



Pam Stewart, Commissioner

## 2013-2014 SCHOOL IMPROVEMENT PLAN

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Malone High School

5361 9TH ST

Malone, FL 32445

850-482-9950

<http://malone.jcsb.org>

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## School Demographics

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<b>School Type</b> Combination School	<b>Title I</b> Yes	<b>Free and Reduced Lunch Rate</b> 70%
<b>Alternative/ESE Center</b> No	<b>Charter School</b> No	<b>Minority Rate</b> 46%

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## School Grades History

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<b>2013-14</b> B	<b>2012-13</b> B	<b>2011-12</b> B	<b>2010-11</b> C
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## SIP Authority and Template

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Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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## Purpose and Outline of the SIP

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The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

### Part I: Current School Status

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Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

### Part II: Expected Improvements

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Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

### Part III: Coordination and Integration

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Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

### Appendix 1: Professional Development Plan to Support Goals

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Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

### Appendix 2: Budget to Support Goals

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Appendix 2 is the budget needed to implement the strategies identified in the plan.

## Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

### DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

### DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
  - Year 1 – declined to D, or first-time graded schools receiving a D
  - Year 2 – second consecutive D, or F followed by a D
  - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
  - Year 1 – declined to F, or first-time graded schools receiving an F
  - Year 2 or more – second or more consecutive F

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

### 2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

  

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

## Current School Status

### School Information

#### School-Level Information

##### School

Malone High School

##### Principal

Doug Powell

##### School Advisory Council chair

Lisa Orlando

#### Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Doug Powell	Principal
Kristy Edwards	Assistant Principal
Lisa Orlando	Guidance Counselor
Janice Lanier	Guidance Counselor
Sharon Calloway	Elementary Teacher
Joy Patrick	Reading Coach
Toyka Holden	Middle School Teacher
Orenza Waddell	High School Teacher

#### District-Level Information

##### District

Jackson

##### Superintendent

Mr. Steve R Benton, Sr

##### Date of school board approval of SIP

10/15/2013

### School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

#### Membership of the SAC

Doug Powell, Principal  
 Lisa Orlando, Chair  
 Joy Patrick, Reading Coach  
 Sharon Calloway, Teacher  
 Toyka Holden, Teacher  
 Orenza Waddell, Teacher  
 Gloria Smith, School Support Staff  
 Angelica Livingston, Senior Class President  
 Cody Henson, Junior Class President

Kazariya Williams, Sophomore Class President  
Yakira Taylor, Freshman Class President  
Tushenia Smith, Pre-K Parent  
Denise McGriff, Parent  
Mary Wilburn, Parent  
Tara Tillman, Parent  
Tammy Morgan, Parent  
Olivia Weber, Parent  
Elaine Oestrike, Community Member  
Alisa Robinson, Parent  
Miriam Erickson, Hispanic Representative

**Involvement of the SAC in the development of the SIP**

Members will meet to help write and correct the School Improvement Plan. Also, each time the SAC meets, if changes are recommended and voted on by the SAC, the SIP will be amended.

**Activities of the SAC for the upcoming school year**

The SAC will meet at a minimum of four times a year. They will participate in planning and approving the School Improvement Plan. Also, they will help with the decisions made within the school for improvement. If the school is allotted School Recognition money for improving school grade, the SAC will help decide on how the money is disbursed.

**Projected use of school improvement funds, including the amount allocated to each project**

Budget pending Extended Learning Opportunity plan being approved by district office.

**Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC**

In Compliance

**If not in compliance, describe the measures being taken to comply with SAC requirements**

**Highly Qualified Staff**

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Administrators**

**# of administrators**

2

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Administrator Information:**

<b>Doug Powell</b>		
Principal	Years as Administrator: 9	Years at Current School: 18
<b>Credentials</b>	B.S. in Physical Education K-12, Masters in Educational Leadership, ESOL Endorsed	
<b>Performance Record</b>	2010- School Grade- C Did not make AYP criteria 46% of Lowest 25% Making Learning Gains in Reading 55% of Lowest 25% Making Learning Gains in Math 2011- School Grade- C Did not make AYP but achieved 92% 55% of Lowest 25% Making Learning Gains in Reading 45% of Lowest 25% Making Learning Gains in Math 2012- School grade B- Improved a letter grade 57% of Lowest 25% Making Learning Gains in Reading 46% of Lowest 25% Making Learning Gains in Math 2013-School Grade not determined yet 65% of Lowest 25% Making Learning Gains in Reading 72% of Lowest 25% Making Learning Gains in Math	

<b>Kristy Edwards</b>		
Asst Principal	Years as Administrator: 0	Years at Current School: 0
<b>Credentials</b>	-Dual Bachelor's Degree from UWF in Elementary Education and Special Education with ESOL Endoresment -Master's Degree from FSU in Educational Leadership	
<b>Performance Record</b>	Grand Ridge School 2009-10 Tech Coordinator, School Grade B, Reading Mastery 72%, Math Mastery 65%, Writing Mastery, 78%, Science Mastery 51%. AYP 95%, ED subgroup did not meet math proficiency. 2010-11 Tech Coordinator, Grade A, Reading Mastery 71%, Math Mastery 76%, Writing Mastery 86%, Science Mastery 49%, AYP 87%, Total population, white, black, and ED subgroups did not meet reading proficiency. Black subgroup did not meet math proficiency. 2011-12 Tech Coordinator, Grad A, Reading Mastery for Level 3 and above 58%. Math Mastery for level 3 and abover in elementary 64% and middle school 67%, Writing mastery 79%.	

**Instructional Coaches**

<b># of instructional coaches</b>	1
<b># receiving effective rating or higher</b> (not entered because basis is < 10)	
<b>Instructional Coach Information:</b>	



<b>Joy Patrick</b>		
Full-time / District-based	Years as Coach: 9	Years at Current School: 32
<b>Areas</b>	Reading/Literacy	
<b>Credentials</b>	B.S. in Elementary Education and Reading Endorsed	
<b>Performance Record</b>	2010- School Grade- C Did not make AYP criteria 46% of Lowest 25% Making Learning Gains in Reading 2011- School Grade- C Did not make AYP but achieved 92% 55% of Lowest 25% Making Learning Gains in Reading 2013-School Grade not determined yet 65% of Lowest 25% Making Learning Gains in Reading	

**Classroom Teachers**

<b># of classroom teachers</b>	35
<b># receiving effective rating or higher</b>	32, 91%
<b># Highly Qualified Teachers</b>	89%
<b># certified in-field</b>	32, 91%
<b># ESOL endorsed</b>	9, 26%
<b># reading endorsed</b>	3, 9%
<b># with advanced degrees</b>	14, 40%
<b># National Board Certified</b>	1, 3%
<b># first-year teachers</b>	0, 0%
<b># with 1-5 years of experience</b>	3, 9%
<b># with 6-14 years of experience</b>	12, 34%
<b># with 15 or more years of experience</b>	20, 57%

**Education Paraprofessionals**

**# of paraprofessionals**

5

**# Highly Qualified**

5, 100%

**Other Instructional Personnel****# of instructional personnel not captured in the sections above**

1

**# receiving effective rating or higher**

(not entered because basis is &lt; 10)

**Teacher Recruitment and Retention Strategies**

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible**

Recruit- Jackson County works with Chipola College to recruit newly graduated teachers. Jackson County is also a partner with the Panhandle Area Education Consortium that advertises job openings for the district that is accessible on the World Wide Web.

Retain- Newly hired teachers are provided a mentor and district support through the beginning teacher program.

Retain- Professional development opportunities through the coordination of local, state, and federal funds sources to increase teacher effectiveness and retain qualified teachers by providing a conducive environment for improving professional knowledge

Retain- provide resources (tutoring for subject area exams, reimbursement for reading endorsement, reimbursement for college courses, etc.) for teachers to obtain their professional teaching certificate; become highly-qualified in subject areas taught; and renewal of professional certificates for veteran teachers

Retain- Support teachers to improve instructional practices through the evaluation process developed through Race to the Top using the Marzano Frameworks.

**Teacher Mentoring Program/Plan**

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities**

Teacher Mentoring Program/Plan is the assigned responsibilities as outlined in the state approved Jackson

County New Teacher program. Our school has two beginning teachers for the 2013-14 school year. Both of

our beginning teachers are paired with high performing, experienced colleagues in their grade level. Close

proximity and effectiveness of paired teacher is taken into consideration for each pairing. Beginning teachers

also meet with content specialists on our school-based leadership team.

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

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

## **Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs**

A school-based Student Support Team (SST) has been identified for the purpose of implementing a multi-tiered system of supports (MTSS) for all students. Universal screening data at the grade level, classroom level and subgroup level is analyzed to evaluate the effectiveness and needs of core instruction. The SST meets regularly on students identified as needing supplemental instruction beyond core (T2), and those needing more intensive/ individualized (T3) instruction. The SST reviews multiple data sources and engages in a 4 step data-based problem solving method to design and evaluate intervention plans that are targeted to student needs. Resources and service delivery are allocated according to the level of student need.

### **Function and responsibility of each school-based leadership team member as related to MTSS and the SIP**

Specific SST Roles/functions (one person may sure more than one role)

- Instruction Leader – (Administrator) - Ensures fidelity of the process, sets regularly scheduled times for the SST to convene, makes decisions on how T2 and T3 services will be delivered
  - Team Leader – Directs team activities, receives referrals for the SST, informs staff/parents, sets mtg times, ensures the proper documentation is maintained, and sets dates/times for follow-up meetings
  - Data Mentor – Assists in collecting, organizing, visually displaying, analyzing and interpreting data
  - Staff Liaison – Key communicator with staff, establishes procedures to gain staff input and collaboration with other school initiatives
  - Content Specialist – Assists in making key decisions about instructional needs of struggling students, identifies evidenced-based interventions most likely to be effective in addressing the area of concern, and provides training/consultation as needed
  - Record Keeper – Documents/completes required paperwork in the meetings, serves as timekeeper, informs team when time is running short.
  - Behavior Specialist – Assists in identifying function of problem behaviors and developing Behavior Intervention Plans, collaborates and provides training as needed
  - Teacher – of the student whose needs are being addressed
  - Parent/Guardian – of the student whose needs are being addressed
  - Speech/Language Pathologist –as needed–assists in developing interventions for speech/language concerns-provides training as needed to interventionists
- The SST collaborates with other school-based teams such as SAC, literacy leadership teams, grade group teams, the positive behavior support team, and other professional learning teams to analyze strengths and weaknesses in academic/behavioral domains, and to initiate instructional modifications needed to increase student achievement for all students, and to meet SIP goals.

### **Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP**

- Lesson Plans
- District-wide Intervention Documentation Worksheets—documented by interventionists identifying time, evidenced-based program, and focus skill(s) of students receiving T2 and/or T3 interventions
- Review of on-going Progress Monitoring Results

- Walkthroughs
- Analyze/review student performance data in Grade Groups

**Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement**

Core (T1 \*monitored 3x yr) Data Sources: \*ThinkLink (reading, math, science) Stanford 10 (reading, math, science), FCAT (reading, math, science, writing- as applicable) \*Jackson County Writes, \*Office Discipline Referrals

Core (T1) Management Systems: Discovery Education, Performance Matters, FOCUS

Supplemental (T2 monitored bimonthly) & Intensive (T3 monitored wkly) Data Sources: ThinkLink probes (reading, math, science), FAIR (reading), grade level assessments (reading, math, science), STAR (reading), LEXIA (reading),

i-ready Math (K-2), Think Through Math (3-12), Office Discipline Referrals

Supplemental & Intensive (T2/T3) Management Systems: Discovery Education, Progress Monitoring and Reporting Network, Performance Matters, FOCUS, Software reports

**Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents**

The Staff Liaison on the SST will continue to collaborate with grade groups on the MTSS process and new teachers will receive training as needed. Parents are encouraged through parent/teacher conferences, phone calls and written invitations to actively participate in the MTSS process for his/her child. The district wide MTSS coordinator will continue to provide district wide trainings, onsite trainings and consultation as needed throughout the school year.

**Increased Learning Time/Extended Learning Opportunities**

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:**

**Strategy:** Before or After School Program

**Minutes added to school year:** 2

Small group instruction in vocabulary in the Extended Learning Oportunity to improve scores in formative and summative assessments with vocabulary instruction for the lowest 25% of the school population.

**Strategy Purpose(s)**

- Instruction in core academic subjects

**How is data collected and analyzed to determine the effectiveness of this strategy?**

Retrieving data from computer based programs, monitoring progress through assessments weekly. Alter or modify lesson plans to address skills that were not mastered. Also, Thinklink and FCAT scores will be used to determine the effectiveness of the Extended Learning Program.

**Who is responsible for monitoring implementation of this strategy?**

Data Team, Administatrion, Pat Suggs-Data Specialist

**Literacy Leadership Team (LLT)**

**Names and position titles of the members of the school-based LLT**

<b>Name</b>	<b>Title</b>
Kristy Edwards	Assistant Principal
Joy Patrick	Reading Coach
Amy Brown	Media Specialist
Kelly Anglin	English/Reading Teacher
Sharon Calloway	3rd Grade Teacher
Toyka Holden	Language Arts/Reading Teacher
Mamie Carter	5th Grade Teacher

**How the school-based LLT functions**

After analysis of student data, a plan of action was proposed to implement Close Reading of Informational Text through the incorporation of Common Core Standards and to deliver reading strategies to the content area teachers. Literacy team members will serve as liaisons to the rest of the staff by carrying messages and information. The team will meet periodically to monitor progress toward full implementation of Common Core. The principal will check lesson plans to make sure differentiated instruction is being used throughout the school in reading classes.

**Major initiatives of the LLT**

The Literacy team will coordinate and supervise the implementation of Close Reading across all content areas.

The reading coach will support content area teachers by building their capacity to deliver effective instructional practices that will intentionally impact and increase student achievement across all content areas.

## Every Teacher Contributes to Reading Instruction

### How the school ensures every teacher contributes to the reading improvement of every student

Teachers went to summer inservices by Kathy Oropollo, professional consultant in Reading. She taught classes and demonstrated for teachers scientifically researched techniques to teach reading through content classes. The principal and assistant principal will preform classroom walk-throughs to insure that teachers are using the techniques learned during the summer inservices. Also, teachers are required to have reading passages in the form of FCAT rigor as part of their exams.

## College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

Students in 8th grade must complete a Personal Career and School Planning course. They complete a career plan using the template from FLDOE. Students are scheduled based on their major area of interest in applied and integrated courses. The courses are in the vocational areas of Family and Consumer Science and Agriscience. Students are also given opportunities to Dual Enroll in workforce programs and in "On the Job Training" (OJT) courses.

### How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

Every entering freshman has a career plan using the template from FLDOE. His/her schedule is designed so that he/she has elective credits of choice. Middle school students are given the opportunity to enroll in career exploration classes to help them find a career path that is interesting to them. Career awareness is incorporated across all subjects and grades. Guests are asked to visit classrooms, make presentations, and help students become more aware of career possibilities. Local field trips further develop awareness of opportunities for careers.

### Strategies for improving student readiness for the public postsecondary level

Based on the 2011 (most current information available) annual analysis we discovered that only 62% of Jackson County seniors enrolled in a public postsecondary institution. We would like this number to improve each year, so the following strategies will help improve student readiness for the postsecondary level:

- 1) We encourage students to take honors classes at Malone School in order to challenge students and better prepare them for college.
- 2) We teach students to set high expectations, while informing parents, students, and teachers that getting an A in a subject is not near as important as being college prepared.
- 3) We have implemented two classes, which are Mathematics for College Readiness and Reading for College Readiness to better prepare students for the college placement tests such as ACT and SAT.
- 4) We encourage students that qualify to dual enroll at Chipola.

## Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### Area 1: Reading

#### Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	59%	63%	Yes	63%
American Indian				
Asian				
Black/African American	48%	48%	Yes	54%
Hispanic	42%		No	48%
White	68%	63%	No	71%
English language learners				
Students with disabilities	38%	17%	No	44%
Economically disadvantaged	52%	54%	Yes	57%

#### Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	82	30%	32%
Students scoring at or above Achievement Level 4	88	32%	34%

#### Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

#### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	176	65%	67%
Students in lowest 25% making learning gains (FCAT 2.0)	185	65%	67%

**Comprehensive English Language Learning Assessment (CELLA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)			
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)			
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)			

**Postsecondary Readiness**

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.	15	47%	49%

**Area 2: Writing**

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	36	40%	42%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

**Area 3: Mathematics****Elementary and Middle School Mathematics****Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	64%	73%	Yes	68%
American Indian				
Asian				
Black/African American	54%		No	59%
Hispanic				
White	73%		No	75%
English language learners				
Students with disabilities	44%		No	50%
Economically disadvantaged	57%		No	61%



**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	74	36%	38%
Students scoring at or above Achievement Level 4	78	38%	40%

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

**Learning Gains**

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	159	77%	79%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	149	72%	74%

**Middle School Acceleration**

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	46	25%	25%
Middle school performance on high school EOC and industry certifications	36	78%	80%

**High School Mathematics****Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	64%	73%	Yes	68%
American Indian				
Asian				
Black/African American	54%	63%	Yes	59%
Hispanic				
White	73%	81%	Yes	75%
English language learners				
Students with disabilities	44%	28%	No	50%
Economically disadvantaged	57%	68%	Yes	61%

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

**Learning Gains**

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)			
Students in lowest 25% making learning gains (EOC)			

**Postsecondary Readiness**

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.		<i>[data excluded for privacy reasons]</i>	11%

**Algebra I End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	21	47%	50%
Students scoring at or above Achievement Level 4	11	24%	27%

**Geometry End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	10	37%	39%
Students scoring at or above Achievement Level 4		<i>[data excluded for privacy reasons]</i>	32%

**Area 4: Science****Elementary School Science****Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3		<i>[data excluded for privacy reasons]</i>	23%
Students scoring at or above Achievement Level 4		<i>[data excluded for privacy reasons]</i>	21%

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

**Middle School Science****Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	[data excluded for privacy reasons]		24%
Students scoring at or above Achievement Level 4	11	34%	36%

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

**High School Science****Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

**Biology I End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	19	49%	51%
Students scoring at or above Achievement Level 4	11	28%	30%

**Area 5: Science, Technology, Engineering, and Mathematics (STEM)****All Levels**

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	7		8
Participation in STEM-related experiences provided for students	5	71%	73%

**High Schools**

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more <i>accelerated</i> STEM-related courses	0	0%	0%
Completion rate (%) for students enrolled in <i>accelerated</i> STEM-related courses		0%	0%
Students taking one or more advanced placement exams for STEM-related courses	0	0%	0%
CTE-STEM program concentrators	0		0
Students taking CTE-STEM industry certification exams	0	0%	0%
Passing rate (%) for students who take CTE-STEM industry certification exams		0%	0%

**Area 6: Career and Technical Education (CTE)**

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	0	0%	0%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses	0	0%	0%
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses		0%	0%
Students taking CTE industry certification exams	0	0%	0%
Passing rate (%) for students who take CTE industry certification exams		0%	0%
CTE program concentrators	0	0%	0%
CTE teachers holding appropriate industry certifications	0	0%	0%

**Area 8: Early Warning Systems****Elementary School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time			
Students retained, pursuant to s. 1008.25, F.S.			
Students who are not proficient in reading by third grade	12	32%	25%
Students who receive two or more behavior referrals			
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.			

**Middle School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time			
Students who fail a mathematics course	5	5%	0%
Students who fail an English Language Arts course	7	8%	0%
Students who fail two or more courses in any subject	4	4%	0%
Students who receive two or more behavior referrals			
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.			

**High School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time			
Students in ninth grade with one or more absences within the first 20 days			
Students in ninth grade who fail two or more courses in any subject	4	11%	9%
Students with grade point average less than 2.0	9	7%	5%
Students who fail to progress on-time to tenth grade	4	11%	9%
Students who receive two or more behavior referrals			
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.			

**Graduation**

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.	0	0%	0%
Students graduating in 4 years, using criteria for the federal uniform graduation rate defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)	29	73%	75%
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.	0	0%	0%
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)	33	77%	78%

## Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### Parental involvement targets for the school

Increase to 76% (342) of our parents being involved in positive parent-school communication through various means such as more participants during Parent nights, Orientations and teacher-parent conferences.

### Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Open House/Parent Night	325	72%	76%

## Area 10: Additional Targets

### Additional targets for the school

### Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
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## Goals Summary

- G1.** Improve scores in formative and summative assessments with vocabulary instruction for the lowest 25% of the school population.
- G2.** To increase reading comprehension school-wide.
- G3.** Increase student understanding of number operations and fractions to improve math scores school-wide.

## Goals Detail

**G1. Improve scores in formative and summative assessments with vocabulary instruction for the lowest 25% of the school population.**

**Targets Supported**

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Elementary School
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC
- EWS
- EWS - Elementary School
- EWS - Middle School
- EWS - High School
- EWS - Graduation

**Resources Available to Support the Goal**

- Classworks
- Florida Achieves
- Discovery Education
- FCAT Explorer
- Moby Max
- Lexia Reading
- Bridges to Literature
- McGraw-Hill Wonders
- Harcourt Trophies
- Supplemental
- Newsbank



### **Targeted Barriers to Achieving the Goal**

- Deficits in Vocabulary

### **Plan to Monitor Progress Toward the Goal**

Scores on Thinklink and Florida Achieves of participating students will be analyzed for improvements based on vocabulary instruction.

### **Person or Persons Responsible**

Data Team, Administration, Pat Suggs-Data Specialist

### **Target Dates or Schedule:**

Quarterly and at the end of the 1st semester

### **Evidence of Completion:**

Improvement in vocabulary skills and post scores for the SLPs. Other evidence would be student work samples and individualized folders.

## **G2. To increase reading comprehension school-wide.**

### **Targets Supported**

- Reading (AMO's, FCAT2.0, Learning Gains, CELLA, Postsecondary Readiness)
- Social Studies
- U.S. History EOC
- Civics EOC

### **Resources Available to Support the Goal**

- School-wide Reading Coach
- After School Tutoring
- Supplemental Materials

### **Targeted Barriers to Achieving the Goal**

- Lack of Background Knowledge

### **Plan to Monitor Progress Toward the Goal**

Thinklink, FAIR, FCAT, ACT, PERT

### **Person or Persons Responsible**

Teachers

### **Target Dates or Schedule:**

Quarterly/Yearly

### **Evidence of Completion:**

Increased scores on reading comprehension.

**G3. Increase student understanding of number operations and fractions to improve math scores school-wide.**

### **Targets Supported**

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC
- STEM
- STEM - All Levels
- STEM - High School

### **Resources Available to Support the Goal**

- Think Through Math
- Classworks
- ThinkLink through Discovery Education
- BrainChild
- Go Math Text and Resources
- Big Ideas Text and Resources

### **Targeted Barriers to Achieving the Goal**

- Students who are considered on the bubble due to FCAT scores being +2/-2 points from increasing or decreasing a level.

### **Plan to Monitor Progress Toward the Goal**

Student data sheets will be revisited to determine if informal and formal assessments indicate growth for the "bubble" student in not only the targeted skill, but across the curriculum as well.

### **Person or Persons Responsible**

Teacher; Principal/Asst. Principal; Data Specialist

### **Target Dates or Schedule:**

Bi-Monthly Data Meetings

### **Evidence of Completion:**

Students are tested quarterly using Discovery Education's ThinkLink testing which is highly correlated to FCAT Testing specifications. Teachers are able to assess students on the same standards and determine if progress has been made. If it is noted that no progress has been made by the student in the targeted area, teachers are able to create probes specifically designed for that student that can focus on the targeted skill. If the correlated skill continues to show improvement throughout the yearly testing along with increases in other areas of math as well, the strategy has been successful. The data collected through this assessment will also indicate whether or not there was growth by all students in the areas of number operations and fractions.

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** Improve scores in formative and summative assessments with vocabulary instruction for the lowest 25% of the school population.

#### **G1.B1** Deficits in Vocabulary

##### **G1.B1.S1** Small group instruction in vocabulary in the Extended Learning Opportunity

#### **Action Step 1**

Students will receive vocabulary instruction

#### **Person or Persons Responsible**

Lowest 25% population of school

#### **Target Dates or Schedule**

After school program, 1 hour, twice a week

#### **Evidence of Completion**

Attendance logs and SLP

#### **Plan to Monitor Fidelity of Implementation of G1.B1.S1**

Have at one lead person on this project to monitor and oversee. It would be one of the teachers providing tutoring as well. This person will be paid 30 minutes per day (max of 120 minutes per session) to their time to compensate their additional work to ensure items like attendance logs are kept up to date and submitted with payroll, Student Learning Plans have been completed and are being followed, etc. If I have comments, concerns or questions about the program at your school, I will be calling this individual.

#### **Person or Persons Responsible**

Lead Person, Michael Kilts, Administration

#### **Target Dates or Schedule**

Weekly

#### **Evidence of Completion**

Progress reports sent to parents and teacher of record of participating students indicating performance.

## Plan to Monitor Effectiveness of G1.B1.S1

Retrieving data from computer based programs, monitoring progress through assessments.

### Person or Persons Responsible

Extended Learning Opportunity Teachers

### Target Dates or Schedule

Weekly

### Evidence of Completion

Alter or modify lesson plans to address skills that were not mastered.

## G2. To increase reading comprehension school-wide.

### G2.B1 Lack of Background Knowledge

**G2.B1.S1** Increase exposure using supplemental materials such as newspapers, Internet, and non-fiction books.

#### Action Step 1

Incorporate weekly readings, which expose students to urban experiences and new cultures.

#### Person or Persons Responsible

Classroom teachers

#### Target Dates or Schedule

Daily

#### Evidence of Completion

Lesson Plans

#### Facilitator:

Reading Coach, Joy Patrick

#### Participants:

All classroom teachers

### **Plan to Monitor Fidelity of Implementation of G2.B1.S1**

Assessing lesson plans for use of supplemental materials.

#### **Person or Persons Responsible**

Administration

#### **Target Dates or Schedule**

Weekly

#### **Evidence of Completion**

Walk throughs with documentation of supplemental materials being used.

### **Plan to Monitor Effectiveness of G2.B1.S1**

Evaluation of supplemental materials in increasing background knowledge to aid comprehension

#### **Person or Persons Responsible**

Teachers

#### **Target Dates or Schedule**

Weekly

#### **Evidence of Completion**

Formal and Informal Assessments

**G3. Increase student understanding of number operations and fractions to improve math scores school-wide.**

**G3.B1** Students who are considered on the bubble due to FCAT scores being +2/-2 points from increasing or decreasing a level.

**G3.B1.S1** Identify, target, and differentiate weaknesses for bubble students.

**Action Step 1**

Identify Criteria for Determining "Bubble" Student, Target Students, and Identify Weaknesses

**Person or Persons Responsible**

School Test Coordinator with DOE document along with Data Team

**Target Dates or Schedule**

Upon the return of State Assessments

**Evidence of Completion**

Chart from DOE website forwarded to Teachers; List of Bubble Students; List of School-wide Areas of Weakness

**Facilitator:**

Lisa Orlando and Janice Lanier, Guidance Counselors and School Test Coordinators

**Participants:**

Math Teachers

### Plan to Monitor Fidelity of Implementation of G3.B1.S1

Targeted Skills Monitoring Logs for "Bubble" Students will be created and documented. Direct instruction will be provided by the classroom teacher with supplemental computer instruction provided by Think Through Math and Classworks.

#### Person or Persons Responsible

Teacher will be responsible for completing the sheet and creating a folder that is specific for each student. Within their lesson plans, it will be documented if a targeted skill is being addressed for the purpose of FCAT remediation. Using the specified supplemental computer programs allows the teacher to assign instruction for the designated areas of weakness.

#### Target Dates or Schedule

Beginning of the school year, weekly, and Quarterly Assessments

#### Evidence of Completion

Data Sheets for each student who is +2/-2 from increasing or decreasing a level should be visible in the data notebook. Lesson Plans will highlight a focus on a targeted skill as determined by FCAT or Thinklink Data. Student Work Samples for targeted weaknesses will be placed in a folder that is specific to the student and the areas in which they need additional instruction. Teachers will also refer to the Instructional Focus Calendars they have created to address specific skills which are to be assessed regularly. The computer programs will also provide daily or weekly scores for computer generated assessments.

### Plan to Monitor Effectiveness of G3.B1.S1

Routine, Periodic Walk-throughs, Observations, and Discussion with Staff will occur throughout the instructional year. Data Chats will be held bi-monthly with the Data Specialist to discuss collected data that indicates direct instruction of targeted skills and assessment to determine progress made by students in mastering the standards being taught.

#### Person or Persons Responsible

Principal/Asst. Principal; Data Specialist

#### Target Dates or Schedule

Weekly; Bi-Monthly

#### Evidence of Completion

Observation and Teacher Evaluation Forms completed by the Principal or Asst. Principal will indicate targeted skills of weakness were addressed in the classroom and assessed. Teachers will provide breakdown of student assessments to indicate strengths or weakness for the skill and then determine if "bubble" student mastered the standard. If student has not mastered the skill, the student's individual data sheet will note if mastery has occurred or if skill needs to be re-taught. As a team, it will be determined what additional resources or materials may need to be provided in order to achieve the desired outcome.

## Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Title I, Part C Migrant- Migrant Liaison provides services and support to students and parents. Contact is maintained with Maria Pouncey, Migrant Program Coordinator. Established collaboration includes but is not limited to: a) assistance with interpretation for migrant parents at IEP meetings, parent meetings, teacher conferences, etc., b) Summer school or in-home tutorials for migrant students, and c) supplementary educational materials for teachers serving migrant students. Migrant staff will monitor grades, attendance and confer, as needed, with teachers and parents regarding academic progress. Supplementary tutorials are offered to Priority for Services students on a regular basis during the school year, all other migrant students will receive tutorial services as needed. Home visits are conducted as needed based on grades and attendance, and to offer health education and assistance to meet social service needs.

In-home tutorials with highly qualified personnel are offered during the summer for migrant eligible students. The curriculum is designed to improve reading comprehension, language expression, and writing.

Title I, Part D- Supplemental Support is provided for our Teen Parenting Program with the addition of a computer lab and a paraprofessional and Level I and Level II middle/ high school students with access to ClassWorks.

Title II- Title IIA funds were used :

To improve and increase teachers' knowledge of academic subjects and enable teachers to become highly qualified;

Give teachers and principals the knowledge and skills to help students meet challenging State academic standards;

Improve classroom management skills;

Are sustained, intensive, and classroom-focused and are not one-day or short-term workshops;

Advance teacher understanding of effective instruction strategies that are based on scientifically based research;

To help reduce the student teacher ratio

To provide incentives for teachers to add reading endorsement to their certificates

Funds were used to pay the salaries for seven extra teachers to help reduce the teacher student ratio and 6 teachers received \$2400.00 as a one-time bonus for adding reading endorsement to their certificate.

Funds were also used to provide supplemental professional development activities during the summer that assisted teachers and staff with understanding how to use technological tools with their academic subjects (\$32,406.33).

Title X Homeless- Homeless District Liaison works with schools to provide resources for students who are identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. The district form was revamped this year to include students that may be homeless due to hurricanes, oil spill, Haiti Earthquake.

Supplemental Academic Instruction (SAI)- Funds are provided to enrich the remediation opportunities for students.

Violence Prevention Programs- The district promotes a Safe Drug Free Environment at all schools. Random drug testing for students involved in extra curricular activities.

Nutrition Programs- Our District supports the Jackson County Wellness Policy.

Head Start- The School District of Jackson County provides various early childhood programs serving children birth to 5 years old. These programs consist of Early Head Start, Head Start, Voluntary PreK and Exceptional Student Education.

Early Head Start serves children from birth to 3 years old who meet eligibility requirements mandated by federal regulations. Early Head Start in Jackson County grants priority and ensures services to children of mothers who participate in the district's Teenage Parenting Program.



The Jackson County School District's prekindergarten program serves children who meet eligibility requirements for Head Start, Voluntary PreK and Exceptional Student Education programs at six different sites. Although funded separately, all preschool programs complement one another in many ways and are integrated to provide the most developmentally appropriate environment for three and four year old children. These programs share staff, implement a common curriculum and follow the same daily schedule of activities both indoors and outdoors within their individual school sites. Comprehensive health and family services are provided to all families, although only required for Head Start. This collaboration makes available many inclusion opportunities for children with disabilities simultaneously meeting Head Start federal regulations for enrollment opportunities.

Adult Education- The district offers programs in: Adult Basic Education, High School Credit Completion, and GED (General Educational Development) Study.

CTE- Career and Technical Education programs integrate essential skills in an applied setting, thus strengthening and supporting a rigorous and relevant curriculum. Jackson County School District further utilizes form JC-346(Vocational Component of an ESE student's IEP) to coordinate teaching methods between the individual school's ESE departments and the Career and Technical Education departments.

Job Training - Students in grades 11th and 12th are allowed to participate in OJT (on job training), which allows them to work with employers in order gain work experience. This can be done and used as electives if all required courses are completed.

## Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

*Professional development opportunities identified in the SIP as action steps to achieve the school's goals.*

### G2. To increase reading comprehension school-wide.

#### G2.B1 Lack of Background Knowledge

**G2.B1.S1** Increase exposure using supplemental materials such as newspapers, Internet, and non-fiction books.

##### PD Opportunity 1

Incorporate weekly readings, which expose students to urban experiences and new cultures.

##### Facilitator

Reading Coach, Joy Patrick

##### Participants

All classroom teachers

##### Target Dates or Schedule

Daily

##### Evidence of Completion

Lesson Plans

**G3.** Increase student understanding of number operations and fractions to improve math scores school-wide.

**G3.B1** Students who are considered on the bubble due to FCAT scores being +2/-2 points from increasing or decreasing a level.

**G3.B1.S1** Identify, target, and differentiate weaknesses for bubble students.

**PD Opportunity 1**

Identify Criteria for Determining "Bubble" Student, Target Students, and Identify Weaknesses

**Facilitator**

Lisa Orlando and Janice Lanier, Guidance Counselors and School Test Coordinators

**Participants**

Math Teachers

**Target Dates or Schedule**

Upon the return of State Assessments

**Evidence of Completion**

Chart from DOE website forwarded to Teachers; List of Bubble Students; List of School-wide Areas of Weakness

## Appendix 2: Budget to Support School Improvement Goals

### Budget Summary by Goal

Goal	Description	Total
	Total	\$0

### Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Materials	Total
Title 1, 9508		\$0
Total		\$0

### Budget Details

*Budget items identified in the SIP as necessary to achieve the school's goals.*

**G1.** Improve scores in formative and summative assessments with vocabulary instruction for the lowest 25% of the school population.

**G1.B1** Deficits in Vocabulary

**G1.B1.S1** Small group instruction in vocabulary in the Extended Learning Opportunity

#### **Action Step 1**

Students will receive vocabulary instruction

#### **Resource Type**

Evidence-Based Materials

#### **Resource**

#### **Funding Source**

Title 1, 9508

#### **Amount Needed**