring | Person or Position Responsible for Monitoring |
| --- | --- | --- | --- | --- | --- | --- |
| Common Core State Standards Integration and Full Implementation using SUMS and supplemental materials | Kindergarten | Common Core State Standard Curriculum and Assessment Team, SUMS Trainers, Principal, Assistant Principal, Reading Coaches | Kindergarten Teachers, Guidance Counselor, Resource Teachers | School Wide Early Out Days, Teacher Planning Days, Inservice Days | monitor lesson plans, grade level meeting, student data, "data chats", classroom walkthroughs by principal, assistant principal | Principal and Assistant Principal |

Science Budget:

| Evidence-based Program(s)/Material(s) | | | |
| --- | --- | --- | --- |
| Strategy | Description of Resources | Funding Source | Available Amount |
| SUMS Kits | Science kits | Title II | $750.00 |
| | | | Subtotal: $750.00 |
| Technology | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| No Data | No Data | No Data | $0.00 |

| | | | |
|---|---|---|---|
| | | Subtotal: $0.00 | |

| Professional Development | | | |
|---|---|---|---|
| Strategy | Description of Resources | Funding Source | Available Amount |
| Students Using Science and Math (SUMS) Refresher Workshops and SUMS for new teachers | professional development | | $0.00 |
| | | Subtotal: $0.00 | |

| Other | | | |
|---|---|---|---|
| Strategy | Description of Resources | Funding Source | Available Amount |
| No Data | No Data | No Data | $0.00 |
| | | Subtotal: $0.00 | |
| | | **Grand Total: $750.00** | |

*End of Science Goals*

# Writing Goals

*\* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).*

| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: | |
|---|---|
| 1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing.<br><br>Writing Goal #1a: | All Kindergarten teachers will teach writing according to the standards set forth in the Baker County Writing Handbook. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 76% of the Kindergartners scored an 85% or better according to the 4th 9 weeks Kindergarten Writing checklist | 75% of the Kindergartners will achieve a 2 or better on the Baker County K-5 Writing Rubric. |

| Problem-Solving Process to Increase Student Achievement | | | | | |
|---|---|---|---|---|---|
| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1 | lack of fine motor skills development | activities to build fine motor skills | teachers, administration | teacher observation | kindergarten checklist |
| 2 | First Year Implementation of the Baker County K-5 Writing Handbook, including Common Core Writing Standards. | The implementation of a district wide kindergarten through fifth grade writing handbook through professional development and support | teachers, district level administrators | teacher observation, classroom walkthroughs, assessments using handbook rubric, modeled and shared writing experiences for both expository and narrative writing, whole/small group instruction, teacher-student writing conferences | rubric contained in the Baker County Writing Handbook |

| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: | |
|---|---|
| 1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing.<br><br>Writing Goal #1b: | |

| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
|---|---|
|  |  |

| Problem-Solving Process to Increase Student Achievement | | | | |
|---|---|---|---|---|
| Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| No Data Submitted | | | | |

## Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

| PD Content /Topic and/or PLC Focus | Grade Level/Subject | PD Facilitator and/or PLC Leader | PD Participants (e.g. , PLC, subject, grade level, or school-wide) | Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings) | Strategy for Follow-up/Monitoring | Person or Position Responsible for Monitoring |
|---|---|---|---|---|---|---|
| Full Implementation of the New Baker County K-5 Writing Handbook | Kindergarten Teacher | The Baker County K-5 Writing Handbook Leadership Team, Principal, Assistant Principal, Reading Coaches | Kindergarten Teachers | School Wide Early Out Days, Teacher Planning Days, Inservice Days monitor lesson plans, grade level meeting, student data, "data chats", classroom walkthroughs by principal, assistant principal | monitor lesson plans, grade level meeting, student data, "data chats", classroom walkthroughs by principal, assistant principal, Student Writing Samples | Principal and Assistant Principal |

Writing Budget:

| Evidence-based Program(s)/Material(s) | | | |
|---|---|---|---|
| Strategy | Description of Resources | Funding Source | Available Amount |
| No Data | No Data | No Data | $0.00 |
| | | | Subtotal: $0.00 |
| **Technology** | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| No Data | No Data | No Data | $0.00 |
| | | | Subtotal: $0.00 |
| **Professional Development** | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| Baker County K-5 Writing Handbook Leadership Team Provide professional development for teachers | professional development | | $300.00 |
| | | | Subtotal: $300.00 |
| **Other** | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| No Data | No Data | No Data | $0.00 |

## Attendance Goal(s)

*\* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).*

| Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement: | |
|---|---|
| 1. Attendance <br><br> Attendance Goal #1: | From the previous year's data there is a need to decrease the number of students missing 10 days or more and to decrease the number of tardies. |
| 2012 Current Attendance Rate: | 2013 Expected Attendance Rate: |
| 94.06% (out of 593 total students) | To decrease the number of students with excessive absences and tardies by 1% or more. |
| 2012 Current Number of Students with Excessive Absences (10 or more) | 2013 Expected Number of Students with Excessive Absences (10 or more) |
| 225/593 (37.9%) | To decrease the number of students with excessive absences by 1% or more. |
| 2012 Current Number of Students with Excessive Tardies (10 or more) | 2013 Expected Number of Students with Excessive Tardies (10 or more) |
| 102/593 (17%) | To decrease the number of students with excessive tardies by 1% or more. |

| Problem-Solving Process to Increase Student Achievement | | | | |
|---|---|---|---|---|
| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1 | attendance, tardies, early check out | Recognize students and parents each nine weeks with perfect attendance. Educate parents about the importance of attendance in Pre-K and Kindergarten by adding an information section in the monthly newsletter. Recognize students with perfect attendance/no tardies each nine weeks in newsletters, with certificates and rewards. Personal phone calls from teachers checking on their students after 2 consecutive absences, adhering to the district wide attendance policy and flow chart | RTI team, administration, teachers | attendance/tardy records | Skyward, Attendance Rate |
| 2 | | | | | |

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

| PD Content /Topic and/or PLC Focus | Grade Level/Subject | PD Facilitator and/or PLC Leader | PD Participants (e.g. , PLC,subject, grade level, or school-wide) | Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings) | Strategy for Follow-up/Monitoring | Person or Position Responsible for Monitoring |
|---|---|---|---|---|---|---|
| No Data Submitted | | | | | | |

Attendance Budget:

| Evidence-based Program(s)/Material(s) | | | |
|---|---|---|---|
| Strategy | Description of Resources | Funding Source | Available Amount |
| Perfect Attendance Bracelets | attendance incentive | cookie dough | $300.00 |
| | | | Subtotal: $300.00 |
| Technology | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| No Data | No Data | No Data | $0.00 |
| | | | Subtotal: $0.00 |
| Professional Development | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| No Data | No Data | No Data | $0.00 |
| | | | Subtotal: $0.00 |
| Other | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| No Data | No Data | No Data | $0.00 |
| | | | Subtotal: $0.00 |
| | | | Grand Total: $300.00 |

*End of Attendance Goal(s)*

# Suspension Goal(s)

*\* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).*

| Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement: | |
|---|---|
| 1. Suspension<br><br>Suspension Goal #1: | Continue to use school wide PBS(Positive Behavior Support) with all students. |
| 2012 Total Number of In–School Suspensions | 2013 Expected Number of In-School Suspensions |
| 0-Baker County Pre-K/Kindergarten does not have in-school suspension. | 0 |

| 2012 Total Number of Students Suspended In-School | 2013 Expected Number of Students Suspended In-School |
|---|---|
| 0-Baker County Pre-K/Kindergarten does not have in-school suspension. | 0 |
| 2012 Number of Out-of-School Suspensions | 2013 Expected Number of Out-of-School Suspensions |
| 15/593 | To maintain or decrease the total number of out of school suspensions. |
| 2012 Total Number of Students Suspended Out-of-School | 2013 Expected Number of Students Suspended Out-of-School |
| 10/593 | To maintain or decrease the number of students who received out of school suspensions. |

| Problem-Solving Process to Increase Student Achievement |
|---|

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|---|---|---|---|---|
| 1 | Maturity level of students | PBS rewards, school wide rewards such as movies, carnival, "lunch-room dollars", trophy, school store, ice cream social, "Kindercash" given out in classroom, on sidewalk, at car rider area, at bus rider areas, check in/check out system, individual behavior plan, classroom behavior plan, PBS expectation signs posted on each building, PBS expectations and "lunch dollar" winners announced during daily morning annoucements, consulatation with behavior therapists, discipline data analysis and interventions, teacher training | all staff | decreased number of referrals | Skyward |

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

| PD Content /Topic and/or PLC Focus | Grade Level/Subject | PD Facilitator and/or PLC Leader | PD Participants (e.g. , PLC,subject, grade level, or school-wide) | Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings) | Strategy for Follow-up/Monitoring | Person or Position Responsible for Monitoring |
|---|---|---|---|---|---|---|

Suspension Budget:

| Evidence-based Program(s)/Material(s) | | | |
|---|---|---|---|
| Strategy | Description of Resources | Funding Source | Available Amount |
| Purchase Items for Positive Behavior Support Store and Events | Positive Behavior Support System Incentives | cookie dough | $1,000.00 |
| | | | Subtotal: $1,000.00 |
| **Technology** | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| No Data | No Data | No Data | $0.00 |
| | | | Subtotal: $0.00 |
| **Professional Development** | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| No Data | No Data | No Data | $0.00 |
| | | | Subtotal: $0.00 |
| **Other** | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| No Data | No Data | No Data | $0.00 |
| | | | Subtotal: $0.00 |
| | | | Grand Total: $1,000.00 |

*End of Suspension Goal(s)*

# Parent Involvement Goal(s)

*\* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).*

| Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement: | |
|---|---|
| 1. Parent Involvement<br><br>Parent Involvement Goal #1:<br><br>*\*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.* | Provide opportunities to parents to be involved and improve academic achievement. |
| 2012 Current Level of Parent Involvement: | 2013 Expected Level of Parent Involvement: |
| Parent participation in oportunities provided for parents to be involved and improve academic achievment:323,164 hours logged/593 students=average of 545 volunteer hours per student enrolled. | To increase the number of volunteer hours per student by 5% or more |

| Problem-Solving Process to Increase Student Achievement | | | | |
|---|---|---|---|---|
| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| | transportation work schedule | provide opportunities for parent participation at open house, curriculum night, school advisory council, First | Staff | attendance rosters | parent surveys |

| | | | | | |
|---|---|---|---|---|---|
| 1 | | Start Program, parent conferences, IEP meetings, class parties, field trips, school wide events such as SPRING FLING, FAll festival, PBS activities, volunteering, fundraisers, Family Reading Night, Kindergarten Readiness nights, Kindergarten plays, and end of the year celebrations,A.R. Night, Performances/Plays, Book Fair, Home Projects/Books | | | |
| 2 | | | | | |

## Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

| PD Content /Topic and/or PLC Focus | Grade Level/Subject | PD Facilitator and/or PLC Leader | PD Participants (e.g. , PLC,subject, grade level, or school-wide) | Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings) | Strategy for Follow-up/Monitoring | Person or Position Responsible for Monitoring |
|---|---|---|---|---|---|---|
| No Data Submitted | | | | | | |

Parent Involvement Budget:

| Evidence-based Program(s)/Material(s) | | | |
|---|---|---|---|
| Strategy | Description of Resources | Funding Source | Available Amount |
| Spring-Fling Fall Carnival Spirit/Veteran's Day Event | Parent Involvement Events | cookie dough | $1,500.00 |
| | | | Subtotal: $1,500.00 |
| **Technology** | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| No Data | No Data | No Data | $0.00 |
| | | | Subtotal: $0.00 |
| **Professional Development** | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| No Data | No Data | No Data | $0.00 |
| | | | Subtotal: $0.00 |
| **Other** | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| No Data | No Data | No Data | $0.00 |
| | | | Subtotal: $0.00 |
| | | | Grand Total: $1,500.00 |

## Science, Technology, Engineering, and Mathematics (STEM) Goal(s)

*\* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).*

| Based on the analysis of school data, identify and define areas in need of improvement: | |
|---|---|
| 1. STEM<br><br>STEM Goal #1: | |
| Problem-Solving Process to Increase Student Achievement | |

| Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|---|---|---|---|
| No Data Submitted | | | | |

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

| PD Content /Topic and/or PLC Focus | Grade Level/Subject | PD Facilitator and/or PLC Leader | PD Participants (e.g. , PLC,subject, grade level, or school-wide) | Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings) | Strategy for Follow-up/Monitoring | Person or Position Responsible for Monitoring |
|---|---|---|---|---|---|---|
| No Data Submitted | | | | | | |

STEM Budget:

| Evidence-based Program(s)/Material(s) | | | |
|---|---|---|---|
| Strategy | Description of Resources | Funding Source | Available Amount |
| No Data | No Data | No Data | $0.00 |
| | | | Subtotal: $0.00 |
| **Technology** | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| No Data | No Data | No Data | $0.00 |
| | | | Subtotal: $0.00 |
| **Professional Development** | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| No Data | No Data | No Data | $0.00 |
| | | | Subtotal: $0.00 |
| **Other** | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |

| No Data | No Data | No Data | $0.00 |
|---|---|---|---|
| | | Subtotal: | $0.00 |
| | | Grand Total: | $0.00 |

*End of STEM Goal(s)*

## Additional Goal(s)

No Additional Goal was submitted for this school

# FINAL BUDGET

## Evidence-based Program(s)/Material(s)

| Goal | Strategy | Description of Resources | Funding Source | Available Amount |
|---|---|---|---|---|
| Reading | MacMillan McGraw-Hill Saxon Phonics | workbooks refill kits and New Teacher kit | textbook | $13,034.34 |
| Reading | Lakeshore Learning-Intervention Materials | intervention kits | textbook | $2,504.60 |
| Mathematics | MacMillan McGraw-Hill SUMS Kits | textbook Math and Science kits | textbook Title II | $5,556.79 |
| Science | SUMS Kits | Science kits | Title II | $750.00 |
| Attendance | Perfect Attendance Bracelets | attendance incentive | cookie dough | $300.00 |
| Suspension | Purchase Items for Positive Behavior Support Store and Events | Positive Behavior Support System Incentives | cookie dough | $1,000.00 |
| Parent Involvement | Spring-Fling Fall Carnival Spirit/Veteran's Day Event | Parent Involvement Events | cookie dough | $1,500.00 |
| | | | | Subtotal: $24,645.73 |

## Technology

| Goal | Strategy | Description of Resources | Funding Source | Available Amount |
|---|---|---|---|---|
| Reading | FastForWord | software | E.S.E | $4,500.00 |
| Reading | Rennaissance Learning Inc. Accelerated Reader | software | | $1,989.00 |
| | | | | Subtotal: $6,489.00 |

## Professional Development

| Goal | Strategy | Description of Resources | Funding Source | Available Amount |
|---|---|---|---|---|
| Reading | Common Core State Standard Curriculum Mapping and CCSS Implementation Team Time | Professional Development for teachers | school improvement | $2,800.00 |
| Mathematics | Common Core Standards in Math Integration and Implementation | Inservice and Planning | professional development | $2,800.00 |
| Science | Students Using Science and Math (SUMS) Refresher Workshops and SUMS for new teachers | professional development | | $0.00 |
| Writing | Baker County K-5 Writing Handbook Leadership Team Provide professional development for teachers | professional development | | $300.00 |
| | | | | Subtotal: $5,900.00 |

## Other

| Goal | Strategy | Description of Resources | Funding Source | Available Amount |
|---|---|---|---|---|
| No Data | No Data | No Data | No Data | $0.00 |
| | | | | Subtotal: $0.00 |
| | | | | Grand Total: $37,034.73 |

# Differentiated Accountability

School-level Differentiated Accountability Compliance

| jn Priority | jn Focus | jn Prevent | j NA |
|---|---|---|---|

Are you a reward school:  ☐ Yes  ☐ No

A reward school is any school that improves their letter grade or any school graded A.

No Attachment

# School Advisory Council

School Advisory Council (SAC) Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school. Please verify the statement above by selecting "Yes" or "No" below.

✓  Yes. Agree with the above statement.

| Projected use of SAC Funds | Amount |
|---|---|
| 1. To implement the School Improvement Plan. 2. Increase parent involvement. 3. Organize community activities. 4. Increase student participation. | $2,000.00 |

Describe the activities of the School Advisory Council for the upcoming year

The School Advisory Council is an active part of our school partnership and decision making team. We meet each month and the council helps make decisions that impact student growth/learning, safety, technology, and activities to encourage academic and behavioral success. The council helps with everything from our Positive Behavior Support, Bus Driver Appreciation Week, Fund Raising Activities, Book Fair, classroom projects, tutoring students, Spirit Day, Spring Fling, and many other activities for our students. The S.A.C. committee is an important part of our school.

# AYP DATA

# SCHOOL GRADE DATA

No Data Found
No Data Found
No Data Found