

Completed School Sample

Walton County School District

Title I Comprehensive Needs Assessment for 2013-14

Ranking: 5 = Urgent Concerns to Address; 4 = Concerns to Address; 3 = Issues to Consider; 2 = No Concerns Found; 1 = No Data Available

Student Demographics (Possible Indicators)	*Source of Data	Data Observations	Rank	Analysis for School Improvement Plan	How was it Addressed in 13-14?	Successful? Explain	Issues to be addressed next school year?																																				
Enrollment The number of students in the school; students in special programs; AYP subgroups.	<input checked="" type="checkbox"/> MIS <input checked="" type="checkbox"/> SI Plan <input checked="" type="checkbox"/> SPAR <input type="checkbox"/> FSIR <input type="checkbox"/> Climate Survey <input type="checkbox"/> SESIR <input checked="" type="checkbox"/> NCLB <input checked="" type="checkbox"/> Other: Dashboard and Focus	<table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th style="text-align: center;">2011-2012</th> <th style="text-align: center;">2012-2013</th> </tr> </thead> <tbody> <tr> <td>Total Enrollment</td> <td style="text-align: center;">618</td> <td style="text-align: center;">659</td> </tr> <tr> <td>ELL</td> <td style="text-align: center;">51</td> <td style="text-align: center;">58</td> </tr> <tr> <td>Economically DA</td> <td style="text-align: center;">452</td> <td style="text-align: center;">470</td> </tr> <tr> <td>Black</td> <td style="text-align: center;">96</td> <td style="text-align: center;">94</td> </tr> <tr> <td>White</td> <td style="text-align: center;">416</td> <td style="text-align: center;">452</td> </tr> <tr> <td>American Indian</td> <td style="text-align: center;">4</td> <td style="text-align: center;">6</td> </tr> <tr> <td>Asian</td> <td style="text-align: center;">5</td> <td style="text-align: center;">5</td> </tr> <tr> <td>Multiracial</td> <td style="text-align: center;">37</td> <td style="text-align: center;">39</td> </tr> <tr> <td>Disabled</td> <td style="text-align: center;">40</td> <td style="text-align: center;">47</td> </tr> <tr> <td>Migrant</td> <td style="text-align: center;">0</td> <td style="text-align: center;">0</td> </tr> <tr> <td>Hispanic</td> <td style="text-align: center;">54</td> <td style="text-align: center;">63</td> </tr> </tbody> </table>		2011-2012	2012-2013	Total Enrollment	618	659	ELL	51	58	Economically DA	452	470	Black	96	94	White	416	452	American Indian	4	6	Asian	5	5	Multiracial	37	39	Disabled	40	47	Migrant	0	0	Hispanic	54	63	<input checked="" type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1	This will be addressed in the School Improvement Plan (SIP) for School in 2013-2014. Data analysis of FCAT and Progress monitoring assessments will continue to be an integral part of the SIP.	Grade level data meetings were held with various grade levels and subjects.	<input checked="" type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 Yes, data meetings were held each month with various grade levels and subjects.	Principal will continue to conduct grade level meetings no less than four times per year to set academic goals.
	2011-2012	2012-2013																																									
Total Enrollment	618	659																																									
ELL	51	58																																									
Economically DA	452	470																																									
Black	96	94																																									
White	416	452																																									
American Indian	4	6																																									
Asian	5	5																																									
Multiracial	37	39																																									
Disabled	40	47																																									
Migrant	0	0																																									
Hispanic	54	63																																									
Daily Attendance/Tardies Number of students attending school by grade, grade span, whole school, or other enrollment category. The percent of students tardy for classes.	<input checked="" type="checkbox"/> MIS <input type="checkbox"/> SI Plan <input type="checkbox"/> SPAR <input type="checkbox"/> FSIR <input type="checkbox"/> Climate Survey <input type="checkbox"/> SESIR <input type="checkbox"/> NCLB <input checked="" type="checkbox"/> Other: Guidance Information and Focus	<table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="2"></th> <th style="text-align: center;">2012</th> <th style="text-align: center;">2013</th> </tr> </thead> <tbody> <tr> <td colspan="2">Number of students By Grade</td> <td></td> <td></td> </tr> <tr> <td>K</td> <td style="text-align: center;">105</td> <td style="text-align: center;">131</td> </tr> <tr> <td>1st</td> <td style="text-align: center;">96</td> <td style="text-align: center;">105</td> </tr> <tr> <td>2nd</td> <td style="text-align: center;">99</td> <td style="text-align: center;">114</td> </tr> <tr> <td>3rd</td> <td style="text-align: center;">106</td> <td style="text-align: center;">102</td> </tr> <tr> <td>4th</td> <td style="text-align: center;">106</td> <td style="text-align: center;">99</td> </tr> <tr> <td>5th</td> <td style="text-align: center;">106</td> <td style="text-align: center;">108</td> </tr> <tr> <td colspan="2">Average daily attendance for School is 95.04%.</td> <td></td> <td></td> </tr> </tbody> </table>			2012	2013	Number of students By Grade				K	105	131	1st	96	105	2nd	99	114	3rd	106	102	4th	106	99	5th	106	108	Average daily attendance for School is 95.04%.				<input checked="" type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1	Since absences and tardies affect performance, SCHOOL will be addressing this in the 201-14 SIP. This is also addressed in the Student/Parent/Teacher Compact that all parties sign at the beginning of the school year. Regulation of attendance and tardiness is also addressed in district guidelines.	Teachers record attendance daily in FOCUS. Tardies are recorded in the office as students arrive daily. Attendance was addressed in the SIP and students having no more than one tardy and no more than one absence each nine week period were provided incentives through PBS. Classroom incentives were also awarded to classes with the highest attendance rate and lowest tardy rate.	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1	Absences and tardies will be addressed in the 2014-15 School Improvement Plan as well as on a district level.						
		2012	2013																																								
Number of students By Grade																																											
K	105	131																																									
1st	96	105																																									
2nd	99	114																																									
3rd	106	102																																									
4th	106	99																																									
5th	106	108																																									
Average daily attendance for School is 95.04%.																																											
Mobility/Stability The mobility rate is the percentage of children who move in and out of a school during a year. The stability rate refers to the percent of students who remain in the same building for the entire year.	<input checked="" type="checkbox"/> MIS <input type="checkbox"/> SI Plan <input type="checkbox"/> SPAR <input type="checkbox"/> FSIR <input type="checkbox"/> Climate Survey <input type="checkbox"/> SESIR <input type="checkbox"/> NCLB <input type="checkbox"/> Other:	Mobility has decreased by 1%. Through March, 2012, 152 students entered and withdrew from SCHOOL. Through March 2013, 156 students entered and withdrew from SCHOOL. 2011-2012 Total Students 618	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1	Mobility and stability is monitored and is a concern, but not a factor that can be controlled by the school.	Mobility and stability is monitored and is a concern, but not a factor that can be controlled by the school.	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 Mobility continues to increase.	Mobility and stability will continue to be monitored.																																				

		Mobility Rate 25% 152/618 Stability Rate 75% 2012-2013 Total Students 659 Mobility Rate 24% 156/659 Stability Rate 76%					
Socioeconomic Status Percent of students receiving free or reduced lunch, parents' education level, parents' household income, unemployment rates in the attendance area, etc.	<input checked="" type="checkbox"/> MIS <input checked="" type="checkbox"/> SI Plan <input type="checkbox"/> SPAR <input type="checkbox"/> FSIR <input type="checkbox"/> Climate Survey <input type="checkbox"/> SESIR <input type="checkbox"/> NCLB <input checked="" type="checkbox"/> Other: Focus	2011-2012 Free/Reduced Lunch 73% 452 students out of 618 2012-2013 Free/Reduced lunch 71% 470 students out of 659 The unemployment rate for October 2012 in Walton County was 5.7%	<input checked="" type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1	The number of students receiving free and reduced lunches has decreased by 2% in 2012-13. However, our low socioeconomic population's significance will continue to impact assessment results. This also affects the number of school personnel needed to effectively meet the needs of these students in small group and triple I settings.	Students scoring in the lowest quartile and those receiving Triple I received tutoring from Title I tutors.	<input checked="" type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 Yes, tutoring began in August and continues to date.	Students not making adequate progress will continue to receive tutoring for reading and/or math as SES funds are available. Data meetings will continue no less than four times per year across all grade levels.
Student Behavior The number or percentage of discipline referrals or incidents; the number or percentage of student suspensions and expulsions; frequency of gang related, substance abuse or other at-risk behavior.	<input type="checkbox"/> MIS <input checked="" type="checkbox"/> SI Plan <input checked="" type="checkbox"/> PBS Reports <input type="checkbox"/> SPAR <input type="checkbox"/> FSIR <input checked="" type="checkbox"/> Climate Survey <input type="checkbox"/> SESIR <input type="checkbox"/> NCLB <input type="checkbox"/> Other:	August-March 2013, there have been 191 referrals compared to 185 in August-March 2012. For August-March 2013 there were 46 in school suspensions, an increase of 6 over 2012, and 16 out of school suspensions, a decrease of 1 over 2012. No gang related or substance abuse incidents in 2010-2011, 2011-12, or to date 2012-13.	<input type="checkbox"/> 5 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1	This will be addressed in the 2013-2014 School Improvement Plan. The Positive Behavior model that SCHOOL uses will continue to be used during the 2013-2014 school year.	SCHOOL continues to use the PBS Model.	<input type="checkbox"/> 5 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 Yes, referrals continue to compare to previous years.	SCHOOL will continue to seek alternative consequences for students with disabilities as ISS and OSS have a negative effect on student academic performance.
Limited English Proficiency The percentage of students who are English language learners. The percentage of families who speak English as a second language.	<input checked="" type="checkbox"/> MIS <input checked="" type="checkbox"/> SI Plan <input checked="" type="checkbox"/> SPAR <input type="checkbox"/> FSIR <input type="checkbox"/> Climate Survey <input type="checkbox"/> SESIR <input type="checkbox"/> NCLB <input type="checkbox"/> CELLA <input checked="" type="checkbox"/> Other	In 2009-10 the percentage of ELL students was 7%. In 2010-11 the percentage of ELL students was 8%. In 2011-12 the percentage of ELL students was 8%. In 2012-2013 the percentage of ELL students was 9%. The percentage increased from 2011-12 to 2012-2013.	<input type="checkbox"/> 5 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1	This will need to be addressed in the School Improvement Plan as the percentage increased during 2012-2013 school year. ELL interpreters and paraprofessionals will continue to be an integral part of the program as a need for communication with parents of ELL students is increasing. On the Title I survey and the Climate Survey parents have commented that translators and translations of school documents continue to be needed. Positive comments have been made on both these documents about the availability	Students in grades K-5 requiring Triple I were provided an additional 20-30 minutes of reading instruction 5 times per week. Bilingual paraprofessionals and tutors were employed to support small group and provide Triple I.	<input type="checkbox"/> 5 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 Yes, Bea Palls training was provided for ELL teachers and small group Triple I support continues and training for aides and paraprofessionals is being investigated.	SCHOOL will continue to employ bilingual paraprofessionals and tutors to provide students support in small group and Triple I. Bea Palls training for teachers of ELL students will be provided.

				of interpreters and the increasing documentation being sent home in Spanish. On the Title I survey, 96% of the responses did state that information from our school is given in a language that you can understand.		
--	--	--	--	---	--	--

Student Achievement (Possible Indicators)	*Source of Data	Data Observations	Rank	Analysis for School Improvement Plan	How was it Addressed in 13-14?	Successful? Explain	Issues to be addressed next school year?																												
Academic Performance FCAT and local tests; levels of proficiency attained (AYP); progress on desired outcomes: results of performance assessments or student portfolios, examples of student work, classroom assessments and grades.	<input type="checkbox"/> MIS <input checked="" type="checkbox"/> SI Plan <input checked="" type="checkbox"/> SPAR <input type="checkbox"/> FSIR <input type="checkbox"/> FAIR <input type="checkbox"/> FCAT Testmaker <input type="checkbox"/> Benchmark Test <input type="checkbox"/> Climate Survey <input type="checkbox"/> SESIR <input type="checkbox"/> NCLB <input checked="" type="checkbox"/> Other: FCAT By strand	FCAT Data: Students Scoring 3 and Above Reading 2010-11 2011-12 Grade 3 75% 60% Grade 4 80% 51% Grade 5 75% 65% Math 2010-11 2011-12 Grade 3 83% 64% Grade 4 88% 66% Grade 5 74% 50% Science 2010-11 2011-12 Grade 5 48% 47% Writing 2010-11 2011-12 Grade 4 85% 55% 2010-11% scoring 4 or higher 2011-12 % scoring 3 or higher	<input checked="" type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1	Academic performance drives the SIP. Assessments and levels of proficiency attained will be closely monitored. These will be addressed in the SIP. Weak areas will be targeted. The FCIM, FAIR, and Discovery Education assessments will be used to identify students needing intervention and enrichment. Differentiated instruction will be provided in the academic areas.	STAR assessments were used to identify students needing intervention and enrichment. Differentiated instruction was provided in the academic areas.	<input checked="" type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 Yes, lesson study has been implemented in grades K-5 and vocabulary continues to be a focus in all content areas.	SCHOOL will increase student motivation, address vocabulary and application in all content areas.																												
Other Performance Data Information from portfolios, exhibits, performance assessments that describe student standards based achievement.	<input type="checkbox"/> MIS <input checked="" type="checkbox"/> SI Plan <input type="checkbox"/> SPAR <input type="checkbox"/> FSIR <input checked="" type="checkbox"/> FAIR <input checked="" type="checkbox"/> Portfolios <input checked="" type="checkbox"/> FCAT Testmaker <input checked="" type="checkbox"/> Benchmark Test <input type="checkbox"/> Climate Survey <input type="checkbox"/> SESIR <input type="checkbox"/> NCLB <input type="checkbox"/> Other: Discovery Education Assessments	Students that participated in the 2011-12 Summer Program achieved promotion; four using the portfolios and two students passed using the performance assessment. Discovery Education Assessments: Percent of students scoring Level 3 or above in Reading <table border="1"> <thead> <tr> <th></th> <th>Begin</th> <th>Mid</th> <th>End</th> </tr> </thead> <tbody> <tr> <td>K</td> <td>46%</td> <td>70%</td> <td></td> </tr> <tr> <td>1st</td> <td>63%</td> <td>75%</td> <td></td> </tr> <tr> <td>2nd</td> <td>56%</td> <td>55%</td> <td></td> </tr> <tr> <td>3rd</td> <td>62%</td> <td>47%</td> <td></td> </tr> <tr> <td>4th</td> <td>57%</td> <td>57%</td> <td></td> </tr> <tr> <td>5th</td> <td>61%</td> <td>49%</td> <td></td> </tr> </tbody> </table> Discovery Education Assessments: Percent		Begin	Mid	End	K	46%	70%		1 st	63%	75%		2 nd	56%	55%		3 rd	62%	47%		4 th	57%	57%		5 th	61%	49%		<input checked="" type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1	Academic performance drives the SIP. Assessments and levels of proficiency attained will be closely monitored. These will be addressed in the SIP. Weak areas will be targeted. The FCIM, FAIR and Discovery Education assessments will be used to identify students needing intervention and enrichment. Differentiated instruction will be provided in the academic areas. End of the year FAIR and DEA results are not available at this time as testing is currently taking place.	Assessments and levels of proficiency attained were closely monitored. STAR assessments were used to identify students needing intervention. Differentiated instruction was provided in the academic areas.	<input checked="" type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 STAR reports continue to be the focus of data meetings in identifying students in need of intervention.	Issues to be addressed in the next school year will continue to be vocabulary and numbers sense across all grade levels.
	Begin	Mid	End																																
K	46%	70%																																	
1 st	63%	75%																																	
2 nd	56%	55%																																	
3 rd	62%	47%																																	
4 th	57%	57%																																	
5 th	61%	49%																																	

		of students scoring Level 3 or above in Math																																																					
		<table border="1"> <thead> <tr> <th></th> <th>Begin</th> <th>Mid</th> <th>End</th> </tr> </thead> <tbody> <tr> <td>K</td> <td>46%</td> <td>35%</td> <td></td> </tr> <tr> <td>1st</td> <td>47%</td> <td>43%</td> <td></td> </tr> <tr> <td>2nd</td> <td>37%</td> <td>39%</td> <td></td> </tr> <tr> <td>3rd</td> <td>51%</td> <td>59%</td> <td></td> </tr> <tr> <td>4th</td> <td>43%</td> <td>39%</td> <td></td> </tr> <tr> <td>5th</td> <td>42%</td> <td>34%</td> <td></td> </tr> </tbody> </table>		Begin	Mid	End	K	46%	35%		1 st	47%	43%		2 nd	37%	39%		3 rd	51%	59%		4 th	43%	39%		5 th	42%	34%																										
	Begin	Mid	End																																																				
K	46%	35%																																																					
1 st	47%	43%																																																					
2 nd	37%	39%																																																					
3 rd	51%	59%																																																					
4 th	43%	39%																																																					
5 th	42%	34%																																																					
<p>Multi-Year Trends Academic achievement data for three or more years.</p>	<input type="checkbox"/> MIS <input checked="" type="checkbox"/> SI Plan <input checked="" type="checkbox"/> SPAR <input type="checkbox"/> FSIR <input type="checkbox"/> FAIR <input type="checkbox"/> FCAT Testmaker <input checked="" type="checkbox"/> Benchmark Test <input type="checkbox"/> Climate Survey <input type="checkbox"/> SESIR <input type="checkbox"/> NCLB <input checked="" type="checkbox"/> Other: FCAT	<p>FCAT Students Scoring 3 and Above:</p> <p>Reading</p> <table> <thead> <tr> <th></th> <th>2009-10</th> <th>2010-11</th> <th>2011-12</th> </tr> </thead> <tbody> <tr> <td>Grade 3</td> <td>76%</td> <td>75%</td> <td>60%</td> </tr> <tr> <td>Grade 4</td> <td>81%</td> <td>80%</td> <td>51%</td> </tr> <tr> <td>Grade 5</td> <td>67%</td> <td>75%</td> <td>65%</td> </tr> </tbody> </table> <p>Math</p> <table> <thead> <tr> <th></th> <th>2009-10</th> <th>2010-11</th> <th>2011-12</th> </tr> </thead> <tbody> <tr> <td>Grade 3</td> <td>84%</td> <td>83%</td> <td>64%</td> </tr> <tr> <td>Grade 4</td> <td>75%</td> <td>88%</td> <td>66%</td> </tr> <tr> <td>Grade 5</td> <td>63%</td> <td>74%</td> <td>50%</td> </tr> </tbody> </table> <p>Science</p> <table> <thead> <tr> <th></th> <th>2009-10</th> <th>2010-11</th> <th>2011-12</th> </tr> </thead> <tbody> <tr> <td>Grade 5</td> <td>52%</td> <td>48%</td> <td>47%</td> </tr> </tbody> </table> <p>Writing</p> <table> <thead> <tr> <th></th> <th>2009-10</th> <th>2010-11</th> <th>2011-12</th> </tr> </thead> <tbody> <tr> <td>Grade 4</td> <td>94%</td> <td>85%</td> <td>55%</td> </tr> </tbody> </table> <p>2009-10 % scoring 3.5 and above 2010-11 % scoring 4 and above 2012-13 % scoring 3 or higher</p>		2009-10	2010-11	2011-12	Grade 3	76%	75%	60%	Grade 4	81%	80%	51%	Grade 5	67%	75%	65%		2009-10	2010-11	2011-12	Grade 3	84%	83%	64%	Grade 4	75%	88%	66%	Grade 5	63%	74%	50%		2009-10	2010-11	2011-12	Grade 5	52%	48%	47%		2009-10	2010-11	2011-12	Grade 4	94%	85%	55%	<input checked="" type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1	<p>Academic performance drives the SIP. Assessments and levels of proficiency attained will be closely monitored. These will be addressed in the SIP. Weak areas will be targeted. The FCIM and Discovery Education assessments will be used to identify students needing intervention and enrichment. Differentiated instruction will be provided in the academic areas.</p>	<p>Assessments and levels of proficiency attained were closely monitored. These were addressed in the SIP. Weak areas were targeted. FAIR Assessments were used to identify students needing intervention and enrichment. Differentiated instruction was provided in the academic areas.</p>	<input type="checkbox"/> 5 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 STAR reports as well as district cold reads continue to be the focus of data meetings in identifying students in need of intervention.	<p>SCHOOL will continue to use personnel for small group and Triple I instruction in addition to classroom teachers in an effort to decrease the retention rate.</p>
	2009-10	2010-11	2011-12																																																				
Grade 3	76%	75%	60%																																																				
Grade 4	81%	80%	51%																																																				
Grade 5	67%	75%	65%																																																				
	2009-10	2010-11	2011-12																																																				
Grade 3	84%	83%	64%																																																				
Grade 4	75%	88%	66%																																																				
Grade 5	63%	74%	50%																																																				
	2009-10	2010-11	2011-12																																																				
Grade 5	52%	48%	47%																																																				
	2009-10	2010-11	2011-12																																																				
Grade 4	94%	85%	55%																																																				
<p>Completion Rates Promotion/graduation rate, retention rates.</p>	<input checked="" type="checkbox"/> MIS <input type="checkbox"/> SI Plan <input type="checkbox"/> SPAR <input type="checkbox"/> FSIR <input type="checkbox"/> SESIR <input type="checkbox"/> NCLB <input type="checkbox"/> Other:	<p>Retention rate for 2010-11 was 3% (20/598) Promotion rate for 2010-11 was 97% (578/598) Retention Rate for 2011-12 was 4% (25/618) Promotion rate for 2011-12 was 96% (593/618)</p>	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 1	<p>The retention rate has increased slightly, indicating that personnel will continue to be needed for small group and triple I instruction in addition to classroom teachers.</p>	<p>Personnel were utilized for small group and Triple I instruction in addition to classroom teachers in an effort to decrease the retention rate.</p>	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 1 The retention rate for 12-13 school year increased to 7%.	<p>SCHOOL will continue to use personnel for small group and Triple I instruction in addition to classroom teachers in an effort to decrease the retention rate.</p>																																																
<p>Comparative Data Performance of disadvantaged students against all other meaningful categories of students in the school or in the district; comparison of performances of students in various AYP subgroups.</p>	<input type="checkbox"/> MIS <input checked="" type="checkbox"/> SI Plan <input checked="" type="checkbox"/> PS/Rtl Data <input checked="" type="checkbox"/> SPAR <input type="checkbox"/> FSIR <input type="checkbox"/> Climate Survey <input type="checkbox"/> SESIR <input type="checkbox"/> NCLB	<p>FCAT subgroups for 2010-11 were Economically Disadvantaged and Black</p> <p>Reading 2010-2011</p> <table> <tbody> <tr> <td>ED</td> <td>70%</td> <td>All school</td> <td>76%</td> </tr> <tr> <td>Black</td> <td>46%</td> <td></td> <td></td> </tr> </tbody> </table> <p>Math 2010-2011</p>	ED	70%	All school	76%	Black	46%			<input checked="" type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1	<p>Student subgroups are compared with other categories of students in the school through data analysis conducted by the school. These results are used in writing the School Improvement Plan.</p>	<p>Student subgroups were compared with other categories of students in the school through data analysis conducted by the school. These results were used in writing the School</p>	<input checked="" type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 Subgroups were targeted and provided tutoring	<p>Student subgroup comparisons through data analysis will continue to be used to write the School Improvement Plan.</p>																																								
ED	70%	All school	76%																																																				
Black	46%																																																						

	<input type="checkbox"/> Other:	ED 76% All school 82% Black 67% Writing 2010-11 Grade 4 Scoring 4.0 and above ED 84% All school 84%			Improve- ment Plan.	and small group with faculty members.	
Post Secondary Number or percent of students attending and/or completing post- secondary schools; number or percent of students accepted into the armed forces.	<input type="checkbox"/> MIS <input type="checkbox"/> SI Plan <input type="checkbox"/> SPAR <input type="checkbox"/> FSIR <input type="checkbox"/> SESIR <input type="checkbox"/> NCLB <input type="checkbox"/> Other:	There is no need to address	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 1	There is no need to address.		<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1	

Curriculum & Instruction (Possible Indicators)	*Source of Data	Data Observations	Rank	Analysis for School Improvement Plan	How was it Addressed in 13-14?	Successful? Explain	Issues to be addressed next school year?
Learning Expectations Expectations that are communicated to the community, teachers, parents and students about what students can and should learn, including written standards, goals or benchmarks that reflect classroom and school practice and are based on the Next Generation and Sunshine State Standards.	<input checked="" type="checkbox"/> SI Plan <input checked="" type="checkbox"/> School Website <input checked="" type="checkbox"/> Parent Workshop Evaluation <input checked="" type="checkbox"/> Newsletters <input type="checkbox"/> Other: Surveys	Expectations are communicated through: Parent Resource Center Parent Involvement Plan Reading Night Math Night Writing Night Manila Folder with pertinent Title I information is sent home Parent/Conferences three times throughout the year Newsletter home to parents SCHOOL website District website Science Night Technology Night Student Agendas Parent Surveys	<input checked="" type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1	This will be addressed in the School Improvement Plan. Parent Involvement is a priority at SCHOOL. Parent Nights provide a necessary means of education and communication for parents and teachers. Information on standardized testing, student performance and school activities is provided for parents in various formats. Student agendas, newsletters, websites and the Parent Resource Center are resources to assist parents in the educational process of their children.	This was addressed in the SIP. Parent Involvement is a priority at SCHOOL. Parent nights and parent/teacher conferences provided a necessary means of education and communication for parents and teachers. The APTT model was implemented in Kindergarten and 1 st grade in an effort to increase parental involvement. Assessment information, student performance and school activities were provided for parents in various formats. Student agendas, "Bee books, newsletters, websites, and the Parent Resource Center were resources to assist parents in the educational process for their children.	<input checked="" type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 Yes, Parents are provided with standards in Title I district calendar sent home at open house and expectations are also available on district websites.	Parent involvement will continue to be a priority at SCHOOL and will be addressed in the SIP. The APTT model will be implemented on a school- wide basis.
Instructional Program Instructional activities, programs or strategies used to teach the	<input checked="" type="checkbox"/> SI Plan <input checked="" type="checkbox"/> K12 Reading Plan <input type="checkbox"/> Other:	SCHOOL has numerous research-based instructional materials including the FCIM model, Tyner small group differentiated	<input checked="" type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3	SCHOOL employs consultants to assist faculty and staff in providing the best learning	SCHOOL employed consultants to assist faculty and staff in providing the	<input checked="" type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3	SCHOOL will continue to employ consultants to assist faculty and staff in providing the best learning environment for our students.

Sunshine State Standards and Common Core State Standards.		instructional reading strategies, Walker and Oropallo training, FCAT Explorer, FCAT Testmaker, Earobics, PBL, Harcourt on-line ,RTI Intervention Model , and Accelerated Reader.	<input type="checkbox"/> 2 <input type="checkbox"/> 1	environment for our students. Computer programs are an integral part of the instructional process and provide a variety of strategies to enhance the curriculum.	best learning environment for our students. Computer programs were an integral part of the instructional process and provided a variety of strategies to enhance the curriculum.	<input type="checkbox"/> 2 <input type="checkbox"/> 1 Yes, walk-throughs indicate that teachers are implementing strategies learned from consultants and computer programs continue to be an integral part of the instructional process.	Computer programs will continue to be an integral part of the instructional process providing a variety of strategies to enhance curriculum as well.
Instructional Materials The amount and quality of instructional materials, including textbooks, supplementary resources, publication dates of the grade level-adopted texts; the extent to which available materials are consistent with the Sunshine State Standards.	<input checked="" type="checkbox"/> Inventory <input checked="" type="checkbox"/> Approved List <input type="checkbox"/> Other:	SCHOOL has current textbooks that are aligned with the Sunshine State Standards. Harcourt Reading Houghton Mifflin Harcourt Science Houghton Mifflin Math Houghton Mifflin Social Studies Rigby Leveled Readers, Great Leaps, and Six Traits Writing	<input checked="" type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1	SCHOOL uses instructional materials that are aligned with the Sunshine State Standards. Textbooks are selected at the District Level with input from instructional staff. Materials that support the consultant's programs are used when possible.	SCHOOL used instructional materials aligned with the NGSSS and CCSSS. Materials that support the consultant's programs were used when possible.	<input checked="" type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 Yes, numerous resources aligning with C C have been implemented this year.	SCHOOL will continue the use of instructional materials aligned with NGSSS and CCSSS as well as textbooks selected at a district level. Materials that support consultant's programs will also be used when possible.
Instructional Technology The extent to which teachers use technology as a means to increase student achievement; type of computer system(s) available to students, faculty and administration for instructional purposes; availability of modern equipment, software and printers, appropriate adaptive devices and software tools to serve the needs of SWDs	<input checked="" type="checkbox"/> Inventory <input checked="" type="checkbox"/> Technology Surveys <input checked="" type="checkbox"/> Schedules <input checked="" type="checkbox"/> 21 st Century Classrooms <input type="checkbox"/> Other:	(SCHOOL) has an adequate quantity of research-based instructional materials including Accelerated Reader, FCAT Testmaker, Imagine Learning, Achieves 3000, and Florida Achieves. There are thirty-five 21st century classrooms in the school. Computers are available for student and faculty use in every classroom with on-line access. Fifth grade classrooms continue to use laptop computers for every student. Each classroom has a document camera, wireless tablet, multimedia projector and Active Board. There are also two computer labs available for daily use and progress monitoring testing conducted three times throughout the school year.	<input checked="" type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1	Instructional Technology is a priority at SCHOOL. When financially feasible, technology is purchased for the classrooms and the computer lab, and upgrades are made systematically. Technology is seamlessly integrated into the curriculum.	Active Boards have been installed in all classrooms in grades K-5 and teachers will receive 21 st Century training during the summer if available. Instructional technology will continue to be a priority at SCHOOL. Laptop computers continue to be assigned and used for each 5 th grade student, although they are no longer part of the 2D Bridge Project. In grades 2-5 iPAD stations were also added.	<input checked="" type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 Yes, Active Boards have been installed in all K-5 classrooms and numerous teachers have received training during the school year.	Teachers in grades K-5 who have not received 21 st Century training will be trained and technology will continue to be a focus.
Support Personnel Supplementary use of paraprofessionals and other staff; available professional and	<input checked="" type="checkbox"/> Budgets <input checked="" type="checkbox"/> Schedules <input checked="" type="checkbox"/> Tutor Logs <input type="checkbox"/> Other:	Paraprofessional Staff assists lowest achieving students, SWDs and ELLs. West DeFuniak employs eleven paraprofessionals who are available to	<input checked="" type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2	The assistance of paraprofessionals and other staff will continue to be a priority for SCHOOL. Paraprofessionals	Paraprofessionals, tutors, and bilingual aides provided assistance in the areas of reading and	<input checked="" type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2	Paraprofessionals, tutors, and bilingual aides will continue to provide assistance in the areas of reading and math for lower achieving students, ELL, and SWD students.

<p>paraprofessional staff to assist students, particularly the lowest achieving, to include SWDs and ELLs.</p>		<p>assist students. Three tutors have been added through a Title I School Improvement grant. One tutor works 5.5 hours a day, two days a week, Two tutors work 6.25 hours a day, five days a week, and one tutor works 7 hours a day, 5 days a week. These tutors work with students who scored in the bottom quartile on the 2011-12 FCAT as well as other students who receive Triple I services.</p>	<p><input type="checkbox"/> 1</p>	<p>working with children meet Title I required qualifications, work under the direct supervision of a teacher, and tutor children only when they would not otherwise be receiving instruction in the classroom. They provide additional assistance in the areas of reading and math for the lowest achieving students and ELL and SWD students. Tutors that are hired through the School Improvement Grant also are invaluable in assisting these students in small group and individual instruction. This assistance continues to be needed.</p>	<p>math for the lower achieving students, ELL, and SWD students.</p>	<p><input type="checkbox"/> 1 Yes, paraprofessionals, tutors, and bilingual aides were used to provide assistance in reading and math for lower achieving students, ELL, and SWD students.</p>	
--	--	---	-----------------------------------	---	--	--	--

High-Quality Staff (Possible Indicators)	*Source of Data	Data Observations	Rank	Analysis for School Improvement Plan	How was it Addressed in 13-14?	Successful? Explain	Issues to be addressed next school year?
Staff Preparation Number of teachers, years of teaching experience; types of certificates held, other special skills or knowledge.	<input type="checkbox"/> SPAR <input type="checkbox"/> SI Plan <input checked="" type="checkbox"/> HQ Report <input checked="" type="checkbox"/> Other: Requested Information	Total Number of Teachers 45 Elem. Ed. 25 Elem. Ed./Middle School 2 Elementary Ed/ Ed Leadership 2 Early Childhood/Elem. Ed 5 Early Child/Elem. Ed./Ed Ldrship 1 Primary Ed. K-2 1 Speech 1 K-12 PE/Elem. Ed 1 Elementary Ed/ESE 4 Varying Exceptionalities 1 Media K-12/English 6-12 1 Eng 6-12/PE K-12 1 Art K-12 1 Guidance 1 Music K-12/Elem Ed. 1 Experience: 1-10 years 24 11-25 years 17 25-39 years 4 ESOL Endorsed 31 Reading Endorsed 7 Bachelors Degree 45 Masters Degree 9 National Board Certified 1	<input checked="" type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1	The SCHOOL administration recruits and hires only classroom teachers that are highly qualified. Teachers in special areas are highly qualified. Most of the teachers are ESOL endorsed and some are reading endorsed. Professional development is provided for those who are seeking reading and ESOL endorsement. This will be addressed in the SIP for 2013-2014.	The SCHOOL administration recruited and hired only classroom teachers that were highly qualified. Teachers in special areas were highly qualified. Most of the teachers are ESOL endorsed and some are reading endorsed. Professional development was provided for those who are seeking reading and ESOL endorsement. This will be addressed in the SIP for 2014-15.	<input checked="" type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 Yes, all teachers hired were highly qualified.	SCHOOL administration will continue to recruit and hire only classroom teachers that are highly qualified and offer professional development for those seeking reading and ESOL endorsement.
Staff Specialists and Support Staff Number of content or program specialists such as reading teachers/coaches, instructional coaches, mathematics or science specialist, counselors, or psychologists, social workers, health staff, etc.	<input checked="" type="checkbox"/> Schedules <input checked="" type="checkbox"/> Staffing Plan <input type="checkbox"/> Other:	Reading Coach-Debra Dunn Curriculum Coach-Tammy Cosson Instructional Support Teacher-Pam Beck Counselor-Betty Crystal Nurse-Colleen Sconiers Occupational Therapist-Kim Hyde Speech- Mary Sharma Psychologists, etc. provided by the District and contracted through the Chautauqua Office of Psychological Services (COPE) Gifted Teacher-Linda Young	<input checked="" type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1	SCHOOL has a number of specialists employed by the school. Others specialists are employed by the district and serve SCHOOL on an as-needed basis. SCHOOL has one school nurse who is employed full-time. This is necessary in part, due to students who have medical needs that require monitoring on a regular basis.	The SCHOOL administration recruited and hired only classroom teachers that were highly qualified. Teachers in special areas were highly qualified. Most of the teachers are ESOL endorsed and some are reading endorsed. Professional development was provided for those who are seeking reading and ESOL endorsement. This will be addressed in the SIP for 2014-15.	<input checked="" type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 SCHOOL continues to employ specialists as well as those provided by the district and a school nurse on a full-time basis.	Specialists will continue to be employed by the SCHOOL and specialists employed by the district will serve SCHOOL on an as needed basis. SCHOOL will also continue to employ a school nurse on a full-time basis.
Professional Development	<input checked="" type="checkbox"/> SI Plan <input checked="" type="checkbox"/> Mid-Year Review	SCHOOL participates in district professional	<input checked="" type="checkbox"/> 5	Professional Development will	Professional development	<input checked="" type="checkbox"/> 5 <input type="checkbox"/> 4	Professional development will continue to be

<p>The existence of district and school level professional opportunities available to teachers; the number of professional days or district resources dedicated to professional development; evaluations of professional development sessions and the amount of teacher generated professional development.</p>	<input type="checkbox"/> District Ins. List <input type="checkbox"/> Surveys <input type="checkbox"/> PD Reports <input type="checkbox"/> Budgets <input checked="" type="checkbox"/> PD Calendar <input checked="" type="checkbox"/> PD Evaluations <input checked="" type="checkbox"/> ePDC Report <input type="checkbox"/> PD 360 Report <input type="checkbox"/> Other:	<p>development as well as school-wide professional development such as : Learning Communities, Lesson Study, Book Studies, Harcourt Reading professional development Reading/ Writing with Dr. Oropallo, Math training with Mrs. Walker Dr. Tyner small group training PAEC professional development for individual needs and parent involvement training. There are seven days on the school calendar for Professional Development.</p>	<input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1	<p>continue to be addressed in the SIP. Professional Development will be provided on a school-wide basis and an individual basis at SCHOOL, as needed to address areas of need. Data analysis of AYP and FCAT assessments method will be used at SCHOOL to determine which professional development will be needed. Professional Development will be provided by the consultants hired by the district in the academic areas and in other areas of need.</p>	<p>was provided through six different learning communities as well as lesson study training. The use of PD360 was implemented by teachers through PBL units , for parent involvement staff training, and on an individual basis. Professional development was also provided by consultants hired by the district in the academic areas.</p>	<input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 Yes, Learning communities have been ongoing throughout the year as well as PBL units and the implementation of lesson study. District consultants have also trained faculty.	<p>addressed in the SIP with an emphasis on learning communities, lesson study, and common core.</p>
<p>Staff Demographics Ethnicity, gender breakdowns of staff and administrators, retirement projections, and an analysis of whether the ethnicity of the school staff reflects the same ethnic groups as students.</p>	<input type="checkbox"/> SPAR <input checked="" type="checkbox"/> Other: MIS	<p>Faculty and Instructional Staff (78) Ethnicity of Students Inst. Staff Hispanic 9.0% 4.0% Black 16.0% 8.0% White 67% 87.0% Asian 0.8% 0% Amer. Indian 0.6% 1.0% Multiracial 6.0% 0%</p> <p>Faculty and Administration Gender: Male 6 Female 45</p>	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 1	<p>The ethnicity of the school staff is not the same as the ethnic groups of students. This will be addressed when possible.</p>	<p>No need to address.</p>	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1	<p>SCHOOL will continue to address when possible.</p>
<p>School Administrators Number of administrators and roles; years of experience, specialized training and advanced degrees.</p>	<input checked="" type="checkbox"/> SPAR <input checked="" type="checkbox"/> SI Plan <input type="checkbox"/> Other:	<p>Principal-Darlene Paul-15 years experience total, eight in administration and seven in the classroom. Masters in Ed. Leadership, Principalship certification. Assistant Principal Rodney Free-19 years of total experience, two in administration, 17 in the classroom and coaching.</p>	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 1	<p>The number of school administrators is set by the district. Both administrators at SCHOOL are highly qualified.</p>	<p>Both administrators at SCHOOL were highly qualified.</p>	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 1 Yes, both administrators have master's degrees in Ed. Leadership.	<p>Continuation of highly qualified administrators at SCHOOL.</p>

Family & Community Involvement (Possible Indicators)	*Source of Data	Data Observations	Rank	Analysis for School Improvement Plan	How was it Addressed in 13-14?	Successful? Explain	Issues to be addressed next school year?
<p>Parental Involvement Evidence of a parental involvement plan for volunteering, home learning activities, program review and development.</p>	<input checked="" type="checkbox"/> PI Plan <input checked="" type="checkbox"/> SI Plan <input checked="" type="checkbox"/> School-level PAC Data <input checked="" type="checkbox"/> District-level PAC Participation <input type="checkbox"/> Other:	<p>SCHOOL has an active volunteer program with over 1650 hours through March, an active PTO, a Parent Advisory Council, parents on the District Advisory Council, and parents that serve on the School Improvement Team.</p>	<input checked="" type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1	<p>Parent Involvement is a priority. Parents are part of the process in writing the school Parent Involvement Plan/Policy and the Student/Parent/Teacher compact. An active Volunteer Program and PTO are an integral part of SCHOOL. Parent will continue to be a part of the SIT and the DAC.</p>	<p>Parents continue to be an invaluable part of the process. Parent Involvement was a priority. Parents were part of the process in writing the school Parent Involvement Plan and the Student/Parent/Teacher compact. An active volunteer program and PTO was an integral part of SCHOOL. Parents will continue to be part of the SIT and DAC. Parent nights were provided in all content areas and the APTT model was implemented in Kindergarten and 1st grade this year.</p>	<input checked="" type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <p>Yes, SCHOOL increased parent involvement through implementation of the APTT model in K and 1st. Over 1500 volunteer hours have also been logged to date.</p>	<p>SCHOOL plans to increase parent involvement and participation in school events among all populations through school-wide implementation of the APTT model.</p>
<p>Communication with Parents Amount and frequency of information disseminated to parents, and the quality of information disseminated; use of multiple languages.</p>	<input checked="" type="checkbox"/> PI Plan <input checked="" type="checkbox"/> SI Plan <input checked="" type="checkbox"/> Parent Climate Survey <input type="checkbox"/> Other:	<p>Activities and strategies are provided for effective communication such as a monthly newsletter, a school web page, teacher web pages, Remind 101 app, Parent Nights, Information concerning testing (FCAT, Discovery Education, etc.), agendas that go home daily, "Bee" books (a type of agenda), letters, notes, phone calls, mid term reports, nine week reports, conferences and SES letters to name a few. Translations of information for ELL families are provided as needed.</p>	<input checked="" type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1	<p>Communication with parents is a priority at SCHOOL. Information is distributed to parents in English and Spanish as needed. Teachers meet with parents to discuss each child's assessment results, expectations and goals ach three times throughout the year, agendas, the monthly newsletter, teacher and school web page, testing information and parent nights will continue to be an integral part of the program at SCHOOL.</p>	<p>Information was distributed to parents in English and Spanish. Teachers met with parents three times throughout the year to discuss each child's assessment results, expectations and goals. Agendas, "Bee" books, the monthly newsletter, teacher and school web page, testing information was made available to provide communication with parents. A list of assessments that are given each year in each grade level with a brief description of the assessment and its purpose was provided to all parents.</p>	<input checked="" type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <p>Yes, When parents were asked "Where did you get information about standards, testing, and helping you child succeed in school?" on title I surveys, teacher conferences received the highest number, 96%.</p>	<p>SCHOOL plans to continue parent involvement in the decision making process.</p>

<p>Parent/Community Roles Amount and frequency of opportunities for parent and community involvement in decision making.</p>	<input checked="" type="checkbox"/> SAC Agendas <input checked="" type="checkbox"/> PI Plan <input checked="" type="checkbox"/> DAC Agendas <input type="checkbox"/> Other:	<p>SCHOOL has parents that serve on the DAC, parents who serve on the Parent Advisory Committee, parents who serve on the District Advisory Council, parents who serve on the SIT, a very active PTO and volunteer program.</p>	<input checked="" type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1	<p>Parents will continue to be involved in decision making. 93% of the parents who responded on the Title I Survey, indicated that they are aware that they may participate in the development and review of school and district parent involvement policies. Parents will continue to serve on the School Improvement Team, District and School Parent Advisory Council and the DAC.</p>	<p>District Advisory Council met throughout the school year and the Parent Advisory Council met two times during the school year. SCHOOL has a very active PTO and volunteer program.</p>	<input checked="" type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 Yes, parents continue to be actively involved in the decision making process at SCHOOL.	<p>SCHOOL plans to continue parent involvement in the decision making process.</p>
<p>Parent Training Types of training opportunities offered to parents; parent workshop evaluations; evidence of teachers trained in parental involvement.</p>	<input checked="" type="checkbox"/> PI Plan <input checked="" type="checkbox"/> PI Workshop Evaluations <input checked="" type="checkbox"/> Prof Dev Reports <input type="checkbox"/> Other:	<p>SCHOOL provides a Writing Night for parents, Science Night for parents, Reading Night for parents, Math Night for parents, annual Title I Meeting for parents, Bilingual Night, Open House, Parental Involvement Training for Pre-K to K meeting and 5th grade to Middle School meeting.</p>	<input checked="" type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1	<p>Parent Nights are provided to assist parents in helping their children in academic areas of Reading, Writing, Math and Science. Transition Meetings are provided for Pre-K-to K and 5th grade to Middle School. Teachers receive training through ePDC on Parent Involvement, Conferencing, Alternative Methods of Reporting Programs, and Family Friendly Schools.</p>	<p>Parent nights were provided to assist parents and their children in the academic areas of Reading, Writing, Science, Math, and Technology. Transition meetings were provided for Pre-K to K and 5th grade to Middle School. Teachers and staff received parent involvement training and SCHOOL also provided training for parents on standardized testing and standards.</p>	<input checked="" type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 Yes, academic parent nights, and APTT meetings were well attended and surveys indicate parents were well pleased and enjoyed interacting and learning with their children.	<p>Subject area parent workshop nights and parental involvement training will become part of the APTT model as it is implemented school-wide. Pre-K to K and middle school transition meetings will be included in the 2014-2015 SIP.</p>
<p>Support for Families Availability of information, training and services to adequately address the educational needs of students with learning disabilities or special educational needs as a result of poverty, ELL status, or migratory life style.</p>	<input checked="" type="checkbox"/> PI Plan <input checked="" type="checkbox"/> Open House Resource Fair Data <input type="checkbox"/> Other:	<p>SCHOOL has two ELL paraprofessionals. ELL, ESE and SBIT participation for all parents. SCHOOL has four ESE teachers and two ESE paraprofessionals.</p>	<input checked="" type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1	<p>ELL personnel are necessary due to the population of ELL students at SCHOOL. They provide assistance for students and parents on a daily basis. ESE personnel provide assistance for students in an inclusion setting and a resource room is also available for qualifying students. This is a necessary part of the instructional program at SCHOOL.</p>	<p>ELL personnel provided assistance for students and parents on a daily basis. ESE personnel provided assistance for students in an inclusion setting and two resource rooms were also available for qualifying students. This continues to be a necessary part of the instructional program at SCHOOL.</p>	<input checked="" type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 Yes, and additional resource room with an ESE teacher for qualifying students was an addition to SCHOOL this year.	<p>SCHOOL will continue the use of ELL and ESE personnel on a daily basis as a necessary part of the instruction program.</p>
<p>Health Services Availability of school linked health and social services for students and families, including counselors,</p>	<input checked="" type="checkbox"/> PI Plan <input checked="" type="checkbox"/> Open House Resource Fair Data	<p>Various Health programs are provided by community agencies. Dental Program Nutrition Program by UF</p>	<input type="checkbox"/> 5 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2	<p>SCHOOL holds a Health Fair each year where community agencies bring programs to the students. SCHOOL has one LPN on staff and</p>	<p>A community resource fair was held in September for parents with the community available to</p>	<input type="checkbox"/> 5 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2	<p>Various health programs will continue to be provided by community agencies through a resource fair and presentations throughout the school year. SCHOOL plans to continue</p>

psychologists, medical professionals, and nurse practitioners.	<input type="checkbox"/> Other:	Health Fair with Walton Co. Health Dept., DeFuniak Springs Fire Department, DeFuniak Springs Police Department, Walton Co. Sheriff's Dept, Dental Program by Walton Co. Health Dept. and Children's Volunteer Health Network. One LPN on staff	<input type="checkbox"/> 1	is supported by programs provided by the Walton County Health Department. SCHOOL also has one Counselor on staff. The Dental Van provides dental services for students.	share services. SCHOOL has one LPN on staff and is supported by programs provided by the Walton County Health Department. SCHOOL also has one Counselor on staff. The Dental Van provides dental services for students.	<input type="checkbox"/> 1 The dental van has offered services to students as well as community agencies presenting programs and services to students and families throughout the year.	employment of one LPN and one Counselor.
--	---------------------------------	---	----------------------------	---	---	--	--

School Context & Organization (Possible Indicators)	*Source of Data	Data Observations	Rank	Analysis for School Improvement Plan	How was it Addressed in 14-15?	Successful? Explain	Issues to be addressed next school year?
School Mission/Vision Statement of the underlying philosophy of the school.	<input checked="" type="checkbox"/> SI Plan <input type="checkbox"/> Other:	SCHOOL's vision has been reviewed and updated. Both the mission and vision are provided in the School Improvement Plan, the school web page and displayed in the building for students and parents.	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 1	During the 2011-12 school year the School Vision was reviewed and updated and this update will be included in the 2013-2014 SIP.	The updated school vision reviewed by faculty and staff was included in our 2013-14 SIP.	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 1 Yes, all faculty and staff took part in reviewing the mission.	The mission will continue to be posted throughout the school and the mission and vision will be available online on our webpage and on documentation such as our School Improvement Plan.
Average Class Size Staff/child ratio, average class size, computed by grade or grade spans.	<input checked="" type="checkbox"/> Unit Allocation <input type="checkbox"/> Comparability Report <input type="checkbox"/> Schedules <input type="checkbox"/> FSID <input type="checkbox"/> Other:	This is set by the state in accordance with class size reduction mandate. K-3, 18 students per class. 4-5, 22 students per class.	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 1	Average class size complies with the state mandates.	Average class size did comply with the state mandates due to increased enrollment in grades K-3.	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 1	SCHOOL will comply with state class size mandates if possible.
School Climate Quality of student-teacher interactions, student attitudes toward school, teacher job satisfaction, teacher expectations and beliefs about what students can accomplish.	<input checked="" type="checkbox"/> Climate Survey <input checked="" type="checkbox"/> Other: Title I Survey	SCHOOL provides annually, a survey for students, parents, and teachers. Title I provides a survey for teachers and parents.	<input checked="" type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1	Climate Surveys are provided annually for parents, teachers and students. These surveys provide information for the school that is used by the SIT and administration, to plan needed strategies for parent involvement activities, the Comprehensive Needs Assessment, Parent Involvement Policy/Plan and to address student needs.	Climate surveys are currently available online and results will be available when survey window closes. Parent and teacher surveys have been completed. Information from these surveys will be used to plan for the 2014-15 school year.	<input checked="" type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 Yes, results from teacher and parent surveys were used in planning for 2013-14 school year	SCHOOL will continue to use climate surveys and Title I surveys to plan for School Improvement.
Coordination Plan Description of the activities conducted to ensure that students'	<input checked="" type="checkbox"/> Master Schedule <input checked="" type="checkbox"/> Reading Block Schedule <input type="checkbox"/> Math Block	SCHOOL has a 90 minute reading block. SCHOOL provides large blocks of time for special areas (Art, Music, PE), in scheduling.	<input checked="" type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3	The 90 minute reading block and the large blocks of time for special areas will continue to be	The 90 minute reading block and the large blocks of time for special areas	<input checked="" type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2	The 90 minute reading block and the large blocks of time for special areas will be addressed in the SIP for the 2014-2015 school

<p>instructional day or program is coordinated so that student learning is not fragmented.</p>	<p>Schedule <input checked="" type="checkbox"/> iii Schedule <input checked="" type="checkbox"/> Tutoring Schedule <input type="checkbox"/> Other:</p>	<p>SCHOOL limits classroom disruptions such as announcements and visits. SCHOOL has a tutoring schedule and a Triple I schedule.</p>	<p><input type="checkbox"/> 2 <input checked="" type="checkbox"/> 1</p>	<p>part of the SIP for 2013-14. The triple I and the tutoring schedule are an integral part of the curriculum. Continuation of these activities is paramount in meeting NGSSS and CCSS benchmarks.</p>	<p>were allotted as specified in the SIP for 2013-2014.</p>	<p><input type="checkbox"/> 1 Yes, the 90 minute reading block and Triple I and tutoring schedules were followed to ensure maximum student learning.</p>	<p>year.</p>
<p>Management and Governance Presence of engaged principals, teacher input into decision making, the organization of teachers by teams.</p>	<p><input checked="" type="checkbox"/> Climate Survey <input checked="" type="checkbox"/> CWT Data <input checked="" type="checkbox"/> Committee Assignments <input type="checkbox"/> Other:</p>	<p>School Improvement Team Participation Teachers and administration serve on committees which meet monthly. Faculty Meetings/monthly Grade Level Meetings/Weekly Cross-Grade Level Meetings/Each semester, Learning Communities as needed for Reading, Math and Writing. Classroom observations are conducted on a regular basis.</p>	<p><input type="checkbox"/> 5 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1</p>	<p>Referencing the 2012-13 Title I Survey, 96% of parents who responded believe teachers, principals and other school staff are eager for open communication with parents. Decision making at SCHOOL is accomplished through faculty meetings held monthly, cross-grade level meetings held each semester and grade level meetings held weekly. Minutes are kept and filed. Classroom observations will continue to be done on a regular basis. These activities will continue to be part of the 2013-2014 SIP.</p>	<p>SCHOOL was accomplished through monthly faculty meetings, cross-grade level meetings held each semester and weekly grade level meetings. Classroom observations were made on a regular basis and logged on a classroom walk-through form.</p>	<p><input type="checkbox"/> 5 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 Yes, monthly team meetings and faculty meetings, cross-grade level meetings and weekly grade level meetings and learning communities were held. Regular classroom observations were conducted as well.</p>	<p>Monthly faculty meetings, cross-grade level meetings each semester, weekly grade level meetings and regular classroom observations will continue to be part of the decision making process at SCHOOL.</p>
<p>Student Discipline Policy Clearly defined and articulated student management and discipline policy, including policies that pertain to SWDs.</p>	<p><input checked="" type="checkbox"/> Discipline Plan <input checked="" type="checkbox"/> PBS Reports <input checked="" type="checkbox"/> Code of Conduct <input type="checkbox"/> Other:</p>	<p>SCHOOL incorporates the Positive Behavior Support (PBS) model to insure student discipline policies are well-defined.</p>	<p><input type="checkbox"/> 5 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1</p>	<p>Due to the effective of this model, SCHOOL will continue to use Positive Behavior Support.</p>	<p>SCHOOL continued to implement PBS.</p>	<p><input type="checkbox"/> 5 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 Yes, SCHOOL was a Silver Level Model PBS School for the 2012-2013 school year and is on track to receive this award again.</p>	<p>SCHOOL continued to implement PBS.</p>