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



Gerard Robinson, Commissioner Florida Department of Education 325 West Gaines Street Tallahassee, Florida 32399

Dr. Mike Grego, Chancellor K-12 Public Schools Florida Department of Education 325 West Gaines Street Tallahassee, Florida 32399

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	Place job postings on district website www.baker.k12.fl.us	Secretary to the Superintendent		We currently have all positions filled with highly qualified staff.
2	Utilize the website TeachertoTeacher.com	Assistant	As job openings become available	
3		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 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees		% Reading Endorsed 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 Trainining 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

Note: For Title I schools only

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.

itle I, Part C- Migrant
itle I, Part D
itle II
itle III
itle X- Homeless
upplemental Academic Instruction (SAI)
iolence Prevention Programs
utrition Programs
lousing Programs
lead Start
dult Education
areer and Technical Education
ob Training
ther
Multi-Tiered System of Supports (MTSS)/Response to Instruction/Intervention (RtI)
School-based MTSS/RtI Team
dentify 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.

-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.

dontify the school based I	iteracy Leadership Team (LLT).
dentity the school-based L	ineracy 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	
D. IVIX	
escribe how the school-ba	ased LLT functions (e.g., meeting processes and roles/functions).
The LLT meets monthly to	o review progress monitoring and other data and discuss professional development needs.
What will be the major initi	ictives of the LLT this year?
vnat will be the major initi	iatives of the LLT this year?
Provide professional deve	elopment for increasing knowledge on the RtI process and using data results for intervention.
Supplemental Educationa	al Services (SES) Notification
Supplemental Educationa No Attachment	
No Attachment	nools Only: Pre-School Transition
Supplemental Educationa No Attachment Elementary Title I Sch	
Supplemental Educationa No Attachment Elementary Title I Sch escribe plans for assisting pplicable.	nools Only: Pre-School Transition
Supplemental Educationa No Attachment Elementary Title I Schescribe plans for assisting pplicable. Grades 6-12 Only	nools Only: Pre-School Transition
Supplemental Educationa No Attachment Elementary Title I Sch rescribe plans for assisting pplicable. Grades 6-12 Only ec. 1003.413(b) F.S.	nools Only: Pre-School Transition g preschool children in transition from early childhood programs to local elementary school programs
Supplemental Educationa No Attachment Elementary Title I Sch rescribe plans for assisting pplicable. Grades 6-12 Only ec. 1003.413(b) F.S.	nools Only: Pre-School Transition
Supplemental Educationa No Attachment Elementary Title I Sch rescribe plans for assisting pplicable. Grades 6-12 Only ec. 1003.413(b) F.S. or schools with Grades 6-7	nools Only: Pre-School Transition g preschool children in transition from early childhood programs to local elementary school programs
Supplemental Educationa No Attachment Elementary Title I Sch escribe plans for assisting pplicable. Grades 6-12 Only ec. 1003.413(b) F.S. or schools with Grades 6-4 High Schools Only	nools Only: Pre-School Transition g preschool children in transition from early childhood programs to local elementary school programs 12, describe the plan to ensure that teaching reading strategies is the responsibility of every teacher
Supplemental Educationa No Attachment Elementary Title I Sch escribe plans for assisting pplicable. Grades 6-12 Only ec. 1003.413(b) F.S. or schools with Grades 6- High Schools Only ote: Required for High School ow does the school incorp	nools Only: Pre-School Transition g preschool children in transition from early childhood programs to local elementary school programs
Supplemental Educationa No Attachment Elementary Title I Sch rescribe plans for assisting pplicable. Grades 6-12 Only ec. 1003.413(b) F.S. or schools with Grades 6-4 High Schools Only lote: Required for High Sch low does the school incorp	nools Only: Pre-School Transition g preschool children in transition from early childhood programs to local elementary school programs 12, describe the plan to ensure that teaching reading strategies is the responsibility of every teacher 1001 - Sec. 1003.413(g)(j) F.S.
Supplemental Educationa No Attachment Elementary Title I Sch rescribe plans for assisting pplicable. Grades 6-12 Only ec. 1003.413(b) F.S. or schools with Grades 6-4 High Schools Only lote: Required for High Sch	nools Only: Pre-School Transition g preschool children in transition from early childhood programs to local elementary school programs 12, describe the plan to ensure that teaching reading strategies is the responsibility of every teacher 1001 - Sec. 1003.413(g)(j) F.S.

Postsecondary Transition
Note: Required for High School - Sec. 1008.37(4), F.S.
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

of improvement for the following group:

1a. FCAT2.0: Students scoring at Achievement Level 3 in

Reading Goals

reading.

Reading Goal #1a:

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

Every kindergarten class will fully implement and integrate

Reading Common Core State Standards during the

uninterrupted 90 minute reading block.

2012	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.				
		Pr	roblem-Solving Process	to I	ncrease Stu	uder	nt Achievement		
	Anticipated Bar	rier	Strategy	Person or Position Responsible for Monitoring		Process Used to Determine Effectiveness of Strategy		Evaluation Tool	
1	Attendance, tardies	ò,	students will be provided whole and small group instruction, and interventions provided to low performing students	principal, assistant r principal, reading coach, teacher, RTI team, paraprofessionals		monitor lesson plans, grade level meeting, student data, classro walk throughs by principal and assistar principal	om	kindergarten checklist, progress reports, teacher observation, assessments	
2	the curriculum do not match Common Core State Standards at this Directed PALS, My processing proces			prii coa RT	principal, assistant principal, reading coach, teacher,		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
	on the analysis of sprovement for the following		t achievement data, and r g group:	refer	ence to "Gui	ding	Questions", identify a	and c	define areas in need
Stude	lorida Alternate As ents scoring at Lev ing Goal #1b:		nent: 5, and 6 in reading.						
Readi									
2012	Current Level of Po	erforr	nance:		2013 Expected Level of Performance:				
		Pr	oblem-Solving Process	to I	ncrease Stu	ıder	nt Achievement		
Anticipated Barrier Strategy Posi for			Posit Resp or	son or ition Process Used to Determine Effectiveness of Strategy			uation Tool		
			No D)ata	Submitted				

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

Based on the analysis of soft improvement for the fo	student achievement data, Illowing group:	and refer	ence to "Gu	uiding Questions", identif	y and define areas in need
2a. FCAT 2.0: Students Level 4 in reading.	scoring at or above Achi	evement			
Reading Goal #2a:					
2012 Current Level of P	Performance:		2013 Expe	ected Level of Perform	ance:
	Problem-Solving Pro	ocess to I	ncrease St	udent Achievement	
	T	Doros	n or	I	
for				Process Used to Determine Effectiveness of Strategy	Evaluation Tool
		No Data S	Submitted		•
Based on the analysis of of improvement for the fo	student achievement data, Illowing group:	and refer	ence to "Gu	uiding Questions", identif	y and define areas in need
reading.	ssessment: above Achievement Leve	el 7 in			
Reading Goal #2b:					
2012 Current Level of P	Performance:		2013 Ехр	ected Level of Perform	ance:
	Problem-Solving Pro	ocess to I	ncrease St	udent Achievement	
Anticipated Barrier	Strategy	for		Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	•	'	Submitted		,
Based on the analysis of of improvement for the fo	student achievement data, illowing group:	and refer	ence to "Gu	uiding Questions", identif	y and define areas in need
· ·	ge of students making lea	arning			
Reading Goal #3a:					
2012 Current Level of P	Performance:		2013 Expe	ected Level of Perform	ance:

	Problem-Solvi	ng Process to Increase S	tudent Achievement	
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
		No Data Submitted		·
Rased on the analysis o	f student achievemen	t data and reference to "G	uiding Questions" iden	ntify and define areas in need

of improvement for the fol	lowing group:			g _ , ,	
3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading.					
Reading Goal #3b:					
2012 Current Level of Pe	erformance:		2013 Expe	ected Level of Performar	nce:
	Problem-Solving Proces	s to I	ncrease St	udent Achievement	
Anticipated Barrier	Strategy	for		Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	No	Data S	Submitted		
Based on the analysis of s of improvement for the fol	tudent achievement data, and lowing group:	l refer	ence to "Gu	ilding Questions", identify	and define areas in need
4. FCAT 2.0: Percentage making learning gains ir	of students in Lowest 25% reading.				
Reading Goal #4:					
2012 Current Level of Pe	erformance:		2013 Expected Level of Performance:		
	Problem-Solving Proces	s to I	ncrease St	udent Achievement	
for			Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
	No	Data S	Submitted		

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

	jectives (AN	ble Annual MOs). In six year hievement gap	5A :						<u> </u>
Baseline data 2010-2011	2011-201	2 2012-2013	2013-20	014	2014	1-2015	2015-2016		2016-2017
		tudent achievemo	ent data, and	d referei	nce to "Gu	uiding Ques	tions", identify	and d	efine areas in need
1	ın, America	oy ethnicity (Wh an Indian) not m reading.							
Reading Goal	#5B:								
2012 Current	Level of Pe	erformance:		2	2013 Expe	ected Leve	el of Performai	nce:	
		Problem-Sol	ving Proces	s to In	crease St	udent Ach	ievement		
Anticipated B	arrier	Strategy		Positio	Straton		ne Evaluation Tool		uation Tool
			No	Data Su	ubmitted				
									G
of improvemen	t for the fol	lowing subgroup:		referei	nce to "Gl	liaing Ques	tions", identify	and d	efine areas in need
5C. English La satisfactory p		earners (ELL) no reading.	t making						
Reading Goal	#5C:								
2012 Current	Level of Pe	erformance:		2	2013 Expe	ected Leve	el of Performai	nce:	
		Problem-Sol	ving Proces	s to In	crease St	udent Ach	ievement		
Anticipated B	arrier	Strategy		Persor Position Responsion for Monito	on nsible	Process L Determin Effectiver Strategy	е	Evalı	uation Tool
			No		ubmitted				
		tudent achieveme lowing subgroup:		d referei	nce to "Gu	uiding Ques	tions", identify	and d	efine areas in need
5D. Students	with Disab	ilities (SWD) no	t making						

satisfactory progress in reading.

Reading Goal #5D:					
2012 Current Level of Performance:		2013 Exp	2013 Expected Level of Performance:		
	Problem-Solv	ring Process to I	ncrease S	tudent Achievement	
Anticipated Barrier	nticipated Barrier Strategy Posit Resp		on or ion onsible toring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
		No Data	Submitted		

Based on the analysis of of improvement for the for		ta, and refer	ence to "G	uiding Questions", iden	tify and define areas in need
5E. Economically Disadvantaged students not making satisfactory progress in reading.					
Reading Goal #5E:					
2012 Current Level of F	Performance:		2013 Exp	pected Level of Perfor	mance:
	Problem-Solving F	Process to I	ncrease S	tudent Achievement	
Anticipated Barrier	Strategy	for		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)	release) and Schedules	Strategy for Follow- up/Monitoring	Person or Position Responsible for Monitoring
Common Core Reading Standards Implementation and Integration	Kindaraartan	Common Core State Standard and Assessment Leadership Team	Instructional teachers	Days, monitor lesson plans, grade level meeting, student data, "data chats", classroom	monitor lesson plans, grade level meeting, student data, "data chats", classroom walkthroughs by principal, assistant principal	Principal and Assistant Principal

Reading Budget:

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: \$0.0

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

When using percentage	s, include the number of s	tadents the percentage	represents hext to the p	ercernage (e.g., 7070 (33)).
Students speak in Engli	ish and understand spok	en English at grade le	evel in a manner similar	r to non-ELL students.
1. Students scoring p	roficient in listening/s	speaking.		
CELLA Goal #1:				
2012 Current Percent	t of Students Proficien	t in listening/speak	ing:	
	Problem-Solving Pr	rocess to Increase S	Student Achievement	i
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 mar	nner similar to no	on-ELL students.	
2. Students scoring pr	oficient in reading.			
CELLA Goal #2:				
2012 Current Percent	of Students Proficient in r	eading:		
	Problem-Solving Proces	ss to Increase S	itudent 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	n at grade level in a manner	similar to non-E	LL students.	
3. Students scoring pr	oficient in writing.			
CELLA Goal #3:				
2012 Current Percent	of Students Proficient in w	vriting:		
	Problem-Solving Proces	ss to Increase S	tudent Achievement	
Anticipated Barrier	Strategy	Person or Position Responsible for	Process Used to Determine Effectiveness of	Evaluation Tool

CELLA Budget:

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

Monitoring No Data Submitted Strategy

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)).

	on the analysis of sorovement for the follower		t achievement data, and group:	refer	rence to "Gu	iding	Questions", identify	and c	lefine areas in need
math	1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. 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	2012 Current Level of Performance:					ected	d Level of Performar	nce:	
maste		n the	ts in the 2011-2012 achi math end of the year e State Standards.	eved	better on t	he m	arten students will acl nath end of the year o ore Math Standards.		
		Pr	oblem-Solving Process	s to I	ncrease St	uder	nt Achievement		
	Anticipated Barr	ier	Strategy	R	Person or Position Pesponsible Monitoring	for	Process Used to Determine Effectiveness o Strategy		Evaluation Tool
1	attendance, tardies early check outs	,	continue SUMS, implement MacMillan McGraw-Hill math series, curriculum map	pri	ncipal, assis ncipal, teacl I team		monitor lesson plans, grade level meeting, student data, classro walkthroughs by principal, assistant principal		kindergarten checklist, progress reports, teacher observation, assessments
2	The Math series and curriculum do not m Common Core State Standards at this tir	atch	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	pri	ncipal, assit ncipal, teacl I team		monitor lesson plans, grade level meeting, student data, classrowalkthroughs by principal, assistant principal, "data chats"	oom,	kindergarten checklist, progress reports, teacher observation, assessments
D		to a diamen		6		1 -11	· O		I. Constant
	on the analysis of some or some of som		t achievement data, and group:	refer	rence to "Gu	iding	g Questions", identify	and c	lefine areas in need
Stude	lorida Alternate Assents scoring at Leve		nent: 5, and 6 in mathematio	CS.					
2012	2013 Expected Level of Performance:								
		Pr	oblem-Solving Process	s to I	ncrease St	uder	nt Achievement		
Antic	Anticipated Barrier Strategy Posit Resp for				on or tion oonsible toring	Dete Effe	cess Used to ermine activeness of ategy	Eval	uation Tool

No Data Submitted

Based on the analysis of s of improvement for the fol	tudent achievement data, an lowing group:	nd refer	ence to "Gu	uiding Questions", identify	y and define areas in need	
2a. FCAT 2.0: Students s Level 4 in mathematics.	scoring at or above Achiev	/ement				
Mathematics Goal #2a:						
2012 Current Level of Pe	erformance:		2013 Expe	ected Level of Performa	ance:	
	Problem-Solving Proce	ess to I	ncrease St	rudent Achievement		
		Dars	on or			
Anticipated Barrier	Strategy	Posit Resp for		Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
	N	lo Data	Submitted			
Based on the analysis of s of improvement for the fol	tudent achievement data, a lowing group:	nd refer	ence to "Gu	uiding Questions", identify	y and define areas in need	
2b. Florida Alternate As Students scoring at or a mathematics.	sessment: bove Achievement Level 7	7 in				
Mathematics Goal #2b:						
2012 Current Level of Pe	erformance:		2013 Expected Level of Performance:			
	Problem-Solving Proce	ess to I	ncrease St	udent Achievement		
Anticipated Barrier	Strategy	Posit Resp for	on or tion oonsible toring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
	N	lo Data	Submitted			
Based on the analysis of s of improvement for the fol	student achievement data, ar lowing group:	nd refer	rence to "Gu	uiding Questions", identify	y and define areas in need	
3a. FCAT 2.0: Percentag gains in mathematics.	e of students making lear	ning				
Mathematics Goal #3a:						
2012 Current Level of Pe	erformance:		2013 Expe	ected Level of Performa	ance:	

	Problem-Solvi	ng Process to Increase S	tudent 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 o	f student achievemen	t data, and reference to "G	Guiding Questions", iden	ntify and define areas in need

of improvement for the fol	lowing group:				
3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.					
Mathematics Goal #3b:					
2012 Current Level of Po	erformance:		2013 Expe	ected Level of Performa	nce:
	Problem-Solving Proces	s to I	ncrease St	udent Achievement	
Anticipated Barrier Strategy Posit Resp for		for		Process Used to Determine Effectiveness of Strategy Evaluation Tool	
	No	Data S	Submitted		
Based on the analysis of s of improvement for the fol	student achievement data, and lowing group:	d refer	ence to "Gu	uiding Questions", identify	and define areas in need
4. FCAT 2.0: Percentage making learning gains i	of students in Lowest 25% n mathematics.				
Mathematics Goal #4:					
2012 Current Level of Po	erformance:		2013 Expe	ected Level of Performa	nce:
	Problem-Solving Proces	s to I	ncrease St	udent Achievement	
Anticipated Barrier	Strategy	for		Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	No	Data S	Submitted		

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

5A. Ambitious I Measurable Obj school will redu by 50%.	jectives (AN	MOs). In six year	5A :						<u></u>
Baseline data 2010-2011	2011-2012	2 2012-2013	2013-2	014	2014	1-2015	2015-2016	5	2016-2017
		tudent achievemo		d refere	nce to "Gu	uiding Ques	tions", identify	and d	lefine areas in need
Hispanic, Asia	ın, America	oy ethnicity (Wh an Indian) not m mathematics.							
Mathematics (Goal #5B:								
2012 Current	Level of Pe	erformance:		2	2013 Exp	ected Leve	el of Performa	nce:	
		Problem-Sol	ving Proces	ss to In	crease St	udent Ach	nievement		
Anticipated B	Anticipated Barrier Strategy		Positio	sponsible Effective		le Evaluation Tool		uation Tool	
			No	Data Su	ubmitted				
		tudent achievemore lowing subgroup:		d refere	nce to "Gu	uiding Ques	tions", identify	and d	lefine areas in need
_		earners (ELL) no mathematics.	ot making						
Mathematics (Goal #5C:								
2012 Current	Level of Pe	erformance:		2	2013 Expe	ected Leve	el of Performa	nce:	
		Problem-Sol	ving Proces	ss to In	crease St	udent Ach	ilevement		
Anticipated B	arrier	Strategy		Persor Position Respons for Monito	on Insible	Process L Determin Effectiver Strategy	е	Evali	uation Tool
			No		ubmitted	1		•	
		tudent achieveme lowing subgroup:		d refere	nce to "Gu	uiding Ques	tions", identify	and d	lefine areas in need
5D. Students v	with Disab	ilities (SWD) no	t making						

satisfactory progress in mathematics.

Mathematics Goal #5D:					
2012 Current Level of Performance:		2013 Expected Level of Performance:			
Problem-Solving Process to I		ncrease St	tudent Achievement		
Anticipated Barrier Strategy Position For			on or ion onsible toring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
		No Data	Submitted		

Based on the analysis of of improvement for the for		ata, and refer	rence to "G	uiding Questions", ider	itify and define areas in need
5E. Economically Disac	dvantaged students no	ot making			
satisfactory progress i	n mathematics.				
Mathematics Goal #5E	:				
2012 Current Level of F	Performance:		2013 Exp	ected Level of Perfor	mance:
	Problem-Solving	Process to I	ncrease S	tudent Achievement	
Anticipated Barrier	Strategy	Posit Resp for	on or tion oonsible toring	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	Lovol/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 Implementatior 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)/Mate	eriai(s)		
Strategy	Description of Resources	Funding Source	Available Amoun
MacMillan McGraw-Hill SUMS Kits	textbook Math and Science kits	textbook Title II	\$5,556.79
		Su	btotal: \$5,556.7
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.0
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
		Su	btotal: \$2,800.0
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.0
		Grand	Total: \$8,356.7

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)).

1	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. Science Goal #1a:			Understanding Things, Trees,	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	2 Current Level of Perf	ormance:	2013 Expecte	ed Level of Performan	ce:			
1	are a Pre-k/kdg. center a ents are in the public sch	3	Weather, Livin introduce stud integrating and reading standa familiarized wi	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.				
	Prob	olem-Solving Process t	o Increase Stude	ent 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.			
	First time full implementation of CCSS, lack of a crosswalk of CCSS with current science curriculum (SUMS)	Core Full Implementation and	principal, assistant principal, teacher, RTI team	3	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:

·	0 0				
1b. Florida Alternate Students scoring at L	Assessment: Levels 4, 5, and 6 in scien	nce.			
Science Goal #1b:					
2012 Current Level o	f Performance:		2013 Exp	pected Level of Perfor	mance:
	Problem-Solving Proce	ess to I	ncrease S	Student Achievement	
Anticipated Barrier	Strategy	Posi Resp for	on or tion ponsible itoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	N	o Data	Submitted		
	of student achievement da vement for the following gr		l reference	to "Guiding Questions"	, identify and define
2a. FCAT 2.0: Studen Achievement Level 4	ts scoring at or above in science.				
Science Goal #2a:					
2012 Current Level o	f Performance:		2013 Exp	pected Level of Perfor	mance:
	Problem-Solving Proce	ess to I	ncrease S	Student Achievement	
Anticipated Barrier	Strategy	Posi Resp for	on or tion ponsible itoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	N	o 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 Exp	pected Level of Perfo	ormance:
	Problem-Solving F	Process to I	ncrease S	Student Achievemen	t
Anticipated Barrier	Strategy	Posit Resp for	on or tion oonsible Itoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	No Data				

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 Progra	am(s)/Material(s)		
Strategy	Description of Resources	Funding Source	Available Amount
SUMS Kits	Science kits	Title II	\$750.00
To all the late of the state of			Subtotal: \$750.0
Technology			
Strategy	Description of Resources	Funding Source	Available Amoun
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 All Kindergarten teachers will teach writing according to 3.0 and higher in writing. the standards set forth in the Baker County Writing Handbook. Writing Goal #1a: 2012 Current Level of Performance: 2013 Expected Level of Performance: 76% of the Kindergartners scored an 85% or better 75% of the Kindergartners will achieve a 2 or better on according to the 4th 9 weeks Kindergarten Writing the Baker County K-5 Writing Rubric. checklist Problem-Solving Process to Increase Student Achievement Person or Process Used to Position Determine **Anticipated Barrier** Strategy **Evaluation Tool** Responsible for Effectiveness of Monitoring Strategy activities to build fine lack of fine motor skills teachers, teacher observation kindergarten development motor skills administration checklist The implementation of a teachers, district teacher observation, rubric contained First Year Implementation of the district wide in the Baker classroom kindergarten through Baker County K-5 administrators walkthroughs, County Writing Handbook Writing Handbook, fifth grade writing assessments using handbook through including Common Core handbook rubric, Writing Standards. professional modeled and shared development and 2 writing experiences for support both expository and narrative writing, whole/small group instruction, teacherstudent writing conferences

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

2012 Current Level of Performance:		2013 Expected Level of Performance:			
	Problem-Solvir	ig Process to I	ncrease S	Student Achievement	
Anticipated Barrier	Strategy	Posit Resp for	on or tion oonsible toring	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	monitor lesson plans,	monitor lesson plans, grade level meeting, student data, "data chats", classroom	Principal and Assistant Principal

Writing Budget:

Evidence-based Program(s)/N	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)).

of improvem					fine areas in need		
Attendance	e Goal #1:		decrease the n	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 Curre	ent Attendance Ra	ate:	2013 Expecte	ed Attendance Rate:			
94.06% (ou	ut of 593 total stud	lents)		ne number of students v tardies by 1% or more.	vith excessive		
	ent Number of Stu (10 or more)	udents with Excessive	2013 Expecte Absences (10	ed Number of Students or more)	with Excessive		
225/593 (37	7.9%)		To decrease thabsences by 19	ne number of students v % or more.	vith excessive		
2012 Current Number of Students with Excessive Tardies (10 or more)			2013 Expecte Tardies (10 o	ed Number of Students r more)	with Excessive		
102/593 (17%)				To decrease the number of students with excessive tardies by 1% or more.			
	Prol	olem-Solving Process t	o Increase Stude	ent Achievement			
Ant	icipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
	dance, tardies, 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		

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
		N	lo Data Submitte	d		

Attendance Budget:

Evidence-based Program(s)/M	aterial(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	Continue to use spheel wide DDC/Decitive Dehavior			
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 inschool suspension.	0			

2012	Total Number of Stude	ents Suspended In-Sch	2013 Expecte School	2013 Expected Number of Students Suspended In- School			
0-Baker County Pre-K/Kindergarten does not have inschool suspension.			0	0			
2012	Number of Out-of-Sch	ool Suspensions	2013 Expecte Suspensions	ed Number of Out-of-So	chool		
15/59	73		To maintain or school suspens	decrease the total num sions.	ber of out of		
2012 Scho	Total Number of Stude ol	ents Suspended Out-of-	- 2013 Expecte of-School	ed Number of Students	Suspended Out-		
10/593				decrease the number of school suspensions.	f students who		
	Prol	olem-Solving Process t	o Increase Stude	ent 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 PD Facilitator and/or PLC Level/Subject 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)/N	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							
Parent Involvement Goal #1:							
				Provide opportunities to parents to be involved and improve academic achievement.			
2012 (Current Level of Parer	it Involvement:	2013 Exped	2013 Expected Level of Parent Involvement:			
to be ir achievr	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.			the number of volunteer h	ours per student		
	Prol	olem-Solving Process t	o Increase Stu	dent Achievement			
Anticipated Barrier Strategy Re		Person or Position Responsible fo Monitoring	Process Used to Determine or Effectiveness of Strategy	Evaluation Tool			
	ransportation 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, FAII 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
		N	lo Data Submitted	d		

Parent Involvement Budget:

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						
STEM Goal #1:						
	Problem-Solvir	g Process to Increa	se Student Achieveme	ent		
Anticipated Barrier	Strategy	Person or Position Responsib for Monitoring	Strategy	Evaluation Tool		
		No Data Submi	tted			

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
		Ν	lo Data Submitted	d		

STEM Budget:

Evidence-based Progr	am(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 Developn	nent		
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 \$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

Reading MacMillan McGraw-Hill Saxon Phonics and New Teacher kit an	Evidence-based Progra	am(s)/Material(s)			
Reading Saxon Phonics and New Teacher kit Text000k \$13,034-34 Reading Lakeshore Learning Intervention Materials intervention kits textbook \$2,504.66 Mathematics SUMS Kits Science kits Itilia II \$5,556.75 Science SUMS Kits Science kits Itilia II \$750.00 Attendance Perfect Attendance Bracelets Purchase Items for Positive Behavior Support Store and Support System Cookle dough \$3,000.00 Support Store and Support System Incentives Support System Cookle dough \$1,000.00 Support System Incentives Support System Cookle dough \$1,000.00 Support System Incentives Support System Cookle dough \$1,000.00 Support System Incentives Support System Support System Incentives Support System Sys	Goal	Strategy		Funding Source	Available Amount
Intervention Materials Mathematics MacMillian McGraw-Hill SUMS Kits Science Kits Science Kits Attendance Perfact Attendance Per	Reading	Saxon Phonics		textbook	\$13,034.34
Science SUMS kits Science kits textbook file if \$5,500.00	Reading		intervention kits	textbook	\$2,504.60
Attendance Bracelets attendance Bracelets attendance Incentive cookle dough \$300.00 per Suspension Support Store and Events Spring-Fling Fall Carnival Sprin	Mathematics			textbook Title II	\$5,556.79
Artendance Bracelets aftendance incentive cookie dough \$3,00.00 Purchase Items for Positive Behavior Support System Incentives Support Store and Events Subtotal: \$24,645.7 Fochnology Goal Strategy Description of Resources Reading FastForWord software E.S.E \$4,500.00 Reading Rennalssance Learning Inc. Accelerated Reader Subtotal: \$6,489.00 Forofessional Development Goal Strategy Description of Resources Common Core State Standard Curriculum Mapping and CCSS Implementation Team Time Common Core State Standard Curriculum Mapping and CCSS Implementation Team Time Common Core State Standard Students Using Science and Math (SUMS) Refresher Workshops and SUMS for new teachers Baker County K-5 Writing Handbook Leadership Feam Provide professional development for teachers Subtotal: \$3,00.00 Description of Resources Subtotal: \$2,800.00 Forofessional development Subtotal: \$2,800.00 Forofessional development Subtotal: \$2,800.00 Subtotal:	Science	SUMS Kits	Science kits	Title II	\$750.00
Suspension Support Store and Support Stystem Incentives Parent Involvement Spring-Fling Fall Carnival Carnival Parent Involvement Spring-Fling Fall Carnival Carnival Carnival Spring-Fling Fall Events Subtotal: \$24,645.7 Subtotal: \$24,645.7 Fechnology Goal Strategy Description of Resources Reading FastForWord software E.S.E \$4,500.00 Reading Inc. Accelerated Reader Reader Subtotal: \$6,489.0 Subtotal: \$6,489.0 Subtotal: \$6,489.0 Professional Development Goal Strategy Description of Resources Funding Source Available Amoun Resources Funding Source Available Resources Funding Source Av	Attendance		attendance incentive	cookie dough	\$300.00
Parent Involvement Carnival Events Parent Involvement Events Cookie dough \$1,500.00	Suspension	Positive Behavior Support Store and	Support System	cookie dough	\$1,000.00
Goal Strategy Pescription of Resources Funding Source Available Amount Reading FastForWord software E.S.E \$4,500.00 Reading Inc. Accelerated Reader Inc. Accelerated Reader Subtotal: \$6,489.00 Reading Inc. Accelerated Reader Subtotal: \$6,489.00 Resources Funding Source Available Amount Reading Reading Reading Reader Subtotal: \$6,489.00 Reader Subtotal: \$6,489.00 Reader Subtotal: \$6,489.00 Reader Subtotal: \$2,800.00 Reader S	Parent Involvement	Carnival Spirit/Veteran's Day		cookie dough	\$1,500.00
Reading FastForWord software E.S.E \$4,500.00 Reading Renaissance Learning Inc. Accelerated Reader Subtoal: \$6,489.00 Reading Reader Subtoal: \$6,489.00 Reading Strategy Subtoal: \$6,489.00 Reading Strategy Professional Development Goal Strategy Professional Development Standard Curriculum Mapping and CCSS Implementation Team Time Students Using Science and Math (SUMS) Refresher Workshops and SUMS for new teachers Science Refresher Workshops and SUMS for new teachers Writing Reader Strategy Professional Development					Subtotal: \$24,645.7
Reading FastForWord software E.S.E \$4,500.00 Reading Renalissance Learning Inc. Accelerated Reader Software Sof	Technology				
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Reading Inc. Accelerated Reader Software \$1,989.00 Subtotal: \$6,489.00 Professional Development Goal Strategy Description of Resources Funding Source Available Amoun Reading Mapping and CCSS Implementation Team Time Common Core Standard's in Math Integration and Implementation Students Using Science and Math (SUMS) Refresher Workshops and SUMS for new teachers Baker County K-5 Writing Handbook Leadership Team Provide professional development for teachers Writing Strategy Professional development Substantial Professional development Substantial Professional development Substantial Professional Substantial Pro	Reading	FastForWord	software	E.S.E	\$4,500.00
Reading Strategy Description of Resources Funding Source Available Amount Reading Strategy Professional Development Standard Curriculum Mapping and CCSS Implementation Team Time Standards in Math Integration and Implementation Students Using Science and Math (SUMS) Refresher Workshops and SUMS for new teachers Writing Baker County K-5 Writing Handbook Leadership Team Provide professional development for teachers Subtotal: \$5,900.00 Description of Resources Funding Source Available Amount Students Using Science and Math (SUMS) Professional development for teachers Subtotal: \$5,900.00 Strategy Description of Resources Funding Source Available Amount No Data No Data No Data \$0.00	Reading	Inc. Accelerated	software		\$1,989.00
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Reading Mapping and CCSS Implementation Team Time teachers school improvement \$2,800.00 more teachers Mathematics Common Core Standards in Math Integration and Implementation Students Using Science and Math (SUMS) Refresher Workshops and SUMS for new teachers	Goal	Strategy		Funding Source	Available Amount
Mathematics Standards in Math Integration and Implementation Students Using Science and Math (SUMS) Refresher Workshops and SUMS for new teachers Baker County K-5 Writing Handbook Leadership Team Provide professional development Provide professional development Subtotal: \$5,900.00 Description of Resources No Data No Data No Data No Data Students Using Science and Planning professional development \$2,800.00 \$2,800.00 \$2,800.00 \$0.00	Reading	Standard Curriculum Mapping and CCSS Implementation Team	Development for	school improvement	\$2,800.00
Science and Math (SUMS) Refresher Workshops and SUMS for new teachers Baker County K-5 Writing Handbook Leadership Team Provide professional development Subtotal: \$5,900.00 Other Goal Strategy Description of Resources No Data No Data No Data Source Available Amoun No Data Strategy Source \$0.00 Strategy Resources Funding Source Available Amoun No Data No Data Source \$0.00 Strategy Resources \$0.00 Strategy Resources Funding Source Available Amoun No Data No Data Source \$0.00 Strategy Resources Funding Source Available Amoun	Mathematics	Standards in Math Integration and	Inservice and Planning	professional development	\$2,800.00
Writing Handbook Leadership Team Provide professional development Subtotal: \$5,900.00 Other Goal Strategy Description of Resources Funding Source Available Amoun No Data No Data No Data \$0.00	Science	and Math (SUMS) Refresher Workshops and SUMS for new			\$0.00
Other Goal Strategy Description of Resources Funding Source Available Amoun No Data No Data No Data \$0.00		Baker County K-5			
Goal Strategy Description of Resources Funding Source Available Amoun No Data No Data No Data \$0.00	Writing	Writing Handbook Leadership Team Provide professional development for			\$300.00
Resources Funding Source Available Amoun No Data No Data No Data \$0.00	Writing	Writing Handbook Leadership Team Provide professional development for			\$300.00 Subtotal: \$5,900.0
	Writing	Writing Handbook Leadership Team Provide professional development for	development		
Subtotal: \$0.0	J	Writing Handbook Leadership Team Provide professional development for teachers	development Description of	Funding Source	
	Other	Writing Handbook Leadership Team Provide professional development for teachers Strategy	Description of Resources		Subtotal: \$5,900.0

Differentiated Accountability

School-level Differentiated Accountability Compliance

jn Priority	jn Focus	jn Prevent	jn 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

Adequate Yearly Progress (AYP) Trend Data 2011-2012 Adequate Yearly Progress (AYP) Trend Data 2010-2011 Adequate Yearly Progress (AYP) Trend Data 2009-2010

SCHOOL GRADE DATA

No Data Found No Data Found No Data Found