



**Date Submitted:**

**Dates of Revisions:**

# School Name: Baker School

## 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 improvement of student performance at all levels through tutoring, communication with parents, and remediation and enrichment material. ]</p> <p>The names represented below indicate approval of the SPP by SAC committee members.</p> <p>Tom Shipp Principal</p> <p>Susan Holley SAC Chair</p>	<table style="width: 100%; border: none;"> <tr> <td colspan="2" style="text-align: right; padding-bottom: 10px;"><b>Legend</b></td> </tr> <tr> <td style="width: 50%; vertical-align: top; padding-right: 20px;"> <p>AICE: Advance International Certificate of Education</p> <p>AP: Advanced Placement</p> <p>AYP: Adequate Yearly Progress</p> <p>CCS: Common Core Standards</p> <p>DA: Differentiated Accountability</p> <p>DEA: Discovery Education Assessment</p> <p>ED: Economically Disadvantaged</p> <p>ELL: English Language Learners</p> <p>ESE: Exceptional Student Education</p> <p>FAIR: Florida Assessment for Instruction of Reading</p> <p>FCAT: Florida Comprehensive Assessment Test</p> <p>IB: International Baccalaureate</p> <p>IEP: Individualized Education Plan</p> <p>IPDP: Individualized Professional Development Plan</p> <p>NGSSS: Next Generation Sunshine State Standards</p> </td> <td style="width: 50%; vertical-align: top;"> <p>NCLB: No Child Left Behind</p> <p>PDSP: Professional Development Site Plan</p> <p>PERT: Postsecondary Education Readiness Test (ACT's 10<sup>th</sup> Grade Assessment Test)</p> <p>PLAN: Progress Monitoring Plan</p> <p>PMP: Progress Monitoring System</p> <p>POC: Plan of Care</p> <p>PPP: Pupil Progression Plan</p> <p>Rtl: Response to Intervention</p> <p>SAC: School Advisory Council</p> <p>SAI: Supplemental Academic Instruction</p> <p>SAT 10: Stanford Achievement Test</p> <p>SESAT: Stanford Early School Achievement Test</p> <p>SINI: Schools in Need of Improvement</p> <p>SPP/SIP: School Performance Plan; School Improvement Plan</p> <p>SWD: Students with Disabilities</p> <p>VE: Varying Exceptionalities</p> </td> </tr> </table>	<b>Legend</b>		<p>AICE: Advance International Certificate of Education</p> <p>AP: Advanced Placement</p> <p>AYP: Adequate Yearly Progress</p> <p>CCS: Common Core Standards</p> <p>DA: Differentiated Accountability</p> <p>DEA: Discovery Education Assessment</p> <p>ED: Economically Disadvantaged</p> <p>ELL: English Language Learners</p> <p>ESE: Exceptional Student Education</p> <p>FAIR: Florida Assessment for Instruction of Reading</p> <p>FCAT: Florida Comprehensive Assessment Test</p> <p>IB: International Baccalaureate</p> <p>IEP: Individualized Education Plan</p> <p>IPDP: Individualized Professional Development Plan</p> <p>NGSSS: Next Generation Sunshine State Standards</p>	<p>NCLB: No Child Left Behind</p> <p>PDSP: Professional Development Site Plan</p> <p>PERT: Postsecondary Education Readiness Test (ACT's 10<sup>th</sup> Grade Assessment Test)</p> <p>PLAN: Progress Monitoring Plan</p> <p>PMP: Progress Monitoring System</p> <p>POC: Plan of Care</p> <p>PPP: Pupil Progression Plan</p> <p>Rtl: Response to Intervention</p> <p>SAC: School Advisory Council</p> <p>SAI: Supplemental Academic Instruction</p> <p>SAT 10: Stanford Achievement Test</p> <p>SESAT: Stanford Early School Achievement Test</p> <p>SINI: Schools in Need of Improvement</p> <p>SPP/SIP: School Performance Plan; School Improvement Plan</p> <p>SWD: Students with Disabilities</p> <p>VE: Varying Exceptionalities</p>
<b>Legend</b>					
<p>AICE: Advance International Certificate of Education</p> <p>AP: Advanced Placement</p> <p>AYP: Adequate Yearly Progress</p> <p>CCS: Common Core Standards</p> <p>DA: Differentiated Accountability</p> <p>DEA: Discovery Education Assessment</p> <p>ED: Economically Disadvantaged</p> <p>ELL: English Language Learners</p> <p>ESE: Exceptional Student Education</p> <p>FAIR: Florida Assessment for Instruction of Reading</p> <p>FCAT: Florida Comprehensive Assessment Test</p> <p>IB: International Baccalaureate</p> <p>IEP: Individualized Education Plan</p> <p>IPDP: Individualized Professional Development Plan</p> <p>NGSSS: Next Generation Sunshine State Standards</p>	<p>NCLB: No Child Left Behind</p> <p>PDSP: Professional Development Site Plan</p> <p>PERT: Postsecondary Education Readiness Test (ACT's 10<sup>th</sup> Grade Assessment Test)</p> <p>PLAN: Progress Monitoring Plan</p> <p>PMP: Progress Monitoring System</p> <p>POC: Plan of Care</p> <p>PPP: Pupil Progression Plan</p> <p>Rtl: Response to Intervention</p> <p>SAC: School Advisory Council</p> <p>SAI: Supplemental Academic Instruction</p> <p>SAT 10: Stanford Achievement Test</p> <p>SESAT: Stanford Early School Achievement Test</p> <p>SINI: Schools in Need of Improvement</p> <p>SPP/SIP: School Performance Plan; School Improvement Plan</p> <p>SWD: Students with Disabilities</p> <p>VE: Varying Exceptionalities</p>				

## **School Profile 2012- 2013**

### **School Profile:**

Baker School has the distinction of being the first accredited school in Okaloosa County. Three schools in one, we are a kindergarten through grade 12 unit school with a population of 1367 students. We serve a diverse population ranging from agricultural to business to military. Our geographic zone comprises roughly one fourth of the county and the majority of our students are transported by our 20 bus fleet. Our free/reduced breakfast and lunch program serves 47% of the total school population. Our elementary grades are designated as a Title I school-wide program serving 645 students in kindergarten through grade five. The ESE population (297 students) comprises 22% of student population. Our ESE enrollment includes gifted students and speech therapy.

In December 2004 we completed our Self Study and the five-year SACS site visit chaired by Mrs. Mary Baker. Quoting the Review Report summary, “Baker School is the center of the community it serves in Okaloosa County. Students, parents, faculty, staff and members of the community are proud of the school, its heritage and the role it plays in their everyday lives. Many parents and members of the faculty are graduates of Baker School. The K-12 school offers a “family” atmosphere rarely seen today.”

The following are the commendations from the SACS CASI Quality Assurance Review Report, January 2005:

- 1.) There is a clear and precise statement of the beliefs and mission that reflect a commitment to student learning.
- 2.) The summative input of the entire staff and faculty as relative stakeholders in developing the mission statement and the belief statement demonstrates a unique investment into the education of your students by everyone.
- 3.) There is an evident dedication of the entire staff and faculty as indicated by the posted mission/belief statements in the classrooms and as demonstrated by their commitment to the students and facilitated learning.
- 4.) The abundant atmosphere of community and family is very evident with specific focus on the needs of the students from all stakeholders.

Since being classified as a combination school ten years ago, our school has earned school grades of A in 2003, 2004, 2006, 2007, 2008, 2009, 2010, 2011 and with a grade of a B in 2005. Our unit school status affords us the opportunity to monitor students from early years throughout their school career. This allows us a vested interest in our students as learners. Our assessment program, based on our district Pupil Progression Plan and the Florida Reading Formula, allows frequent progress monitoring. Our elementary and secondary literacy coaches have provided an outstanding comprehensive site-based staff development program that emphasizes action research. This action research provides data-driven curriculum and the adjustment of instructional strategies in a timely manner based on the progress monitoring. Instructional strategies/activities and services that are research-based and reflective of best practice are provided to support learning for all students. Instructional technology, materials and resources including Success Maker, Accelerated Math, Accelerated Reading, Reading Egg, Reading Express, ALS, and Leap Track are provided to support the curriculum. These include remediation, enrichment, and activities that accommodate diverse learning styles and are outlined in our SPP. Baker School strives to sustain a climate conducive to teaching and learning and to allocate and protect sufficient time for student learning. Both in-class and resource lab support, and suspended curriculum are used to assist students

who need more intensive instruction. In addition to the regular school day, extended day tutoring and extended year, Summer Intensive Studies, are offered to students needing extra assistance. Mentors and tutors work with POC students. Due to current testing results, we will emphasize reading and mathematics for the upcoming school year. To provide students with effective reading instruction all students will receive reading instruction at the developmentally appropriate level utilizing District adopted instructional materials. Teachers will use a variety of instructional strategies (read alouds, shared reading, guided reading and writing, paired reading, and independent reading). Teachers will use the Florida reading formula to build literary experiences, phonemic awareness, phonics, fluency, comprehension, and vocabulary. In the area of mathematics teachers will use a variety of instructional formats (small groups, individual explorations, peer instruction, whole-class discussions, project work). Teachers will use explicit instruction to build conceptual understanding of mathematics. Teachers will use concrete experiences and materials (visual and manipulatives) to provide opportunity for students to make math models to represent and solve problems.

Baker School has an effective system of support services. Our guidance department consists of three school-based guidance personnel, a district school psychologist, and a staffing specialist. They serve our entire school population. Students with special needs are served here at their home school in our ESE programs whenever possible. We have an elementary and secondary ESE classroom suite. Health issues are cared for by our full-time LPN in the school clinic. We have a full time school resource officer. We have a crisis plan, and we conduct regular severe weather drills, fire drills, and emergency lockdown drills.

Our media production program, WGTV, has continuously gained district, state, national and even international recognition. Our students have participated in the IDEAS competitions, Tech Bowl, and Odyssey of the Mind. Music, athletics and drama are also important enhancements to our academic programs. In order to accommodate students who are not necessarily college-bound, an array of electives which include business and industrial arts classes, are offered along with our core curriculum.

Baker School communications and relationships within our school community is evidenced by our Golden School Recognition for our volunteer program. Information is provided to parents through newsletters, the marquee, annual report to parents, PTO, SAC, online grades, and the school website. Frequent coordination and conferencing with parents are scheduled often offering paid substitutes to utilize and encourage parents participation at their time of convenience. Opportunities to visit the school are provided through family night activities, concerts and plays, orientations and open houses. Our staff often makes home visits. Each school year we provide a customer satisfaction survey to our parents in order to measure our perceived effectiveness within our school community. On the school climate survey 96% of elementary, 92% of middle school and 85% of high school responses felt that their child and the parents knew what is expected of him/her when it comes to conduct and behavior in school. 94% of elementary, 92% of middle school and 85% of high school responses felt that as a parent they feel welcome at their child's school.

Baker School establishes, implements, and monitors a continuous process of improvement that focuses on student performance. We have an active School Advisory Council composed of the principal, representative school staff, and community representation. Our annual School Performance Plan is our format for setting objectives and focuses on our progress. Our plan articulates the direction and purpose for our school's future, describes the current conditions with a focus on student learning, identifies what actions will be taken to improve student learning, and documents what has been accomplished to determine what happens next. Our School Advisory Council is provided opportunities

to contribute to the development of this plan, and monitors and demonstrates progress in meeting the school improvement goals and objectives. Our faculty and staff also have opportunities to have input in the development and implementation of the school plan, and are provided professional development to help them implement the strategies identified in the plan.

## **School Profile**

### **2012- 2013**

#### **Vision Statement:**

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

#### **Mission Statement:**

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 will be 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.

<b>School: Baker School</b>	<b>School Focus: Reading</b>
<b>District Goal:</b>	<b>Students shall demonstrate reading proficiency at or above expected grade level.</b>

<b>Highly Qualified Status Administrators: (Title I)</b>	2	
<b>Reading Instructors/Recruitment: (Secondary)</b>	3 Teachers with reading certification/endorsement	1 Teachers working towards reading certification/ endorsement.

<b>Objective R-1</b>	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 63%. (District Objective: X +2 percentile points or <input type="checkbox"/> maintain 90-100%)
<b>Objective R-2</b>	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 70%. (District Objective: X+ 2 percentile points or <input type="checkbox"/> maintain 90-100%)
<b>Objective R-3</b>	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 30%. (District Objective: X+ 2 percentile points or <input type="checkbox"/> maintain 90-100%)

<b>Target Group(s) Supporting Data (summary) – Provide 3 year historical data chart</b>	<b>Strategies/Innovative methods &amp; extended learning opportunities</b> <small>Include technology and assessment</small>	<b>Budget</b>	<b>Professional Development</b> <small>(Identify measurable teacher outcome)</small>	<b>Communication with Parents &amp; Customer Relations</b> <small>(Community/Parent awareness)</small>												
% of students in all curriculum groups scoring at or above level 3 on the FCAT Reading :  2012: 60% 2011: 70% 2010: 67%  % of students in all curriculum groups scoring at or above level 3 on FCAT Reading by grade levels:  <table border="1"> <thead> <tr> <th></th> <th>2010</th> <th>2011</th> <th>2012</th> </tr> </thead> <tbody> <tr> <td><b>3rd</b></td> <td>81%</td> <td>62%</td> <td>46%</td> </tr> <tr> <td><b>4th</b></td> <td>68%</td> <td>65%</td> <td>66%</td> </tr> </tbody> </table>		2010	2011	2012	<b>3rd</b>	81%	62%	46%	<b>4th</b>	68%	65%	66%	ALL STUDENTS:  All students will be instructed using the district’s Comprehensive Balanced Literacy Model. K-5 students will be instructed during an uninterrupted 90 minute reading block. Teachers will provide explicit instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension. Daily Reading instruction will include read alouds, vocabulary instruction, shared reading, familiar reads, guided reading, spelling/word study, and written response.  <b>Course descriptions and CCSS will be used to guide instruction and develop curriculum</b>		<b>PDSP Focus:</b> Implementation of Common Core State Standards K-12 <sup>th</sup> in reading, writing, science, history/social studies, and technical subjects with blended instruction math 2 <sup>nd</sup> -12 <sup>th</sup> and full implementation K-1 <sup>st</sup> . Teachers will develop one CIS unit and 1 Close Read unit with grade level groups or department groups. An option to refine this lesson through the lesson study approach will be given.	Weekly newsletters Parent conferences Think Central Passport to Success School email School website Parent Portal Edmodo Monthly School Newsletter
	2010	2011	2012													
<b>3rd</b>	81%	62%	46%													
<b>4th</b>	68%	65%	66%													

<b>5th</b>	67%	50%	67%	for grades 2 <sup>nd</sup> -12 <sup>th</sup> . K-1 <sup>st</sup> grade will base teaching objectives on CCSS. Teachers will articulate and begin implementing rigorous grade-level expectations in the areas of speaking, listening, reading, and writing.	<ul style="list-style-type: none"> <li>Text selections will be made with considerations three measures: qualitative, quantitative, and the reader.</li> <li>Three formats of writing will be instructed: argument, informational/explanatory, and narrative. Strengthening of writing will occur through planning, revising, editing, and rewriting.</li> <li>Listening and speaking are prerequisites to reading and writing. Purposeful and systematic oral language instruction through read alouds, teacher led oral discussion and student led oral discussions.</li> <li>Vocabulary instruction will include incremental, repeated exposure in a variety of contexts to the words students are learning.</li> </ul>	Teachers will be trained on text complexity and the three considerations: quantitative, qualitative, and reader's task.	Teachers will be trained on the purpose and process for us of topic questions, text coding, guided vocabulary instruction, directed note-taking and question generation.	Our high-yield strategy focus is increased student motivation through highly engaging instruction. Use of brain –compatible strategies evidenced in the work of Eric Jensen; positive environment, visuals, music, relevant materials, rituals, talking, moving, high challenge/low stress, and feedback.	Digital Educators will offer technology trainings after school and during early release for increased use of technology based instruction.	Data analysis training and collaboration for Professional Learning Communities will allow teachers to share, model, and reflect on daily practice/instruction. A school wide emphasis on formative instruction through data analysis, data chats and Response to Intervention will be initiated.
<b>6th</b>	72%	58%	50%							
<b>7th</b>	71%	64%	63%							
<b>8th</b>	71%	67%	61%							
<b>9th</b>	64%	67%	57%							
<b>10th</b>	36%	67%	56%							
FCAT Reading Mean Scale Score										
	<b>2010</b>	<b>2011</b>	<b>2012</b>							
<b>3rd</b>	329	203	197							
<b>4th</b>	324	216	215							
<b>5th</b>	315	217	226							
<b>6th</b>	323	228	220							
<b>7th</b>	330	235	235							
<b>8th</b>	332	243	241							
<b>9th</b>	333	247	244							
<b>10th</b>	309	251	247							
<b>% of Students in Levels 3-5 on FCAT Reading.</b>										
3 <sup>rd</sup> Grade										
	Level 3	Level 4	Level 5	Reading objectives will be clearly written on the board and explained to students at the beginning of each lesson to set the purpose for instruction.						
2010	33	36	11							
2011	25	29	8							
2012	20	18	7							
4 <sup>th</sup> Grade										
	Level 3	Level 4	Level 5	Students will be reading everyday using high quality, relevant and engaging text which include self selected books, fiction and nonfiction text, poetry and theatre prose. Independent reading goals will be established to encourage student's independent reading. This will be monitored through Accelerated Reader, reading response logs, and reading journals.						
2010	31	28	8							
2011	29	27	9							
2012	22	40	4	Literacy intervention strategies and best						

5 <sup>th</sup> Grade				<p>practices learned during professional development will be implemented in each classroom. Literacy coach will provided teachers guidance as needed for ongoing professional development.</p> <p>Online resources an materials will be accessed for teacher planning and student practice including:</p> <ul style="list-style-type: none"> <li>• Florida Treasures Textbooks, curriculum and related word books.</li> <li>• SuccessMaker</li> <li>• Reading Egg</li> <li>• Daily 5</li> <li>• FCAT Explorer</li> <li>• BrainPop</li> <li>• BrainPop Jr.</li> <li>• Readworks.org</li> <li>• Wikispace</li> <li>• Edmodo</li> <li>• Starfall</li> <li>• Science Fusion</li> </ul> <p>Classroom instruction will be explicit, systematic, scaffolded, differentiated and guided by data analysis using (as determined appropriate by the grade level):</p> <ul style="list-style-type: none"> <li>• DEA</li> <li>• STAR reading</li> <li>• FAIR</li> <li>• DRA2</li> <li>• running records</li> <li>• teacher observations</li> <li>• cold reads</li> <li>• unit assessments</li> <li>• fluency checks</li> </ul> <p>Teachers, principal, guidance counselor, and literacy coach will analyze the data by grade level in order to identify best practices and strategies to meet students' needs. The data gleaned from these assessments will drive instruction in each classroom and teachers will use results to differentiate instruction.</p>	<p>K-5 teachers will receive technology training on use and facilitation of Reading Egg and Reading Express.</p> <p>Title I instructors will train to manage and use the Fast ForWord computer program.</p> <p>6<sup>th</sup>-12<sup>th</sup> grade social studies teachers will attend training provided by the district during preplanning on close reading and CIS implementation.</p>	
	Level 3	Level 4	Level 5			
2010	26	29	12			
2011	29	16	6			
2012	26	25	15			
6 <sup>th</sup> Grade						
	Level 3	Level 4	Level 5			
2010	35	29	7			
2011	27	19	12			
2012	31	15	4			
7 <sup>th</sup> Grade						
	Level 3	Level 4	Level 5			
2010	36	25	9			
2011	31	27	7			
2012	32	19	12			
8 <sup>th</sup> Grade						
	Level 3	Level 4	Level 5			
2010	39	27	5			
2011	38	18	11			
2012	31	19	12			
9 <sup>th</sup> Grade						
	Level 3	Level 4	Level 5			
2010	41	14	9			
2011	27	25	15			
2012	27	21	9			
Daily 5						
Reading Egg						
Fast ForWord						

10 <sup>th</sup> Grade				<p>Teachers will increase student motivation using a variety of manipulative that support and enhance the core instruction:</p> <ul style="list-style-type: none"> <li>• Rory's Story Cubes</li> <li>• Video Resources</li> <li>• Interactive Journals</li> <li>• Levelized Materials</li> <li>• Phonics Dance</li> </ul> <p>Social studies/history teachers will continue to teach reading skills within the subject content. Teachers will plan for and instruct using primary and secondary source documents, text features, and comparisons of multiple texts. Instruction will include CCSS through teaching methods such as close read and CIS units. Visual aids, student notebooks and graphic organizers will be used to assist students in organizing and referencing information. Building background and research skills will be developed using technology tools such as PowerPoint, videos, and websites.</p> <p>Students 1-5 will receive a weekly subscription to Time for Kids magazine. This resource will build background knowledge and serve as a great source for complex text. The magazines will also serve as a parental tool since students may keep them for personal use.</p> <p>Through grant opportunity all teachers may access USA Today electronically along with teacher and student instructional resources.</p>	Time for Kids Magazines		
	Level 3	Level 4	Level 5				
2010	23	10	3				
2011	32	24	11				
2012	27	21	8				
<b>Percentage Mean Points Earned by Content Areas on FCAT Reading:</b>							
<b>Vocabulary:</b>							
	<b>2010</b>	<b>2011</b>	<b>2012</b>				
<b>3rd</b>	83%	75%	71%				
<b>4th</b>	71%	71%	75%				
<b>5th</b>	67%	63%	78%				
<b>6th</b>	71%	75%	63%				
<b>7th</b>	71%	75%	78%				
<b>8th</b>	83%	75%	71%				
<b>9th</b>	75%	77%	63%				
<b>10th</b>	63%	75%	70%				
<b>Reading Application:</b>							
	<b>2010</b>	<b>2011</b>	<b>2012</b>				
<b>3rd</b>	72%	69%	60%				
<b>4th</b>	68%	74%	75%				
<b>5th</b>	73%	59%	71%				
<b>6th</b>	71%	65%	59%				
<b>7th</b>	74%	76%	73%				
<b>8th</b>	75%	75%	73%				
<b>9th</b>	76%	67%	75%				



<b>10th</b>	65%	57%	62%				
<b>Literary Analysis:</b>							
	<b>2010</b>	<b>2011</b>	<b>2012</b>				
<b>3rd</b>	71%	75%	70%				
<b>4th</b>	62%	64%	69%				
<b>5th</b>	71%	67%	75%				
<b>6th</b>	73%	67%	64%				
<b>7th</b>	78%	73%	80%				
<b>8th</b>	78%	69%	73%				
<b>9th</b>	78%	73%	73%				
<b>10th</b>	78%	64%	67%				
<b>Informational Text/ Research:</b>							
	<b>2010</b>	<b>2011</b>	<b>2012</b>				
<b>3rd</b>	57%	67%	63%				
<b>4th</b>	67%	88%	75%				
<b>5th</b>	67%	63%	71%				
<b>6th</b>	67%	63%	50%				
<b>7th</b>	67%	67%	73%				
<b>8th</b>	58%	75%	75%				
<b>9th</b>	64%	69%	64%				
<b>10th</b>	64%	75%	62%				
<b>% of students who scored Level 1 on FCAT:</b>							
	<b>2010</b>	<b>2011</b>	<b>2012</b>				
<b>3rd</b>	7%	9%	23%	<b>STUDENTS BELOW PROFICIENCY LEVEL:</b> All students performing below grade level will receive reading remediation instruction from their classroom teacher. Instructional strategies will include: <ul style="list-style-type: none"> <li>Guided reading/small group  instruction using Triumphs leveled  readers</li> </ul>			
<b>4th</b>	11%	6%	9%				
<b>5th</b>	15%	14%	6%				
<b>6th</b>	8%	14%	24%				

<b>7th</b>	6%	7%	14%	<ul style="list-style-type: none"> <li>Individualized fluency practice at students ZPD</li> <li>Student/teacher reading conferences</li> <li>Peer tutoring/mentor support</li> </ul>			
<b>8th</b>	4%	5%	7%				
<b>9th</b>	5%	10%	11%				
<b>10th</b>	28%	8%	13%				
<b>Students who scored Level 2 on FCAT:</b>							
	<b>2010</b>	<b>2011</b>	<b>2012</b>				
<b>3rd</b>	12%	28%	31%				
<b>4th</b>	21%	29%	25%				
<b>5th</b>	18%	36%	27%				
<b>6th</b>	20%	28%	27%				
<b>7th</b>	24%	29%	24%				
<b>8th</b>	26%	28%	32%				
<b>9th</b>	31%	24%	32%				
<b>10th</b>	28%	26%	31%				
<b>From NCLB Report- % Reading Below Grade Level:</b>							
	2010	2011	2012				
SWD	50%	51%					
ED	61%	67%					
School Total	67%	70%					
<b>Students who regressed on FCAT Reading:</b>							
	<b>2010</b>	<b>2011</b>	<b>2012</b>				
<b>4th</b>	32	24	26				
<b>5th</b>	38	36	26				
<b>6th</b>	30	25	46				
<b>7th</b>	30	27	30				
<b>8th</b>	42	47	29				
<b>9th</b>	27	30	46				
<p>Teacher will collaborate in grade level and department data chats to develop strategies which will enhance mastery of lowest areas identified by student assessment data and progression through the NGSSS/CCSS. Emphasis will be placed on areas of weakness identified by assessment data. Best practices in reading will be shared by group and during monthly professional development during early release. Interventions for students not progressing with classroom interventions will be discussed during data chats. The group will assist in the development of an action plan in response to the students needs. Students that the group determines have been given sufficient remediation but haven't shown improvement will be placed on a PMP and presented to the RtI team. Identified students will receive remediation beyond the classroom instruction through Title I, ESE, Florida State Research Project, and/or after school tutoring.</p> <p>6<sup>th</sup>-12<sup>th</sup> grade students scoring level 1 or 2 on FCAT will receive remedial instruction through IR with a Reading Endorsed teacher and/or language arts instruction from a NGCARPD certified teacher.</p> <p>Technology resources will be used to provide students with additional practice on their independent level;</p> <ul style="list-style-type: none"> <li>Fast Forward</li> <li>DEA Probes</li> <li>SuccessMaker</li> <li>Starfall</li> <li>Reading Egg</li> </ul>							

10th	47	51	47								
<b>Gifted Students:</b> 1 <sup>st</sup> - 2 <sup>nd</sup> - 3 <sup>rd</sup> - 2 4 <sup>th</sup> - 2 5 <sup>th</sup> - 3 6 <sup>th</sup> - 7 <sup>th</sup> - 1 8 <sup>th</sup> - 9 <sup>th</sup> - 1 10 <sup>th</sup> - 2 11 <sup>th</sup> - 1 12 <sup>th</sup> -				<b>GIFTED AND ACCELERATED PROGRAMS:</b>	<p>Students identified as gifted will be serviced by a certified gifted teacher through a pull-out program. Students will be challenged to complete individual multiple intelligence projects based on the research from Howard Gardner.</p>	<p>Middle and High School Gifted and Talented students will attend 4 seminar series in a year. The focus will be on career exploration and college readiness. Careers of high interest will be researched by individuals along with plans for goal attainment. Students will tour college campuses and explore options for post-secondary education opportunities.</p>	<p>Identified 3-5 students showing academic achievements above proficiency will be placed in an accelerated program. Teachers will provide enrichment opportunities for students through instruction at student's independent level. Instruction focuses include:</p>	<ul style="list-style-type: none"> <li>• Shared read alouds with reflective discussions</li> <li>• Readers theater small/whole group</li> <li>• Student developed questions and activities</li> <li>• Integration of content area through projects</li> <li>• Literature Circles</li> <li>• Integration of advanced technology skills: Microsoft Office, key boarding, research tools, Kindles/eReaders, Edmodo</li> </ul>			

--	--	--	--	--

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

School: Baker School	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 53%. (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 70%. (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 30%. (District Objective: <input checked="" 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 73%. (District Objective: <input checked="" 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 74%. (District Objective: <input checked="" 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>			
% of students in all curriculum groups scoring at or above level 3 on the FCAT Math:  2012: 49% 2011: 70% 2010: 76%  % of students in all curriculum groups scoring at or above level 3 on FCAT Math by grade levels: <table style="margin-left: auto; margin-right: auto;"> <tr> <td>2010</td> <td>2011</td> <td>2012</td> </tr> </table>	2010	2011	2012	<b>ALL STUDENTS:</b>  All students will be instructed using the district's Comprehensive Balanced Mathematics Model. Teachers will provide explicit instruction in problem solving, reasoning and proof, communication, connections, and representation. Through this instruction students will be able to make sense of problems and persevere in solving them, look for and express regularity in repeated reasoning, reason abstractly and quantitatively, construct viable arguments and critique the reasoning of others, attend		<b>PDSP Focus:</b> Data analysis training and collaboration for Professional Learning Communities will allow teachers to share, model, and reflect on daily practice/instruction. A school wide emphasis on formative instruction through data analysis, data chats and Response to Intervention will be initiated.  Implementation of Common	Weekly newsletters Parent conferences Think Central Passport to Success School email School website Parent Portal Edmodo
2010	2011	2012					

<b>3rd</b>	95%	64%	39%	to precision, look for and make use of structure, model with mathematics, and use appropriate tools strategically.		Core State Standards K-12 <sup>th</sup> in reading, writing, science, history/social studies, and technical subjects with blended instruction math 2 <sup>nd</sup> -12 <sup>th</sup> and full implementation K-1 <sup>st</sup> . Teachers will develop one CIS unit and 1 Close Read unit with grade level groups or department groups. An option to refine this lesson through the lesson study approach will be given.																													
<b>4th</b>	80%	56%	47%																																
<b>5th</b>	69%	42%	59%																																
<b>6th</b>	57%	52%	43%																																
<b>7th</b>	62%	50%	43%																																
<b>8th</b>	81%	54%	45%																																
FCAT Math Mean Scale Score:				Math objectives will be clearly written on the board and explained to the students at the beginning of each lesson to set the purpose for instruction.		Our high-yield strategy focus is increased student motivation through highly engaging instruction. Use of brain –compatible strategies evidenced in the work of Eric Jensen; positive environment, visuals, music, relevant materials, rituals, talking, moving, high challenge/low stress, and feedback.																													
<table border="1"> <thead> <tr> <th></th> <th>2010</th> <th>2011</th> <th>2012</th> </tr> </thead> <tbody> <tr> <td><b>3rd</b></td> <td>357</td> <td>204</td> <td>194</td> </tr> <tr> <td><b>4th</b></td> <td>335</td> <td>215</td> <td>214</td> </tr> <tr> <td><b>5th</b></td> <td>342</td> <td>217</td> <td>226</td> </tr> <tr> <td><b>6th</b></td> <td>321</td> <td>228</td> <td>224</td> </tr> <tr> <td><b>7th</b></td> <td>318</td> <td>234</td> <td>233</td> </tr> <tr> <td><b>8th</b></td> <td>336</td> <td>244</td> <td>243</td> </tr> </tbody> </table>									2010	2011	2012	<b>3rd</b>	357	204	194	<b>4th</b>	335	215	214	<b>5th</b>	342	217	226	<b>6th</b>	321	228	224	<b>7th</b>	318	234	233	<b>8th</b>	336	244	243
	2010	2011	2012																																
<b>3rd</b>	357	204	194																																
<b>4th</b>	335	215	214																																
<b>5th</b>	342	217	226																																
<b>6th</b>	321	228	224																																
<b>7th</b>	318	234	233																																
<b>8th</b>	336	244	243																																
Math intervention strategies and best practices learned during professional development will be implemented in each classroom. The literacy coach will provide teachers guidance when applicable for continued on going professional development.																																			
Online resources an materials will be used accessed for teacher planning and student practice including:																																			
<ul style="list-style-type: none"> <li>• SuccessMaker</li> <li>• Daily 5 Math</li> <li>• FCAT Explorer</li> <li>• BrainPop</li> <li>• BrainPop Jr.</li> <li>• Wikispace</li> <li>• Edmodo</li> <li>• Starfall</li> <li>• PBS Videos</li> <li>• Megamath</li> <li>• Mathmagician</li> <li>• Math Trail</li> <li>• Accelerated Math</li> <li>• Math Facts in a Flash</li> <li>• Think Central</li> <li>• Tangmath</li> </ul>																																			
% of Students in Level 3-5 on FCAT Math:																																			
3 <sup>rd</sup> Grade																																			
	Level 3	Level 4	Level 5																																
2010	36	42	16																																
2011	36	14	14																																
2012	25	11	4																																
4 <sup>th</sup> Grade																																			
	Level 3	Level 4	Level 5																																
2010	41	27	11																																
2011	31	16	9																																
2012	25	10	12																																
5 <sup>th</sup> Grade																																			
	Level 3	Level 4	Level 5																																
2010	34	27	8																																
Classroom instruction will be explicit, systematic, scaffolded, differentiated and																																			

2011	23	9	10	guided by data analysis using (as determined by the grade level):	<ul style="list-style-type: none"> <li>• DEA</li> <li>• STAR Math</li> <li>• Teacher Observations</li> <li>• Unit Assessments</li> <li>• Math Chapter Test</li> <li>• Mid-Chapter Test</li> <li>• Big Idea Test</li> <li>• Benchmark Test</li> </ul>			
2012	33	16	11					
6 <sup>th</sup> Grade				Teachers, principal, and guidance counselor will analyze the data by grade level in order to identify best practices and strategies to meet students' needs. The data gleaned from these assessments will drive instruction in each classroom and teachers will use results to differentiate instruction.				
	Level 3	Level 4	Level 5					
2010	29	25	2					
2011	28	11	12					
2012	27	14	2	Teachers will increase student motivation using a variety of teaching materials, methods and resources to enhance core instruction:	<ul style="list-style-type: none"> <li>• Singapore Math</li> <li>• Drops in a Bucket</li> <li>• Math Stations</li> <li>• Mountain Math</li> <li>• Minute Math</li> <li>• Go Math</li> <li>• DEA Probes/video tutorials</li> <li>• Dry Erase Boards</li> <li>• Small Group Instruction</li> <li>• Student-Led Practice</li> <li>• Math Journaling</li> </ul>			
7 <sup>th</sup> Grade								
	Level 3	Level 4	Level 5					
2010	41	15	6					
2011	35	14	1	STEM has been added as an elective for middle school students. This project based course is a hands-on extension to the science and math core curriculum.				
2012	24	13	7					
8 <sup>th</sup> Grade								
	Level 3	Level 4	Level 5					
2010	47	17	17	Academic teams promote logical thinking through challenging and engaging competitions.	<ul style="list-style-type: none"> <li>• Odyssey of the Mind</li> </ul>			
2011	36	8	10					
2012	24	11	10					
<b>Percentage of Mean Points Earned by Content Area:</b>								
3 <sup>rd</sup> Grade:								
	Operations Problems Statistics	Fractions	Geometry, Measurement					

2010	79	83	73	<ul style="list-style-type: none"> <li>• Robotics Team</li> <li>• Stem Club</li> <li>• Canstruction</li> <li>• IDEAS Team</li> <li>• Mini Urban Challenge Team</li> <li>• Tech Bowl Team</li> </ul>			
2011	76	60	77				
2012	71	60	62				
4 <sup>th</sup> Grade:				<p><b>STUDENTS BELOW PROFICENCY LEVEL:</b></p> <p>Teacher will collaborate in grade level and department data chats to develop strategies which will enhance mastery of lowest areas identified by student assessment data and progression through the NGSSS/CCSS. Emphasis will be placed on areas of weakness identified by assessment data. Best practices in math will be shared by group and during monthly professional development during early release. Interventions for students not progressing with classroom interventions will be discussed during data chats. The group will assist in the development of an action plan in response to the students needs. Students that the group determines have been given sufficient remediation but haven't shown improvement will be placed on a PMP and presented to the Rtl team. Identified students will receive remediation beyond the classroom instruction through Title I, ESE and/or after school tutoring.</p> <p>Technology Resources will be used to provide additional practice on their independent level:</p> <ul style="list-style-type: none"> <li>• Accelerated Math</li> <li>• SuccessMaker</li> <li>• Math Facts in a Flash</li> <li>• Think Central</li> <li>• DEA probes</li> </ul>			
	Operations Problems	Base Ten Fractions	Geometry, Measurement				
2010	69	71	80				
2011	76	64	67				
2012	78	70	67				
5 <sup>th</sup> Grade:							
	Base Ten Fractions	Expressions Equations Statistics	Geometry, Measurement				
2010	64	55	58				
2011	55	60	43				
2012	64	60	57				
6 <sup>th</sup> Grade:							
	Fractions, Ratios, Proportional Relationships, Statistics	Expressions Equations	Geometry,				

2010	61	63	56	<b>GIFTED AND ACCELERATED PROGRAMS:</b>	Students identified as gifted will be serviced by a certified gifted teacher through a pull-out program. Students will be challenged to complete individual multiple intelligence projects based on the research from Howard Gardner.				
2011	56	65	44						
2012	50	59	44						
7 <sup>th</sup> Grade:				Middle and High School Gifted and Talented students will attend 4 seminar series in a year. The focus will be on career exploration and college readiness. Careers of high interest will be researched by individuals along with plans for goal attainment. Students will tour college campuses and explore options for post-secondary education opportunities.	Identified 3-5 students showing academic achievements above proficiency will be placed in an accelerated program. Teachers will provide enrichment opportunities for students through instruction at student's independent level.				
	Base Ten	Proportional Relationships	Geometry, Measurement						Statistics,
2010	56	67	59						67
2011	55	50	54						63
2012	55	50	54	63					
8 <sup>th</sup> Grade:									
	Operations, Problems, Statistics	Expressions, Equations, Functions	Geometry, Measurement						
2010	54	67	58						
2011	58	58	53						
2012	58	58	47						
% of Grade Distribution Algebra I End of Course Exam (EOC):									
				Percentage in Achievement Levels					
				1	2	3	4	5	
7th	0	0	40	25	35				



8th	0	13	56	25	6
9th	6	27	55	10	2
10th	6	76	18	0	0
All	4	26	46	15	9

% of Grade Distribution  
Geometry End of Course  
Exam (EOC):

Percentage in Each Third		
1	2	3

9th	0	23	77
10th	39	32	29
11th	53	40	7
All	29	27	44

**% of students who scored  
Level 1 on FCAT Math:**

**2010 2011 2012**

<b>3rd</b>	0	14	23
<b>4th</b>	5	12	16
<b>5th</b>	8	24	8
<b>6th</b>	20	14	20
<b>7th</b>	12	14	21
<b>8th</b>	1	13	16

**Percentage of Students who  
scored Level 2 on FCAT  
Math:**

**2010 2011 2012**

<b>3rd</b>	5	21	38
<b>4th</b>	15	32	36
<b>5th</b>	22	35	33

<b>6th</b>	23	34	38
<b>7th</b>	26	36	36
<b>8th</b>	18	33	39

**From NCLB Report- % Math Below Grade Level:**

	2010	2011	2012
SWD	50	51	
ED	61	67	
School Total	67	70	

**Students who regressed on FCAT Math:**

	2010	2011	2012
<b>4th</b>	41	39	39
<b>5th</b>	25	42	22
<b>6th</b>	30	50	46
<b>7th</b>	27	29	43
<b>8th</b>	13	15	35

**Gifted Students:**

1<sup>st</sup>-  
2<sup>nd</sup>-  
3<sup>rd</sup>- 2  
4<sup>th</sup>- 2  
5<sup>th</sup>- 3  
6<sup>th</sup>-  
7<sup>th</sup>- 1  
8<sup>th</sup>-  
9<sup>th</sup>- 1  
10<sup>th</sup>- 2  
11<sup>th</sup>- 1  
12<sup>th</sup>-

--	--	--	--	--

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

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

Objective	The percentage of 4, 8, 10grade students scoring 4.0 and above on FCAT Writing will be at least 4 <sup>th</sup> - 34%, 8 <sup>th</sup> - 40%, and 10 <sup>th</sup> - 34%. (District Objective: <input checked="" 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 Writing Scores  4 <sup>th</sup> Grade: <table border="1" style="margin-left: 20px;"> <thead> <tr> <th></th> <th>Narrative</th> <th>Expository</th> </tr> </thead> <tbody> <tr> <td>2010</td> <td>3.5</td> <td></td> </tr> <tr> <td>2011</td> <td></td> <td>4.1</td> </tr> <tr> <td>2012</td> <td>3.4</td> <td></td> </tr> </tbody> </table> 8 <sup>th</sup> Grade: <table border="1" style="margin-left: 20px;"> <thead> <tr> <th></th> <th>Narrative</th> <th>Expository</th> <th>Persuasive</th> </tr> </thead> <tbody> <tr> <td>2010</td> <td></td> <td>4.1</td> <td></td> </tr> <tr> <td>2011</td> <td></td> <td>4.3</td> <td></td> </tr> <tr> <td>2012</td> <td></td> <td></td> <td>3.4</td> </tr> </tbody> </table>		Narrative	Expository	2010	3.5		2011		4.1	2012	3.4			Narrative	Expository	Persuasive	2010		4.1		2011		4.3		2012			3.4	<p>Explicit writing instruction will be delivered in all classrooms with many opportunities to write. Varying purposes and formats for writing along with conventions will be instructed in all content areas.</p> <p>Course descriptions and CCSS will be used to guide instruction and develop curriculum for grades 2<sup>nd</sup> -12<sup>th</sup>. K-1<sup>st</sup> grade will base teaching objectives on CCSS. Teachers will articulate and begin implementing rigorous grade-level expectations in the areas of argument, informational/explanatory writing and narrative writing. Students will be given multiple opportunities to respond to content both orally and written. This will become evidenced in the students support/justification of their claim by citing a specific text, experiment or event.</p> <p>Writing objectives will be clearly written on the board and explained to students at the beginning of each lesson to set the purpose for instruction. The objective may be integrated within other contents and disciplines.</p> <p>Content area writing will include but not be</p>		<p><b>PDSP Focus:</b> Professional development will focus on strategies and purposes for increased student writing. Review of CCSS and exemplar papers will be used to provide teachers and students a model. Strategies to be demonstrated are: text response, persuasive writing, and claim/evidence.</p> <p>Teachers will continue to refine instruction using the Florida Writes rubric with specific focus on grammar and editing. Teachers will collaborate with grade level and cross grade level on writing development and increased expectations.</p> <p>Our high-yield strategy focus is increased student motivation through highly engaging instruction. Use of brain –compatible strategies evidenced in the work of Eric</p>	Weekly newsletters Parent conferences Think Central Passport to Success School email School website Parent Portal Edmodo
	Narrative	Expository																														
2010	3.5																															
2011		4.1																														
2012	3.4																															
	Narrative	Expository	Persuasive																													
2010		4.1																														
2011		4.3																														
2012			3.4																													

10 <sup>th</sup> :				
		Narrative	Expository	Persuasive
2010				3.5
2011			4.0	
2012				3.4

**Percentage of Students Earning Each Score Point: 4<sup>th</sup> Grade:**

	2010	2011	2012
<b>1</b>	0	0	1
<b>1.5</b>			2
<b>2</b>	9	1	6
<b>2.5</b>			9
<b>3</b>	38	14	31
<b>3.5</b>			20
<b>4</b>	42	60	17
<b>4.5</b>			9
<b>5</b>	8	25	3
<b>5.5</b>			1
<b>6</b>	2	0	1

**8<sup>th</sup> Grade:**

	2010	2011	2012
<b>1</b>	0	0	0
<b>1.5</b>			0
<b>2</b>	3	2	5
<b>2.5</b>			9
<b>3</b>	20	11	32
<b>3.5</b>			16

- limited to:
- Prompt writing
  - Student response journals
  - Student logs/notebooks
  - Research reports
  - Comparisons of two or more ideas/texts
  - Guided note taking
  - Graphic organizers
  - Claims/Evidence

Writing instruction is structured around the four tiers of the state writing rubric: focus, organization, support and conventions. Instructional methods include:

- Analysis of anchor papers
- Melissa Forney Strategies
- Writing conferencing
- Word list/ word wall
- Picture books for mentor text
- Writing Centers

Teachers will instruct students through each stage of the writing process: write, revise, edit and publish.

Digital tools will be used to enhance writing topics, research topics, and publish works.

Greater emphasis will be placed on grammar and conventions. Teachers will provide direct instruction and continuous practice throughout the year utilizing resources such as bell ringers, Caught Ya, peer editing and student work samples.

Teacher will collaborate in grade level and department data chats to develop strategies which will enhance mastery of lowest areas identified by student assessment data and progression through the NGSSS/CCSS. Emphasis will be placed on areas of weakness identified by assessment data.

Awakening Brilliance in Writer's Workshop

Jensen; positive environment, visuals, music, relevant materials, rituals, talking, moving, high challenge/low stress, and feedback.

Digital Educators will offer technology trainings after school and during early release for increased use of technology based instruction.

Data analysis training and collaboration for Professional Learning Communities will allow teachers to share, model, and reflect on daily practice/instruction. A school wide emphasis on formative instruction through data analysis, data chats and Response to Intervention will be initiated.

4	48	47	31
4.5			5
5	27	34	0
5.5			1
6	2	5	0

**10<sup>th</sup> Grade:**

	2010	2011	2012
1	1	1	0
1.5			0
2	6	0	5
2.5			11
3	42	19	26
3.5			27
4	44	61	20
4.5			6
5	6	16	3
5.5			1
6	0	3	0

**Percentage of Students Scoring 3.0 and Above:**

	4th	8th	10th
2010	90	97	93
2011	99	98	99
2012	82	86	84

**Percentage of Students Scoring 4.0 and Above:**

	4th	8th	10th
2010	52	77	51
2011	85	87	80
2012	31	37	31

Best practices in writing will be shared by group and during monthly professional development during early release. Interventions for students not progressing with classroom interventions will be discussed during data chats. The group will assist in the development of an action plan in response to the students needs. Students that the group determines have been given sufficient remediation but haven't shown improvement will be placed on a PMP and presented to the RtI team. Identified students will receive remediation beyond the classroom instruction through Title I, ESE, Florida State Research Project, and/or after school tutoring.

Literacy intervention strategies and best practices learned during professional development will be implemented in each classroom. The Literacy Coach will provided teachers guidance as needed for ongoing professional development.

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

School: Baker School	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 5 <sup>th</sup> and 8 <sup>th</sup> 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 5 <sup>th</sup> grade 46% and 8 <sup>th</sup> grade 46%. (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 78%. (District Objective: <input checked="" 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 Mean Scale Score:  <table border="1"> <tr> <td>5th</td> <td>Baker</td> <td>District</td> </tr> <tr> <td>2010</td> <td>325</td> <td></td> </tr> <tr> <td>2011</td> <td>311</td> <td></td> </tr> <tr> <td>2012</td> <td>340</td> <td>343</td> </tr> </table>  <table border="1"> <tr> <td>8th</td> <td>Baker</td> <td>District</td> </tr> <tr> <td>2010</td> <td>330</td> <td></td> </tr> <tr> <td>2011</td> <td>329</td> <td></td> </tr> <tr> <td>2012</td> <td>320</td> <td>345</td> </tr> </table>  % of students in all curriculum groups scoring at or above level 3 on FCAT Science by grade levels:  <table border="1"> <tr> <td></td> <td>2010</td> <td>2011</td> <td>2012</td> </tr> <tr> <td>5th</td> <td>49%</td> <td>41%</td> <td>43%</td> </tr> <tr> <td>8th</td> <td>59%</td> <td>53%</td> <td>43%</td> </tr> </table>	5th	Baker	District	2010	325		2011	311		2012	340	343	8th	Baker	District	2010	330		2011	329		2012	320	345		2010	2011	2012	5th	49%	41%	43%	8th	59%	53%	43%	ALL STUDENTS:  Course descriptions and CCSS will be used to guide instruction and develop curriculum for grades 2 <sup>nd</sup> -12 <sup>th</sup> . K-1 <sup>st</sup> grade will base teaching objectives on CCSS. CCSS for reading in science are meant to complement the specific content demands of the disciplines not replace them. Teachers will articulate and begin implementing rigorous grade-level expectations in the areas of key ideas and details, craft and structure, integration of knowledge and ideas, and text complexity. Teachers will develop students understanding of domain-specific words and phrases. Institute practices such as CIS to heighten awareness to precise details; and the capacity to evaluate intricate arguments, synthesize complex information, and follow detail descriptions of events and concepts. When reading scientific and technical texts, students need to be able to gain knowledge from challenging texts that often make extensive use of elaborate diagrams and data to		<b>PDSP Focus:</b>  Implementation of Common Core State Standards K-12 <sup>th</sup> in reading, writing, science, history/social studies, and technical subjects with blended instruction math 2 <sup>nd</sup> -12 <sup>th</sup> and full implementation K-1 <sup>st</sup> . Teachers will develop one CIS unit and 1 Close Read unit with grade level groups or department groups. An option to refine this lesson through the lesson study approach will be given. Science teachers attended OCSD training during preplanning with emphasis on Close Reading and CIS. Teachers will be trained on the purpose and process for us of topic questions, text coding, guided vocabulary instruction, directed note-taking and question	Teacher websites Weekly newsletters Parent conferences Think Central Passport to Success School email School website Parent Portal Edmodo
5th	Baker	District																																						
2010	325																																							
2011	311																																							
2012	340	343																																						
8th	Baker	District																																						
2010	330																																							
2011	329																																							
2012	320	345																																						
	2010	2011	2012																																					
5th	49%	41%	43%																																					
8th	59%	53%	43%																																					

<p>% of Students in Level 3-5 on FCAT Science: 5<sup>th</sup> Grade</p> <table border="1"> <thead> <tr> <th></th> <th>Level 3</th> <th>Level 4</th> <th>Level 5</th> </tr> </thead> <tbody> <tr> <td>2010</td> <td>35</td> <td>7</td> <td>6</td> </tr> <tr> <td>2011</td> <td>28</td> <td>10</td> <td>3</td> </tr> <tr> <td>2012</td> <td>39</td> <td>22</td> <td>3</td> </tr> </tbody> </table>						Level 3	Level 4	Level 5	2010	35	7	6	2011	28	10	3	2012	39	22	3	<p><b>convey information and illustrate concepts.</b></p> <p>Science objectives will be clearly written on the board and explained to students at the beginning of each lesson to set the purpose for instruction.</p> <p>Best practices and intervention strategies learned during professional development will be implemented in each classroom. The Literacy Coach will provide teachers guidance as needed for ongoing professional development.</p>										<p>generation.</p> <p>6<sup>th</sup>-12<sup>th</sup> grade science teachers will attend training provided by the district during preplanning on close reading and CIS implementation.</p> <p>Teachers will be trained on text complexity and the three considerations: quantitative, qualitative, and reader's task.</p>								
	Level 3	Level 4	Level 5																																				
2010	35	7	6																																				
2011	28	10	3																																				
2012	39	22	3																																				
<p>8<sup>th</sup> Grade</p> <table border="1"> <thead> <tr> <th></th> <th>Level 3</th> <th>Level 4</th> <th>Level 5</th> </tr> </thead> <tbody> <tr> <td>2010</td> <td>48</td> <td>10</td> <td>1</td> </tr> <tr> <td>2011</td> <td>41</td> <td>10</td> <td>2</td> </tr> <tr> <td>2012</td> <td>41</td> <td>7</td> <td>0</td> </tr> </tbody> </table>						Level 3	Level 4	Level 5	2010	48	10	1	2011	41	10	2	2012	41	7	0	<p>Online resources and materials will be accessed for teacher planning and student practice including:</p> <ul style="list-style-type: none"> <li>• Think Central</li> <li>• BrainPop</li> <li>• BrainPop Jr.</li> <li>• Science Fusion</li> <li>• Discovery Education</li> <li>• DEA/probes</li> <li>• PBS Videos</li> <li>• FCAT Explorer</li> </ul>										<p>Our high-yield strategy focus is increased student motivation through highly engaging instruction. Use of brain-compatible strategies evidenced in the work of Eric Jensen; positive environment, visuals, music, relevant materials, rituals, talking, moving, high challenge/low stress, and feedback.</p>								
	Level 3	Level 4	Level 5																																				
2010	48	10	1																																				
2011	41	10	2																																				
2012	41	7	0																																				
<p>% of Grade Distribution Biology I End of Course Exam (EOC):</p> <table border="1"> <thead> <tr> <th rowspan="2"></th> <th colspan="3">Percentage in Each Third</th> </tr> <tr> <th>1</th> <th>2</th> <th>3</th> </tr> </thead> <tbody> <tr> <td>9th</td> <td>10</td> <td>67</td> <td>23</td> </tr> <tr> <td>10th</td> <td>41</td> <td>44</td> <td>15</td> </tr> <tr> <td>All</td> <td>25</td> <td>52</td> <td>23</td> </tr> </tbody> </table>						Percentage in Each Third			1	2	3	9th	10	67	23	10th	41	44	15	All	25	52	23	<p>Classroom instruction will be explicit, systematic, scaffolded, differentiated and guided by data analysis using (as determined appropriate by grade level):</p> <ul style="list-style-type: none"> <li>• DEA</li> <li>• Science Journals</li> <li>• Rubrics</li> <li>• Chapter test</li> <li>• Unit assessments</li> </ul>										<p>Digital Educators will offer technology trainings after school and during early release for increased use of technology based instruction.</p>					
	Percentage in Each Third																																						
	1	2	3																																				
9th	10	67	23																																				
10th	41	44	15																																				
All	25	52	23																																				
<p>Percentage of Mean Points Earned by Content Areas:</p> <p>5<sup>th</sup> Grade:</p> <table border="1"> <thead> <tr> <th></th> <th>Nature of Science</th> <th>Earth and Space</th> <th>Physical Science</th> <th>Life Science</th> </tr> </thead> <tbody> <tr> <td>2010</td> <td>64</td> <td>70</td> <td>64</td> <td>69</td> </tr> <tr> <td>2011</td> <td>64</td> <td>55</td> <td>69</td> <td>62</td> </tr> <tr> <td>2012</td> <td>70</td> <td>75</td> <td>69</td> <td>79</td> </tr> </tbody> </table>						Nature of Science	Earth and Space	Physical Science	Life Science	2010	64	70	64	69	2011	64	55	69	62	2012	70	75	69	79	<p>Teachers, principal, guidance counselor, and literacy coach will analyze the data by grade level in order to identify best practices and strategies to meet students' needs. The data gleaned from these assessments will drive instruction in each classroom and teachers will use results to</p>										<p>Data analysis training and collaboration for Professional Learning Communities will allow teachers to share, model, and reflect on daily practice/instruction. A school wide emphasis on formative instruction through data analysis, data chats and Response to Intervention will be initiated.</p> <p>Teachers will collaborate and plan for instruction with grade</p>				
	Nature of Science	Earth and Space	Physical Science	Life Science																																			
2010	64	70	64	69																																			
2011	64	55	69	62																																			
2012	70	75	69	79																																			



8 <sup>th</sup> Grade:					<p>differentiate instruction. Students not obtaining academic proficiency will be remediated by the classroom teacher. Analysis of student work and test performance will determine if at risk students are struggling due to concept obtainment or reading/writing deficiency. Identified students will be monitored through PMP and referred to the Rtl team if necessary.</p> <p>To increase student motivation and engagement science instruction will include a variety of labs and hands-on opportunities.</p> <ul style="list-style-type: none"> <li>All students 5<sup>th</sup>-12<sup>th</sup> grade will have an opportunity to participate in the school science fair. Selected projects will compete in the regional science fair.</li> <li>Select grade levels will extend learning through participation in/with Marsville, Science Conservation Camp, Emerald Coast Science Center, and Biophlia Center.</li> <li>An elementary science lab is available for classroom use.</li> <li>AIMS Science and real world activities.</li> </ul> <p>The Nature of Science will be taught and referenced throughout the year. Providing students multiple opportunities to apply and review scientific processes.</p> <p>STEM has been added as an elective for middle school students. This project based course is a hands-on extension to the science and math core curriculum.</p> <p>Academic teams promote scientific thinking through challenging and engaging competitions. Participants share concepts</p>	<p>level and cross grade level on the scientific process/ science fair.</p>													
	Nature of Science	Earth and Space	Physical Science	Life Science															
2010	80	62	64	64															
2011	77	55	69	64															
2012	64	60	73	67															
<p><b>% of students who scored Level 1 on FCAT Science:</b></p> <table border="1"> <thead> <tr> <th></th> <th>2010</th> <th>2011</th> <th>2012</th> </tr> </thead> <tbody> <tr> <td>5<sup>th</sup></td> <td>16</td> <td>27</td> <td>11</td> </tr> <tr> <td>8<sup>th</sup></td> <td>13</td> <td>7</td> <td>13</td> </tr> </tbody> </table>						2010	2011	2012	5 <sup>th</sup>	16	27	11	8 <sup>th</sup>	13	7	13			
	2010	2011	2012																
5 <sup>th</sup>	16	27	11																
8 <sup>th</sup>	13	7	13																
<p><b>Students who scored Level 2 on FCAT Science:</b></p> <table border="1"> <thead> <tr> <th></th> <th>2010</th> <th>2011</th> <th>2012</th> </tr> </thead> <tbody> <tr> <td>5<sup>th</sup></td> <td>35</td> <td>32</td> <td>24</td> </tr> <tr> <td>8<sup>th</sup></td> <td>28</td> <td>40</td> <td>39</td> </tr> </tbody> </table>						2010	2011	2012	5 <sup>th</sup>	35	32	24	8 <sup>th</sup>	28	40	39			
	2010	2011	2012																
5 <sup>th</sup>	35	32	24																
8 <sup>th</sup>	28	40	39																

	<p>learned with classes and through a school science night hosted by the teams.</p> <ul style="list-style-type: none"> <li>• Odyssey of the Mind</li> <li>• Robotics Team</li> <li>• Stem Club</li> <li>• Canstruction</li> <li>• IDEAS Team</li> <li>• Mini Urban Challenge Team</li> <li>• Tech Bowl Team</li> </ul>			
--	--	--	--	--

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

<b>School: Baker School</b>	<b>School Focus: College Readiness/Academic Acceleration</b>
<b>School Objective:</b>	

<b>Target Group(s) Supporting Data (summary) – Provide 3 year historical data chart</b>	<b>Strategies/innovative methods &amp; extended learning opportunities</b> <small>Include technology and assessment</small>	<b>Budget</b>	<b>Professional Development</b> <small>(Identify measurable teacher outcome)</small>	<b>Communication with Parents &amp; Customer Relations</b> <small>(Community/Parent awareness)</small>																																																							
<p><b>Child Care Certifications:</b></p> <table border="1"> <thead> <tr> <th></th> <th>9th</th> <th>10th</th> <th>11th</th> <th>12th</th> </tr> </thead> <tbody> <tr> <td>CAAN</td> <td>12</td> <td>7</td> <td>7</td> <td>3</td> </tr> <tr> <td>FACR</td> <td>3</td> <td>4</td> <td>6</td> <td>0</td> </tr> <tr> <td>HSAN</td> <td>12</td> <td>9</td> <td>6</td> <td>3</td> </tr> <tr> <td>BOAS</td> <td>10</td> <td>4</td> <td>5</td> <td>1</td> </tr> <tr> <td>CGAD</td> <td>9</td> <td>2</td> <td>6</td> <td>2</td> </tr> <tr> <td>PSP</td> <td>8</td> <td>4</td> <td>6</td> <td>2</td> </tr> </tbody> </table> <p><b>Welding:</b></p> <table border="1"> <thead> <tr> <th></th> <th>9th</th> <th>10th</th> <th>11th</th> <th>12th</th> </tr> </thead> <tbody> <tr> <td>OSHA</td> <td>22</td> <td>6</td> <td>3</td> <td>2</td> </tr> <tr> <td>Core</td> <td>21</td> <td>9</td> <td>4</td> <td>5</td> </tr> <tr> <td>NCCER 061</td> <td></td> <td></td> <td></td> <td>8</td> </tr> </tbody> </table>		9th	10th	11th	12th	CAAN	12	7	7	3	FACR	3	4	6	0	HSAN	12	9	6	3	BOAS	10	4	5	1	CGAD	9	2	6	2	PSP	8	4	6	2		9th	10th	11th	12th	OSHA	22	6	3	2	Core	21	9	4	5	NCCER 061				8	<p>Secondary gifted program; quarterly seminars</p> <p>AP and honors classes Introduction of AP European History</p> <p>Science Fair</p> <p>IDEAS competition</p> <p>Odyssey of the Mind competition</p> <p>Choice Program</p> <p>Gifted and Talented Seminars</p> <p>Dual enrollment</p> <p>Career Fairs</p> <p>Financial aide workshops for students and parents</p> <p>FCATS.org and Fastweb.org (interest inventory, career exploration, and resumes)</p> <p>Increase number of students in honor classes in middle school</p> <p>Continuation of 5<sup>th</sup> grade education planning</p>	<p>ESE Guaranteed Gifted</p> <p>Teacher salaries and training</p> <p>Materials and supplies</p> <p>Materials and supplies</p> <p>Financial assistance through SAC</p> <p>No cost</p> <p>Teacher salaries</p> <p>No cost</p> <p>Materials</p> <p>Testing materials</p>	<p><b>PDSP Focus:</b></p> <p><b>Objective/other:</b> Teachers will be trained to advise 8<sup>th</sup> – 11<sup>th</sup> graders and their parents in high school registration.</p> <p>Teachers will participate in learning communities to research and implement college readiness/academic acceleration best practices.</p>	<p>A parent climate survey will be sent to all parents and data collected from the evaluation of school programs.</p> <p>In order to maintain parent/teacher contact, teachers can use a variety of ways such as: student planners, conferences, Grades online, printed grade sheets, phone conferences, Schoolnotes, etc.</p> <p>Invite parents to special recognition programs such as high school awards.</p>
	9th	10th	11th	12th																																																							
CAAN	12	7	7	3																																																							
FACR	3	4	6	0																																																							
HSAN	12	9	6	3																																																							
BOAS	10	4	5	1																																																							
CGAD	9	2	6	2																																																							
PSP	8	4	6	2																																																							
	9th	10th	11th	12th																																																							
OSHA	22	6	3	2																																																							
Core	21	9	4	5																																																							
NCCER 061				8																																																							

<b>Computers Microsoft Bundle:</b>				<p>night.</p> <p>Continuation of 8<sup>th</sup> grade education planning night</p> <p>Counseling for students to encourage completion of high school</p> <p>Effective usage of performed based program</p> <p>8<sup>th</sup> grade Instructional Technology for high school credit</p> <p>8<sup>th</sup> grade Spanish for high school credit</p> <p>Implement leadership classes in the middle school</p> <p>Extend the time students are provided instruction addressing their identified needs and provide materials to support that instruction through resource labs, individual/small group instruction, &amp; extended day/year remediation</p>	<p>No cost</p> <p>No cost</p> <p>No cost</p> <p>No cost</p> <p>No cost</p> <p>No cost</p> <p>Teacher salaries</p> <p>Teacher salaries</p> <p>Teacher salaries</p> <p>Teacher salaries</p> <p>Teacher salaries</p> <p>Teacher salaries</p> <p>POC</p> <p>Title I</p> <p>SAI</p> <p>SAC</p>		
	Word 2007	PPT 2007	Excel 2007				
7th	9	10	9				
8th	7	5	5				
9th	18	13	11				
10th	8	7	6				
11th	6	6	4				
12th	4	4	2				
<b>Computers Web Design:</b>							
	Adobe Dreamweaver Associate						
9th	2						
10th	1						
11th	4						
12th	6						

- 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: Baker 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)
<p>All teachers at Baker School are currently highly qualified. All teachers will participate in professional development activities in order to maintain this status. Professional development will be conducted in all content areas with the areas of reading, mathematics, science, and writing emphasized.</p>	<p>A. Applicants may apply online            B. The professional development office is in the process of developing the following informational resources for potential applicants: printed fliers on the online application process and information on Okaloosa County School District, printed brochures on steps to become a certified, highly qualified educator, and fliers designed to provide information on the general area of Okaloosa County.            C. The professional development office is in the process of redesigning the professional development web site in order to make it more user-friendly.            D. Realigning the new teacher program in order to match it to the standards which are required to be considered highly qualified.            Peer teachers are assigned to new teachers.</p>	<p>Kindergarten Round Up (communication to the community to enroll perspective kindergarten students through newsletters and school marquee)            Kindergarten Parent’s Orientation (parents meet with kindergarten teachers to review classroom procedures and expectations without the presences of students)            Kindergarten Student’s Orientation (students meet with teachers to view and organize their belongings in the classroom prior to the beginning of school)            Fall Orientation            Spring Orientation</p>

- 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

<b>Accreditation Standards</b>
--------------------------------

- |  |
|--|
| <ol style="list-style-type: none"><li>1. Vision and Purpose</li><li>2. Governance and Leadership</li><li>3. Teaching and Learning</li><li>4. Documenting and Using Results</li><li>5. Resources and Support Systems</li><li>6. Stakeholder Communication and Relationships</li><li>7. Commitment to Continuous Improvement</li></ol> |
|--|

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

- Close Reading/ Comprehension Instructional Sequence Lessons
- 

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

- Data team minutes
- 

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

- Student feedback survey results
- 

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.

- Family Night sign-in, agendas and exit surveys
-