FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: STEPHEN FOSTER ELEMENTARY SCHOOL

District Name: Alachua

Principal: James E. Kuhn, III

SAC Chair: Dianne Amendola

Superintendent: W. Daniel Boyd, Jr., Ed.D.

Date of School Board Approval:

Last Modified on: 11/9/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	James E. Kuhn, III	B.A.E. (Elementary Education), M.Ed. (Elementary Education), Ed. S. (Educational Leadership)/Certifications: School Principal, Reading (K-12), Elementary Education (1-6), ESOL Endorsement	17	7	Stephen Foster has earned a state grade of A each of the 7 years as an administrator. In 2008 it also met 100% of AYP requirements and 97% of those requirements in 2009 and 2010. In 2011 82% of AYP requirements were met.

INSTRUCTIONAL COACHES

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

in reading, mathematics, or science and work only at the school site.

	Name	Degree(s)/ Certification (s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
No data submitted					

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

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

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	Mentoring of all beginning teachers	Principal will assign mentors to all new staff members	June, 2013	
2	Use of a school-based inservice program.	Principal, Curriculum Resource Teacher (CRT), Team Leaders, FCIM Facilitator, Leadership Team	June, 2013	
3	District-based Mentoring Program for all beginning teachers.	District Mentor	June, 2013	
4	New teacher observation program.	Principal, CRT	June, 2013	

Non-Highly Effective Instructors

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
Two teachers are out of field in ESOL. Two teachers are out of field in gifted.	All teachers currently out of field are taking courses and/or working with district staff to acquire the required endorsements.

Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
39	15.4%(6)	25.6%(10)	23.1%(9)	35.9%(14)	74.4%(29)	100.0%(39)	10.3%(4)	12.8%(5)	38.5%(15)

Teacher Mentoring Program/Plan

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

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Maria Wallis	Casey Balkcom, Matthew Heredia, Christiane Alba, Samantha Batty, Nicole Sickle	District selected and assigned. The pairing of a beginning teacher and mentor is based on the experience and training of each mentor.	One-on-one conferencing, observations, and feedback. In addition, each mentor coach will meet with assigned teachers in small groups.

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

Services are provided to ensure students requiring additional remediation are assisted through the use of academic interventions. A pull out tutorial model is used to assist students based on data collected throughout the year. Professional development is provided at both the school and district level and is coordinated by the district. A FCIM Facilitator is hired to help teachers with data collection and analysis as well as instructional strategies.

Title I, Part C- Migrant

A migrant liaison provides services and support to parents and students. The liaison coordinates with Title I and other school and district programs to ensure student needs are met.

Title I, Part D

The district receives funds to support the Educational Alternative Outreach Program. Services are coordinated with district drop-out prevention programs.

Title II

The district received supplemental funds for improving basic education programs through the purchase of small equipment to supplement education programs. Supplemental funding also used for district mentor coaches and digital educators.

Title III

Services are provided through the district for education materials, home-school communication, and ELL district support services to improve the education of immigrants and English-language learners. Also provided are dictionaries, tutors, and translators.

Title X- Homeless

A district homeless coordinator provides resources and assistance for students identified as homeless under the McKinney-Vento Act to eliminate barriers to a free and appropriate education.

Supplemental Academic Instruction (SAI)

SAI funds will be coordinated with district funds to provide training for third grade teachers.

Violence Prevention Programs

The school offers non-violence and anti-drug programs to the students. In addition, the school is implementing school-wide Positive Behavior Support (PBS). By implementing PBS we hope to increase positive behaviors and improve overall our overall approach to school and learning. We provide weekly social skills instruction using this research-based program which also supports the district's monthly social skills program.

Nutrition Programs

Nutrition programs include highlighting the importance of eating fruits and vegetables, the Weekend Backpack program that provides food for students, and our district summer meal program.

Housing Programs

[ ]

Head Start

[ ]

Adult Education

[ ]

Career and Technical Education

[ ]

Job Training

[ ]

Other

[ ]

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

> The school-based RtI Leadership Team includes:
> Jim Kuhn-Principal
> Elena Mayo-Curriculum Resource Teacher
> Karen Pearson-Guidance Counselor
> Lisa Hopkins-Behavior Resource Teacher
> Jamie Nations-FCIM Facilitator

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

> The school-based RtI Leadership Team meets to review school-level data and provide guidance to grade-level teams. The leadership team also oversees the implementation of the school intervention plan which guides the entire intervention process for the school.

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

> The school-based RtI Leadership Team reviews school-level data including FCAT results, benchmark assessments, FAIR, etc. and uses that information to assist in the development of goals.

MTSS Implementation

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

> Data sources include the following:
> FAIR, FCAT, school-level assessments (chapter, unit, and benchmark), district-level benchmark and On Track tests, and FCAT Simulations.
>
> Infinite Campus (IC), the district database, is used as the primary source of data analysis. IC summarizes district-level data.

Describe the plan to train staff on MTSS.

> The school-based RtI Leadership Team will meet with district staff as needed to receive training and updates in RtI. The school-based RtI Leadership Team meets with grade-level teams to review RtI data and provide training in the RtI process.

Describe the plan to support MTSS.

We have identified interventions to be used at each tier of our MTSS. Those interventions are tied to specific skills required for mastery of reading at each level. Students moving from one tier to the next will transition into the appropriate intervention. Progress in each intervention is monitored through the use of school, district, and state assessments.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

School-based Literacy Leadership Team includes:
Farrah Khan - Kindergarten
Sunny Vickers - 1st Grade
Brenda Spiers - 2nd Grade
Emma Lipsky - 3rd Grade
Matthew Heredia - 4th Grade
Becky Hutchison - 5th Grade
Brenda Walters - ESE
Debi Bruner - Media Specialist
Jamie Nations - FCIM Facilitator
Elena Mayo - Curriculum Resource Teacher
Cindy Barnett - Speech/Language Therapist

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

The school-based Literacy Leadership Team meets on a monthly basis to review school-level data and the progress of the school in meeting the goals and objectives as outlined in the reading section of the school improvement plan.

Each team in the school has a representative on the LLT and this person serves as a liaison between the team and the LLT. Each representative reports back to the grade-level team and relays the discussions and decisions being made by the LLT. In addition, the representative brings grade-level input back to the LLT.

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

Major initiatives will be monitoring the implementation of the reading series and the progress of the school in achieving goals as written in the school improvement plan. One member of the LLT will serve as the school-based representative on the district reading adoption team.

Public School Choice

Supplemental Educational Services (SES) Notification
No Attachment

*Elementary Title I Schools Only: Pre-School Transition

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

Through the Voluntary Pre-K (VPK) program the district provides an opportunity for every four year old to participate in pre-kindergarten classes to be better prepared to enter kindergarten.

The school parent resource room has resources available to check out or keep for parents of pre-K students. In addition, kindergarten readiness materials are given out at Kindergarten Roundup each year.

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

[   ]

*High Schools Only

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

[   ]

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

[   ]

Postsecondary Transition

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

[   ]

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	The percent achieving proficiency (FCAT Level 3) or higher in reading will increase by 10%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
72(161)	79(178)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Attendance (Absences/Tardies)	Review district and state policies/laws with parents	Principal, BRT, District Truancy Officer	Review attendance on a monthly basis.	Did attendance improve after intervention?
2	Difference in the number and complexity of comprehension questions on weekly tests and FCAT.	Add additional comprehension questions to reading tests.	CRT, Reading Committee	Tests have been revised and additional questions are in use.	Weekly Tests
3	Difference in the complexity of questions being asked in class and those used on FCAT.	Staff inservice on Webb's Depth of Knowledge and increased use of Level 2, 3, and 4 questions	Principal, CRT, Teachers	Staff has been trained and higher-order questions are being used during instruction.	Higher-order questions are documented in teacher lesson plans.
4	Implementing Gradual Release Model with fidelity.	Review training on the Gradual Release Model for all teachers.	Principal	Staff has been trained and the Gradual Release Model is implemented with fidelity in all classrooms.	Different stages of the Gradual Release Model are used during instruction and observed during walkthroughs and formal observations.
5	Use of data to evaluate students' strengths/weaknesses and to develop differentiated instructional groups.	Training on data interpretation and use.	Principal, FCIM Facilitator, CRT	Staff is trained in FCIM meetings.	Data is used to differentiate instruction and teachers discuss data/students during FCIM meetings.

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

N/A	N/A

<div align="center">

Problem-Solving Process to Increase Student Achievement

</div>

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	The percent of students achieving above proficiency will increase by 1%.
2012 Current Level of Performance:	**2013 Expected Level of Performance:**
57(128)	58(130)

<div align="center">

Problem-Solving Process to Increase Student Achievement

</div>

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Attendance (Absences/Tardies)	Review district and state policies/laws with parents.	Principal, BRT, District Truancy Officer	Review attendance on a monthly basis.	Did attendance improve after intervention?
2	Difference in the complexity of questions being asked in class and those used on FCAT.	Staff inservice on Webb's Depth of Knowledge and increased use of Level 2, 3, and 4 questions.	Principal, CRT, Teachers	Staff has been trained and higher-order questions are being used during instruction.	Higher-order questions are documented in teacher lesson plans.
3	Implementing Gradual Release Model with fidelity.	Review training on the Gradual Release Model for all teachers.	Principal	Staff has been trained and the Gradual Release Model is implemented with fidelity in all classrooms.	Different stages of the Gradual Release Model are used during instruction and observed during walkthroughs and formal observations.
4	Use of data to evaluate students' strengths/weaknesses and to develop differentiated instructional groups.	Training on data interpretation and use.	Principal, FCIM Facilitator, CRT	Staff is trained in FCIM meetings.	Data is used to differentiate instruction and teachers discuss data/students during FCIM meetings.
5	Difference in the number and complexity of comprehension questions on weekly tests compared to FCAT.	Revise weekly tests to include comprehension focus questions.	Reading Committee	Tests have been revised and additional questions are in use.	Weekly Tests

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

2b. Florida Alternate Assessment:

Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

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

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	The percent of students making Learning Gains will increase by 10%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
69(104)	76(115)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack prerequisite skills needed for mastery of grade-level content.	Students are identified and pulled for additional intervention.	FCIM Facilitator, CRT, Principal	Schedules are developed, interventions are in progress.	Google docs, Intervention Schedules
2	Lack of time during instructional day.	Provide afterschool tutoring to students identified as needing assistance.	Principal, CRT, Title 1	Ongoing review of assessment data.	Weekly, Benchmark, On Track, and state assessments.
3	Difference in the complexity of questions being asked in class and those used on FCAT.	Staff inservice on Webb's Depth of Knowledge and increased use of Level 2, 3, and 4 questions.	Principal, CRT, Teachers	Staff has been trained and higher-order questions are being used during instruction.	Higher-order questions are documented in teacher lesson plans.
4	Difference in the complexity of questions being asked in class and those used on FCAT.	Revision of weekly reading tests to include comprehension focus questions.	Reading Committee, FCIM facilitator	Additional questions have been added/revised using the most common FCAT 2.0 stems.	Weekly Tests

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading.	N/A

Reading Goal #3b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

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

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

| 4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading.

Reading Goal #4:	The percent of students in the lowest 25% making learning gains will increase by 10%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
62(24)	68(27)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of time during the instructional day.	Provide afterschool tutoring to students identified as needing assistance.	Principal, CRT, Title 1	Ongoing review of assessment data.	Weekly tests.
2	Difference in the complexity of questions being asked in class and those used on FCAT.	Staff inservice on Webb's Depth of Knowledge and increased use of Level 2, 3, and 4 questions.	Principal, CRT, Teachers	Staff has been trained and higher-order questions are being used during instruction.	Higher-order questions are documented in teacher lesson plans.
3	Students lack prerequisite skills needed to master grade-level content.	Students are pulled for additional tutoring beyond the instructional block.	Principal, CRT, Title 1	Schedules have been developed and interventions are ongoing.	Intervention data is reviewed. Student performance on assessments is reviewed.

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Reading Goal #
	AMO Reading Goal for 2012-2013: 73

5A : |

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

	71	73	76	79	81	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	All student subgroups will meet the target AMO for 2012-2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
75(3)	100(All subgroups)

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of time during school day.	Provide afterschool tutoring to students who are identified as needing assistance.	Principal, CRT, Title 1	Ongoing review of assessment data.	Performance on school, district, and state assessments.

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

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	All English Language Learners will meet the target AMO for 2012-2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	73

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Difficulty understanding concepts and skills delivered in a non-native language.	Placement of students with ESOL-endorsed/certified teachers when possible.	CRT, Principal	Once identified as ELL the student is placed with an ESOL-endorsed/certified teacher.	Schedule

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	All Students with Disabilities (SWD) will meet the AMO for reading in 2012-2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:

Target AMO - 31 2012 Performance - 32	Target AMO of 38%.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have deficiencies that cannot be addressed during the core instructional block.	Students are pulled for additional interventions.	Title 1 and ESE Teachers, Principal, CRT, School Counselor	As students are identified as needing additional assistance they are pulled into ongoing intervention groups.	Intervention Rosters, Academic Data
2	Difference in the number and complexity of comprehension questions on weekly tests compared to FCAT.	Revise weekly tests to include comprehension focus questions.	Reading Committee	Tests have been revised and additional questions are in use.	Weekly Tests
3	Lack of time during the school day.	Provide before or after-school tutoring to students identified as needing assistance.	Principal, CRT, Title I	Ongoing review of assessment data.	Weekly Tests

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	2012-2013 Target AMO for Economically Disadvantaged students will be met.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Target AMO - 51 Actual AMO - 50	AMO - 56%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of training on generational poverty and its impact on school readiness.	Book study using "A Framework for Understanding Poverty" by Ruby Payne	Principal	Book study has been done and staff shows awareness of unique characteristics and needs of economically disadvantaged students and families.	Completed book study.
2	Lack of time during school day.	Provide after-school tutoring to students identified as needing assistance.	Principal, CRT, Title 1	Ongoing review of assessment data.	Weekly tests
3	Students who have deficiencies that cannot be addressed during the core instructional block.	Students are pulled for additional instruction/interventions using research-based programs.	Principal, CRT, FCIM Facilitator	Students showing academic need are identified and pulled for additional instruction.	Intervention Rosters, Academic Data.
4	Difference in the number and complexity of comprehension questions on weekly tests compared to FCAT.	Revise weekly tests to include comprehension focus questions	Reading Committee	Tests have been revised and additional questions are in use.	Weekly Tests

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible f Monitoring
Kagan/CRISS Strategies	K-5	District Kagan Trainer, School Kagan and CRISS Trainers	All teachers	January 2013	Kagan and CRISS strategies documented in lesson plans. Strategies in practice during instructional periods.	Principal
Earobics	K-5	Title I Lead Teacher, CRT, FCIM Facilitator	Intervention Teachers, teachers of students in need of interventions.	Upon identification of students and placement in class.	Lesson plan review, schedule developed.	School-based Leadership Team
Six Components of Reading	K-5	CRT	Teachers who are new to the school.	January 2012	Documentation of strategies tied to six components in lesson plans.	Principal, CRT
Webb's Depth of Knowledge	K-5	District Literacy Coach	All teachers	December 2012	Lesson plan review	Principal
Gradual Release Model	K-5	Principal	All teachers	November 2012	Gradual Release Model observed/in use during walkthroughs and observations.	Principal
Data Interpretation and Its Use in Differentiation and Effective Planning of Instruction	K-5	Principal, CRT, FCIM Facilitator	All teachers	Monthly FCIM Meetings	Teachers are able to use data effectively and plan differentiated groups.	Principal, CRT, FCIM Facilitato
"A Framework for Understanding Poverty" - Ruby Payne	All	Principal	All teachers	Faculty Meetings	Completion of Study Guide	Principal

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Phonics for Reading	Research-based intervention program designed to assist in the area of phonics.	Title 1	$1,000.00
Building Levels of Comprehension	Research-based Intervention Program	Title 1	$1,000.00
Words Their Way	Research-based Intervention Program	Title 1	$1,000.00
Rewards	Research-based Intervention Program	Title 1	$500.00
Language for Learning	Research-based Intervention Program	Title 1	$250.00
Zoom in Reading	Research-based Intervention Program	Title 1	$2,500.00
Focus on Reading	Research-based Intervention Program	Title 1	$2,500.00
Macmillan McGraw Hill Treasures	District-adopted Reading Series	District	$0.00
STARS	Research-based Intervention Program	Title 1	$1,000.00

Florida Ready Reading	Research-based Supplemental Test Preparation	Title 1	$2,000.00
			Subtotal: $11,750.00

Technology

Strategy	Description of Resources	Funding Source	Available Amount
Ticket to Read	Intervention Software	District	$0.00
			Subtotal: $0.00

Professional Development

Strategy	Description of Resources	Funding Source	Available Amount
Professional Learning Community	Instructional Pacing Calendars and Curriculum Development	Title 1	$1,500.00
			Subtotal: $1,500.00

Other

Strategy	Description of Resources	Funding Source	Available Amount
Pull-out Tutorial	Teacher Tutors and FCIM Teacher	Title 1	$117,000.00
After-school Tutoring	Research-based Intervention Program	Title 1	$5,600.00
			Subtotal: $122,600.00
			Grand Total: $135,850.00

End of Reading Goa

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	
1. Students scoring proficient in listening/speaking. CELLA Goal #1:	The number of ELL students proficient in listening/speaking as measured by CELLA will increase by 10%.
2012 Current Percent of Students Proficient in listening/speaking:	
67%(6) of students scored proficient in Listening/Speaking on the 2011-2012 CELLA.	

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Difficulty understanding concepts and skills delivered in a non-native language.	Placement of students with ESOL-endorsed/certified teachers.	Principal, CRT	Once identified as ELL the student is placed with an ESOL-endorsed/certified teacher.	Schedule

Students read in English at grade level text in a manner similar to non-ELL students.	
2. Students scoring proficient in reading. CELLA Goal #2:	The number of ELL students proficient in reading as measured by CELLA will increase by 10%.
2012 Current Percent of Students Proficient in reading:	

56%(5) students scored proficient in reading on the 2011-2012 CELLA.

		Problem-Solving Process to Increase Student Achievement			
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Difficulty understanding concepts and skills delivered in a non-native language.	Placement of students with ESOL-endorsed/certified teachers.	Principal, CRT	Once identified as ELL the student is placed with an ESOL-endorsed/certified teacher.	Schedule

Students write in English at grade level in a manner similar to non-ELL students.	
3. Students scoring proficient in writing. CELLA Goal #3:	The number of ELL students proficient in writing as measured by CELLA will increase by 10%.
2012 Current Percent of Students Proficient in writing:	
44%(4) of students scored proficient in writing on the 2011-2012 CELLA.	

		Problem-Solving Process to Increase Student Achievement			
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Difficulty understanding concepts and skills delivered in a non-native language.	Placement of students with ESOL-endorsed/certified teachers.	Principal, CRT	Once identified as ELL the student is placed with an ESOL-endorsed/certified teacher.	Schedule

CELLA Budget:

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

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

End of CELLA Goals

Elementary School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1a:	The percent achieving proficiency (FCAT Level 3) or higher in math will increase by 10%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
72(162)	79(162)

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr>
<td></td>
<td>Anticipated Barrier</td>
<td>Strategy</td>
<td>Person or Position Responsible for Monitoring</td>
<td>Process Used to Determine Effectiveness of Strategy</td>
<td>Evaluation Tool</td>
</tr>
<tr>
<td>1</td>
<td>Attendance (Absences/Tardies)</td>
<td>Review district and state policies/laws with parents</td>
<td>Principal, BRT, District Truancy Officer</td>
<td>Review attendance on a monthly basis.</td>
<td>Did attendance improve after intervention?</td>
</tr>
<tr>
<td>2</td>
<td>Difference in the complexity of questions being asked in class and those used on FCAT.</td>
<td>Staff inservice on Webb's Depth of Knowledge and increased use of Level 2, 3, and 4 questions</td>
<td>Principal, CRT, Teachers</td>
<td>Staff has been trained and higher-order questions are being used during instruction.</td>
<td>Higher-order questions are documented in teacher lesson plans.</td>
</tr>
<tr>
<td>3</td>
<td>Implementing Gradual Release Model with fidelity.</td>
<td>Review training on the Gradual Release Model for all teachers.</td>
<td>Principal</td>
<td>Staff has been trained and the Gradual Release Model is implemented with fidelity in all classrooms.</td>
<td>Different stages of the Gradual Release Model are used during instruction and observed during walkthroughs and formal observations.</td>
</tr>
<tr>
<td>4</td>
<td>Use of data to evaluate students' strengths/weaknesses and to develop differentiated instructional groups.</td>
<td>Training on data interpretation and use.</td>
<td>Principal, FCIM Facilitator, CRT</td>
<td>Staff is trained in FCIM meetings.</td>
<td>Data is used to differentiate instruction and teachers discuss data/students during FCIM meetings.</td>
</tr>
<tr>
<td>5</td>
<td>Adoption of Next Generation Sunshine State Standards (NGSSS)</td>
<td>Review NGSSS and monitor implementation of standards.</td>
<td>School Staff</td>
<td>Review of lesson plans.</td>
<td>Lesson plans reflect alignment with NGSSS.</td>
</tr>
</table>

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	The percent of students scoring above proficiency (FCAT Levels 4 and 5) in mathematics will increase by 1%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
50(113)	51(115)

	Problem-Solving Process to Increase Student Achievement			
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Attendance (Absences/Tardies)	Review district and state policies/laws with parents.	Principal, BRT, District Truancy Officer	Review attendance on a monthly basis.	Did attendance improve after intervention?
2	Difference in the complexity of questions being asked in class and those used on FCAT.	Staff inservice on Webb's Depth of Knowledge and increased use of Level 2, 3, and 4 questions.	Principal, CRT, Teachers	Staff has been trained and higher-order questions are being used during instruction.	Higher-order questions are documented in teacher lesson plans.
3	Implementing Gradual Release Model with fidelity.	Review training on the Gradual Release Model for all teachers.	Principal	Staff has been trained and the Gradual Release Model is implemented with fidelity in all classrooms.	Different stages of the Gradual Release Model are used during instruction and observed during walkthroughs and formal observations.
4	Use of data to evaluate students' strengths/weaknesses and to develop differentiated instructional groups.	Training on data interpretation and use.	Principal, FCIM Facilitator, CRT	Staff is trained in FCIM meetings.	Data is used to differentiate instruction and teachers discuss data/students during FCIM meetings.
5	Adoption of Next Generation Sunshine State Standards (NGSSS).	Review NGSSS and monitor instruction in those standards.	School Staff	Review of lesson plans.	Lesson plans reflect alignment with NGSSS.

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	N/A

2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

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

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	The percent of students making Learning Gains will increase by 10%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
70(105)	77(116)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack prerequisite skills needed for mastery of grade-level content.	Students are identified and pulled for additional intervention.	FCIM Facilitator, CRT, Principal	Schedules are developed, interventions are in progress.	Google docs, Intervention Schedules
2	Lack of time during instructional day.	Provide afterschool tutoring to students identified as needing assistance.	Principal, CRT, Title 1	Ongoing review of assessment data.	Weekly, Benchmark, On Track, and state assessments.
3	Difference in the complexity of questions being asked in class and those used on FCAT.	Staff inservice on Webb's Depth of Knowledge and increased use of Level 2, 3, and 4 questions.	Principal, CRT, Teachers	Staff has been trained and higher-order questions are being used during instruction.	Higher-order questions are documented in teacher lesson plans.

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal #3b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	The percent of students in the lowest 25% making learning gains will increase by 10%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
50(15)	55(17)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of time during the instructional day.	Provide afterschool tutoring to students identified as needing assistance.	Principal, CRT, Title 1	Ongoing review of assessment data.	Weekly tests.
2	Difference in the complexity of questions being asked in class and those used on FCAT.	Staff inservice on Webb's Depth of Knowledge and increased use of Level 2, 3, and 4 questions.	Principal, CRT, Teachers	Staff has been trained and higher-order questions are being used during instruction.	Higher-order questions are documented in teacher lesson plans.
3	Students lack prerequisite skills needed to master grade-level content.	Students are pulled for additional tutoring beyond the instructional block.	Principal, CRT, Title 1	Schedules have been developed and interventions are ongoing.	Intervention data is reviewed. Student performance on assessments is reviewed.

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Elementary School Mathematics Goal # AMO Math Goal for 2012-2013: 78 5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	75	78	80	82	84	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.	All student subgroups will meet the target AMO for 2012-2013.

Mathematics Goal #5B:

2012 Current Level of Performance:	2013 Expected Level of Performance:
75(3)	100(All identified subgroups)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of time during school day.	Provide afterschool tutoring to students who are identified as needing assistance.	Principal, CRT, Title 1	Ongoing review of assessment data.	Performance on school, district, and state assessments.

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	All English Language Learners will meet the target AMO for 2012-2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	78

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Difficulty understanding concepts and skills delivered in a non-native language.	Placement of students with ESOL-endorsed/certified teachers when possible.	CRT, Principal	Once identified as ELL the student is placed with an ESOL-endorsed/certified teacher.	Schedule

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	All Students with Disabilities (SWD) will meet the Target AMO for Math in 2012-2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Target AMO - 44 2012 Performance - 32	Target AMO - 49

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Students have	Students are pulled for	Title 1 and ESE	As students are identified	Intervention

| 1 | deficiencies that cannot be addressed during the core instructional block. | additional interventions. | Teachers, Principal, CRT, School Counselor | as needing additional assistance they are pulled into ongoing intervention groups. | Rosters, Academic Data |

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

E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal E:	All Economically Disadvantaged students will meet the AMO for Math in 2012-2013.
2012 Current Level of Performance: Target AMO - 60 2012 Performance - 54	2013 Expected Level of Performance: Target AMO - 63

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of training on generational poverty and its impact on school readiness.	Book study using "A Framework for Understanding Poverty" by Ruby Payne	Principal	Book study has been done and staff shows awareness of unique characteristics and needs of economically disadvantaged students and families.	Completed book study.
2	Lack of time during school day.	Provide after-school tutoring to students identified as needing assistance.	Principal, CRT, Title 1	Ongoing review of assessment data.	Weekly tests
3	Students who have deficiencies that cannot be addressed during the core instructional block.	Students are pulled for additional instruction/interventions using research-based programs.	Principal, CRT, FCIM Facilitator	Students showing academic need are identified and pulled for additional instruction.	Intervention Rosters, Academic Data.
4	Adoption of Next Generation Sunshine State Standards (NGSSS)	Review NGSSS and monitor adoption/instruction of those standards.	School Staff	Review of lesson plans.	Lesson plans reflect alignment with NGSSS.

End of Elementary School Mathematics Goal

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Data Interpretation and Its Use in Differentiation and Effective Planning of Instruction	K-5	Principal, CRT, FCIM Facilitator	All teachers	Monthly FCIM Meetings	Teachers are able to use data effectively and plan differentiated groups.	Principal, CRT, FCIM Facilitator

Gradual Release Model	K-5	Principal	All teachers	November 2012	Gradual Release Model observed/in use during walkthroughs and observations.	Principal
Webb's Depth of Knowledge	K-5	District Literacy Coach	All teachers	December 2012	Lesson plan review, Classroom Walkthroughs	Principal
Computer-based Testing	K-5	CRT	All teachers	November 2012	Teachers identify ways to prepare students for computer-based testing.	CRT
Kagan/CRISS Strategies	K-5	District Kagan Trainer, School Kagan and CRISS Trainers	All teachers	January 2013	Kagan and CRISS strategies documented in lesson plans. Strategies in practice during instructional periods.	Principal
"A Framework for Understanding Poverty" - Ruby Payne	All	Principal	All teachers	Faculty Meetings	Completion of Study Guide	Principal

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Number Worlds	Research-based Math Intervention Program	Lottery Funds	$3,000.00
Houghton Mifflin/Harcourt Go Math!	District-adopted Textbook	District	$0.00
Florida Ready Math	Research-based Supplemental Test Preparation	Title 1	$2,000.00
			Subtotal: $5,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
vMath	Intervention Software	District	$0.00
Reflex Math	Intervention Software	District	$0.00
Gizmos	Online Math and Science Simulations	District	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Professional Learning Community	Instructional Pacing Calendars and Curriculum Development	Title 1	$1,500.00
			Subtotal: $1,500.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
After-school Tutoring	Research-based Intervention Program	Title 1	$5,600.00
Pull-out Tutorial	Teacher Tutors and FCIM Teacher	Title 1	$117,000.00
			Subtotal: $122,600.00
			Grand Total: $129,100.00

End of Mathematics Goals

Elementary and Middle School Science Goals

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

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

1a. FCAT2.0: Students scoring at Achievement

Level 3 in science. Science Goal #1a:	The percent of students scoring proficiency (FCAT Level 3) or higher in science will increase by 1%.	

2012 Current Level of Performance:	2013 Expected Level of Performance:
74(62)	75(63)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students with limited understanding of basic science concepts.	After-school Tutoring	Principal, CRT, Science Instructor	Goal of 1% increase in FCAT Level 3 is met.	FCAT
2	Adoption/implementation of NGSSS in science.	Implementation of National Geographic science series that matches NGSSS.	School Staff	Science series is being implemented in all classes.	Classroom Snapshots, Documentation in lesson plans

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1b:	N/A

2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	The percent of students achieving above proficiency will increase by 1%.

2012 Current Level of Performance:	2013 Expected Level of Performance:
48(40)	49(41)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Adoption/implementation of NGSSS in science.	Implementation of National Geographic science series that matches NGSSS.	School Staff	Science series is being implemented in all classes.	Classroom Snapshots, Documentation in lesson plans
2	Lack of content knowledge.	Addition of Engineering as a focus in our school program and STEM Magnet.	School Staff	Engineering and STEM Design Challenges are developed and implemented.	Design Challenges are developed and being used.

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

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Kagan/CRISS Strategies	K-5	District Kagan Trainer, School Kagan and CRISS Trainers	All teachers	January 2013	Kagan and CRISS strategies documented in lesson plans. Strategies in practice during instructional periods.	Principal
Webb's Depth of Knowledge	K-5	District Literacy Coach	All teachers	December 2012	Lesson plan review, Classroom Walkthroughs	Principal
Gradual Release Model	K-5	Principal	All teachers	November 2012	Gradual Release Model observed/in use during walkthroughs and observations.	Principal
Data Interpretation						

and Its Use in Differentiation and Effective Planning of Instruction	K-5	Principal, CRT, FCIM Facilitator	All teachers	Monthly FCIM Meetings	Teachers are able to use data effectively and plan differentiated groups.	Principal, CRT, FCIM Facilitator
"A Framework for Understanding Poverty" - Ruby Payne	All	Principal	All teachers	Faculty Meetings	Completion of Study Guide	Principal

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
National Geographic Science	District-adopted Textbook	District	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Brain Pop	Internet-based Instructional Resource	District	$0.00
Discovery Ed	Internet-based Instructional Resource	District	$0.00
Gizmos	Online Math and Science Simulations	District	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Professional Learning Community	Instructional Pacing Calendars and Curriculum Development	Title 1	$2,500.00
STEM Conference	Staff development in the area of STEM education.	School Improvement, District	$2,500.00
			Subtotal: $5,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
After-school Tutoring	Research-based Intervention Programs	Title 1	$5,600.00
			Subtotal: $5,600.00
			Grand Total: $10,600.00

End of Science Goals

Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	The percent of students achieving Adequate Yearly Progress (FCAT Level 3.0 or higher) will increase by 1%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
84(54)	85(55)

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Increased complexity and expectations of 4th grade writing rubric and standards.	Formal writing assessments and holistic scoring of prompts at all grade levels.	Principal, CRT	Writing prompts are scored using holistic scoring.	Writing Prompt score sheets

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A
Problem-Solving Process to Increase Student Achievement	

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
State Rubric and Holistic Scoring	K-5	CRT, Writing Committee Chair	All teachers	January 2013	Grade-level scoring of writing prompts takes place.	CRT

Writing Budget:

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

No Data	No Data	No Data	$0.00
			Subtotal: $0.00

Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Professional Learning Community	Instructional Pacing Calendars and Curriculum Development	Title 1	$2,500.00
			Subtotal: $2,500.00

Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $2,500.00

End of Writing Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal #1:	Decrease by 10% the number of students with 10 or more absences.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
96(508)	97(513)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
107	97
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
130	117

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of awareness of the impact of attendance on student achievement.	Review importance of attendance with parents	Principal, Home School Liaison, District Staff	Review attendance on a monthly basis.	Attendance improves after intervention.

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

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

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

Attendance Budget:

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

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	Total number of suspensions will decrease by 10%.
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
0	0
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
0	0

2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
215	193
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
61	55

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Increase in number of students moving into school with a history of disciplinary actions and suspensions.	Principal, Guidance Counselor, and BRT will make contact with parents and students	Principal, School Counselor, BRT	Monitor suspensions on a monthly basis.	Number of suspensions decreases by 10%.
2	Lack of positive support for students with behavioral difficulties.	Implementation of Positive Behavior Supports (PBS) as a preventative/proactive discipline system.	School Staff	Monitor weekly discipline data.	Number of discipline referrals drops by 10%.
3	Lack of alternate behavior interventions.	Implement tiered behavior intervention program.	Principal, School Counselor, BRT	Monitor Tier 2 and Tier 3 Behavior Google docs.	Students in Tier 2 and Tier 3 interventions have a reduction of suspensions.

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

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

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

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Florida Positive Behavior Supports (PBS)	Supplies and materials needed for continued implementation of program.	School Improvement	$2,000.00
		Subtotal: $2,000.00	
Technology			
Strategy	Description of Resources	Funding Source	Available Amount

No Data	No Data	No Data	$0.00
			Subtotal: $0.00

Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Florida Positive Behavior Supports (PBS)	Review and update of PBS Program.	Title 1, School Improvement	$2,000.00
			Subtotal: $2,000.00

Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $4,000.00

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal #1: **Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	Percent of parents involved in school activities will increase by 10%.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
Total Number of Parents Who Participated in School Activities (Duplicated and Unduplicated): 833	913

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Time of Parent Involvement meetings.	Schedule parent involvement activities at a variety of times to accommodate parent needs.	Principal, Parent Involvement Contact, Title 1	Number of parents attending meetings increases over time.	Sign-in Sheets
2	Lack of parental awareness of FCAT and related curricular concerns.	Parent workshops focusing on FCAT and curriculum areas.	Principal, Teachers, Title 1	Parents attend trainings and find them worthwhile.	Sign-in Sheets, completed evaluations

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
"A Framework for Understanding Poverty" - Ruby Payne	All	Principal	All teachers	Faculty Meetings	Completion of Study Guide	Principal

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Book Study	"A Framework for Understanding Poverty" - Ruby Payne	CREATE, Title 1	$2,500.00
			Subtotal: $2,500.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $2,500.00

End of Parent Involvement Goal(s)

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

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

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

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

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

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

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

STEM Budget:

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

End of STEM Goal(s)

Additional Goal(s)

School Safety and Discipline Goal:

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. School Safety and Discipline Goal School Safety and Discipline Goal #1:	The school Climate Survey will show that 95% of respondents feel the school is a safe place.
2012 Current level:	2013 Expected level:
98(70)	95(68)
Problem-Solving Process to Increase Student Achievement	

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

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

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

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

Budget:

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

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

End of School Safety and Discipline Goal(s)

Technology Goal:

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Technology Goal Technology Goal #1:	Increase use of technology by teachers as an instructional resource and accessibility of technology to students as an instructional tool.
2012 Current level:	2013 Expected level:
N/A	N/A
Problem-Solving Process to Increase Student Achievement	

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Epson BrightLink Projector and Use	All	District Tech Coaches	Teachers with BrightLink Projectors, any interested	As needed	BrightLink is in use as an instructional tool.	Principal, Technology Support Person

Budget:

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

End of Technology Goal(s)

FINAL BUDGET

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

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Phonics for Reading	Research-based intervention program designed to assist in the area of phonics.	Title 1	$1,000.00
Reading	Building Levels of Comprehension	Research-based Intervention Program	Title 1	$1,000.00
Reading	Words Their Way	Research-based Intervention Program	Title 1	$1,000.00
Reading	Rewards	Research-based Intervention Program	Title 1	$500.00
Reading	Language for Learning	Research-based Intervention Program	Title 1	$250.00
Reading	Zoom in Reading	Research-based Intervention Program	Title 1	$2,500.00
Reading	Focus on Reading	Research-based Intervention Program	Title 1	$2,500.00
Reading	Macmillan McGraw Hill Treasures	District-adopted Reading Series	District	$0.00
Reading	STARS	Research-based Intervention Program	Title 1	$1,000.00
Reading	Florida Ready Reading	Research-based Supplemental Test Preparation	Title 1	$2,000.00
Mathematics	Number Worlds	Research-based Math Intervention Program	Lottery Funds	$3,000.00
Mathematics	Houghton Mifflin/Harcourt Go Math!	District-adopted Textbook	District	$0.00
Mathematics	Florida Ready Math	Research-based Supplemental Test Preparation	Title 1	$2,000.00
Science	National Geographic Science	District-adopted Textbook	District	$0.00
Suspension	Florida Positive Behavior Supports (PBS)	Supplies and materials needed for continued implementation of program.	School Improvement	$2,000.00
				Subtotal: $18,750.00

Technology

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Ticket to Read	Intervention Software	District	$0.00
Mathematics	vMath	Intervention Software	District	$0.00
Mathematics	Reflex Math	Intervention Software	District	$0.00
Mathematics	Gizmos	Online Math and Science Simulations	District	$0.00
Science	Brain Pop	Internet-based Instructional Resource	District	$0.00
Science	Discovery Ed	Internet-based Instructional Resource	District	$0.00
Science	Gizmos	Online Math and Science Simulations	District	$0.00
				Subtotal: $0.00

Professional Development

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Professional Learning Community	Instructional Pacing Calendars and Curriculum Development	Title 1	$1,500.00
Mathematics	Professional Learning Community	Instructional Pacing Calendars and Curriculum Development	Title 1	$1,500.00
Science	Professional Learning Community	Instructional Pacing Calendars and Curriculum	Title 1	$2,500.00

		Development		
Science	STEM Conference	Staff development in the area of STEM education.	School Improvement, District	$2,500.00
Writing	Professional Learning Community	Instructional Pacing Calendars and Curriculum Development	Title 1	$2,500.00
Suspension	Florida Positive Behavior Supports (PBS)	Review and update of PBS Program.	Title 1, School Improvement	$2,000.00
Parent Involvement	Book Study	"A Framework for Understanding Poverty" - Ruby Payne	CREATE, Title 1	$2,500.00
				Subtotal: $15,000.00

Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Pull-out Tutorial	Teacher Tutors and FCIM Teacher	Title 1	$117,000.00
Reading	After-school Tutoring	Research-based Intervention Program	Title 1	$5,600.00
Mathematics	After-school Tutoring	Research-based Intervention Program	Title 1	$5,600.00
Mathematics	Pull-out Tutorial	Teacher Tutors and FCIM Teacher	Title 1	$117,000.00
Science	After-school Tutoring	Research-based Intervention Programs	Title 1	$5,600.00
				Subtotal: $250,800.00
				Grand Total: $284,550.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

ʄ Priority	ʄ Focus	ʄ Prevent	ʄ NA

Are you a reward school: ʄ Yes ʄ No

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

No Attachment (Uploaded on 11/9/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

✔ Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
National Elementary Honor Society	$2,000.00
Classroom Supplies	$2,000.00
School Improvement Projects	$2,000.00
SRP Expenditure	$30,000.00

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

The School Advisory Council (SAC) meets several times during the year. Planned activities for the 2012-2013 school year include:
- Collaborate with school staff on the use of SRP Money
- Review Needs Assessment Data
- Provide input on the development of school improvement, parent involvement, and Title 1 plans
- Conduct Climate Surveys
- Oversee School Improvement budget
- Conduct a Public Hearing to review the 2013-2014 School Improvement Plan

AYP DATA

SCHOOL GRADE DATA

No Data Found

Alachua School District STEPHEN FOSTER ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	85%	86%	97%	71%	339	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	70%	70%			140	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	55% (YES)	52% (YES)			107	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					586	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Alachua School District STEPHEN FOSTER ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	91%	92%	92%	79%	354	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	71%	74%			145	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	69% (YES)	71% (YES)			140	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					639	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested